



Implementation of Equal Educational Learning at the Community Learning Activities Center (PKBM) Bina Insani Bandung

Santy Christinawati¹, M. Yusuf Sanny², Siti Saadah^{3*}, Muchtarom⁴

^{1,2,3,4} (Doctor of Education Sciences, Universitas Islam Nusantara, Indonesia).

¹(Universitas Nasional Pasim, Indonesia)

* Corresponding Author. E-mail: ¹santy.christinawati@gmail.com, ²yusufsanny.ys@gmail.com, ³sitisaadahspd@gmail.com, ⁴muhmuchtarom@gmail.com

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan: 1) Persiapan pembelajaran pendidikan kesetaraan, 2) Faktor pendukung dan faktor penghambat pelaksanaan pembelajaran pendidikan kesetaraan. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Hasil penelitian yang diperoleh dalam penelitian ini adalah penerapan kegiatan pembelajaran di PKBM Bina Insani Bandung berdasarkan standar kurikulum 2006 yang meliputi: 1) Tahap persiapan pembelajaran pendidikan kesetaraan sudah terlaksana dengan baik. Persiapan pembelajaran berupa penyusunan silabus yang dilakukan oleh tutor dikategorikan baik, 2) Faktor pendukung dan faktor penghambat pelaksanaan pembelajaran pendidikan kesetaraan. Faktor pendukungnya yaitu adanya sarana prasarana yang cukup memadai untuk proses pembelajaran, sedangkan faktor penghambatnya yaitu kurangnya motivasi warga belajar untuk mengikuti pembelajaran di PKBM, minimnya sumber pendanaan, motivasi dan semangat juang pengurus PKBM yang masih rendah, tempat masih menyewa, sarana dan prasarana masih terbatas, dan kurangnya kesadaran masyarakat akan pentingnya pendidikan.

Kata Kunci: Implementasi Pembelajaran, Pendidikan Kesetaraan

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Abstract

This study aims to describe: 1) Preparation for learning equality education, 2) Supporting factors and inhibiting factors for the implementation of learning equality education. This research is a descriptive research with a qualitative approach. The research results obtained in this study are the application of learning activities at PKBM Bina Insani Bandung based on the 2006 curriculum standards which include: 1) The preparatory stage for learning equality education has been carried out properly. Preparation for learning in the form of compiling a syllabus carried out by tutors is categorized as good, 2) Supporting factors and inhibiting factors for the implementation of equality education learning. The supporting factors are the existence of sufficient infrastructure for the learning process, while the inhibiting factors are

the lack of motivation of learning residents to take part in learning at PKBM, the lack of funding sources, the motivation and fighting spirit of PKBM management which is still low, the place is still rented, the facilities and infrastructure are still limited, and the lack of public awareness of the importance of education.

Keywords: Learning Implementation, Equality Education

Introduction

As many as 75 percent of schools in Indonesia do not meet the minimum standards. According to The Learning Curve Institute for mapping the quality of education, teacher competency tests which are expected to have a minimum standard of 70 are ranked 40th. Meanwhile, in the mapping of higher education, Indonesia is ranked 49th out of 50 countries studied. According to the Program for International Study Assessment (PISA) Institute, trends in Indonesia's educational performance in 2000, 2003, 2006, 2009 and 2012 tended to be stagnant, placing Indonesia's education in 64th place out of 65 countries. Meanwhile, interest in reading in Indonesia is only 0.001 percent according to data from the United Nations Educational Scientific and Cultural Organization (UNESCO) in 2012.

Social changes and technological developments require the world of education to provide the best service for the needs of knowledge and mastery of skills as a condition of life skills. On the other hand, the implementation of education is still experiencing obstacles in the implementation process, such as the high cost of education, the quality of educational resources, and the large number of learning citizens who, for a number of reasons, cannot enjoy the opportunity to complete their education, especially in the formal way. As emphasized in Law Number 20 of 2003 concerning the National Education System that, "education in Indonesia is organized in three channels, namely formal, non-formal and informal education".

Literature Review

Non-formal education is an alternative for those who are unable to meet their learning needs through formal channels, they are given the opportunity by the government to be able to obtain education through non-formal channels. In accordance with the mandate of Law no. 20 of 2003 concerning the National Education System article 26 paragraph 3 states that "Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education and other education aimed to develop students' abilities.

