Management Of Community Learning Activity Centers In Fostering Independence Of Learning Citizens Package C Through Lifeskill Education

Raden Roro Vemmi Kesumadewi[1*], Iim Wasliman[2], Hendi Suhendraya Muchtar[3], Nandang Koswara[4]

[1,2,3,4] Doctoral Program, Nusantara Islamic University, Indonesia
[*] Corresponding author:
Email: roro.vemmi@gmail.com

Abstract.
PKBM is currently being developed by various parties, both by the community, social and religious institutions (organizations), or formed by the government, especially the District/City Education Office, District through Community Education Inspectors, even at the Village/Kelurahan level. However, the problems that surround it continue to occur, this is due to the large number of PKBMs that are not established on the basis of the community's need, but are built on the basis of the interest of absorbing government programs only. In addition, PKBM has not really played a role as a facilitator who empowers the community. In fact, there are still many PKBMs that were engineered to encourage people to establish PKBM. The research approach used is qualitative. The data collection method used is the case study method. Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, bibliographic studies (library studies) and participation. Based on the results of research findings, interpretations and discussions, it is concluded that PKBM Management in Fostering Independence of Learning Citizens Package C through Lifeskill Education through the stages of planning, organizing, implementing and evaluating, is not optimal because there are still weaknesses in Sempurna PKBM and Al Hikmah PKBM. Meanwhile, the results of the study indicate that PKBM Management has not been developed fundamentally either based on curriculum theory, national system qualification rules and lifelong learning achievements as the basis for implementing PKBM management which is the basic orientation of implementing life skills education in PKBM. Activities carried out in planning begin with the teacher analyzing KI/KD, syllabus, teacher books and student books. The organization of learning materials is made in balance between the competence of attitudes, knowledge and skills, so that students can master the material theoretically, have an honest attitude, have character, taqwa, be creative and be devoted to both parents. Implementation of the learning process with the steps of learning activities according to the syllabus, teacher's book and lesson plans, including very good qualifications. The problem faced is the availability of PKWU learning time allocation which is only two hours of lessons in one week and the lack of synchrony between education at home and in PKBM. The solution in overcoming these problems is that PKBM makes every effort to fortify students and all elements in PKBM with noble character and positive character of independence through well-programmed habituation and exemplary activities and PKBM strives to continue to develop an independent curriculum based on independence skills, noble character, skilled and have a good future.

Keywords: PKBM, independence and life skills.

I. INTRODUCTION

Non-formal education in the implementation of its programs has a variety of institutional management unit models. Unit models that are built are very dependent on the needs of the program, the goals of the students and the interests of program development. The size of the institutional management unit model and the extent of the targets developed are largely determined by the ability of the developer (provider) to understand the types of programs to be built. Some models of institutional management units that have long existed in the original non-formal education concept (indigenous) include pesantren. Although there are many in the current era, pesantren are integrated with formal education. Other institutional management models include study groups, taklim assemblies, course institutions, training institutions and community learning activity centers (PKBM).With the increasing need for non-formal education services in the community, various components of the community feel motivated to participate in establishing PKBM. Therefore, PKBM is currently being developed by various parties, both by the community, social and religious institutions (organizations), as well as those formed by the government, especially the Education Office at the Regency/City level, through the Sub-District through Community Education Supervisors, even at the Village/Kelurahan level. However, the problems that surround it continue to occur, this is due to the large number of PKBMs that are not established on the basis of the community's need, but are built on the basis of the interest of absorbing government programs only. In addition, PKBM has not really played a role

as a facilitator who empowers the community. In fact, there are still many PKBMs that were engineered to encourage people to establish PKBM.The policy emphasis on PNFI in PKBM management is actually based on two main reasons; First, overcome the weaknesses of school education (formal education), where formal education is considered insufficient to fulfill the fulfillment of increasing mastery of knowledge and skills. Second, there is a global trend that demands an increase in human resources that is carried out quickly and effectively. This effort is only possible if people who are still illiterate complete the program and continue to pursue continuing education," he explained. Regarding efforts to improve the quality of human resources through PNFI which was implemented in PKBM, especially in the Package C study group program, there are several concepts of implementing PNFI that are related to scope, characteristics, functions, principles, types and position of PNFI itself.The initial concept of PNFI emerged around the late 60's to early 70's.

