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Management of the Equivalency Education Program at the Karya Mandiri Community Learning Center (PKBM) Langon Estuary, Paser Regency

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Abstract

This study aims to describe the management of the equivalency education program at PKBM Karya Mandiri Muara Langon, Paser Regency, encompassing program planning, organization, implementation, and evaluation. The study employed a descriptive qualitative approach, with the PKBM head, secretary, and treasurer involved in program implementation as subjects. Data were collected through interviews, observation, and documentation, then analyzed through the stages of reduction, presentation, and conclusion drawing. The results of the study indicate that 1) Program planning has been running quite well, starting from identifying learners, recruiting and selecting tutors, and adjusting to learners' needs. 2) Organization is carried out through an organizational structure, job-based task division, and competency-based personnel placement. 3) Learning implementation is running according to plan by implementing learning, scheduling learning, and dividing tasks. 4) Assessment is carried out by creating evaluation objectives, determining the type of evaluation, and focusing the assessment, evaluation results, and targets.
Keyword: Program Management, Equivalency Education, Community Learning Center (PKBM).

Abstrak

Penelitian ini bertujuan untuk menggambarkan manajemen program pendidikan kesetaraan di PKBM Karya Mandiri Muara Langon, Kabupaten Paser, mencakup perencanaan, pengorganisasian, pelaksanaan, dan evaluasi program. Penelitian menggunakan pendekatan kualitatif deskriptif, dengan subjek penelitian berupa kepala PKBM, sekretaris, dan bendahara yang terlibat dalam pelaksanaan program. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis melalui tahap reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa 1) Perencanaan program sudah berjalan cukup baik, dimulai dari mengidentifikasi warga belajar, merekrutmen dan mengkriteriakan tutor, serta menyesuaikan kebutuhan warga belajar. 2) Pengorganisasian dilakukan melalui struktur organisasi, pembagian tugas yang berbasis jabatan, dan penempatan personel berdasarkan kompetensi. 3) Pelaksanaan pembelajaran berjalan sesuai rencana dengan melaksanakan pembelajaran, penjadwalan belajar, dan pembagian tugas. 4) Penilaian dilaksanakan dengan cara membuat tujuan evaluasi, menentukan jenis evaluasi, dan memfokuskan penilaian, hasil evaluasi serta target.
Kata Kunci: Manajemen Program, Pendidikan Kesetaraan, Pusat Kegiatan Belajar Masyarakat (PKBM).

A. Introduction

Education plays a crucial role in national and state life because it aims to shape the whole person. Besides serving as a means of acquiring and imparting knowledge, education also serves to instill moral values, shape character, and develop individual potential holistically. Through education, individuals are not only able to improve their quality of life but also play an active role in building a more civilized and just society. Education encourages people to think critically, be wise, and act responsibly, enabling them to face the challenges of the times while upholding the values of goodness (Maspa Makkawaru, 2019). In Law No. 20/2003 concerning the National Education System, the definition of education is stated as "Education is a process carried out consciously and planned to create a learning atmosphere and learning process so that students actively develop their potential so that they have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation and the state.

In addition to formal education, non-formal education also plays a significant role in advancing education in Indonesia, particularly for those less able to continue their education. Non-formal education is aimed at members of the community who have never attended school, have dropped out, or who require special services due to modern developments, improved living standards, and advances in science and technology (Muhammad Asri, et al., 2022).

One of the persistent problems in education is the high number of children dropping out of school. According to data from the Central Statistics Agency (BPS), in 2024, the dropout rate in East Kalimantan was 0.67% for elementary school students, 6.93% for junior high school students, and 21.61% for high school students (BPS, 2024).

