



Quality Improvement and Self-Reliance Strategies Community Learning Center (CLC)

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Abstract: The quality and independence standards of Community Learning Center (CLC) are defined as the minimum size that must be fulfilled by the program managers or service activities in planning and implementing the program. The lack of ability of the management of CLC in developing programs caused by differences in educational background, geographic, social and economic, resulted in the irregularity of the programmatic and the dissociation of Community Learning Center. This research aims to describe the quality improvement strategy and independence of CLC. This study uses a qualitative approach with a descriptive method. The data collection techniques used consist of documentation studies, interviews, and observations. The subjects of the research are maintainers, tutors, students as well as the community around CLC in Serang City-Banten. The validity technique of data uses the triangulation of sources, methods and theories. Data analysis techniques through data collection, reduction of data presentation and withdrawal of conclusions. The results of this research is a strategy to improve the quality and independence of CLC, among others, through: (a) to build community participation both physically and nonphysical, (b) the usefulness of programs for the Community, (c) The relevance of the program, and (d) The sustainability of the CLC.

Keywords: Self-Reliance Strategies, Quality Improvement, CLC

Strategi Peningkatan Mutu dan Kemandirian Pusat Kegiatan Belajar Masyarakat (PKBM)

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan strategi peningkatan mutu dan kemandirian PKBM. Standar mutu minimal dan kemandirian PKBM diartikan sebagai ukuran minimal yang harus dipenuhi oleh para pengelola program atau kegiatan layanan dalam merencanakan dan melaksanakan program kegiatan pendidikan nonformal di PKBM. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data yang digunakan terdiri atas studi dokumentasi, wawancara, dan observasi. Subjek penelitiannya adalah pengelola, tutor, peserta didik serta masyarakat sekitar PKBM di Kota Serang-Banten. Teknik keabsahan data menggunakan triangulasi sumber, metode dan teori. Teknik analisis data melalui pengumpulan data, reduksi penyajian data dan penarikan kesimpulan. Hasil penelitian ini yaitu berdasarkan standar mutu minimal PKBM, bidang layanan yang langsung dapat diterima oleh warga sasaran PKBM meliputi: a) jenis layanan pendidikan; b) pelayanan informasi; dan c) pelayanan kemitraan. Sedangkan strategi dalam meningkatkan mutu dan kemandirian PKBM antara lain melalui: a) membangun partisipasi masyarakat baik secara kualitas dan kuantitas di berbagai aspek kegiatan dan permasalahan PKBM, b) kebermanfaatan program bagi masyarakat, c) relevansi program, dan d) kemandirian serta keberlanjutan lembaga (*sustainability*) PKBM. Ketiga layanan dan keempat strategi tersebut penting dilakukan agar penyelenggaraan program di PKBM lebih bermutu, mandiri, dan terarah dalam mencapai tujuan yang diinginkan.

Kata kunci: strategi, mutu, kemandirian, PKBM

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INTRODUCTION

The rapidly growing non-formal education unit is the center for Community Learning Activities (CLC). Community Learning Center (CLC) is a Community institution that provides non-formal education services in various fields, such as education, social, economic and culture (Almaidah, 2013). The amount of potential will be fruitful or otherwise very dependent on the management and development by the managers of the CLC and the educators and education personnel involved in it and of various parties including society and government.

To develop the various potentials, the Directorate General of PLSP forms a guideline that is used as a reference for implementing the program so that it is more directed towards achieving the desired goals with the intention that the CLC held can run well. so that it can organize learning programs in accordance with the needs of the community in order to improve the quality of community life by providing breadth of movement and self-development, so that it becomes an institution that is able to teach the community effectively and efficiently (Direktorat Pembinaan Pendidikan Masyarakat Direktorat Jenderal PAUD & PNFI, 2011). The directive is manifested in the form of guidelines regarding the CLC Minimum Quality Standards (MQS). CLC Minimum Quality Standards (MQS) is defined as the minimum size that must be fulfilled by program managers or service activities in planning and implementing programs of non-formal educational activities (Jalal, F., 2001). Thus, the implementation of educational programs in CLC in all its aspects must always be carried out by education personnel to always be guided by the achievement of quality. The quality of education programs is measured by determining the size of the benefits obtained by each of the parties concerned.

