



Analysis the Effectiveness Management of Community Learning Center Bina Kreasi Bangsa in East Jakarta

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ABSTRACT

The purpose of this research was to deeply understand the effectiveness management of Community Learning Center Bina Kreasi Bangsa. The effectiveness of management is assessed or measured through its core functions: planning, organizing, implementing, controlling, and evaluating. The research method was descriptive qualitative. Data collection techniques used interviews, observations, and documentation studies. The result of this research show the the effectiveness of management in Bina Kreasi Bangsa has been effective from the analysis of planning, organizing, implementing, controlling, and evaluating because of management. Bina Kreasi Bangsa has met the criteria or standard indicators of the effectiveness of an institution.

Keywords:

Effectiveness;
Management;
Community Learning
Center

INTRODUCTION

Education is an effort to direct, strengthen, and advance one's character in spiritual and physical terms. More than that, education can also be explained as a journey towards maturity of behavior, attitudes, and behaviour both at the individual and group levels, which has a positive influence so as to produce individuals with optimal quality standards. Education is a very effective tool in eradicating the inability to read and write, improving skills, mental capacity, and other aspects that support individual and community life. Therefore, the presence of an excellent and high quality education has a very important relevance for the future of individuals and even for the progress of the country.

Article 1 of the National Education System Law (SISDIKNAS Law) in 2003 states that education is a deliberate and planned effort to create a learning environment and learning processes, enabling learners to actively develop their potential in terms of spiritual strength, self-control, personality, intelligence, noble character, as well as skills required for themselves, society, the nation, and the state. The National Education System (SISDIKNAS) delineates three educational pathways, namely: (1) Formal education, conducted continuously and progressively in educational institutions such as schools, (2) Non-formal education, which complements formal education, isn't tied to official institutions, and meets educational needs that are more flexible in nature, (3) Informal education, occurring within the family or residential environment without a formal structure, yet its outcomes can be recognized as equivalent to formal and non-formal education by meeting specific conditions.

Based on Article 26 Paragraph 3 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, non-formal education encompasses various types, such as life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills training





and vocational education, as well as equivalency education. All these types of education are intended to develop learners' abilities in various fields. The law also states that the outcomes of non-formal education, particularly in equivalency education, can be considered equivalent to the outcomes of formal education programs after undergoing an equivalency assessment process conducted by an institution appointed by the government. This assessment refers to the National Education Standards in accordance with Government Regulation Number 19 of 2005.

The Community Learning Center (PKBM) is a non-formal educational institution currently experiencing rapid growth. PKBM was established based on the idea of the crucial role of active community involvement in advancing education beyond formal settings. Mustopa (2022) explains that PKBM is a learning platform formed, operated, and intended for the community with the aim of enhancing knowledge, skills, attitudes, interests, and talents of its members. This concept originates from interpreting and utilizing the potential of human resources and natural resources available within its surrounding environment.

The management process involves several stages, such as planning, organizing, implementing, supervising, and evaluating, as articulated by George R. Terry in a work cited by Prahestiwi (2022). Through well-planned planning, the Community Learning Center (PKBM) is expected to become an effective platform in comprehensively empowering the community. The goal is to enhance the quality of life within the community as envisioned and, ultimately, improve the overall quality of human resources. In principle, the implementation of learning at the Community Learning Center (PKBM) is not significantly different from the learning approach in the formal education system. However, within the PKBM environment, the learning approach is more focused on the specific needs of the local community, adapted to the advancements in knowledge. Furthermore, PKBM provides an opportunity for anyone in the local community to learn without rigid age limitations, unlike formal education. The process of conducting activities across various fields at PKBM needs continuous regulation and evaluation to achieve optimal results. This is aimed at ensuring that the conducted learning aligns with the needs of the local community and can significantly impact the learners.

METHOD

This research employs a qualitative descriptive research method. According to Nazir (2014) as cited by Jumrani (2021), descriptive method is a research approach aimed at describing the status of a group of people, objects, conditions, thought systems, or classes of events at a specific point in time. The objective of this descriptive research is to create a systematic, factual, and accurate description or portrayal of the facts, characteristics, and relationships among the investigated phenomena. By using this approach, research can provide a comprehensive description of the phenomenon under investigation.