Philip Coombs and Manzoor A., P.H. (2005) in his book "The World Crisis In Education" reveals: Education is basically divided into three types, namely Formal Education (PF), Non Formal Education (PNF) and In Formal Education (PIF). Specifically for PNF, Coombs describes it as an activity that is organized outside the established school system, whether it is carried out separately or the most important part of a wider activity is carried out intentionally to serve certain students to achieve their learning goals.The Director General of PLS (2019: 10) stated that: One form of Non-formal Education is the Package C Study Group (Kejar Package C). The Package C Study Group Program is an educational program on non-formal channels that is offered to community members who due to social, economic, time, opportunity and geographical limitations cannot attend high school education (SMA) or its equivalent, and graduate from the Kejar Package C program. entitled to a high school diploma.Therefore, Napitupulu (2005: 22) suggests: "Learning groups are educational programs outside of school whose nature and form catch up, work while studying or vice versa and serve as study groups" Several study groups managed by PKBM in Bogor City, especially groups Learning Package C is quite spread out in all PKBM.This research focuses on the Management of Community Learning Activity Centers in two PKBM, in organizing the Package C Study Group Program equivalent to SMA with a partnership pattern so as to improve the quality of graduates and empower learning citizens. Through this research, the writer hopes to know the implementation of PKBM management in order to organize Kejar Package C, so that the quality of graduates and the empowerment of learning citizens can be improved.The PKBM Management Package C program in Bogor City is based on the background that there are still many graduates who are not qualified, so the Kejar Package C program is still underestimated, is still considered second class education, as an escape, a shelter for students who drop out, who are not graduated from high school / MA, or is an education for the periphery. These allegations are of course not all true. Whereas the existence of the Package C program equivalent to high school can be an alternative to eliminate the boredom of school routines.

The Kejar Package C program equivalent to SMA is used as an alternative to the continuation of the 9-year compulsory education, to catch up in the field of education with neighboring countries. The Kejar Package C program equivalent to SMA, can be used as the best alternative in responding to the increasingly high cost of education in the midst of economic conditions that have not improved. So we need an answer with proof that it is very important to improve the quality of graduates and empower learning citizens, so that they are not inferior in quality to graduates of formal education and can apply their skills in life in society. For this reason, the consequences of unprofessional management so far must be considered immediately, so that the competence of administrators (PKBM), tutors, and the commitment of learning citizens as well as supporting the success of the quality of graduates and empowering learning citizens (parents of learning citizens, government and society) needs to be improved.The integration between learning and business activities, in learning activities in schools, is a positive phenomenon, because it can meet community expectations of school graduates, and has great potential to develop further and wider. This phenomenon is the development of an entrepreneurship education model (entrepreneurship). The development of entrepreneurship education models must be supported by management and leadership instruments. This is in line with the Minister of National Education Regulation Number 13 of 2007 concerning Standards for Principals, which emphasizes that Principals must have dimensions of personality, managerial, entrepreneurial, supervisory and social competence.

Graduates/Graduates of education, especially at the secondary education level, can create job opportunities, without waiting to be hired. Remembering skills will not come by itself but must be learned and practiced. So entrepreneurship education and training is very important to get in-depth attention and study.According to Herlinda, et al, 2017 (in the 2019 Mutaqin journal entitled Improving the Lifeskill of Learning Citizens Through Computer Training at PKBM At-Tajdid Cimahi City) revealed that the results of the training can improve life skills which include personal, social, academic, and vocational skills. The definition of life skills according to (Depdiknas, 2002) is a person's skills to dare to face the problems of life and life naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are finally able to overcome them. According to UNESCO in (Anwar, 2006) conveying the life-skills program adhering to four pillars of learning, namely learning to acquire knowledge (learning to know), learning to be able to do/work (learning to do), learning to be a useful person (learning to be useful).), and learning to live together (learning to live together).The research approach used is qualitative, namely to reveal an intensive and in-depth description of PKBM Management in fostering the Independence of Learning Citizens in Package C through Lifeskills Education, whose ultimate goal is to improve the quality of graduation.The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem.Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, bibliographic studies (library studies) and participation. Regarding data analysis techniques using non-statistical analysis techniques.

II.   METHODS

The research approach used is qualitative, namely to reveal an intensive and in-depth description of PKBM Management in fostering the Independence of Learning Citizens in Package C through Lifeskills Education, whose ultimate goal is to improve the quality of graduation.The data collection method used is the case study method through direct observation where the researcher sees firsthand the symptoms or events that occur and analyzes the events found in the field that are adapted to the research problem.Data collection techniques used are observation techniques (observations), interview techniques, documentation studies, bibliographic studies (library studies) and participation. Regarding data analysis techniques using non-statistical analysis techniques.