The guidelines or directives that are embodied in the intended CLC Minimum Quality Standards (MSQ) are ideally implemented in the routine implementation of the education program. There is hope that technically the organization and management of the Community Learning Center should be appropriate and based on the CLC Minimum Quality Standards (MSQ). However, based on some of the results of previous studies that have been done show that the implementation and management of Community Learning Center varies greatly in problems, such as: limited infrastructure, limited funds, lack of motivation to learn, learning, lack of awareness of the community to complete education levels, difficulty in finding the right time between tutors and learning residents, the limited availability of competent tutors, the difficulty in obtaining operational permits, the distance of learning residents to learning places, the lack of community awareness in organizing activities, the difficulty in finding partners to establish cooperation in order to improve the quality of Community Learning Center, are some of the problems which is common in Community Learning Center (Himayaturahmah, 2017).

Therefore, the consequence is allegedly the level of achievement of the quality of education and independence in the administration and management of Community Learning Center also varies. Differences in such cases are due to the low ability of Community Learning Center managers in general to develop Community Learning Center as Non Formal Education institutions due to differences in educational and geographical backgrounds as well as differences in social and economic backgrounds, which results in Community Learning Center facing obstacles in producing various non-school based education programs. on the needs of students and their communities, where the ability to plan and develop educational programs of Non Formal Education itself is not evenly shared among managers and other stakeholders at the Community Learning Center level (Hiryanto, 2009).

The differences that occur in the implementation of educational programs indicate that the success of Community Learning Center in providing educational services has not been implemented optimally so that it requires actions that lead to the improvement and improvement of the quality and independence of Community Learning Center. Based on the background of the aforementioned problems, in the context of quality assurance and independence of Community Learning Center institutions, it is important to develop a strategy to improve the quality and independence of Community Learning Center that is prepared

empirically so that program implementation in Community Learning Center is more directed towards achieving desired and quality goals.

METHOD

In this study, researchers used both qualitative approach and descriptive method, with the aim of being able to collect, compile, and analyze the results of interviews, observations and documentation related to strategies for improving the quality and independence of Community Learning Center. The qualitative research approach was chosen on the grounds that the research conducted was to examine the condition of natural objects, where the researcher is a key instrument (Moleong, 2017). The aim of this study in using descriptive method is to gather information about the symptoms that exist, namely the state of symptoms according to what they were at the time of the study (Arikunto, 2002). Sampling of data sources was done purposively. Purposive sampling is a technique for determining research samples with certain considerations aimed at making the data obtained more representative later (Sugiyono, 2016). In this study, the data analysis is inductive / qualitative, and the results of the study emphasize the meaning rather than generalization.

This research was conducted by 5 CLC in Serang City - Banten, and was conducted by: CLCU mmatan Wasathon, CLC Insan Madani, CLC Citra Mandiri, CLC Abdi Pertiwi, and CLC Cahaya Ilmu. This research was conducted from May 2019 to May 2020. The data of this research was collected from informants and subjects of this research such as managers, tutors, students, and the community around CLC. The data validity technique uses triangulation of sources, methods and theories. Then analyzed by dialogues (Milles et al., 2014) include: data collection, data reduction, data display and conclusion making. Data validity criteria are obtained in 3 ways, namely: Credibility, by using member check and triangulation, Dependability with field notes, extracting archives / documents and research reports, Confirmability is carried out to fulfill the tracing or tracking, it is necessary to prepare materials such as records , the results of data analysis, and notes about the research process (Mulyana, 2001).

