

Human Resources Empowerment On Community Learning Activities Center In Tulungagung East Java Indonesia

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Abstract.

The purpose of the study is to know the process of management learning activities center following planning, organizing, implementation, controlling, and evaluation. To know human resources empowerment community Learning activities center with a tutor and professional teacher, interviewer, and conduct research for teacher, tutor, and student. This study used a qualitative approach with the case study. The research location is Community Learning activities center Wahyu Surya Pelangi Campurdarat, Nurani Tanggung Campurdarat and Sinar Pagi Pagerwojo Kabupaten Tulungagung. The data collection technique is used observation, deep interview, and documentation. Data analysis on individual case studies uses the Miles dan Huberman model use data reduction, data display, and conclusion drawing, data analysis cross-case with comparative analysis recommended by Yin (2002). Data reliability is used for credibility, transferability, dependability, and conformability. The result of the study: First, the management process of PKBM Tulungagung Jawa Timur Indonesia includes (a) planning used to decide the program conducted by PKBM, aim, and solution to face the obstacle raised (b) Organizing used to divide many classes suitable with ages, in other that can be differences between young and old learner, and organizational management structure PKBM with decided each task (c) the role implementation is to decide who can run the program PKBM, who as a teacher, and who as a student, and who as a person responsible of the program, and (d) The function of evaluation is to assess the program conducted or running, and decided the solution of obstacles. Second, human resources empowerment on PKBM Tulungagung Jawa Timur Indonesia. Many activities of empowerment are: (a) teaching activities taught by professionals, (b) giving training to the teacher to increase their skill to teach young and old learners (c) giving add programs of education and skill such as vocational, culinary art, etc. (d) incurring tutor from partner agency to give socialization for student, (e) Implementation the program of PKBM planned before, and (f) selection professional teacher will teach in PKBM.

Keywords: Empowerment, human resources and society community Learning activities center.

I. INTRODUCTION

Nonformal school is the main role to give access to educational services. Nonformal school is given access and way for society to get education through many strategies and approaches, especially old learners who get education service yet because many reasons (Wiyono, 2016). Informal schools also give a contribution to the empowerment and building of a dignified society through community dimensions, groups, or personnel created by roles or systems arranged such as factory worker, street children community, coastal community, and farmworkers group. The development of the century increased society's need and non-formal education (Rasyad, Budi, & Arina, 2020). Constitution number 20 of 2003 regarding national education system 26 points (3) non-formal education includes equality, training, and skill, literacy, women empowerment, youth, early childhood, life skill, and education, etc. which have a function to increasing student potential development (Irmawati, 2017). This statement means the education achievement of Non Formal education is education equality which has equal values with formal education with process equality assessment by selecting institution from the government based on national education standard suitable with government regulation number 19 of 2005. This means the graduate of non-formal education has an equal potential certificate of Paket A same with elementary school, Paket B same with junior high school, and Paket C same with senior high school. They can continue in higher education or as a worker (Hakim, Waty, & Husin, 2020).

Non-formal education in the national education system Number 26 point 4 explains that non-formal institution includes Society Community Learning Activities Center, *Majelis Ta'lim*, training institution, course institution, learning group, and same education level. The non-formal institution is growing rapidly, such as the Society Community Learning Activities Center or PKBM (*Pusat Kegiatan Belajar Masyarakat*), which create and build at the village level spread in each village area. Early creating and building PKBM is a

place of learning activity for the community environment around the allocation of PKBM. PKBM is a society built itself. The main activity of PKBM is to give education to society with many services programs in non-formal schools. Since 60 years ago, PKBM build on the ideas of a community learning center in a developed country and many policies about broad-based learning. UNESCO said on Kamil (2009), PKBM is an educational institution not conduct a formal education system, just present on society guided by society itself and gives opportunity to them to increase skill or society skill in other that can develop and increase their quality. The concept of education management includes planning, organizing, implementation, controlling, and evaluation. PKBM can be a place of human empowerment through structural planning. They can increase their life in society suitable the goal and can give an effect on increase potential and human resources quality comprehensively.

Many ways used in implementation process activities PKBM based on *Balai Pengembangan Kegiatan Belajar* (2001) includes: (1) Arrange annual program PKBM; (2) Arrange service work program; (3) Arrange priorities programs in each sector; (4) Implementation general data about human need, problem and supporting resources of PKBM. Implementation of activities process of PKBM, the principle is different teaching and learning process formal education. The differences between PKBM with formal education are focus on community needs, suitable for the market, and knowledge development. Society following the teaching and learning activities on PKBM unlimited by age, and implementation based on community development hall (2001) includes: (1) assess the result and process of learning activity continuously; (2) implement the learning process; (3) develop or increase learning material, learning media, and professional tutor; and (4) Motivate society to follow learning activities. Many sectors need to be managed and evaluated continuously to sustainability and achieve the goal maximally. Pay attention to the activation process on the implementation of PKBM which has the function of increasing human resources development. Many stages of learning activity development hall (2001) are: (1) planning annual organizing of PKBM; (2) planning recommendation of income or measure achievement get from annual framework planning; (3) measuring goal achievement level; (4) Doing controlling on the implementation process of the program or activities. PKBM is an institution created and built by the community and comes back to the community which has potential and skill as an independent institution. Although early creation of PKBM weakness includes budgeted, aid, and support from the government, expected future PKBM can increase the development independently.