This phenomenon is caused by various interrelated factors. A child's low interest or desire to continue their education is a major factor, with school often perceived as boring or uninteresting. Furthermore, some children experience difficulties in following their lessons, either because learning methods don't suit their learning styles or because of a lack of academic support at home. Poor family economic conditions are also a significant factor, as parents prioritize daily living expenses over their children's education. Furthermore, minimal parental attention to their children's

education leaves them feeling unmotivated or driven to continue learning. An unsupportive environment, in terms of social interactions, learning facilities, and security, also has a negative impact. Furthermore, disharmonious family situations, such as parental arguments, divorce, or lack of communication, can impact children psychologically and lead to a loss of enthusiasm for school. All of these factors demonstrate that dropping out of school is not just an individual issue, but is also closely related to the social, economic, and family environment (Muhammad Alyas, et al., 2022).

To address these issues, the government has provided various facilities for people who wish to complete their education. The aim is to improve the quality of human resources in Indonesia.

The government seeks to improve the quality of human resources by planning, organizing, implementing, and evaluating, through improving the quality of education in accordance with the National Education System Law No. 20 of 2003. Educational pathways can be taken through two paths, namely formal education in schools and non-formal education outside of school. Non-formal education as stated in the National Education System is a form of community-based education held outside the school environment. This education provides opportunities for the community to develop social, cultural, language, art, religion, and skills that can be utilized for self-development and community development.

Improving the quality of Human Resources through formal education is carried out through the learning process in schools starting from Kindergarten (TK) to Higher Education (PT) (Taufiqurokhman, 2023). Meanwhile, improving the quality of human resources through non-formal education can be done through equivalency education programs, which include Package A, equivalent to Elementary School (SD). This program directs the acquisition of basic reading, writing, arithmetic, and other general knowledge skills. Package B, equivalent to Junior High School (SMP), serves to provide opportunities for the community to continue basic education and develop logical thinking, analytical skills, and social skills. And Package C, equivalent to Senior High School (SMA). Equipped with broader knowledge and skills as provisions for work, entrepreneurship, or continuing education to a higher level, and equivalency education programs also explore*life skills*or developing self-potential (Sabhyati Asri Munandar,

2019).

This program is designed to provide learning opportunities for disadvantaged communities, those who are not attending school, have dropped out, or are not continuing their education. Furthermore, the program targets productive age groups who want to improve their knowledge and life skills, as well as those who require special educational services to adapt to changing living standards, scientific developments, and technological advances (Ricky Syaputra and Shomedran, 2023).

The success of equivalency education delivery depends heavily on the program management implemented by the institution. According to George R. Terry, management is a process that encompasses planning, organizing, directing, and supervising (Akhmad Ramli, 2022).

According to George R. Terry, management is a process encompassing activities such as planning, organizing, directing, and supervising. Therefore, in the context of equivalency education, management functions to organize all stages of activities so that learning objectives can be optimally achieved.

Education is a right for every human being without exception. Islam teaches that all humans are created equal, regardless of ethnicity, nationality, or social class. This is emphasized in QS.*Al-Hujarat*verse 13 which reads:

يٰٓاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِّنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلَ لِتَعَارَفُوْاۚ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ

Meaning: "O mankind, indeed We have created you from a male and a female. Then We made you into nations and tribes that you may know one another. Indeed, the most honorable of you in the sight of Allah is the most righteous. Indeed, Allah is Knowing, Aware." (QS.*Al-Hujarat* : 13)

This verse demonstrates that all humans are equal in terms of creation. There are no differences based on ethnicity, race, or social status. In the contest of equal education, this reinforces that everyone has the right to education, regardless of age or previous educational status, and has an equal right to acquire knowledge. Therefore, PKBM exists as a concrete manifestation of providing access to education to communities previously disadvantaged by formal education, such as school dropouts,

adults who have not completed primary or secondary education, and those living in remote areas.

One of the PKBM that has an important role in organizing equivalency education is PKBM Karya Mandiri, the only PKBM in Muara Langon District, which was established on September 28, 2012, in accordance with the operational permit decree number 421.9/169/SK/VII/2022 which is private and accredited C.