III.   RESULT AND DISCUSSION

Planning the PKWU Learning process in fostering student independence skills in Sempurna PKBM and Al Hikmah PKBM that in preparing the Learning Implementation Plan (RPP), basically teachers are not faced with significant obstacles. This is acknowledged by the teacher concerned that making lesson plans is a teacher's daily task in accordance with their main duties and responsibilities. This is in accordance with Permendikbud number 22 of 2016 concerning process standards, it is explained that RPP is translated from the syllabus to direct student learning activities in an effort to achieve KD. Every teacher in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place in an interactive, inspiring, fun, challenging, motivating student to participate actively and provide sufficient space for initiative, creativity and independence in accordance with talents, interests and physical and psychological development. student. Based on Government Regulation (PP) N0. 19 of 2005 article 20 states that: Planning the learning process includes a syllabus and lesson plan (RPP) which contains at least learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes.Planning the PKWU Learning process in fostering student independence skills in Sempurna PKBM and Al Hikmah PKBM applies prota (annual programs and semester programs) made by teachers including syllabus and lesson plans (RPP). The syllabus and lesson plan contain subject identities, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.Decision making and organizational policies are based on the spirit of deliberation so as to facilitate the control and utilization of various available resources, and bring optimal results.

The process of empowering all school resources is carried out both managerially and organizationally, which is manifested in the division of tasks and authorities as well as detailed responsibilities in carrying out their respective duties, and written on the job description approved by the school.This has an impact on the efficiency of the implementation of the tasks and workload assigned to each personnel, which in turn increases their passion and enthusiasm for work. From the work enthusiasm that is motivated by the formulation and implementation of the programmed activities, it fosters a conducive work atmosphere and culture so as to allow the implementation of learning and management of various potentials and administration to run optimally, as expected.In addition, the formulation prepared by the school has also adopted the competency standards outlined by the education office, as well as the competencies required by stakeholders. From this formulation, it is also evident that there are conceptual plans related to the empowerment of all school members, to produce graduates who are competitive and in accordance with the needs of stakeholders, and are in sync with the minimum competencies required by higher education levels.To achieve optimal PKWU learning objectives, an organization is needed. In accordance with the opinion of Gibson, (1994:7) which states that "organization is a unit that allows society to achieve a goal that cannot be achieved by individuals individually."Organizing the improvement of the quality of PKWU learning in PKBM will interpret or interpret the problem; quality assurance, library, computer laboratory, facilities and infrastructure, learning management, budget, and human resources. According to Thoha (2005;228), that "management is a process of achieving organizational goals, through the efforts of other people. Management can be applied to any organization, whether corporate organizations, education, hospitals, political organizations, and even families" .

The library is a work unit in the form of a place to store a collection of library materials that are arranged systematically and can be used by the user as a source of information.A computer laboratory is a place for scientific research, experimentation, measurement or scientific training related to computer science, and has several computers in one network. Activities in the laboratory include practicum; use of equipment, for research, learning practice, discussion, book analysis, making learning aids, and simulations.The results of the research in the field found that both PKBM institutionally did not have a quality assurance institution. Quality control is generally still limited to learning activities which are the responsibility of the PKBM head. The head of PKBM controls the quality of learning by asking teachers to make learning tools at the beginning of each semester. Quality assurance in PKBM is the process of determining the fulfillment of management quality standards in a consistent and sustainable manner so that stakeholders (students, parents, universities, government, supporting staff, and other interested parties) can obtain satisfaction.The library is a work unit in the form of a place to store a collection of library materials that are arranged systematically and can be used by the user as a source of information.A computer laboratory is a place for scientific research, experimentation, measurement or scientific training related to computer science, and has several computers in one network. Activities in the laboratory include practicum; use of equipment, for research, learning practice, discussion, book analysis, making learning aids, and simulations.

Learning facilities are tools that are used directly in the PKWU learning process in PKBM. While the learning infrastructure is a tool that is not directly used in the learning process. Associated with educational facilities and infrastructure referred to as educational aids, namely an equipment used by teachers to help facilitate teaching and learning activities. Learning governance is the basic rule of learning management set by the PKBM management. The basic rules of learning management include mechanisms; system setup, content management, and system maintenance.Costs in education include direct costs (direct costs), direct costs consist of costs incurred for the purposes of implementing teaching and student learning activities in the form of purchasing learning tools, learning facilities. The education budget consists of two sides that are related to each other, namely the budget side for revenues and expenditures in order to achieve educational goals. Human resources are one of the determining factors in the development of PKBM institutions. Human resource development programs must be the most important element in the development of an educational institution.Briefly, the interpretation in the organizational aspect if it is associated with Total Quality Management (TQM), First, teamwork includes; common vision and competitiveness of education. Second, continuous system improvement includes; infrastructure, facilities and infrastructure,

laboratories, libraries, readiness of funds, and governance. Second, employee empowerment includes; organizational structure, management roles, management principles, and communication.According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Standards for the Process of Primary and Secondary Education (2016:11). "The implementation of learning is the implementation of the lesson plan, including preliminary, core and closing activities"