Whereas the government is dominant in the role of PKBM such as infrastructure, with characteristic independent (non-governmental) exactly can solid. Mulyono (2011) explain that Many abilities or potential of PKBM can increase the development. The role of PKBM is as an educational institution that has community-based education in implementation or process for many reasons are: (1) Society participates in controlling all policy-related many nonformal education processes; (2) Partnership with society following management or management program; (3) Involving the society to decide the decision; and (4) Supporting by society with many forms. Observing the service of the program, PKBM has the potential and opportunity on conducting all programs informal and nonformal education including equality, training, work skill, literacy, women empowerment, youth, kindergarten, lifeskill, etc which are directed toward the development and potential of the student. Indonesia's society builds all components optimally, education is an important component of increasing human resources. Informal education cannot achieve all society levels. The researcher finds weak factors such as cost, opportunities, etc. Therefore the potential of PKBM can achieve all the society levels especially, cost and opportunity for low society level who dropout (Saepudin, Sadikin, & Saripah, 2016).

To empowerment activities maximally and increase the quality of PKBM in the autonomy era, PKBM needed improvement to development in the future including:

1. Need the stages to solve many learning material needs. Need development to improve many programs and structures (differentiation and diversification).
2. Implementation of preparation independent of PKBM needs many units to afford suitable with local condition environment.
3. Need publication development activities center or information on the result of PKBM in each city

4. Need activity development model on business development institute on PKBM to have potential on developing skill for the marketing sector.
5. To know the development achievement PKBM which needs indicators development or good criteria in each PKBM can do a self-evaluation.
6. Need strategy on managing institution of PKBM
7. Need strategy on human resources empowerment of PKBM
8. the strategy of the director on stakeholder cooperation of PKBM
9. the strategy director on solve the weakness and managing PKBM

The development of the number PKBM (*Pusat Kegiatan Belajar Masyarakat*) in many areas quantities followed by an increasing quality process of organizing. Therefore creating PKBM (*Pusat Kegiatan Belajar Masyarakat*) just for institution and administration. The managerial effort of PKBM maximally can be seen through management including the implementation of learning activities, programs, operational staff, and infrastructure of PKBM. Therefore it needs a management indicator standard. To anticipate facing the development of the number of PKBM empowerment and quality improvement PKBM in the future, PKBM must make training and management guidelines of PKBM (*Pusat Kegiatan Belajar Masyarakat*) which the role of PKBM is to guide creating activities, planning, implementation, and evaluation suitable with the standard. Through directorate *Pembinaan Pendidikan Masyarakat*, the ministry published PKBM standard, in other that, can use as guidelines on quality assurance in creating and managing programs for non-formal education. In 2014 the guidelines for building and closing the PKBM have published. The role of PKBM is an institution created and built by society and back to society which is expected as an independent institution to have competency and ability to get funding, aid, and support from the government to increase their development. The government just supports infrastructure and other funding-based non-governmental. PKBM (*Pusat Kegiatan Belajar Masyarakat*) was built based on society's needs with a focus on nongovernmental, cooperation, and societal participation (Hanizar, Masluyah, & Wahyudi, 2014).

According to UNESCO on Kamil (2009) explain that “community learning center or *Pusat Kegiatan Belajar Masyarakat* (PKBM) is an educational institution conducted outside of formal education directed society, society manages itself and allows the developing society's ability and skill to increase life quality”. PKBM is an institution that has the function as a place of allowing all components of society: (a) Community empowerment in other that can independent and nongovernmental, (b) Increasing community quality of life, (c) Development and community building. According to Parson (2013) “The Community Learning Center has to find creative ways to provide all of the stakeholders with time to participate”. The program directs community need for non-formal and informal education, which can give the best solution through the community learning process on increasing quality of life, to managing the program to fulfill the management standard or management need by PKBM. Sudjana (2010) explain that “management is the ability and skill to do activities through other people to achieve the goal”. supported by Hersey & Blanchard (1982) that “Management as working with and through individuals and group to accomplish organizational goals” Therefore, the management of PKBM expected can cooperate on managing the program PKBM, which means management of non-formal education programs to implement the function of each program related to the kind of education. Directorate general Nonformal and Informal education (2009) explain that the program run by PKBM “there are three sectors PNF includes TBM (*Taman Baca Masyarakat*) or library, has a syllabus in each program”.

To fulfill minimum standard management of PKBM, need management of PKBM which has management ability on managing the best PKBM program to get accreditation and give effect on institution accreditation. PKBM institutions expected can increasing learning quality cooperation with many institutions such as the ministry of education and culture, the society, and other partnership (Suharto, 2012). PKBM expected can sustainable and look for the solution to weaknesses faced while implementing learning programs (Nofita, 2013). Tulungagung is a district in east java province, many sectors need to refer to human resources quality (*Sumber Daya Manusia*). One of the strategies can push to increase human resources quality through nonformal and informal education. It is an effort to attention, to the potential maximally and to increase the quality of the human resource in the Tulungagung district. It can empower and take advantage

of human resources potential. To achieve human resources that are rich since, behavior, ability, and response to many needs available, beginning kindergarten with instilled language skills, learning motivation, confidence skills, and social responsibility. Tend to make PKBM (Pusat Kegiatan Belajar Masyarakat) in east java especially in Tulungagung accompanied by professional teacher available terlatih and infrastructure. If the community learning activities center is managed perfunctory or disability, it will give an influence effect. Based on observation of many PKBM (Pusat Kegiatan Belajar Masyarakat) in Tulungagung, PKBM Wahyu Surya Pelangi in Campurdarat, this PKBM is far from the city of Tulungagung, the uniqueness of PKBM is a lot of the student, although this PKBM is still new and got belief from all directors of PKBM and ministry of education culture as program organizing of literacy in 2017 to 2018.

