Community-Based Learning Management to Improve the Educational Human Development Index (Ipm) in Majalengka District

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Abstract

The background of this research problem is based on the low public interest in continuing their studies to non-formal education levels, other than those carried out by the Center for Teaching and Learning Activities (PKBM). The general objective of the research is to obtain an overview of community-based learning management to improve the HDI of Education in Majalengka Regency. The specific aim of the research is to find out planning, policies, organizing, leadership, supervision and community-based learning outcomes to improve HDI Education in Majalengka Regency. This study uses qualitative research with descriptive methods. Data collection techniques through observation, interviews and documentation studies. The theory used in this research is Andrew James Dubrin's management theory (1990:5); Community-based learning theory theory according to Suharto (2012: 81). Research Results are 1). Community-based learning planning to improve Education HDI in Majalengka Regency, there are learning objectives, materials, learning methods, learning media, evaluation and KKM that have been planned by the Education Office and PKBM units. 2). There are policies that support community-based learning. 3). There are activities needed in community-based learning and division of tasks in community-based learning and the authority of PKBM managers in community-based learning 4). PKBM management leadership socializes good responses from PKBM learning residents. 5). Supervision of community-based learning to improve IPM Education in

Majalengka Regency, includes supervision from the Makaleng District Education Office, although the PKBM schedule is flexible according to the activities of the PKBM community, the majority of whom are already working but the supervision process is still carried out so that from planning to evaluation (UAS and National Examination) still implemented 6). The results of community-based learning to increase the HDI of Education in Majalengka Regency include: a decrease in dropout rates, an increase in continuing rates and an increase in the quality of student learning. From this study it can be concluded that community-based learning management in increasing the HDI Education index in Majalengka Regency has been effective because the community participation rate has increased significantly.

Keywords

Management, Community *Based Learning, HDI*

Introduction

The quality and results of education have not fully met the expectations and needs of the community, therefore the role of the community in advancing education is very necessary. One of the important platforms adopted in the framework of national education reform is the development of community-based education (Community Based Education).

In the General Provisions of Law No. 20/2003 article 1 paragraph 16 it is explained that the meaning of community-based education is the implementation of education based on religious, social, cultural characteristics, aspirations, and community potential as the embodiment of education from, by, and for the community. Galbraith (1995) defines community-based education as an educational process in which individuals or adults become more competent in their skills, attitudes, and concepts in an effort to live and control local aspects of their society through democratic participation. To realize the empowerment of education, PKBM also has the obligation to prepare planning activities. One form of educational planning is curriculum development planning.

Curriculum development is carried out through three stages, namely planning, implementation, and evaluation of the operational curriculum. In any field, planning is an important and strategic element and

provide direction in the implementation of activities to achieve the desired goals or objectives. In the field of education, planning is one of the key factors in the effectiveness of implementing educational activities to achieve the expected educational goals. To support the successful implementation of the curriculum that has been prepared, it is also necessary to have academic planning. This academic planning includes a program of activities, academic calendar. lesson schedule, setting assignments and teacher obligations. With academic planning which outlines the four fields, it is hoped that the implementation of the curriculum can achieve maximum results.

Planning will produce plans. In this regard, educational planning is a process of educational activities while educational plans are the result of a jointly determined plan.

Educational planning is a continuous intellectual process in analyzing, formulating, weighing, and making decisions that are consistent and relate systematically to other decisions (Sarbini and Lina, 2011: 30). Meanwhile, other education experts explain that educational planning is a rational application of a systematic analysis of the educational development process with the aim that education is more effective and efficient and in accordance with the needs and goals of students and their community (Sa'ud and Makumun, 2009: 8).

Thus it can be said that educational planning is a process of activities to prepare for the future that is rational and systemic in terms of determining policies, priorities and costs of education effectively and efficiently to achieve the goals that have been set based on needs. Community-based education centers on students' ability to recognize and support the needs of the local community. Society and students. (Villiani and Atkins, 2008), while according to the 1945 Constitution it is stated that community-based education is the implementation of education based on the uniqueness of religion, social, culture, aspirations, and potential, the community as the embodiment of education from, by, and for the community. (Law No. 20 2003, Chapter I, art. 1).