In 2024-2025, PKBM Karya Mandiri has 139 students for Equivalency education packages A, B, and C. This institution offers various equivalency programs, such as Packages A, B, and C which are equivalent to formal elementary, middle, and high school education. At PKBM Karya Mandiri, the management of the equivalency education program is carried out systematically by the administrators through program planning involving the head of PKBM, secretary, and treasurer. While the curriculum used is the 2013 Curriculum, which is adjusted to the needs of students and the surrounding environmental conditions. PKBM organization manages human resources and supporting facilities so that the program runs smoothly, by compiling an organizational structure, dividing the tasks of each personnel, and providing learning facilities such as space, modules, and stationery. In implementing the program, it includes core activities such as face-to-face learning and*blended,* Guidance and mentoring, skills training, exams (mid-term exams, final exams, and equivalency exams), and motivational and character-building activities are provided. Regular evaluations are conducted to maintain program quality, including monitoring attendance, completing e-reports, evaluating learning, and compiling reports for the education office.

In addition, PKBM Karya Mandiri also complements the equivalency program with life skills training.*(life skill)* such as culinary arts, sewing, carpentry, and computers. This aims to ensure that students not only obtain an equivalency diploma but also develop skills that can support independent living in the community. With this approach, PKBM Karya Mandiri serves not only as an educational provider but also as a center for community empowerment.

Judging from the background of the problem, I as a researcher am interested in researching more deeply how the management of the equivalency education program at PKBM Karya Mandiri, Muara Langon District.

B. Theoretical Basis (Management of Equivalency Education Programs)

Program management is essentially concerned with the management functions used to achieve educational goals. According to George R. Terry, management functions include:*planning,* (planning),*organizing* (organization) *actuating* (implementation),*controlling* (evaluation) (Rifaldi Dwi Syahputra and Nuri Aslami, 2023)

Planning

Planning is essential before undertaking any other undertaking. Planning is considered crucial because it determines and provides direction for the desired goals. Therefore, work will be disorganized and unfocused without thorough planning. Thorough and well-organized planning will significantly impact the achievement of objectives. This explanation further reinforces the strategic importance of planning within an institution. Planning is a process undertaken by a manager in an effort to direct all activities toward achieving goals (Ulil Albab, 2021).

In the context of management, planning is a decision-making process that involves selecting goals and developing plans to achieve them. Planning can be done at various levels, from strategic planning to operational planning.

Planning is the fundamental process by which management decides on goals and how to achieve them. Planning is crucial in an organization because it plays a greater role than other management functions (such as organizing, directing, and controlling, which merely implement planning decisions) (Nizamuddin Silmi, 2024).

Based on this definition, planning is a strategic way to maintain the sustainability of an organization, ensuring its strength and development as a system. Educational planning, more broadly defined, can be defined as the use of rational and systematic analysis in the educational development process, with the goal of making educational provision more effective and efficient in meeting the needs and achieving the goals of both students and society.

Maria Adhiaty explained that the Package C program planning is guided by the principles of out-of-school education or non-formal education. The planning process includes several stages, namely; identifying students, tutors, learning needs, program management, learning tools and groups, motivation, funding, location, and learning outcomes, conducting a needs analysis by exploring students' learning interests,

compiling their learning needs, and designing tutor needs in teaching, as well as compiling an activity plan that includes determining learning materials, learning time, learning methods, and learning support facilities (Ediyanti and Yesi Purnama, 2016).

Organizing

After planning, the next step is organizing. Organizing is the process of dividing work into smaller tasks, assigning those tasks to people according to their abilities, allocating resources, and coordinating them to effectively achieve organizational goals (Saefrudin, 2017).

At this stage, the Community Learning Center (PKBM) needs to allocate tasks, authority, and responsibilities proportionally to each manager, tutor, and support staff. Organization also includes establishing work units, setting up coordination mechanisms, and determining communication channels between the parties involved. The organizational stage involves grouping learners based on ability and age, dividing classes according to level (packages A, B, and C), and assigning tutors to specific subject areas. With proper organization, all human resources and infrastructure can be optimally utilized to achieve the goals of the equivalency education program.

Implementation

Actuating, or implementation, is often referred to as mobilization in the management process. Implementation is a continuation of the planning and organizing activities that have been carried out previously. In processmanagement,

Actuating (implementation/movement) is considered the most important management function.