In this year PKBM Wahyu Surya Pelangi also get belief from Non Formal education directory to achieve implementation program “*Wajib Belajar 9 Tahun*” namely Pendidikan Kesetaraan Paket B or same with junior high school. PKBM Nurani is not in the village, it can challenge the society of society change. It become a unique PKBM and have women leadership. However, this PKBM gets rewarded as the best PKBM in Tulungagung and *Paket C* has accreditation. *PKBM Sinar Pagi Pagerwojo Tulungagung* in highland with great local wisdom, PKBM has a lot of the student and get achievement about the management. Three of them always add student every year means society awareness about the education increase and support with management in all program belief by the society around the environment.

II. METHODS

Approach

This study is used a qualitative approach means this study is to understand the phenomenon by research subjects such as behavior, perception, motivation, and action holistically in terminology with taking an advantage of the scientific method (Moleong, 2013). This study is used multi-case means analysis and classification deeply about the management community learning center or *Pusat Kegiatan Belajar Masyarakat (PKBM)*. The case study is the same case in a study but has a different location. The data source used in this study in information explains the information through the data collecting method including interviews related to the management activity of *Pusat Kegiatan Belajar Masyarakat (PKBM)*, deep analysis, and classification of the strategy of the director on managing *Pusat Kegiatan Belajar Masyarakat (PKBM)*. This study has differences from multi-site that study about the same characteristic. The case study is used to predict the result of replica literal or predict kontras of the result or replication theory.

Data collecting technique

The qualitative approach has an important element in the data collecting method. The data collecting method use to get the standard data, the main purpose is the researcher. Three ways of data collecting techniques are: 1) participate observation Sugiyono (2016) explain that observation is the basis of knowledge means to know planning and action. 2) depth interview is a certain interview with both the people (researcher and informant), the researcher asks the question to a member of PKBM and society (informant) (Moleong, 2013). The interview is a data collecting technique to decide the problem of studied deeply. The interview is important if the data cannot find in observation. 3) documentation is present related the strategy of director to manage *Pusat Kegiatan Belajar Masyarakat (PKBM)* Wahyu Surya Pelangi Campurdarat, PKBM Nurani Tanggung Campurdarat and PKBM Sinar Pagi Pagerwojo in Tulungagung suitable with documentation guidelines.

Data analysis technique

Data analysis is an analysis activity, categorizing, systematization, and data verification of phenomena that have social value, academic and scientific (Suprayogo, 2003). Data analysis is the searching process and management of transcripts systematically such as interviews, field notes, and other material collected by the researcher. Analysis activities then analyze data, manage, divide the data, manage the data systematically, search patterns, find the value and study, reporting systematically. This data-related detailed description of the situation, phenomenon, interaction, and behavior. In other word, the description of one statement about their perspective, experience, or ability, belief and thought and the content of document related a program. Based on the analysis technique of qualitative approach includes data collecting method,

fata input, data analysis, conclusion and verification and the end is finding in narration (Haris, 2010). This study is use musti case apply with two stages are: (1) individual case, and (2) cross case analysis (Yin, 2002).

III. RESULT AND DISCUSSION

Result

1. The process of PKBM management in Tulungagung Jawa Timur

The process of PKBM management in PKBM Wahyu Surya Pelangi Campurdarat includes planning, organizing, implementation, and evaluation. 1) **The planning of PKBM Wahyu Surya Pelangi Campurdarat** such as annual program, service program, collecting problem program, need a program and supporting resources program. 2) **Organizing of PKBM Wahyu Surya Pelangi Campurdarat** such as preparing and identification of implementation, resources empowerment program, management implementation program, setting organization structure, teacher or tutor, and staff, setting resources suitable with program need. 3) **Implementation PKBM Wahyu Surya Pelangi Campurdarat**: Opening educational program: *Paket A, Paket B, Paket C, KBA (Kegiatan Belajar Anak) or PAUD, TBM (Taman Belajar Masyarakat)*, and skill program: *computer course and make a cake*; Schedule teaching and learning process, old: *evening*, youth or kids: *morning and afternoon*; the material presented holistically, and the student gives resume the material by the tutor; a lot of the student from the mothers; apply memorandum of understanding MOU with RT or headman to know the data of society dropout or poor society. 4) **Management evaluation of PKBM Wahyu Surya Pelangi Campurdarat**: the evaluation of learning program *Paket A, Paket B, Paket C: daily test, middle semester and final test*, and skill programs: *Practice*; Evaluation in all programs through meeting and discussion with around the society, *management PKBM, teacher and tutor, and Diaspora (Dinas Pendidikan dan Olahraga)*.