The point is that community-based education is education from the community, by the community, and for the community. Implementation includes three main things including (1) program development including annual, semester, or quarterly, monthly, weekly, daily programs, and there is also counseling guidance. (2) the implementation of learning in essence, learning is an intellectual process between students and the environment, so that changes in behavior occur for the better. (3) evaluation of learning carried out throughout the running curriculum. (Hamalik, 2008: 308). Meanwhile, Sudarsyah and Nurdin (2011: 196) are slightly different from Hamalik regarding the stages of curriculum implementation. They divide the stages of curriculum implementation into four stages, namely; planning, organizing and coordinating, implementing, and controlling. Planning, including planning for curriculum implementation, is made to have the intention or purpose of explaining at least four planning functions, namely planning to function as a direction, minimizing the impact of change, minimizing waste and waste, and setting quality control standards. (Robbins and Coulter in Sule and Saefullah (2010: 97). To facilitate the implementation of the curriculum, it is also necessary to make academic planning. Academic planning is planning in organizing. This stage includes the preparation of activity programs, preparation of academic calendars, lesson schedules, and division of tasks and teacher obligations, Sudarsyah and Nurdin, 2011: 197). To succeed in implementing the curriculum, it must also be supported by reliable facilities and teaching staff.

This is in accordance with research from Onyeachu (2005) which has examined 565 secondary schools in Nigeria regarding curriculum implementation, with the recommendation that in planning curriculum implementation the government must provide facilities and teaching staff according to their competence. Ifedili and Alutu (2011) say from the results of their research that the

implementation of education with the 6-3-3-4 system in Nigeria is not successful with indicators of high unemployment rates. According to him, this is because the implementation of the curriculum is not in accordance with the needs of the community. Therefore, in planning the implementation of the curriculum, it must be in accordance with the needs of stakeholders, including the community. Another research review is from Labane (2009) in his research on curriculum implementation in four villages in southern Africa. The background of the research is after 1994 in South Africa, the democratically elected African National Congress (ANC) led government began to introduce changes in the education and training system in order to correct the inequality brought about by previous apartheid policies and practices. Although there are many factors that affect the effectiveness (in) implementation, PKBM is an educational institution that combines the national curriculum with the Islamic boarding school curriculum. With the implementation of the combined curriculum, it has a significant influence on the development of the number of students at PKBM Majalengka which always increases every year. The problems of this research are a. How is community-based learning planning to increase the HDI of Education in Majalengka Regency? b. How is the community-based learning policy to increase the HDI of Education in Majalengka Regency?c. How to organize community-based learning to increase the HDI of Education in Majalengka Regency? d. How does community-based learning leadership improve HDI Education in Majalengka Regency? e. How is community-based learning monitoring to improve Education HDI in Majalengka Regency? f. What are the results of community-based learning to increase the HDI of Education in Majalengka Regency?

Method

This study uses a qualitative approach with the reason that researchers can describe and obtain data on curriculum implementation planning and academic planning at PKBM Majalengka. According to Sugiyono (2011: 21-22) the reason for the qualitative approach is to obtain accurate data according to a natural setting, emphasize more on process, analyze data inductively, and emphasize meaning. The place of research is PKBM Majalengka. The data collection techniques used: interviews, observation, and documentation studies. The data validity technique used is source triangulation. The data analysis used the following procedures: data reduction, data presentation, and drawing conclusions (Milles and Hubermans, 1992: 20).

Results and Discussion

1. Planning

The curriculum applied at the PKBM PKBM uses a mixed curriculum or modification of the national curriculum combined with the PKBM Taklim Council curriculum. This is done because of the demands of the needs of the surrounding

community who want a taklim assembly which also organizes general education. Thus, a curriculum that can accommodate both is needed.

According to Kaharudin (20011) stated that curriculum development can be developed through: 1) the declared vision, 2) the needs of stakeholders, (students, communities, graduate users), and the need for further studies; 3) The results of the evaluation of the previous curriculum and the demands of the development of science and technology and the times; 4) The views of experts with various backgrounds; 5) The trend of the globalization era which requires a person to have a lifelong learning ethos, social literacy, economy, politics, culture and technology.