According to Sugiyono (2019) as cited by Sulaeman (2023), qualitative research methods are grounded in the philosophy of post-positivism. This method is used to observe and analyze naturalistic conditions of the object, unlike experiments that



emphasize variable control. In qualitative research, the researcher serves as the primary instrument in data collection and interpretation. Data collection techniques involve various methods, such as triangulation or combining multiple data collection methods. The data analysis process is inductive or qualitative, emphasizing understanding the meaning of the obtained data rather than creating generalizations.

Research was conducted at PKBM Bina Kreasi Bangsa located at Jalan Taman Malaka Utara 4A No. 21, Malaka Sari, Duren Sawit District, East Jakarta. The research took place from June 2023 to December 2023. The research method used is qualitative descriptive, where data is obtained through direct observation of several informants who are interviewed. The collected data is then analyzed to identify patterns and meanings, and conclusions are drawn based on the observations and data interpretation. This method aims to deeply understand the observed phenomena or experiences.

RESULTS AND DISCUSSION

In this research, there are five discussions that address the crucial role of Planning, Organizing, Implementing, Monitoring, and Evaluation in enhancing the effectiveness of PKBM management. As a part of the non-formal education unit, PKBM has currently become a focal point in the education competition, hence the importance of proper management. Effective management in PKBM yields positive outcomes, enabling the institution to efficiently confront global challenges. The management concept, as expressed by Mustopa (2022), involves achieving organizational goals effectively and efficiently through planning, organizing, leadership, and controlling organizational resources.

Management, according to George R. Terry (2005), can be viewed as the art of accomplishing tasks through collaboration with others. It constitutes a set of distinctive processes involving actions such as planning, organizing, motivating, and supervising, all performed to establish and achieve predetermined objectives by optimizing human resources and other available resources.

Management can be defined as an activity wherein the execution involves the administration or "managing," while the individual carrying out these activities is called a "manager" or administrator. A manager is someone who executes management functions and collaborates with others. A manager's responsibility lies not only in their own tasks but also in ensuring a balance between potentially conflicting objectives and setting priorities. Analytical and conceptual thinking skills, the ability to mediate, negotiate, and act as a diplomat, as well as the skill to make tough decisions, are integral parts of an effective manager's role. At the core of the management concept lies leadership. A successful manager typically possesses strong leadership qualities. The ability to lead, inspire, and motivate others towards achieving common goals is a characteristic of a good manager.

Based on the assumptions of this research, the author contends that management involving planning, organizing, implementing, monitoring, and evaluating is crucial. This management can utilize local resources as opportunities to actively engage community participation in program implementation. This is deemed





capable of bringing about change within the community, especially in enhancing their economic status towards well-being. The quality of education is measured based on agreed-upon outcome standards that have become generally accepted in line with the level, stage, and type of education. In this context, management involving planning, organizing, implementing, monitoring, and evaluating is seen as a vital means to harness local potential and encourage active community participation in implemented programs. The aim is to achieve positive changes at both individual and community levels, particularly in terms of economic advancement, enabling the community to move towards a state of prosperity.

First, planning is a highly crucial phase in the management process because it serves as the initial step before moving on to subsequent stages. Through the planning process, the goals intended to be achieved through activities can be determined by considering the needs and existing facts in the field. George R. Terry explains that planning is the stage where objectives are set, and the desired outcomes are detailed by establishing the priority sequence of broader or more general objectives, which are then elaborated on a semester, weekly, and daily basis. Planning is the systematic process of outlining activity plans to achieve specific goals. The aspects of planning encompass various questions, such as what will be done, who will do it, when the activities will take place, where they will occur, how they will be executed, and what is needed to optimally achieve the goals. By considering these aspects, planning allows for structured and organized arrangements of activities conducted to attain the desired outcomes.

The establishment of Community Learning Centers (PKBM) as an effort towards community empowerment requires thorough planning. This planning must consider specific requirements and the utilization of appropriate strategies to achieve its goals. With effective planning, it is hoped that PKBM can become an effective institution for community empowerment, capable of enhancing the quality of life as expected and ultimately contributing to the overall improvement of human resources' quality. Planning is a process involving the development and determination of steps to address issues within an organization or company. In the context of Community Learning Centers (PKBM), its managers and administrators must have the ability to make decisions based on formulated and agreed-upon plans to achieve previously established goals.