The management process of PKBM Nurani Campurdarat includes planning, organizing, implementing, and evaluating. 1) **Planning PKBM Nurani Campurdarat**: Annual planning, service program planning, data program, and data collection problem and need program. 2) **Organizing PKBM Nurani Campurdarat**: Prepare and apply for identification resources, Implementation management program, set organization structure, teaching, and tutor, and staff, analysis human resources used, setting resources suitable with target and program need. 2) **Implementation PKBM Nurani Campurdarat**: Opening educational program: *Paket B, Paket C, KBA (Kegiatan Belajar Anak) or PAUD, TBM (Taman Belajar Masyarakat)*, and skill program: *saw course*; schedule of teaching and learning process, old and young: *afternoon and evening*, kids: *morning*. The material presented holistically, and all student give material resume by the tutor; each management must know the task and responsibility on implementation the program; Conducting socialization long-life education in society. 3) **Management evaluation of PKBM Nurani Campurdarat**: The evaluation of learning process inequality learning program *Paket B, Paket C: daily test, middle semester and Final test*, and skill program: *Practice*; The evaluation all program through meeting and discussion with around society environment, *PKBM management, teacher and tutor, Diaspora (Dinas Pendidikan dan Olahraga) and partnership*.

The management process of PKBM Sinar Pagi Pagerwojo includes planning, organizing, implementation, and management evaluation of PKBM. 1) **Planning of PKBM Sinar Pagi Pagerwojo**: The planning such as annual program, service planning program, Priority need planning program, data collection of problem program, and supporting resources program. 2) **Organizing PKBM Sinar Pagi Pagerwojo**: Preparing and implementation of identification resources, empowerment resources program, implementation management program, setting organization structure, teaching tutor, and staff, resources analysis used, setting resources suitable with need program. 3) **Implementation PKBM Sinar Pagi Pagerwojo**: Opening educational program: *PAUD, TK, Paket A, Paket B, Paket C, KBA (Kegiatan Belajar Anak) or PAUD, TBM (Taman Belajar Masyarakat)*, vocation and skill program: *barista, culinary art, saw, agriculture and livestock*; Schedule of teaching and learning process, old: *Evening*, youth and kids: *morning and afternoon*; The material presented holistically, and the student gives material resume from the tutor; Each management must know their task and function on implementation program; Conducting the socialization of long-life education on around environment. 4) **Evaluation of PKBM Sinar Pagi**

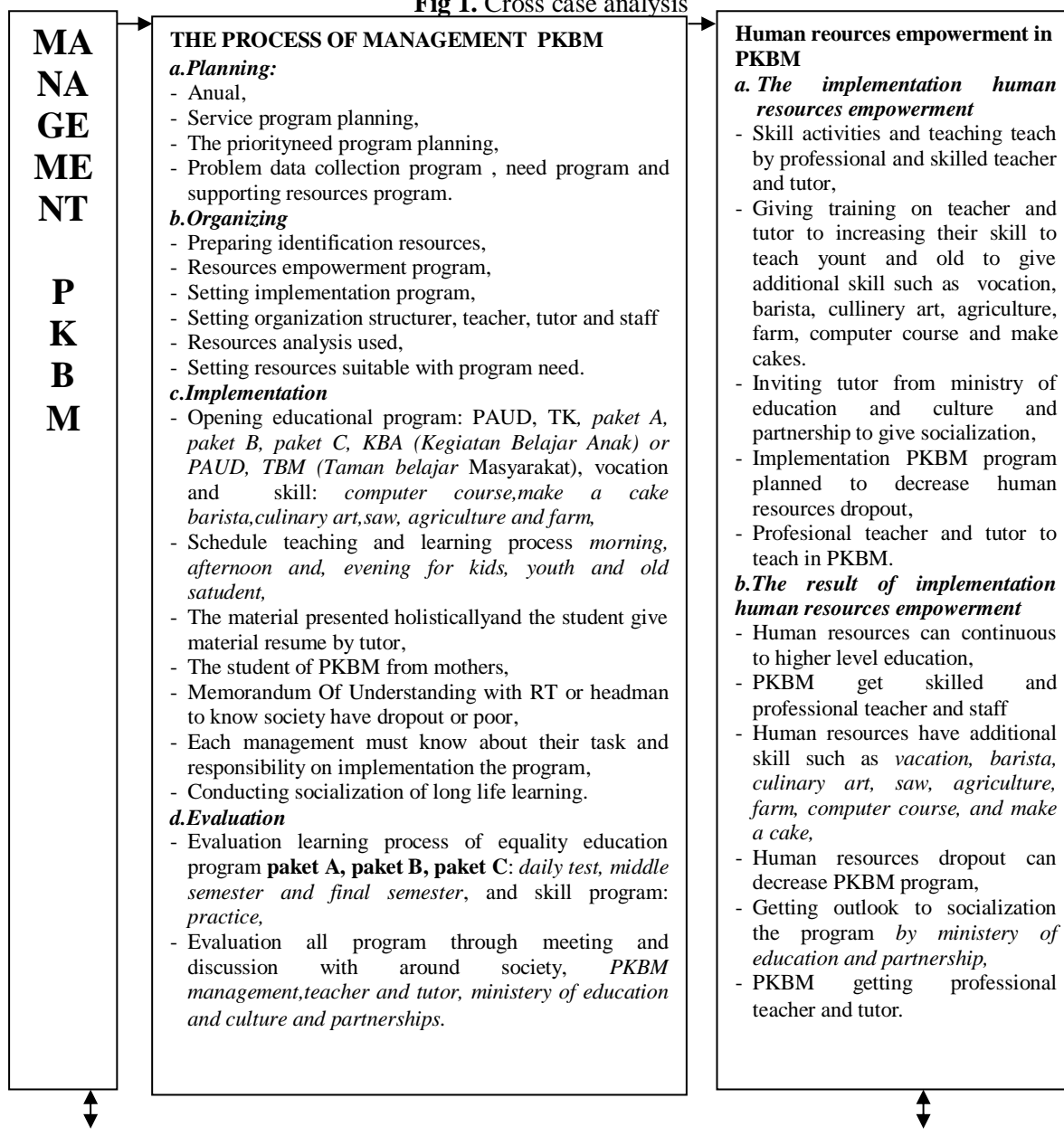
Pagerwojo: Evaluation process of equality learning program *Paket A, Paket B, Paket C: daily test, middle semester and final test*, and skill program: *practice*; Evaluation for all the program through meeting and discussion with around the society, *PKBM management, teacher and tutor, Diaspora (Dinas Pendidikan dan Olahraga) Kabupaten, and partnership.*