The implementation of PKWU learning in fostering student independence skills in the city of Bogor, West Java Province, in empowering schools that are oriented towards excellence in graduate quality, is carried out oriented to the strategy formulations as described above. All PKBM personnel and their programs are directed towards preparing students to become graduates who are needed in universities and in the community.In a series of management processes, actuating is the most important management function. The planning and organizing functions are more related to aspects of the management process, while the actuating function will place more emphasis on learning implementation activities, including preliminary activities, core activities and closing activities.The theory that supports the implementation of learning in PKBM in this dissertation research is Lickona which is closely related to good skills education in the PKBM environment. It is very relevant to develop student skills in the PKBM learning management framework that is correlated with Lickona's Theory.This research is in accordance with the Skills theory of Lickona (2002: 6) which states that skills have a close relationship with moral concepts (moral knowing), moral attitudes (moral felling), and moral behavior (moral behavior). On the basis of these three components that if good skills and supported by knowledge of goodness and have the desire to do good then someone will do good deeds.In the face of the current chaotic condition of society, which tends to have abandoned the principles of good national identity, shifting to an increasingly deteriorating ideology of liberalism, PKBM is expected to try to make a breakthrough in the learning process about the value of skills possessed by students. In the implementation of skills education, it is hoped that there will be cooperation between PKBM, families and education stakeholders to educate students' morals and skills.

Sempurna PKBM and Al Hikmah PKBM Bogor City, have proven their ability to foster student skills through PKBM learning in fostering student skills that are integrated in the 2013 curriculum, especially in PKWU lessons that have been applied in daily student activities. The two PKBMs, which are nationally based and religious, have realized the importance of a comprehensive partnership between PKBM and the family in fostering students' independence skills. PKBM has provided an understanding that the family is the most important source of skills education for students. In PKBM the teaching teachers will change every year, but outside PKBM students certainly have parents who provide guidance to them for a long time.Lickona's theory has the main principles in learning good skills in the PKBM environment, most of which have been implemented by Sempurna PKBM and Al Hikmah PKBM Bogor City and have shown excellent student skill results. PKWU Education Teachers work together with other teachers to form student skills by prioritizing the example of all elements in the PKBM environment, which is a very appropriate strategy and is more effective in its application.In the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System (Sisdiknas), articles 1 (1 and 4), that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state." "Students are community members who try to develop their potential through the learning process available on the path, level, and type of education", Husaini Usman (2006:7). From this understanding there are several main ideas contained in the concept of education, including (1) conscious and planned effort; (2) the realization of a learning atmosphere and learning process; (3) develop the potential of students; (4) have religious spiritual power; (5) have a personality; (6) have noble character.The implementation of empowerment aspects is realized in line with the implementation of strategic management in the form of: forming a smaller group structure by partitioning a large part of the education program on smaller goals and programs, both in terms of the size of the responsibility and the breadth of the program coverage; transferring between responsibilities, by compiling an organizational structure that is in accordance with the potential and opportunities of the school, which is then followed by an explanation of the organizational structure and job description; implementation of leadership in

participants who are carried out starting from the level of the head of PKBM, teachers and staff as a whole is a facilitator agent in addition to being an agent of educational services for both students and the community; the relationship process carried out by all leaders and implementers of education programs in schools, is democratic; a method that supports a person's change to change, so that he can motivate himself to advance himself and his environment.

PKWU Learning Assessment in PKBM in fostering student independence skills in the city of Bogor, West Java Province, which is oriented towards excellence in graduate quality is carried out by referring to the implementation of strategy formulations that are realized through school activity programs.To find out success in learning, an assessment is needed. The assessment in research is in accordance with the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Assessment Standards for Elementary and Secondary Education, stating that: "Assessment is the process of collecting and processing information in determining the achievement of student learning outcomes". (2016:2).In an effort to evaluate the planning and implementation to realize the goals of the school organization, the following are carried out as follows: Constantly reflecting on the abilities of students, especially with regard to productive competence, which is the mainstay and characteristic of the field of pharmacy expertise, namely in the form of prescription and simplicia laboratory competitions; compare the competence of their students with other pharmacy secondary schools when doing industrial work practices, which are then used as feedback to improve student learning and competence in the future; strive to organize more effective learning by continuously conducting internal evaluations with mid-semester, semester and annual periods; conduct comparative studies and conformity between school programs and world of work programs, especially regarding graduate competency standards; see the rise and fall of the number of enrolled students, which is a reflection of the quality and view of society as consumers, as well as the acceptance of graduate students in companies or other world of work.In addition, a reflection was also held to see the pluses and minuses of the application of the formula, as well as its impact on the overall performance of the school. The effectiveness of the learning carried out is evaluated periodically through several tests and final exams, both in writing and in practice as well as the convenience experienced by students when getting a job which is a very objective assessment because it is carried out by higher education institutions as users of the PKBM graduates. . In line with the assessment of skills education can be done with various models, such as observation, anecdotal records, interviews, benchmarking, portfolios, graded scales, and self-evaluation (E. Mulyasa, 2014: 206)