PKBM managers need to set targets and analyze the available resources within the organization, determining how to allocate these resources to achieve those objectives. The principles of planning, as expressed by Mulyono (2011) in Saepudin (2021), encompass several aspects: being goal-oriented, considering efficiency, implementing practical steps, assessing potential from available resources, having comprehensive and broad insights, integrating with all relevant components, being future-oriented, adaptable to environmental changes, involving all related components, and clear in communication to avoid misunderstandings. These principles form a crucial foundation in planning effective and focused activities within PKBM management.



According to Yulaelawati (2012) as referenced by Mustopa (2022), the indicators or standards in PKBM planning encompass three main standard planning roles: (1) Developing the management's work program systematically, which entails creating a structured and organized activity plan for the management, (2) Developing a comprehensive management work program, covering various comprehensive aspects within the management's activity program, (3) Developing a systematic and comprehensive work program plan, encompassing various programs such as early childhood education programs, functional literacy programs, elementary school equivalency programs (package A), middle school equivalency programs (package B), high school equivalency programs (package C), courses, skill training, tutoring, community development programs, and more. The importance of developing a program plan covering these various programs is to ensure that PKBM has comprehensive and diverse programs aligned with the needs of the served community. Consequently, PKBM can offer diverse educational and developmental services that cater to different educational levels and individual needs.

Determined from observations and interviews, the objective of the Community Learning Center (PKBM) is to develop education beyond the school environment. Understanding that education outside school holds significant value comparable to formal education within schools, enhancing PKBM is crucial, akin to school-based education. The standard objectives of PKBM aim to provide educational benefits aligned with the learners' needs, acknowledging the importance of education beyond school as with formal education. As a hub and source of information, PKBM offers various types of learning activities and functional skills required by the community. Serving as a platform for skill and experience exchange, PKBM facilitates knowledge exchange among community members with the principle of mutual learning and sharing through discussions on faced issues. Functioning as a meeting point between administrators and learning resources, PKBM serves as a venue to address challenges in managing and educating the community. Lastly, as an actively engaged learning environment, PKBM continuously serves as a place for various forms of community learning activities.

At PKBM Bina Kreasi Bangsa, the management has met the minimum standards, including the presence of a PKBM Chairperson, Secretary, and Treasurer, where each individual fulfills a role aligned with the tasks and responsibilities entrusted to them. They actively participate in formulating the vision and mission of PKBM and develop the goals the institution aims to achieve. In this PKBM, the planning formulations have met existing standards through systematic and comprehensive program development. This is evident in the clear definition of vision and mission, program formulation, goal setting, and structured management work plans. Consequently, this PKBM has fulfilled the planning aspect in accordance with the applicable standards.

Second, organizing is a process aimed at breaking down a large activity into smaller, organized tasks. The purpose of this organizing process is to facilitate managers in supervision and determining the right individuals to carry out the allocated tasks. The process of organizing can be executed through various methods,





such as: determining the tasks that need to be accomplished, assigning responsibility to individuals for each of these tasks, grouping similar or interrelated tasks, assigning responsibility for each task or task group that has been defined, and determining the level at which decisions need to be made in the execution process of these tasks. With effective organizing, managers can supervise more efficiently and ensure that each task is carried out by the appropriate individual according to their responsibility. It also aids in efficiently managing the achievement of set objectives.

Here's a summary of the research findings about organizing in PKBM Bina Kreasi Bangsa:

- a. **Organizational Structure:** PKBM Bina Kreasi Bangsa has established an organizational structure involving a Chairman, Secretary, Treasurer, and learners. This reflects that the PKBM has executed an efficient administrative procedure in accordance with PKBM management standards.
- b. **Roles and Responsibilities of the Board:** Each board member at PKBM has clearly defined roles and responsibilities. The Chairman is responsible for overseeing all activities, formulating key policies, and regularly reporting to the mentor. The Secretary handles administrative tasks, correspondence, and archiving, while the Treasurer manages finances and prepares financial reports. All board members participate in coordinating, planning, controlling, and evaluating PKBM programs.
- c. **PKBM Management Standards:** PKBM management standards necessitate at least three main positions: Chairman, Secretary, and Treasurer, as described by Yulaelawati (2012). Each board member role has predefined duties and responsibilities.
- d. **Organizing:** PKBM's organizational process involves task determination, task grouping, responsibility allocation, and resource management, encompassing human, financial, physical, informational, and other resources to achieve organizational goals. PKBM has devised a learning schedule for effective learning, despite facing challenges due to the shift to online learning.