2. Human Resources Empowerment PKBM Jawa Timur

Human resources empowerment in PKBM Wahyu Surya Pelangi Campurdarat, based on implementation empowerment and the result of the implementation of human resources empowerment in PKBM are. 1) ***The implementation of human resources empowerment in PKBM Wahyu Surya Pelangi Campurdarat:*** a) Skill activity or teaching taught by a professional tutor, b) Giving training to teacher and tutor to increase their skill in teaching young and old students, c) Giving additional education program and skill such as computer course, and make a caked) invite tutors from the ministry of education and culture to give socialization to the student, e) Apply to the PKBM program planned to decrease human resources dropout, f) Selection professional teacher or tutor who teaches in PKBM. 2) ***The result of implementation human resources empowerment in PKBM Wahyu Surya Pelangi Campurdarat:*** a) Human resources can countinuous the study to higher level, b) PKBM get professional teacher and staff who have good skill, c) human resources have education and additional skill suach as computer, and make a cake, d) Human resources droupout can decrease after conducted PKBM, e) Getting outlook from socialization of education and skill by ministry of education culture, PKBM getting professional teacher. Human resources empowerment in PKBM Nurani Campurdarat includes implementation and the result of human resources empowerment in PKBM are.1) ***Implementation human resources empowerment in PKBM Nurani Campurdarat:*** a) Skill activity and teaching teach by skilled teacher, b) Giving training to teacher to increasing *skill* to teach young and old student, c) Giving editional education program and skill such as saw, d) Inviting tutor from ministry of education and culture to giving socialization to student, e) Apply PKBM program planned to decrease human resources dropout, f) tutor or teacher selection to skilled teacher in PKBM. 2)

The result of the implementation of human resources empowerment in PKBM Wahyu Surya Pelangi Campurdarat: a) Human resources can continue the study to a higher level, b) PKBM get professional teachers and staff who have good skills, c) human resources have education and additional skill such as computer and make a cake, d) Human resources dropout can decrease after conducted PKBM, e) Getting outlook from the socialization of education and skill by the ministry of education culture, PKBM getting a professional teacher. Human resources empowerment in PKBM Sinar Pagi Pagerwojo includes human resources implementation empowerment and the result of implementation empowerment in PKBM. 1) ***Human resources empowerment in PKBM Sinar Pagi Pagerwojo:*** a) Skill activities or teach with a professional teacher and skilled, b) Giving training for teacher or tutor to increase their skill to teach the young and old student, c) Giving additional education program and skill such as vocation, barista, culinary art, saw, agriculture and farming, d) Inviting tutor from the ministry of education and culture and partnership to give socialization to student, e) Implementation PKBM program planned to decrease human resources dropout, teacher and tutor professional selection who teach the student in PKBM. ***The result of the implementation of human resources empowerment in PKBM Sinar Pagi Pagerwojo:*** a) Human resources can continue the high-level education, b) PKBM get professional teacher and staff and good skills, c) human resources management have additional education and skill such as *vocation*, culinary art, saw, *agriculture and farming*, d) Human resources dropout can decrease through PKBM program, e) Getting outlook from educational socialization program and skill from the ministry of education and culture and partnership, f) PKBM getting professional teacher and tutor

Fig 1. Cross case analysis



The proposition of management PKBM

Based on cross-case, proposition build based data interpret the finding cross-case, the research proposition cross-case are:

1) PKBM management process

The management process implemented the planning, organizing, implementation, and evaluation to take place of professional community empowerment.

2) Human resources empowerment of PKBM

The implementation of human resources empowerment applied totality to developing their knowledge and skill, it can increase PKBM human resources.