RESULTS AND DISCUSSION

In improving the quality and independence of the CLC institution, a strategy is needed in order to fulfill all forms of demand for services needed by the learning community / community. Quality of service in accordance with the expectations of community needs will automatically support the efforts of the institution in order to achieve the goals set by the institution both short and long term. The strategy used based on the results of this study are:

Building Community Participation (Community Participation)

Participation is a process of social development, where people as subjects in their own environment, find ways to meet their collective needs and hopes to overcome common problems they face (Samah & Aref, 2009). The higher the quality of local community involvement in a CLC illustrates the higher the progress of a CLC. The higher the level of community participation in a CLC, will be seen in every existing management process. Both in planning, organizing, implementing, and controlling. Community participation can also be demonstrated in support in the provision of facilities and infrastructure, funds, personnel, ideas and ideas, and so on.

Participation in community development must create maximum participation with the aim that all people in the community can be actively involved in community processes and activities (Nasdian, 2019). Therefore, in community development through CLC it must optimize the active role of the community itself, with the aim that all Countrymen are involved in every process starting from decision making at the planning and implementation stage as well as in

the implementation and evaluation stages. Participatory CLC program planning involves all elements of stakeholders, and the community (Pidarta, 1999).

The results of the research through interviews and observations obtained information, community participation is the most important part in supporting the success of a program. From the research results obtained by researchers grouping the types of community participation that has been done into two types, namely physical and non-physical participation. First, the physical form of community participation in organizing the CLC program, namely; Material, the community voluntarily contributes infrastructure for the success of the program in the form of a place of learning as well as learning tools and personnel, that is with the spirit of togetherness (community cooperation) the community works for the success of the CLC programs. Second, the non-physical forms of community participation in organizing the CLC program, namely in the form of ideas and thoughts carried out by the community, are formulated together in deliberations. Community participation is an important factor in the success of CLC. (Onyenemezu, 2014) in his research results showed that without the participation of CLC it is impossible to develop.

The high level of community involvement in programs organized by the CLC in Serang City - Banten is manifested in the enthusiasm of the people participating in the program and awareness of the importance of the program because it solves their life problems, especially economic problems. Another form of community involvement in the program is providing space for learning. This is supported by the opinion of (Cohen & Uphoff, 1980) that participation in development can be done through community participation in contributing to support the implementation of development in the form of energy, money, goods, materials or ideas, information that is useful for the implementation of development.

Community involvement in PKBM Serang-Banten city is also realized through the existence of a committee member of PKBM that originated from the community. It is very appropriate because if viewed from a management point of view, to improve the quality of an organization can be done through the dissemination of decision making and responsibility, in the sense of the necessary involvement of members in the making Decisions and Responsibilities (Zainuddin, 2003), in this case in the PKBM one of them is the community. Community awareness and community involvement in each program is a supporting factor in the management of PKBM in improving the quality of education services (Khoirotul, 2017).

Benefit for the Community (Impact)

The next parameter to measure the quality level of a CLC is the benefit for the community. What is meant by benefits (impact) is how much the CLC has contributed to improving the quality of life of the community. This contribution can be in the form of increasing the knowledge of community members, increasing skills, improving behavior, increasing income, creating jobs, creating harmony, and others. This is consistent with the opinion of (Ololube, N.P & Egbezor, 2012) reveals a positive relationship between non-formal education and poverty reduction. In practical terms, non-formal education equips participants with skills that can increase income and increase independence. Non-formal education is an effort to provide educational services that are integrated with the community's potential.

The competencies of graduates studying CLC in Serang city- Banten are in accordance with national education standards. This is illustrated by the learning citizens who have competencies in the aspects of knowledge, attitudes and entrepreneurial skills after participating in life skills education programs with lessons that emphasize learning outside the classroom where residents learn to observe or see conditions that occur in the community and practice the material delivered by the tutor on how to do entrepreneurship. These competencies have an impact on changes in life, especially in terms of economics in increasing income or income of learning citizens. The benefit of the program and the type of program has an influence on community participation in participating in programs organized by CLC, it is proven that the community will be enthusiastic in participating in the program if the program can increase their

knowledge and skills to support the businesses they have participated in, so that they will be able to make an impact positive in developing the business. This is consistent with research conducted by (Hermawan & Suryono, 2016) which explains that the supporting factors that influence community participation in organizing the CLC program: First, culture, culture upholds a sense of togetherness affects the level of participation. Second, namely the usefulness of the program, the community is enthusiastic about participating in the CLC program if the program adds knowledge and skills.