Implementation of assessment programs on a regular basis and is informed through several teacher council meetings and other personnel held specifically to evaluate school learning assessment programs. The assessment used by Sempurna PKBM and Al Hikmah PKBM Bogor City uses authentic assessment.The problem faced by teachers as educators in improving the quality of learning management in PKBM in fostering student skills in the city of Bogor, West Java Province is the shift in values and culture is a social phenomenon that always occurs in society leading to changes that lead to progress and decline. Cultural change is a condition of incompatibility between different cultural elements so that there are conditions that are not in harmony with their functions in life in society. The shift that leads to cultural change is influenced by internal and external driving and constraining factors.External driving factors include cultural acculturation, diffusion, penetration, innovation and invasion and cultural assimilation. Internal factors include an advanced education system, openness, high tolerance, heterogeneous society. The inhibiting factors include a closed society, low education, traditional, ideological, fear.The shift in social and cultural values cannot be separated from the universal elements of culture, namely the religious system, livelihood system, knowledge, language, technology, kinship, social organization and the arts system. Cultural shifts give rise to trends in performance-related livelihood systems. This tendency can give birth to a materialistic, individualistic, capitalist, pragmatic, hedonist, and consumptive lifestyle. This research is in accordance with the Skills theory of Lickona (2002: 6) which states: skills are related to moral concepts (moral knowing), moral attitudes (moral felling), and moral behavior (moral behavior).The development of science and technology cannot be avoided in real life, because the demands of diverse needs make people always look for new knowledge equipped with the application of sophisticated technological systems to meet the

needs of life quickly and easily. Developments in science and technology have brought changes from traditional to modern society, with livelihoods from agriculture to industry.

The development of science and technology needs to be addressed positively. This encourages the tendency of professional teacher performance patterns to be able to meet the demands of society's needs. The use of information and communication technology in learning can make it easier for students to absorb the material taught by the teacher more broadly and deeply. Facing this trend, teachers need to prepare themselves with various competencies in using IT for learning outcomes.To overcome the problem of weaknesses and various tendencies in applying Competency Standards by PKBM leaders, it is necessary to carry out a managerial approach and the right strategy so that all obstacles can be overcome properly. In the institutional context, education implies that all school resources include: (1) Academic leadership. (2) Educators and education staff. (3) Financing. (4) Educational infrastructure facilities. (5) Students. (6) School management information system. (7) Parents of students and the community. (8). School external environment. (9) Network work. Everything supports each other, complements and complements like links in a chain. All of the school components mentioned above are implemented and described in learning activities that are routinely carried out by subject teachers in turns.In order for learning to be in accordance with the expected results, the teacher in making RPP must be in accordance with the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes (2016: 6), discussing RPP. "The Learning Implementation Plan (RPP) is described from the syllabus in directing student learning activities in an effort to achieve KD. Every teacher in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to talents, interests, and developments. physical and psychological students.

The teacher before carrying out learning activities first makes preparations by preparing annual programs, semester programs, syllabus, lesson plans, assessment instruments and so on. The plans that have been prepared based on the analysis of the needs of students and teachers are organized proportionally and then implemented in the activities of the teaching and learning process. In line with Government Regulation number 19 of 2006 it is stated that "learning planning includes a syllabus and lesson plan (RPP) at least covering learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes" (Fokus Media, 2006:74 -75).In order for planning and organizing and implementing learning to identify weaknesses and strengths, it is necessary to assess the learning process and results so that all deficiencies can be overcome quickly. Supervision needs to be done so that the four components can run well according to the plan so that the goals will be easily achieved.To overcome problems in applying the Teacher Competency Standards, it is necessary to develop a strategic plan. In order to avoid repeated mistakes and mistakes. The basic concepts of planning in education include changes in the educational environment, the needs of educational organizations, systems and theories used in preparing a plan. Systemic planning has enormous benefits for the application of teacher competency standards in balancing supply and demand. This is in line with Pidarta (2010:21), namely (1) Balancing uncertainty. (2) Increase the savings of operations. (3) Focus on the goal. (4) Provide control facilities.Management of teacher performance is a process of dividing tasks proportionally according to their academic qualifications so that teachers have more control over learning materials and students easily accept teaching materials so as to create a fun process and optimal performance. For this reason, it is necessary to establish harmonious cooperation and relationships between the principal and teachers and students as well as other education personnel. Continuous communication is a process in which principals and teachers work together to exchange work information, obstacles and problems and their solutions.