George R. Terry stated that implementation (actuating) in management is an effort to move the members of a group or organization in such a way that they are willing to work and strive to achieve the group's goals and the goals of the group members, meaning that in addition to group goals, each individual will also strive to achieve their individual targets. Actuating or implementation management is nothing other than an effort to make planning a reality, namely by carrying out a series of directive and motivating activities so that each employee or member can carry out activities optimally according to their respective roles, duties, and responsibilities (Darsa Muhammad, 2022).

Rating

Assessment is a function in management, especially in non-formal education, all or part of the program components and implementation of educational programs are evaluated (Robyathul Adwiyah, et al., 2019)

The assessment is carried out to determine the level of achievement of the implementation of an activity, whether it is in accordance with the established plan or whether there has been a shift in terms of the plan and thus it can be found about the steps or direction of the target goals in the future and take lessons from what has happened previously. The aspects evaluated in the equivalency education program are the activities of the learners and the activities of the tutors as well as their participation in each learning activity by means of summative and formative evaluation (Dodi Alamsyah, 2022).

Formative assessment is conducted after each learning session ends and can be used as information for improving the teaching process, determining the extent to which students have mastered the material taught during classroom instruction. Summative evaluation, meanwhile, is conducted at the end of the school year to assess overall learning outcomes. These evaluation results are then reported to parents as a form of institutional accountability. The evaluation results indicate a 100% graduation rate, improved skills and knowledge, and graduates obtaining better jobs and even creating their own jobs. This demonstrates that equivalency education successfully produces high-quality graduates (Tarmizi and Syarif Hidayat, 2021).

C. Method

This type of research is field research (*field research*), namely research that examines facts and problems that exist in the field or research that solves problems using empirical data (M. Djunaidi Ghony, 2014). Field research (*field research*) is data collection carried out by conducting direct observation of the object being studied in order to obtain the required data (Arikunto, 2016). The research approach is descriptive qualitative, namely to obtain information in the form of words, pictures that describe the actual field conditions according to the facts about management of the equivalency education program at PKBM Karya Mandiri, Muara Langon District.

The subjects of this study will be drawn directly from the parties at the Karya Mandiri Community Learning Center (PKBM) in Muara Langon District, including the

head of the PKBM, the secretary, and the treasurer involved in program implementation. The object of this study is the management of the equivalency education program at the Karya Mandiri PKBM in Muara Langon District.

To collect valid and objective data, this study used observation, interviews, and documentation as data collection techniques. Data analysis used three simultaneous activity streams: data reduction (*Data Reduction*), data presentation (*Display Data*), and drawing conclusions/verification (*Conclusing Drawing/Verivication*) (Sugiono, 2015).

D. Results and Discussion

Research result

1. Planning of the Equivalency Education Program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency

Identification of Learning Citizens

The interview results show that the planning carried out by PKBM Karya Mandiri began in 2012, in the planning of this program involving several members of the foundation including the chairman of the foundation and his staff as well as the head of each institution. Identification of learners aims to explore the background and needs of students, the conditions of prospective students before they join the learning program, identify the age to find out the age range of learners who join the equivalency education program, and learning grouping. This process is important because it is the basis for PKBM Karya Mandiri in compiling learning plans, determining suitable methods, and optimizing services so that all learners can participate in the program well.

Tutor Recruitment and Criteria

Interviews indicate that at the Karya Mandiri Community Learning Center (PKBM), tutors are selected based on their subject area, educational background, and interpersonal skills. This involves several stages to ensure that the tutors recruited possess the competencies and commitment to meet the needs of the equivalency education program. Recruitment typically occurs when additional tutors are needed for Package A, B, or C programs, or when there is a change in teaching staff.

The Needs of Learning Citizens

Interview results indicate that there are differences in needs that must be considered in developing the curriculum and learning methods. The Community Learning Center (PKBM) conducted initial monitoring through interviews and initial competency assessments, demonstrating the application of needs analysis as the basis for the curriculum. The needs analysis conducted by the PKBM also aligns with the learning approach.*participatory planning* in non-formal education, where students have space to contribute in determining the form of learning.