From these findings, it can be concluded that PKBM Bina Kreasi Bangsa has implemented management procedures, defined board roles, and organized programs in line with PKBM management standards. Despite challenges in implementation, efforts have been made to maintain the effectiveness of learning, especially in the context of online learning.

Third, at PKBM, the implementation of learning follows principles that differ from formal education systems. Several key points regarding learning implementation at PKBM are as follows:

- a. **Local Needs Orientation:** Learning activities at PKBM are more tailored to the needs and the development of knowledge within the local community. This makes learning more relevant and directly connected to the real needs of the community.
- b. **Non-Age Restriction:** Unlike formal education, PKBM doesn't limit the age of its learners. Anyone, regardless of age, can access learning at PKBM.
- c. **PKBM Implementation Activities:** According to the Learning Activity Development Center, activities in PKBM implementation include:



- Motivating Learners: Encouraging and fostering a spirit of learning among participants.
- Developing Learning Materials: Providing learning materials for learners and teaching materials for tutors/speakers to enhance the effectiveness of the teaching-learning process.
- Conducting the Teaching-Learning Process: Engaging in teaching and learning activities where tutors/speakers guide learners in understanding the material.
- Assessment of Learning Process and Outcomes: Periodically evaluating the learning process and outcomes to ensure the effectiveness of the conducted learning.

With these principles, PKBM is able to provide a more flexible, relevant, and community-connected educational access without neglecting the quality standards in the implementation of learning.

Based on the researcher's interviews and observations at PKBM, it is evident that the program planning implementation at PKBM has generally been successful. The head of PKBM asserts that the vision, mission, objectives, and tasks of each board member align with the responsibilities assigned to them. One key success factor highlighted by the PKBM Chairman is the allocation of specific tasks to each board member, allowing them to be more focused and directed in their respective roles.

Regarding the Learning Outcome Assessment Standards at PKBM, several important points are emphasized:

- a. Formulation of Assessment Standards: Assessment of learning outcomes is formulated, reviewed, and communicated to educators and participants, prioritizing core subjects.
- b. Implementation of Assessment: Assessment of learning outcomes is conducted in line with established assessment standards. This process should be objective, transparent, accountable, continuous, and consider the depth of the taught material.
- c. Documentation and Improvement: Learning outcome assessments are documented in a grade book. Efforts are made to improve or deepen the understanding of participants who achieve scores below the set standards.
- d. Encompassing Competency Elements: Assessment should cover all competency elements and taught material.
- e. Announcement of Assessment Results: Assessment results are communicated to participants and other relevant parties.

The types of learning outcome assessments conducted by educators at PKBM include:

- a. Written Assessments: Such as essay tests, short answers, multiple choice, and true/false questions.
- b. Assessment Through Observation: Using observation or experimentation as assessment methods.
- c. Individual/Group Assignment Assessment: Involves assessing tasks given to individual or groups of learners.





- d. Portfolio Assessment: Analyzing a collection of works or assignments compiled over a specific period.

Additionally, educators have the flexibility to use other assessment types and techniques aligned with the set learning objectives. This allows for assessment variations that can adapt to the learners' needs and the taught material at PKBM.

Fourth, based on the research findings, it is evident that supervision at PKBM is regularly and systematically carried out by the PKBM Chairpersons. During interviews with the researchers, the PKBM Chairpersons revealed that they consistently oversee the management of PKBM, concerning both the learning process and other aspects. The purpose of this supervision is to identify potential issues or obstacles that may arise in PKBM's management, enabling them to be addressed promptly and to prevent inefficiencies.

Supervision is a crucial management activity with specific objectives. According to Depdikbud (1977: 11), the primary goal of supervision is to ensure that activities are carried out effectively and efficiently in line with the established plans, relevant laws, and previously set policies. By conducting regular supervision, the PKBM Chairpersons can observe, evaluate, and identify issues that may arise in PKBM's management. This helps to ensure that activities are conducted in line with established standards and guarantees the effective achievement of predefined goals.