The curriculum implementation planning includes: syllabus, annual program, semester program, evaluation program, learning implementation plan. has been made by a teacher who is in accordance with his/her field of work. It's just that there are some teachers who do not plan the implementation of the curriculum properly. To support the implementation of the curriculum, academic plans were made at PKBM Majalengka, democratically arranged special academic plans in PKBM. The step after planning the implementation of the curriculum is to plan the organization of activities through planning academic activities which include making an academic calendar, preparing lesson schedules, setting teacher duties and obligations, as well as school activity programs. Sudarsyah and Nurdin, 2011: 197). For supervision in the context of implementing the curriculum, the principal has a supervision schedule and also a regular monthly coaching schedule. This is known from a documentation study in the form of minutes of the KBM coordination meeting in which there is guidance for ustadz or teachers. In this KBM coordination meeting, it can be seen from the attendance list that 85 % attended the meeting invitation. This shows that they are passionate about planning, implementing, and evaluating themselves in implementing the curriculum.

2. Policy

According to Soewargono and Djohan, one of the main functions of the government is to make public policies. So that the Regional Government of Majalengka Regency makes a public policy in the field of education, namely education policy, so that people have a better education.

Public policy in the field of education can be interpreted as a decision that is taken jointly between the government and actors outside the government, and considers the factors that influence it to be implemented or not implemented in the field of education for all citizens.

According to Riant Nugroho Education Policy as part of public policy, namely public policy in the field of education. Thus, education policy must be in harmony with public policy where the context of public policy in general, namely development policy, education policy is part of public policy.

Policy is a set of rules, while education refers to the field. So education policy is almost the same as government policy in education.

Education policy is a set of rules as a form of government alignment in an

effort to build an education system in accordance with the goals and ideals that are desired together. This alignment concerns the context of politics, budgeting, empowerment, regulations, and so on. Education policy is the entire process and result of the formulation of educational strategy steps which are translated from the vision and mission of education, in order to realize the achievement of educational goals in a society for a certain period of time.

Carter V. Good quoted by Ali Imran gives the notion of Education Policy as a consideration based on a value system and several assessments of situational factors, these considerations serve as the basis for operating institutionalized education, these considerations constitute a general plan that is used as guidelines for making decisions, so that institutional goals can be achieved.

The local government's efforts to improve education at PKBM in the field of education are certainly in accordance with the mission of Majalengka Regency, to improve the quality of education. As for the efforts of the Regional Government to improve the quality of education, namely the Organization of Non-Formal Education Packages A, B and Functional Literacy and Functional Skills Programs. In improving the quality of education, the Regional Government of Majalengka Regency through the Office of Education and Culture in accordance with the function of government is service, the Office of Education and Culture provides services in the field of Non-Formal education by organizing school education packages A, B, C and also Functional Literacy and Functional Skills programs (KF), at the Center for Community Learning Activities (PKBM) to reduce dropout rates and illiteracy, the implementation of non-formal education in PKBM is attempted in every sub-district in Majalengka Regency.

3. Organizing

Organizing is an activity of preparing and mobilizing identified resources. review and organize the resources to be utilized in accordance with the needs or demands of the activity program. Manage the implementation of program activities. Managing educational staff.

In organizing there are characteristics, namely: (1) is an effort of leaders or managers to combine human and non-human resources; (2) human resources are people or groups of people who have the skills, abilities, and physical conditions in accordance with the demands of the organization and environmental developments; (3) non-human resources such as facilities (buildings/orphanages and equipment), tools and costs are available or can be provided; (4) these resources are integrated into the organization; (5) within the organization there is a division of tasks, authority and responsibility for carrying out a series of activities that have been planned (D. Sudjana, 2010).

Based on the expert opinion above, it can be interpreted that organizing is an activity to form an organization consisting of human resources that will utilize existing resources to carry out activities in accordance with what was previously planned.

PKBM in the field of education: (1) motivate learning residents, (2) organize or develop basic teaching materials for learning residents and basic teaching materials for tutors and resource persons, (3) carry out teaching and learning processes, (4) assess the process and results of activities learn to teach regularly. In the field of information services: (1) compiling and or relying on teaching materials, (2) providing information services.

In the field of partnerships or cooperation, implement and develop partnership networks or functional cooperation. In the field of technical development of educational staff, carry out or organize educational technical development either independently or with the facilitation of technical supervisors. In the field of monitoring and control, carry out monitoring and control of program activities. Plans and organizations drawn up will be meaningless if they are implemented without the support of human resources. In implementing motivational activities, as stated that motivating prospective learning citizens and the community is the first step before implementing the program (D. Sudjana, 2010).

It was explained that implementation is a process, method, deed of carrying out a decided design or plan (Daryanto, 1998). From the explanation above, it can be concluded that implementation is an activity related to human resource activities, which implements and empowers equipment to support program implementation to achieve goals.