2. Organization of the Equivalency Education Program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency

Organizational structure

Interview results indicate that the organizational structure of PKBM Karya Mandiri has been systematically constructed and has a clear division of duties for each position. Each element within the structure has a strategic role that supports each other. The Head of PKBM acts as the director and primary decision-maker, ensuring that all programs run according to the institution's vision. The Secretary is responsible for managing administration, documentation, and correspondence so that information flows between parties can be conveyed properly. The Treasurer plays a crucial role in financial management, from recording and budget utilization to reporting funds to ensure that programs are implemented in a transparent and accountable manner.

Job-Based Task Distribution

The results of the interview above show that the division of tasks in PKBM has been carried out in a structured manner and based on each individual's position, so that each individual understands their role and Responsibilities that must be fulfilled. Tutors have a primary focus on the learning process, from preparing materials and delivering lessons to evaluating student progress. The secretary is responsible for managing all forms of administration and documentation, such as recording student data, completing files, and preparing reports required by the institution. Meanwhile, the treasurer is responsible for financial management, including budget planning, recording income and expenses, and preparing transparent financial reports.

Personnel Placement Based on Competence

Interviews indicate that personnel placement at PKBM Karya Mandiri is selective and based on individual competency, not solely on position requirements. Each position is filled by individuals with relevant skills, experience, and backgrounds, enabling more professional and effective task execution. Secretaries are selected for their administrative skills, mastery of office equipment, and meticulous document management. Treasurers are placed based on their insight and experience in financial management, ensuring transparency and orderly recording of the institution's budget.

3. Implementation of the equivalency education program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency

Learning Implementation

The interview statements above indicate that learning at the Karya Mandiri Community Learning Center (PKBM) is planned and coordinated. The head of the PKBM emphasized that the learning schedule has been adapted to the characteristics of the students, the majority of whom work, so that learning is scheduled three times a week to maintain effectiveness without disrupting their activities. This statement was reinforced by the PKBM secretary. Explain their role in ensuring that the established schedule is implemented in an orderly manner through administrative arrangements, communication, and attendance data collection. This demonstrates that learning takes place not only based on plans but also through collaboration and a clear division of tasks among administrators, ensuring that learning activities run smoothly and meet program objectives.

Study Scheduling

The interview above demonstrates that the learning schedule at the Karya Mandiri Community Learning Center (PKBM) is designed flexibly and truly tailored to the needs of the students, most of whom are working. The PKBM head explained that the schedule is set for specific days and times deemed most convenient. This demonstrates efforts to ensure learning continues without disrupting the participants' primary activities.

Division of tasks

Interview results indicate that the implementation of the equivalency education program at the Karya Mandiri Community Learning Center (PKBM) is

structured, with clear roles. Each party, including tutors, administrators, and PKBM heads, has specific, complementary responsibilities, ensuring the teaching and learning process runs smoothly, orderly, and aligns with program objectives.

4. Assessment of the Equivalency Education Program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency

Evaluation Objectives

The interviews above demonstrate that the evaluation objectives at the Karya Mandiri Muara Langon Community Learning Center (PKBM) are comprehensive and strategic. Evaluations focus not only on student abilities but also assess the effectiveness of the entire educational program. Through evaluations, the PKBM can monitor the progress of individual and group learners, thus determining the extent to which participants have achieved the expected competencies.

Types of Evaluation

Interview results indicate that evaluation at the Karya Mandiri Muara Langon Community Learning Center (PKBM) is formative, occurring throughout the learning process to monitor students' understanding of the material. Using assignments, short tests, material summaries, and simple exercises, tutors can directly assess students' abilities. understand and master the material. This approach allows tutors to quickly identify students' difficulties or deficiencies, allowing them to provide timely guidance or additional explanations.