Discussion

The process of PKBM management in Tulungagung east java Indonesia

Hellriegel & Slocum (2006) Management consists of the o-gain, related activities, and tasks of planning, organizing, controlling, and directing. The organization’s goals give direction to these activities and tasks. Stoner James et al. (1994) “Management is a process of planning, organizing, leading, and controlling the member of the organization and the process of using the organization of the resources to achieve the organization's goal. Bush & Bell (2002) state that “These three levels of management, are

strategic, organizational, and operational. Must work in harmony towards a common purpose, especially if site-based management is to work effectively". Management is an activity to implement the function of planning, implementation, organizing, and evaluation using available resources to achieve the goal. The conclusion of the definition of management is presenting management which has meaning and the same function. The orientation management is according to the experts done by the management of PKBM to manage the programs which will be affected on accreditation and PKBM institution. The concept of management is an activity that includes planning, organizing, implementing, evaluating, developing on managing, and empowerment the human resources, finance, and infrastructure to achieve the goal. Informal education institution, the function of management, or management includes planning, organizing, motivating, conforming, evaluating, and developing (Sudjana, 2010). Strengthening by management minimum standard or *Standar minimal manajemen (SMM) PKBM*, totally and continuously as guidelines *SMM PKBM*. This study is a process PKBM management is done through four activities including planning, organizing, implementing, and evaluating. The explanation is:

1. Planning

According to SMM PKBM (*Standar Minimal Manajemen Pusat Kegiatan Belajar Masyarakat*), planning implemented data collection of the problem and supporting resources, arrange the priority of need in each sector such as education service, information service, partnership, and increasing quality (Hanizar et al., 2014). The planning of PKBM includes (a) annual program (b) service planning program, (c) priority need planning program, and (d) problem data collection program, program need, and supporting resources program. Similarity with William H. Newman in Majid (2008), planning is determinate of the implementation. Planning is a large series, of determination activities based on the daily schedule, determination of many methods and stages, program determination, and many explanations based on the purposes. Arikunto & Yuliana (2009) Also, explain that planning is the series of preparing the process of deciding to get the action of the future directed to the goal. This planning is related, to who, when, where, and how the implementation. Planning is the process by which managers set objectives, assess the future, and develop courses of action to accomplish these objectives" (Kurtz & Boone, 1992). Planning is a process to decide the goal or special target in decided the stages, the planning includes resources needed, tasks, actions, and the schedule. Planning is done to arrange a series of actions or activities to achieve a goal beginning with identified. The implementation of identity is the effort of social empowerment helped by societal figure (Sudjana, 2010).

The importance of planning in the educational organization is to make the organization satisfied sustainable, consistent, and develop as a system" (Pidarta, 2005). The essence of planning is the determination of the target to achieve the goal, an action to achieve, implementation of an organization, organization responsibility in their action (Koontz, O'Donnell, & Weihrich, 2000). The characteristic of nonformal planning: "(1) Planning is a decision-making model rationally on selecting and deciding the action to achieve the goal. (2) Planning oriented on a change which from past to future arranged on the organization target. (3) Planning involves people in the process to decide their future. (4) Planning is given direction about how or when the action will be implemented. (5) planning involves the estimation of all activities or implementation. (6) Planning is related to priorities and the series of actions. (7) Planning as a starting point to decide the direction of organization activities, movement, guidance, assessment, and development (Sudjana, 2010). The stages of planning in nonformal education include planning, implementation, and assessment. The stages of planning are an activity analysis of the policy or kind of priority program, analysis need learning community, directly identifying the target (Yulianingsih, Supriyono, Rasyad, & Dayati, 2017). Proposal arrangement is applied with identifying the potential activities and activities selection program, data analysis, arrange a program, motivate the learning community, evaluation, and analysis the result of the evaluation (Sudjana, 2010). Many experts explain that planning is an activity to arrange the stage of implementation done by PKBM to achieve the goal.

2. Organizing

PKBM planning includes: (a) Preparing and implementing identified resources, (b) empowerment resources program, (c) implementation management program, (d) setting organization structure, teachers or tutors, and staff, and resources analysis used, and (f) resources management suitable with need and program. According to SMMM PKBM (*Standar Minimal Manajemen Pusat Kegiatan Belajar Masyarakat*), Organizing is an activity and organizing identified resources, analyzing and managing the resources suitable to the need and program. Managing the implementation of the program and setting staff (Hanizar et al., 2014). The characteristic of organizing: (1) the effort of leaders or management to combine human resources and other resources; (2) Human resources is people or group who have the skill, ability, and physical condition suitable for organization need and environment development;

(3) Resources or non-human such as facilities (building or other infrastructures), tools and available finance; (4) integrated resources; (5) task division, authority, and responsibility to apply the series of activities planned (Sudjana, 2010). The stages of organizing are: (1) Reflection of planning and goal; (2) setting the main task; (3) task division; (4) allocation of resources, and part of the task; (5) Evaluation of the result and the implementation organization of organization (Saul W. Gellerman dan Samuel B. Certo in (Winardi, 2003). Organizing is an activity to collect and arrange resources, especially human resources to achieve the goal effectively and efficiently. Organizing is combining and setting human resources and other resources in organization structure (Arikunto & Yuliana, 2009). Organizing is a process creating a work setting from staff and other resources in a small unit, large division holistically (Schermerhorn, 2001). Based on many experts, organizing is an activity to create organization related human resources that empowerment to implement the activity suitable for planning.

3. Implementation

PKBM planning includes: (a) opening education program: PAUD, TK, *Paket A, Paket B, Paket C, KBA (Kegiatan Belajar Anak) or PAUD, TBM (Taman Belajar Masyarakat)*, vocation and skill programs: *computer course, make a cake, barista, culinary art, saw, agriculture and farming*, (b) The schedule of teaching and learning process includes: morning (kindergarten), afternoon (youth) and evening (old), (c) The holistically material, and the student gives summary by tutors, (d) many PKBM the student from the mothers, (e) Conducting MOU with RT or headman to know the data of society dropout or poor, (f) Each management must know their task and responsibility on implementation the programs, and (g) learning socialization about long-life learning in around the society. Tjokroadmudjoyo in Adisasmita (2011), implementation is a process that can be seen in the series of activities starting from a policy to the target, the policy toward to project and program. Based on the statement above, implementation is an activity done by someone or a group to achieve the goal with a series of processes. Westra, et al, in Adisasmita (2011) The role of implementation is an effort to run the plan, many policies planned, decided infrastructure completely, who as personnel, when, and where the agenda is done. The implementation of PKBM is an effort to do the activities or programs previously arranged to achieve the goal.