Non-formal education as a form of program to strengthen educators and education staff, developing learning and assessment, providing and increasing the affordability of more efficient and effective financing to improve the quality of human life in the economic, social and educational fields. The implementation of Non-Formal Education is intended to provide educational services to people who cannot possibly be served by formal education, which is due to several reasons, namely, from an economic perspective or parents' income, in terms of age that is above the age of school children, people who drop out of school and have not attended school for up to nine years. Programs organized in Non-Formal Education (PNF) include PAUD Programs, Equality Education Programs, Illiteracy Eradication Programs, Community Reading Gardens Programs, Women's Education Programs, Continuing Education

Programs, Empowerment Programs, Independent Business Literacy Education (KUM) and Development of Activity Centers Community Learning (PKBM) and Human Resource Quality Improvement Program Managers of the PNF program from, by and for the community. Factors causing the incomplete nine-year basic education according to Ace Suryadi (2006) are living in remote or isolated areas so they cannot reach school, not attending school for economic reasons, working to earn a living to help parents, living in a society that culturally has not considered education as something important, or living in a disaster or conflict area. Therefore, to support the completion of the nine-year compulsory basic education for the poor, special efforts are needed through the implementation of non-formal equality education packages A, B and C which function as substitutes, additions or complements. Equality education is aimed at learning citizens who come from disadvantaged communities, have never attended school, are dropouts and dropouts, as well as those of productive age who wish to increase their knowledge and life skills, and other members of the community who require special services to meet their life needs as a result of changes in living standards.

The role of non-formal education in the national education system is in line with the role of formal education, so that the implementation of the equality program must experience an expansion of target reach and quality improvement. According to Sihombing (1999), the Center for Community Learning Activities (PKBM) is an alternative that can be selected and used as a venue for community empowerment. It is said to be a center for community learning activities, because it provides various types of education that suit the needs of the community, such as: Pursue Package A, Pursue Package B, Pursue Package C,

Courses, KBU, and other types of education. In general, PKBM managers and organizers are the community, but it is also facilitated by the government (Ministry of National Education, through the Sub-Division for Out-of-School Education (PLS) at the provincial or district/city level). The age of the learning residents at PKBM belongs to the category of adults. The Center for Community Learning Activities (PKBM) is a non-formal institution that functions as a place to teach the community.

According to UNESCO, the definition of PKBM is a community learning activity center is an educational institution that is held outside the formal education system directed at rural and urban communities managed by the community itself and provides opportunities for them to develop various learning models with the aim of developing community abilities and skills so that able to improve their quality of life.

The character of PKBM shows the values that must always animate all PKBM activities. To build a good PKBM, character must be continuously formed and strengthened by PKBM. Without having character, it will be difficult for PKBM to survive and develop in achieving its goals. There are 9 characters that must be owned and developed in PKBM, namely: a) Concern for underprivileged marginal communities; b) Administration independence; c) Togetherness in progress; d) The significance of each program and activity; e) Partnership with all parties who want to participate and contribute; f) Flexibility in implementing the program; g) Institutional management professionalism; h) Transparency and accountability of programs and institutions; and i) Continuous update (continuous improvement).

PKBM Components a) Foster Community/Target Each PKBM has a community that is the goal or target of its

development. This community can be limited by certain geographic areas or communities with certain social and economic problems and conditions, b) Learners Learners are part of the fostered community or from other communities who with high awareness participate in one or more learning programs in the institution, and c) Educators/ Tutors/ Instructors/ Technical Resource Persons Educators/ tutors/ instructors/ technical resource persons are some members of the community or outsiders who are directly responsible for the learning process or community empowerment in institutions. d. PKBM Organizers and Managers are a group of local community members elected by the community who have responsibility for planning, implementing and developing programs at PKBM and are responsible for all program implementation and institutional assets. Program/activity managers are those appointed to carry out certain technical/operational program activities in PKBM. PKBM Partners PKBM Partners are parties from outside the community or institutions that have agents or representatives or activities or interests or activities in the community who with an awareness and willingness have participated in and contributed to the sustainability and development of a PKBM.

Method

In this research, the method used is a qualitative research method, this research seeks to be basic, in-depth, process-oriented and based on the assumption that there is a dynamic reality (Muhajir, 1996p.38). The researcher acts as an instrument while collecting data, one of which is by interviewing.