Strengthened opinion by (Djudju Sudjana, 2004) suggests that the influence (impact) concerns the results achieved by students and graduates after conducting the training process. These influences include: (1) changes in living standards marked by the acquisition of work, or entrepreneurship, and personal appearance; (2) activities to educate others or involve others in utilizing the results that he already has, and 3) increasing his participation in social activities and community development, both the participation of ideas, energy, possessions, and funds. This is in line with (Kamil, 2009) that there are three important objectives in the framework of the establishment and development of CLC, namely: (1) empowering the community to be independent (empowered), (2) improving the quality of life of the community both socially and economically, and (3) increase sensitivity to problems that occur in their environment so that they are able to solve these problems.

Program Relevance

The relevance of the program organized by CLC is the next parameter for the progress of a CLC. To assess the quality and relevance of the programs implemented, it is necessary to pay attention to inputs, processes and outputs in the implementation of the program. CLC is a local functional literacy institution and social service provider outside the formal system for those who are disadvantaged in rural areas and are marginalized, regulated and managed by the local community. This understanding means that CLC stands in the community by developing local potential. So that community involvement in the development of CLC is indispensable because the measure of the progress of a community learning center is the community's participation in the planning, establishment, organization and development of CLC (Yoo, S. & Cang, 2012). In line written by (UNESCO, 2007) briefly defines CLC as a very useful place for local communities where literacy programs and other non-formal education activities that serve the community are able to provide solutions or solve their life problems. CLC is formed by the community, belongs to the community, and is managed by the community to expand the service of community learning needs. Programs are directed to develop skills and knowledge that are appropriate and in accordance with market needs and opportunities by considering the availability of potential supporters that exist in the community itself.

Context is the basis of how to explain the relevant environmental conditions, describe the conditions that exist in the environment and identify unmet needs and opportunities that have not been utilized (Djuju Sudjana, 2002). This context in the program organized by CLC in Serang City - Banten, there are a lot of skill choices offered such as cuanki meatballs processing training, sewing training, milkfish processed training, HP and AC service training, oyster mushroom cultivation training and catfish cultivation training.

Learning is based on the competence of graduates and interests and needs of the citizens learn with the target focused on the education of life skills and social activities by inserting local content. The first step in the curriculum preparation is to directly identify the target group. The identification that must be done includes identification of learning citizens, tutors and infrastructure, all three of which play an important role in the process of improving service quality (Istiqomah & Articles, 2017). Identifying these needs and learning resources is done to know the needs of learning and potential that can be used as a learning resource. So, the learning will go well with the community followed (Widodo, 2015). Participation in planning, the community is fully involved in the program planning process through joint deliberations. In these meetings ideas and proposals from the community become important points or references

in program planning, in line with the opinion of (Totok & Poerwoko Soebiato, 2019) that the existence of a community empowerment program / activity plan will provide a framework that can be used as a reference by the facilitators and all stakeholders including citizens learning to make decisions about activities that should be carried out in order to create desired development goals, program planning is the first step before the program is implemented. (Djuju Sudjana, 2000) explains that diagnosing and defining problems, gathering and analyzing information, defining priorities and setting goals assessing available resources, deciding and planning programs, designing strategies for implementing programs is the level of participation in program planning, so that community involvement in planning CLC program, provides formulation of relevant programs according to community needs and is able to solve problems in their lives.