According to SMM PKBM (*Standar Minimal Manajemen Pusat Kegiatan Belajar Masyarakat*), Implementation in the education sector includes: (1) learning motivation, (2) conducting and development the main material for teacher and tutor, (3) Implementation of the teaching and learning process, (4) Assessment process and the result of teaching and learning activities continuously (Hanizar et al., 2014). In the information, the service sector is: (1) arranging and conducting learning material, (2) Giving information service. In the cooperation and partnership sector is implementation and development networking the functional partnership and cooperation. In the technical guidance sector, Implementation or conducting technical guidance for staff independently or getting facility. In the controlling sector is implement controlling in activity PKBM program (Hanizar et al., 2014). Planning and organizing are arranged uselessly without support from implementation and human resources. there is a motivation activity in implementation because it is the first stage before implementation of the program (Sudjana, 2010). Implementation is a process, way, make implementation planning or decided planning (Daryanto, 2001). This means implementation is an activity related to human resources, implementation, and empowerment supporting infrastructure to achieve the goal.

4. Evaluation

PKBM planning includes (a) evaluation process of learning process program for Paket A, Paket B, Paket C: *daily test, middle test, and final test*, and skill program: *practice*, and (b) evaluation in all program through meeting with around society, *PKBM management, teacher and tutor, Ministry education and culture in district and partnership*. Evaluation is the last stages in management (Rasyad, 2020). The evaluation did know the success of the teaching and learning process. What are the support and inhibitor to the implementation of learning? Evaluation PKBM did by the teacher through task, test, and the final test is done together. To assessment process of PKBM is done by the teacher through the accumulation score of the task, middle test, and final test. The value is given by the teacher to management. The final result is assessed and managed by the teacher manage by the management and the last the society gives a report on the results of the teaching and learning process. Evaluation is the systematic method of collecting, analyzing, and using the information to answer the based question about the program (Wirawan, 2012). The group of evaluation are:

(1) process evaluation is research activity, intervention assessment or service program did suitable with the target, and assessment the strategy implementation program; (2) Outcome Evaluation is research activity, assessment, and decided the program achieve the goal; (3) Impact Evaluation (Wirawan, 2012). Management minimum standard of PKBM, evaluation is an activity to measure the level of success achievement. Arrange the recommendation of the measurement result as a recommendation annual PKBM program future. The evaluation did know program achievement suitable with planning based on the level of the success. The aspect assessed for increasing performance are input evaluation, process evaluation, output evaluation, outcome evaluation, and impact evaluation (Akdon, 2006). The special purpose of the evaluation is: (1) giving information to make a planning future, decision making, program improvement, support and inhibitor program, motivation and guidance (controlling, supervision and monitoring); (2) Giving input to decision making related with follow up, development, or discontinuation program; (3) Presenting the data about the base evaluation program (Sudjana, 2010). The educational evaluation is educational evaluating is the process of delineating, obtaining, and providing useful information for judging decision alternatives (Sudjana, 2010). The conclusion of evaluation is an activity to know goal achievement planned and as input of the planning annual program future and to arrange the report of PKBM activities. And the novelty of this study is the management process based on planning, organizing, implementation, and effective evaluation.

Human resources empowerment on PKBM Tulungagung Jawa Timur Indonesia

Human resources empowerment of PKBM is (1) the implementation of human resources empowerment includes: (a) skill activities taught by professional teachers and tutors, (b) Giving training for teachers and tutors to increase their skills in teaching children, youth, and old, (c) giving additional program such as vocation, barista, culinary art, saw, agriculture, farming, computer, and make a cake, (d) Inviting the tutor from the ministry of education and culture in the district to give socialization, (e) Implementation PKBM program planned to decrease human resources drop out, and (f) Teacher and tutor selection for professional to teach PKBM student. (2) The result of the implementation of human resources empowerment are: (a) human resources can continue to higher education level, (b) PKBM getting professional teacher and tutor, (c) human resources have an additional skill such as vocation, *barista, culinary art, agriculture, farming, computer, and make a cake*, (d) human resources dropout can decrease conducting PKBM program, (e) Getting outlook after getting socialization from the ministry of education and culture in the district and partnership institution (f) PKBM getting professional teacher and tutor. Empowerment is an active and critical approach to the implementation of their profession (Syarifah, et al., 2020). Empowerment is related to an effort to self-development internally and practices solving the problem independently (Kindervatter, 1989). Focus on PKBM empowerment is managing education program equality directed on old one and put forward to long life education.