Last, evaluations within PKBM are conducted with the aim of identifying aspects that deviate from the planned objectives and sustaining programs that are deemed exemplary or crucial for the community. The outcomes of these evaluations are then utilized to rectify and optimize the implementation of existing programs. In the PKBM evaluation process, managers perform monitoring, interviews, and research to ensure that PKBM programs are executed according to the established plans. This evaluation involves several steps implemented by the Learning Activity Development Center, including:

- a. Monitoring and Controlling Program/Activity Implementation: The initial step involves monitoring and controlling the execution of programs/activities. This includes direct oversight of ongoing activities within the PKBM.
- b. Measuring the Level of Achievement of Planned Objectives: Evaluation also includes measuring the extent to which the planned objectives have been achieved. This helps in assessing the degree of goal attainment.
- c. Formulating Recommendations Based on Measurement Results and Input for Annual Work Plan Development: The measurement results are evaluated and analyzed to create recommendations that serve as input for future annual work plan development. This aids in enhancing and evolving PKBM programs for improvement.
- d. Compiling an Annual Report on PKBM Implementation: The final step involves compiling an annual report summarizing the activities and evaluation results throughout one year of PKBM implementation. This report serves as a guide for improvement and development of activities in the future.

By conducting continuous and structured evaluations as described above, PKBM can ensure that the organized programs align with established objectives and



can continually be improved to deliver positive impacts to the communities they serve.

The low attendance of some learners in the scheduled learning sessions has emerged as a challenge faced by PKBM Bina Kreasi Bangsa. This issue surfaced from research findings indicating hurdles in the learning process, especially with learners frequently absent or not adhering to the predetermined schedules. During interviews and observations, the primary reason for the absenteeism among some learners was technical issues, such as unstable signal or internet connectivity problems when participating in online learning. Furthermore, some learners faced distractions, as online learning allowed them to open additional tabs or applications on their electronic devices.

The PKBM Chairperson has identified this issue and is making efforts to follow up and find solutions. One step taken is to compile data on these issues to find appropriate solutions. Through this data gathering process, PKBM aims to discover solutions that can assist learners in overcoming technical challenges during online learning. Addressing these technical obstacles is crucial to ensure effective and optimal learning for all learners. By tackling technical issues and approaching the lack of focus during online learning, PKBM aims to improve the attendance and participation of learners, allowing them to fully benefit from the educational programs offered.

CONCLUSION

The conclusion drawn from this research indicates that the management of the Community Learning Center (PKBM) has portrayed an effective operation. Despite encountering some obstacles, these hindrances are micro-level issues that can promptly be addressed with appropriate solutions. Based on the research findings and discussions conducted, the following conclusions can be drawn:

- a. **Effective Planning:** The management of PKBM has shown highly effective planning. Observations and interviews revealed that the planning is in line with existing standards. From the development of the work program plan, vision, mission, and objectives of each PKBM, everything has been systematically, comprehensively, and innovatively organized. Programs have been well-planned and executed efficiently without significant hurdles.
- b. **Structured Organization:** The organization within PKBM's management is well-structured. This is evident in the division of management roles, assigning tutors according to expertise, organizing community learning groups, and scheduling, all of which are well-structured. This organizational structure has proven effective in executing activities.
- c. **Consistent Implementation:** The implementation of PKBM's management aligns with the initial planning. Observations and interviews indicate that the management execution has fulfilled the existing indicators, such as conducting the learning process, assessing learning, and conducting final evaluations.
- d. **Effective Supervision:** Supervision in PKBM's management, as per established standards, has proven highly effective. The PKBM Chairpersons regularly conduct





supervision at the beginning, middle, and end of programs to prevent obstacles that could hinder PKBM's progress.

- e. Successful Evaluation: The evaluation of the planned programs has mostly been successful. However, there are hurdles that need to be addressed by PKBM managers, and these programs need improvement in accordance with existing management standards.

Therefore, despite encountering minor obstacles, the management of PKBM Bina Kreasi Bangsa has demonstrated effective efforts in planning, organization, implementation, supervision, and evaluation to enhance the effectiveness of PKBM's management.

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