Supervision of teacher performance in implementing learning outcomes in the context of TQM needs to be carried out starting from input, process and output, to avoid repeated mistakes. This form of supervision is called Quality Assurance (QA). Supervision needs to be carried out by the principal in order to avoid mistakes and improve the quality of performance. The supervision process can be carried out collectively or individually through the role and function of the principal as a supervisor. To facilitate

supervision, it is necessary to build an information and communication system using technology.In addition to supervision with QC, it is necessary to carry out a monitoring pattern that involves all components of school resources in a comprehensive and integrated manner. This pattern is called total quality control (TQC) which is oriented to continuous improvement and satisfactory service (Deming in Usman, 2006: 420). The monitoring process is carried out from the beginning, starting from the input, process and output as well as the outcome.Performance evaluation is a process in which a person's performance is assessed and evaluated with the aim of measuring teacher competence and supporting teacher professional development. These objectives are associated with teacher activities in learning outcomes. Job evaluation is expected to foster teacher work motivation, therefore it is necessary to apply an educational and administrative reward and punishment system. All of these performance management components will be able to run properly if the strategies implemented are right on target.The relationship with the life value system and the purpose of Lifeskill Education Management in Fostering Independence of Learning Citizens Package C at Sempurna PKBM and Al Hikmah PKBM in Bogor City, Sanusi (2014: 80) states that education and learning are aimed at and tasked with intervening elements of various factors. along with the variables towards the stages of development in the life of the learner who are more meaningful, more independent, better, more beautiful, more rational, stronger, more useful, and more confident in monotheism and worship of Him. And in an educational organization unit, all aspects are managed by hands who have been prepared as professionals in each field of their duties and the scope of their duties or responsibilities.

Six value systems in the Islamic perspective, are very relevant to be used as discussion analysis in fostering student skills, namely theological value is a value that has the meaning of divine value in Islam. Divinity is Allah SWT, which is summarized in the religion of Islam, in which there are Faith, Islam, and Ihsan. In other words, what is meant by theology is knowledge of religion in the relationship between humans and Allah SWT, whether it is based on revelation (revealed theology) or based on the investigation of the mind (rational theology).If it is associated with learning Pancasila and Citizenship Education, it is very relevant considering that in learning Pancasila and Citizenship Education there is Core Competence 1, namely "To live and practice the teachings of the religion they adhere to". (Kemendikbud, 2016). So learning Pancasila and Citizenship Education must touch theological values. , where habituation is grown in each student to have a sense of love, submission and obedience to the creator, by carrying out what He commands and avoiding all His prohibitions. This can be realized if these values are continuously used as habituation by all elements in the school, even principals, teachers, must be role models for all students, because how such an example will be used as a barometer for all students.Skills development at Sempurna PKBM and Al Hikmah PKBM in Bogor City, West Java Province, has instilled knowledge of religion (cognitive), attitudes and beliefs towards religion (apexive), students are able to practice religious practice (psychomotor), instilled strong beliefs (beliving skills) , religious behavior (operational skills) and the cultivation of comprehensive religious leadership management (leadership management)Logical values are related to thinking, understanding, and remembering. Thought, understanding, understanding. warning (remember) is the fruit. This value becomes the basis for action and action. While thoughts, understanding, understanding, warning (remember) are the result of the work of logic.

Thinking is a dynamic process, in which individuals act actively in dealing with abstract things. In the process of thinking, the individual makes a connection between the object that is the subject of the problem and the parts of the knowledge he already has. Part of knowledge is everything that has been obtained in the form of understanding. Thinking work which is the basis of logical values must be increased from instinctive thinking, imitative thinking, and creative and innovative thinking by keeping away from egocentric thinking. In creative thinking, people try to come up with ideas/creations or try to inspire.Islamic thinking must be used as the basis for the formation of walak and the skills of students, both in the family environment, at school, and in social life. The creed for a Muslim is a philosophy that will affect the view of life, mindset, attitude, behavior, make laws, create organizational structures that regulate society, and so on. A Muslim thinks not only about himself, but also about mercy for the universe. Automatically think internationally, because all nations have the right to feel the beauty of Islam. More than that, not only think about the world in the present, but also in the future. Even see what is not detected by the five senses, namely

the afterlife. The development of student independence skills at Sempurna PKBM and Al Hikmah PKBM in Bogor City, has been taught the stages of thinking to know (cognitive), responding (appetive), students are able to practice something based on their thoughts (psychomotor), instilled a strong belief in their minds (beliving skills) , behave based on the results of his thinking (operational skills) and the application of leadership management based on common sense (leadership management)Physical/physiological value means maximizing physical function in life. Physical-physiological value means maximizing physical function in living this life. Physical function in question is in terms of physical form, physical position, and physical strength. The form, position, physical strength can be seen individually by humans or in the physical natural environment.Individual physical development, which is related to Pancasila and Citizenship education, is to shape students into perfect human beings who have integral growth over various dimensions of life, especially to shape students to become individuals who have moral qualities. Education is directed at the formation of a healthy body in order to serve a healthy soul. Physical education can be used as a tool to help students develop cooperation and other quality skills. Educational ideals are directed specifically through the formation of students' moral skills through various kinds of learning offered.