A learning tool in the form of a syllabus is obtained by a tutor by downloading it on a page provided on the website of the ministry of education and culture. Furthermore, the syllabus is developed by focusing on local content by utilizing various potentials in the community environment related to the context of daily life which can be used as a source and learning medium so that learning citizens have competencies in the form of knowledge, attitudes, skills and values that lead to market needs, opportunities business and economic or industrial potential that exists in the community. CLC grows and develops from, by and for the community.

Institutional Sustainability (*Sustainability*)

What is meant by independence here is the ability of CLC to keep going well in carrying out its various programs without having to depend on various other parties outside of itself. Whereas what is meant by the sustainability of the institution here is the ability of the CLC to remain sustainable continuously carrying out all its programs.

To increase the independence and sustainability of institutions, it is necessary to develop a more independent and sustainable funding system, increase the ability of institutions to innovate program innovations, build a good management system, conduct training and develop good personnel and conduct leadership regeneration. In addition, according to (Komar, 2017) in increasing the independence and sustainability of Non-formal Education institutions, a network must be formed as a system of cooperation between the center and regions, between regions, and between elements in the regions in developing Non-formal Education units that are in accordance with the characteristics, needs, and development area.

From the results of the research, it was found that the CLC program innovations in Serang City -Banten were able to meet the needs of the institution without being dependent on other parties which the institution had income from businesses managed by CLC through businesses including AC service and milkfish crispy businesses. However, when viewed from the type of business carried out by CLC in Serang-Banten City, it is less varied. The lack of heterogeneity of the educational program that is held shows that managers have not been able to explore and use the potential available in the community due to the lack of mastery of the manager's ability to foster relationships with other institutions. This can be due to the fact that the organizers and managers of CLC generally come from members of the community who have certain social status, and only they are assessed as having the willingness and ability to carry out educational programs. Therefore, efforts to increase the ability to manage CLC need to be done so that various educational programs can be realized so that the educational needs of diverse communities can be served (Entoh, 2010).

To maintain the existence of the institution, CLC partners with non-formal education units under the auspices of the CLC communication forum in Serang City - Banten in terms of coordination and communication. One of the topics in the discussion forum discussed strategies to improve the quality of graduates and the sustainability of the program implementation at CLC. In addition, the place of service and production business was not spared a target in strengthening CLC institutional partnerships. To support the learning process to become an apprenticeship location for learning citizens in CLC, CLC in Serang City - Banten has established

a partnership in the form of a business carried out with cooperatives in the form of providing business capital assistance and to market production results as a follow-up to the results of training programs in the field of entrepreneurship. This is in accordance with the opinion of (Syafaruddin, 2002) that the CLC program must continue to develop according to changes in society, be able to always make continuous improvements, need to realize consensus and shared responsibility from all parties and the need for quality standards for graduates of learning programs. The Non-formal Education Network Model was developed with the aim of: (1) building a network of cooperation between the center and the regions, as well as between regions, (2) assisting the region in forming and empowering the Network team in accordance with the conditions and needs of each (Komar, 2017). One of the obstacles of CLC sustainability that has been faced by one of them is facilities and infrastructure which are constrained by budget management and management. In addition, the standards of educators and educators are not in accordance with national qualifications due to various things, one of which is the issue of welfare guarantee.

CONCLUSION

The strategies that can be carried out in improving the quality and independence of CLC are including: (1) Building community participation, including covering the forms of physical participation namely material and energy, as well as non-physical participation namely ideas; (2) The benefit of the program for the community can be in the form of increasing the knowledge of community members, increasing skills, improving behavior, increasing income, and creating employment; (3) Relevance of the program, meaning that the programs are directed to develop the right skills and knowledge and are in accordance with market needs and opportunities by considering the availability of potential supporters that exist in the community itself; and (4) Sustainability of the institution, by partnering with non-formal education units under the auspices of the CLC communication forum, as well as establishing partnerships in the form of business carried out with cooperatives in the form of providing venture capital assistance and marketing production results as a follow-up to the results of training programs in the field of entrepreneurship.

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