Assessment Focus, Evaluation Results and Targets

Interview results indicate that the Karya Mandiri Community Learning Center (PKBM) implements evaluation as a strategic tool to improve the overall quality of learning. The evaluation results are not only used for assessment purposes but also as a basis for improving and developing tutor teaching methods, ensuring a more effective learning process that meets the characteristics and needs of the students.

Discussion

1. **Planning of the Equivalency Education Program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency**

   Identification of Learning Citizens

   In line with Maria Adhiaty's (2016) opinion, the Package C program planning is guided by the principles of out-of-school education or non-formal education. The planning process includes several stages, namely: identifying learners, tutors, learning needs, program management, learning tools and groups, motivation, funding, location, and learning outcomes, conducting a needs analysis by exploring the learning interests of learners, compiling their learning needs, and designing tutor needs in teaching, as well as compiling an activity plan that includes determining the material. lessons, study time, learning methods, and learning support facilities.

   Tutor Recruitment and Criteria

   In line with Minister of Education and Culture Regulation No. 81 of 2013, tutor criteria are determined based on a minimum academic qualification of a bachelor's degree, teaching experience, and communication skills. This aligns with the principles of education administration. non-formal which states that tutors must have pedagogical, professional and social competencies.

   The Needs of Learning Citizens

   This is in accordance with Tyler's opinion (1949) in*Curriculum Development Theory* which states that learning objectives must be formulated based on student needs and environmental demands.

2. **Organization of the Equivalency Education Program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency**

   Organizational structure

   This structure is in accordance with Mintzberg's theory (1979) which states that small organizations generally use*structure simple structure***,** where working relationships are more direct and flexible, without long hierarchies.

   Job-Based Task Distribution

   This finding is in accordance with Fayol's (1916) theory regarding

management functions, especially the principle*division of work*, which states that a clear division of tasks can increase efficiency and accountability.

Personnel Placement Based on Competence

This shows the application of competency-based management.**,** As stated by Spencer (1993), who explained that competency is the basis for task assignment to ensure the effectiveness of program implementation. In the context of PKBM, this is important. to ensure that learning services meet the needs of students.

3. Implementation of the equivalency education program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency

Learning Implementation

This is reinforced by the implementation of the planning management function.*(planning)* as stated by Terry (2010), where the implementation of activities is based on plans prepared previously to achieve educational goals.

Study Scheduling

This aligns with Knowles' (1984) theory of andragogy, which states that adult learning must consider the learner's life context. Time flexibility embodies the principle that adults learn when situations support, not force, them.

Division of tasks

This is in line with the principle*Division of Work* from Henri Fayol (1916)**,** which states that the division of tasks based on position will increase organizational effectiveness. Clear roles also support organizational functions.*coordinating and actuating* in Robbins' classical management theory (2013).

4. Assessment of the Equivalency Education Program at the Karya Mandiri Muara Langon Community Learning Center, Paser Regency

Evaluation Objectives

This aligns with Stufflebeam's concept of educational evaluation (CIPP Model, 2003), which states that evaluation serves to provide information for decision-making and program quality improvement. This evaluation's orientation extends beyond assessing learning outcomes to assessing the success of program

implementation.

Types of Evaluation

This is in line with Scriven's (1991) theory that formative evaluation is used during the learning process to provide feedback, while summative evaluation is used at the end of the program to measure overall learning outcomes.

Assessment Focus, Evaluation Results and Targets

This is in accordance with the principle of evaluation as a feedback loop in Tyler's (1971) theory, which emphasizes that evaluation must provide input to improve learning, not just measure results.

Conclusion

Based on the results of research on the management of the equivalency education program at PKBM Karya Mandiri Muara Langon, Paser Regency, it can be concluded that: 1) Program planning has been running quite well, starting from identifying learners, recruiting and selecting tutors, and adjusting to the needs of learners. 2) Organization is carried out through an organizational structure, job-based task division, and competency-based personnel placement. 3) Learning implementation is running according to plan by implementing learning, scheduling learning, and dividing tasks. 4) Assessment is carried out by creating evaluation objectives, determining the type of evaluation, and focusing the assessment, evaluation results, and targets.

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