The physiological value of the natural environment in which humans live can be interpreted as only part of the ecosystem (home, yard), or it can also be broadly defined as the universe as an ecosystem or global environment. The environment is a unitary space with all objects, power, conditions and living things including humans and their behavior that affect the continuity of life and welfare of humans and other living creatures. To raise the awareness of students to care about the physical environment in which they live, it is necessary to inculcate the values of caring through environmental education. If the awareness process has occurred and changes in attitudes and mindsets towards the environment have occurred, it can be done to increase knowledge and understanding of the environment, as well as increase skills in managing the environment.The development of student skills at Sempurna PKBM and Al Hikmah PKBM in Bogor City, West Java Province, has been taught various things to determine physical function (cognitive), respond to physical benefits (apexive), students are able to use the physical according to its function (psychomotor), instilled a strong belief in physical health benefits (beliving skills), behave based on their physical abilities (operational skills) and the application of leadership management based on their physical abilities (leadership management) Ethical values have the meaning of respect, trustworthiness, fairness, and all things related to morals. In short, ethics is a theory about human behavior, namely good and bad that can still be reached by reason. Ethics and skills are two different terms, but they are closely related. The term ethics has a meaningful meaning with morals, manners, morals, good behavior, and so on. While skills have the meaning of character, character, nature and so on. Both influence each other. People who behave well (ethical), because he has good skills. Likewise, people who are skilled are people who have good character and get used to good behavior.Thus, ethics will provide a kind of limit or standard that will regulate human interaction in social groups. In a sense that is specifically related to the art of human association, this ethics is then implemented in the form of written rules (codes) which are systematically deliberately made based on existing moral principles. When needed, it can function as a tool to judge all kinds of actions that are logically rational (common sense) considered to deviate from the code of ethics. Thus ethics is a reflection of what is called "self control", because everything is made and applied from and for the benefit of the social group itself.

School, in essence, is not just a place for "transfer of knowledge". But schools must also be institutions that carry out business and value-oriented learning processes (value-oriented enterprises). The formation of character and skills education through schools, therefore, cannot be done solely through learning knowledge, but through inculcating values about appropriate behavior based on the standards that apply in society, whether originating from religion, customs, conventions, and so on. These standards are moral values or morals about which actions are good and which are bad.Value planting is done by using the "modeling" or "exemplary" or "uswah hasanah" approach. That is to socialize and familiarize the school environment to revive and enforce correct moral and moral values through models or examples. Every teacher and other education personnel in the school environment should be able to become a living exemplary for every student. They must also be open and ready to discuss with students about these good

values.The development of student skills at Sempurna PKBM and Al Hikmah PKBM in Bogor City, West Java Province, has been taught various things to know ethical (cognitive) values, respond to ethical benefits (apexive), students are able to use ethics (psychomotor), instilled a strong belief in the benefits of ethical living (beliving skills), behaving based on applicable ethics (operational skills) and implementing leadership management based on applicable ethics (leadership management)Aesthetic values include harmony, attractiveness, sweetness, beauty, love. The word aesthetics comes from the word aesthesis which means feeling or sensitivity. In a technical sense, aesthetics is the science of beauty or the study of beauty, beauty in general. This understanding is based on the view of an object that can give a sense of pleasure and satisfaction. So it can be said that the object that is seen contains beauty.Aesthetics refers to the justification of what humans view as beautiful or not. Aesthetics also discusses harmony and order. The aim of aesthetics is to find generally accepted measures of what is beautiful and unbeautiful, what is agreeable and not, and how behavior is orderly and disorderly.

Shouting skilled students is not an easy and quick effort. This requires continuous effort and deep reflection to make a series of Moral Choices (moral decisions) that must be followed up with real actions, so that they become practical and reflective. It takes a certain amount of time to make all of that a custom (habit) and shape a person's character or character. The power of aesthetic values will return students to human beings who have the value of humanism and a sense of beauty, order, and harmony which are usually close to the enlightenment of the soul. This prevents brutality and keeps students away from sadistic behavior.The development of student independence skills at Sempurna PKBM and Al Hikmah PKBM in Bogor City, has been taught various things to find out aesthetic (cognitive) values, respond to aesthetic benefits (apexive), students are able to use appropriate aesthetics (psychomotor), instilled a strong belief in the benefits of living with aesthetics (beliving skills), behaving based on applicable aesthetics (operational skills) and implementing leadership management based on appropriate aesthetics (leadership management).Teleological value is related to benefits, effectiveness, efficiency, productivity, and accountability in every aspect of life. Thus we as thinking creatures, use science for the benefit of all of us based on the value of teleology.Questions that often arise when dealing with the importance (benefits) of skills education: Why do you need skills education? What skills need to be taught? How to educate aspects of skills effectively? How to measure the success of a skills education? Who should do skills education?These questions are again reinforced by policies that make skills education a national education program in Indonesia. Skills education as value education makes an explicit effort to instill values, to help students develop dispositions to act in certain ways. The issue of good and bad, virtues, and virtues is an important aspect of skills education.