In this study used data collection techniques based on qualitative descriptive research. Qualitative descriptive research is research in the form of sentences or data

that are categorized based on the quality of the object studied. Data collection was carried out using several techniques, namely observation, interviews, and other documentation methods. In this study, researchers in testing the validity of the data used a triangulation technique, namely checking the data that had been obtained from several data collection techniques. The data obtained from the results of interviews with participants in the equality package and tutors were checked against the learning activities in class. In addition, researchers also use source triangulation, namely by checking the data that has been obtained through several sources. Data analysis used in this research is qualitative data analysis using descriptive qualitative data analysis method. The analysis technique is model analysis used by Miles and Huberman. Activities in data analysis, namely: 1) data reduction, 2) data display, 3) conclusion/verification.

Research Variables Suharismi Arikunto (2010: 161) says that variables are research objects or what is the focus of a study. Based on the above understanding, in this study there was only one variable, namely the implementation of learning in PKBM Bina Insani.

The subjects in this study were learning residents, tutors and parties who felt they had an interest in helping to provide the data needed when the data obtained was deemed insufficient. The presence of researchers as observers who have a role and where to observe and also listen in detail about the data needed to be studied as desired or needed. So that researchers do not play a full role in all activities or events that occur (Sugiyono, 2014).

Results and Discussion

The implementation of learning at PKBM Bina Insani is carried out three times a week, namely every Monday, Thursday and Saturday starting at 13.00-finished. The curriculum used in learning at PKBM Tamanan is the 2006 KTSP standard curriculum. Learning materials are developed and adapted to the needs of students. The concept of the learning method, namely by using lecture and discussion methods. The media used is using modules, pictures and props. The learning process consists of three stages, namely the preparation stage, the implementation stage, and the evaluation stage.

1) Learning Preparation

In the preparation stage, organizers and tutors work together in preparing learning activities. In the preparation stage, organizers, tutors and learning residents work together in preparing learning activities. Things that are prepared include the syllabus.

In preparation for learning the most important thing is compiling a syllabus that contains identity, competency standards and basic competencies, competency achievement indicators, learning materials, learning activities, time allocation, assessment and learning resources which are arranged according to subjects in equivalence learning. Data regarding lesson plans carried out by tutors were obtained from interviews and document analysis. The results of data analysis on learning preparation in the form of a syllabus are presented in the following table:

Table 1. *The results of the analysis on learning preparation in the form of a syllabus*

Subjects	Score	%	Information
Economy	23	64	Good
English	27	75	Good

Indonesia	21	58	Enough
Citizenship Education	27	75	Good
Average	25	68	Good

2) Supporting Factors and Inhibiting to the Implementation of Learning

Based on the results of interviews with tutors at PKBM Bina Insani, there are several supporting and inhibiting factors in equality learning activities.

Supporting invoices include: a) The built area is quite extensive, b) Good natural resource potential, c) The existence of the potential world of industry and independent entrepreneurship, d) There is a PKK group as PKBM partner, e) There are still many people who want to continue their education, f) The existence of PKBM technical services from parties appointed to carry out coaching, g) There are community reading facilities, dan h) The cost of education is relatively cheap.

Factors inhibiting learning activities in PKBM Bina Insani, including a) Lack of funding sources, b) The motivation and fighting spirit of PKBM management is still low, c) The place is still renting, d) Facilities and infrastructure are still limited, e) Lack of public awareness of the importance of education, dan f) There is an assumption that graduates have lower status than school graduates in general.

Conclusions and Recommendations

Based on the results of research regarding the implementation of learning equality education at the Community Learning Activity Center (PKBM) Tamanan, the following conclusions can be drawn:

The learning preparation stage at PKBM Bina Insani has been carried out well. Learning preparation in the form of syllabus preparation carried out by tutors is categorized as good with a percentage of

68%, while the preparation of lesson plans carried out by tutors is also good. In the preparatory stage, the tutor prepares the syllabus, lesson plans which contain competency standards and basic competencies, learning activities, competency achievement indicators, assessment time allocation and learning resources arranged according to the subject matter.

After conducting the research, the researcher recommends : a) Collaborating with financial institutions, b) Improve facilities and infrastructure, c) Expanding information about PKBM in the community, d) Adapting educational programs to market needs, e) Increase the number of activities related to PKBM, and f) Collaborate with more partners

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