Management means an activity to help, service, and direct or manage all the activities to achieve the goal (Aprianto, Rasyad, & Zulkarnain, 2019). Hersey & Blanchard (1982) management is as working with and through individuals and groups to accomplish organizational goals. Arikunto & Yuliana (2009) management is an ability and special skill to do the activity with or without other people to achieve the

goal. Quality concept is the essence related to the standard of something or thing or the result of the comparison with others. Suminar (2007) Quality concept is not just seen from the output of the educational program, but from the process, input and context. The essence of management is the change of the culture to manage the people to face the tasks spiritly and participate in work improvement. Edward (1993) education quality management is continuous improvement that emphasizes change. The concept of education service system improvement di with fours stages are (1) planning, (2) implementation, (3) evaluation, and (4) follow-up analysis. Each sub-system is planning, process, the result of learning quality, and setting learning result that needs continuous improvement, through evaluation to control the process of the result. Graduate competency standards achieve equality education management, learning management based on life skills and entrepreneur is an innovation with intensive study to strange and improve competency standard, the education quality can increase, increasing public image, non-formal education governance conducted by PKBM.

The definition of life skill is someone's ability to face life problems without stressing, be proactive and creative to find the solution, and can solve the problem (Choiro, Rasyad, & Supriyono, 2018). Equality education life skills are arranged in a special curriculum integrated with many subjects and many levels such as equal with elementary school, junior high school, and senior high school. Satori (2002) implement life skills in a formal educational context, the result is effective for senior high school graduation, especially for those who continue to higher education. WHO in Hatimah (2007) life-skill divided into five groups are: (a) self-awareness or personal skill, (b) social skill, (c) thinking skill, (d) academic skill, and (e). vocational skill. Equality management education based on life skills is five groups of life skills integrated with equality education. Its relevant strategy for poor people majority (Juhji & Rachman, 2015). The purpose of life skills is (1) *Content Objectives*, which is mastery of learning material. Learning material has keys concept with the essential theme to support generic ability, must be had by the student, like home work or other activity. (2). *Methodological Objective* is a mastery of finding the concept as a key of science (skill process). (3) *Life Skills Objectives*, is mastery of application of the keys concept of daily activity. Learning is planned to increase skill, integrated, contextual between theoretical and daily life. Learning evaluation is done with the project, tests and observation with problem-solving includes: performance, ability, honesty, and discipline (Asmani, 2009). Depdiknas (2002), the learning material for creating life skills are (1) *General life skills* such as education character, academic education, and physical education; (2) *Specific life skills*, such as personal and social education, skill education, suitable for student interest.

IV. CONCLUSION

1. The process of management of PKBM in Tulungagung Jawa Timur Indonesia includes (a) planning used to decide the future program conducted by PKBM, the goal and the solution to facing the obstacle raised (b) Organizing used to divide classes suitable to their age children, youth and old and setting management structure of PKBM with each task (c) the role of implementation decided who running the program of PKBM, who as a teacher, who as a student, and who as responsibility in each program, and (d) evaluation used to assess the success of process of a program conducted and decided solution on an obstacle.

2. **Human resources empowerment on PKBM (Pusat Kegiatan Belajar Masyarakat) in Tulungagung Jawa Timur Indonesia:** 1) Implementation of human resources empowerment *in PKBM:* a) *skill activity* or teaching tech by professional teacher and tutor, b) Giving training on teacher and tutor used to increase their skill, c) Giving additional program and skill such as vocational, barista, culinary art, saw, agriculture, farming, computer, and make a cake, d) Inviting interviewees from the ministry of education culture in district or partnership institution to give socialization, f) Implementation PKBM program to decrease human resources drop out, g) Selecting professional teacher and tutor who teach in PKBM. 2) The result of the implementation of human resources empowerment in PKBM: a) Human resources can continue to higher-level education, b) PKBM get professional teacher and tutor, c) Human resources have additional skills such as vocational, *barista, culinary art, saw, agriculture, farming, computer, and make a cake*, d) human resources drop out can decrease after conduct PKBM program, e)

Give outlook from socialization program of education and skill by the ministry of education and culture and partnership, f) PKBM getting professional teacher and tutor.

Implikasi Temuan Penelitian

Management is an activity that applied the function of planning, implementing, organizing, and evaluating the use of available resources to achieve the goal. The definition above presents the aim and same function of management. PKBM management is oriented toward experts' opinions. It did by PKBM management which affects the program accreditation of PKBM institutions. The management concept of the program includes planning, organizing, implementing, evaluating, and developing human resources empowerment, finance, and infrastructures to achieve the goal. Non-formal education organizing, the function of management includes planning, organizing, motivating, conforming, evaluating, and developing (D. Sudjana, 2010). Management minimum standard (SMM) of PKBM, holistically as guidelines of SMM PKBM (*Standar Minimal Manajemen Pusat Kegiatan Belajar Masyarakat*). Gunawan Wijaya (2009: 43) Director is a selecting one to manage the institution or PT (Perseroan Terbatas). Directors have an organization and professional one to lead the institution or company.

Indonesia is managing the director on constitution number 40 of 2007 regarding corporate that explains the responsibility, authority, function, and direction. A director in an institution is just one, and selecting the director must suitable with articles of Association of organization or company. Guidance is a process of increasing teacher and staff quality to increasing human resources that is the optimal result. Evaluation is a process on human resources development plan, communication television, and optimally performance, organization or company development, feedback, and assessment staff development carrier. Based on the explanation above, the researcher gives to justify that this study supports the theoretical and gives additional theory related to a) Management process based planning, organizing, implementation, and effective evaluation, b) Productive Human resources empowerment, c) Cooperation based on partnership with innovative progressive, d) Solving obstacle with creative management.

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