From the explanation above, skills education should include aspects of personality formation that contain dimensions of universal virtue values and cultural awareness in which the norms of life grow and develop. In short, skills education is able to make an individual's transcendental awareness able to be manifested in constructive behavior based on the life context in which he is located. Have global awareness, but able to act according to local context.The development of student skills at Sempurna PKBM and Al Hikmah PKBM in Bogor City, West Java Province, has been taught various things to find out the value of benefits (cognitive), respond to the benefits of something (affective), students are able to use the ability of something appropriate (psychomotor), instill confidence a strong attitude towards benefits in life (beliving skills), behaving based on benefits (operational skills) and implementing leadership management based on benefits (leadership management).Based on these six value systems, skilled students will be born. Therefore, the development of skills in students must be carried out from an early age, namely when in the early stages of human growth. Before a child recognizes and further internalizes various values that are antipodal to skill development, they need to be given conceptual enlightenment, according to their stage of thinking. Skills education is intended to be one of the answers to various problems of the nation that are currently being seen, heard and felt, where many problems arise which are identified as originating from the failure of education in injecting moral values into its students. This is certainly very appropriate, because the purpose of education is not only to produce intelligent people, but also to create people with strong skills. Skilled intelligence is the true ultimate goal of education.

IV.   CONCLUSION

Based on the results of research findings, interpretations and discussions, it is concluded that PKBM Management in Fostering Independence of Learning Citizens Package C through Lifeskill Education through the stages of planning, organizing, implementing and evaluating, is not optimal because there are still weaknesses in Sempurna PKBM and Al Hikmah PKBM. Meanwhile, the results of the study indicate that PKBM Management has not been developed fundamentally either based on curriculum theory, national system qualification rules and lifelong learning achievements as the basis for implementing PKBM management which is the basic orientation of implementing life skills education in PKBM.Activities carried out in the PKBM planning in Fostering Independence of Learning Citizens Package C through Lifeskill Education, starting with the teacher analyzing KI/KD, syllabus, teacher books and student books. The teacher's book as a guide for learning steps is used as a reference in preparing RPP by inserting positive characters as student attitude competencies that must be possessed.The organization of learning materials is made in balance between the competence of attitudes, knowledge and skills, so that students can master the material theoretically, have an honest attitude, have character, taqwa, be creative and be devoted to both parents.The implementation of PKBM in Fostering Independence of Learning Residents Package C through Lifeskill Education in Bogor City is carried out through PKWU learning (Computer skills), PKWU teachers carry out the learning process with step-by-step learning activities according to the syllabus, teacher's book and lesson plans, including very good qualifications. Each face-to-face learning begins with preliminary activities, core activities and closing activities through a scientific approach.

The activities carried out in the PKBM assessment in Fostering the Independence of Learning Residents Package C through Lifeskill Education in the city of Bogor were carried out with two types of assessments, namely process assessment and learning outcome assessment. Assessment of student learning processes and outcomes carried out with authentic assessments will produce complete assessment results (Cognitive, Affective and Spicomotor), objective and accountable in measuring the achievement of student competency success and also as accurate material (feedback) for teachers to improve the process. learning that is considered to be lacking.Problems faced in PKBM management in Fostering Independence of Learning Citizens in Package C through Lifeskill Education in Bogor City, (1) the availability of PKWU learning time allocation which is only two hours of lessons in one week, to shape student character it is not enough just two hours of lessons, especially The problem is a moral crisis that must be addressed and observed with optimal character development. (2) the lack of synchrony between education at home and in PKBM, can be an obstacle to the development of student skills. It becomes a big difficulty in fostering student skills if it is not supported by support from parents at home, because there are often differences in parenting patterns for students at home and education applied in PKBM.Solutions in overcoming PKBM management in Fostering Independence of Learning Citizens Package C through Lifeskill Education in Bogor City, West Java Province, (1) PKBM makes every effort to fortify students and all elements in PKBM with noble character and positive character of independence. through well-programmed habituation and exemplary activities. (2) PKBM strives to continue to develop an independent curriculum based on self-reliance skills, noble character, skilled and has a good future.

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