4. Leadership

The coaching seen in the PKBM program is only at the external coaching level, meaning that tutors and learning residents tend to take part in coaching if there are coaching activities from other institutions as the PKBM supervisory institution itself. So that there is no visible professional development efforts carried out by the managers themselves. However, it turns out that continuous coaching is obtained from the efforts of tutors when dealing directly with learning residents during the learning process. So it can be concluded that even though managers rarely or never even provide formal coaching, if it is supported by attention and effective communication between managers and tutors, it is believed that there have been coaching efforts even though it is only non-formal.

This can be seen from the results, namely what the tutors do to always guide and foster learning citizens is one of the indicators in the coaching approach, and it can be said that this is one of the forms of carrying out the management function in an organization or institution. It's just that it needs to be emphasized again that managers as managers must master and carry out the coaching stages in their organizations, so that various problems and obstacles that interfere with the implementation of the program can be overcome as soon as possible.

In the development of the PLS program at PKBM including supervision, supervision and monitoring, the development is carried out through direct and indirect approaches. A direct approach is taken by the manager towards the

organizers and implementers of the training program. An indirect approach is carried out through staff or other parties related to the duties of the organizers and executors. Coaching is intended to know, analyze, improve the efficiency and effectiveness of the implementation of activities. The target of coaching is a series of tasks in accordance with the activities that have been determined, accuracy in organizing resources, compatibility between the duties of staff or executors with expertise, activity procedures, use of authority and position and financing.

5. Supervision

Program evaluation is a systematic method for collecting, then analyzing, and using information to answer basic questions about the program (Wirawan, 2011).

It is emphasized that program evaluation can be grouped into: (1) Process Evaluation, which is an activity of researching, assessing whether program interventions or services have been implemented and the target population served as planned, and assessing program implementation strategies; (2) Benefit Evaluation (Outcome Evaluation), is an activity to research, assess, and determine whether the implemented program has produced the expected changes; (3) Impact Evaluation (Wirawan, 2011).

The Minimum Standards for PKBM Management explain that evaluation/assessment is an activity to measure the level of achievement of the objectives of the preparation. Such as compiling recommendations on measurement results as input for the annual work plan and compiling an annual report on the implementation of PKBM.

It was explained that the evaluation activity was carried out to find out the achievement of the objectives of the action plan that had been set based on the level of success in implementing the plan that had been prepared. The aspects assessed in order to improve program/activity performance include aspects of input evaluation, process evaluation, output evaluation, outcome evaluation and impact evaluation (Akdon , 2011).

Program evaluation has specific objectives, namely: 1) to provide input for program planning, decision making for/modification or improvement of the program, related to the supporting and inhibiting factors of the program, for motivational and coaching activities (supervision, supervision and monitoring); 2) provide input for decision making related to the follow-up, expansion, or termination of the program; 3) present data on the scientific basis for program evaluation (Djudju Sudjana, 2008).

6. The results of community-based learning to increase the HDI of Education in Majalengka Regency.

Managers are indeed passionate figures in holding the principles to develop Non-Formal Education. With his passion for developing education, he succeeded in inviting several communities to participate in developing education in Majalengka Regency by establishing a Community Learning Activity Center (PKBM).

In addition, community leaders also provide full support for PKBM even in

the form of moral support. He has received various training regarding PKBM management, including when he attended socialization on the Minimum Management Standards (SMM) guidelines.

The PKBM manager stated that he understood QMS as a whole, because from each activity or program implementation the manager made preparations that had been carried out in accordance with previous activities. So that it is not fixated on recruiting learning citizens who will finish from learning activities only but on the success of learning.

In addition, the manager revealed that PKBM is not fixated on government assistance funds alone but self-help from learning residents, so that to increase competence they can reach cross-funding by utilizing resources from learning residents. Meanwhile, according to the tutor's point of view, managers think that in order to be able to implement QMS, large funds are needed.

Therefore, it is very necessary to implement training that provides a thorough understanding of QMS to managers so that they can better implement it in the field. Thus the government, especially the local Education Office, has been quite maximal in supporting the implementation of the Minimum Management Standards related to facilities and regarding the socialization of QMS.

Conclusion

Based on the results of the discussion, it can be concluded that community-based learning management to improve Education HDI in Majalengka Regency, has been carried out through a good planning process from the local government level through the Education Office and PKBM units which are supported by public policies so that all programs made always involve related parties, thereby increasing the HDI of Majalengka Regency.

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