

Management of Equality Education Program in Daarut Tauhiid Community Learning Center (CLC)

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DOI: <http://dx.doi.org/10.15294/edukasi.v15i1.27986>

Info Articles

History Article

Submitted 2020-12-24

Revised 2021-03-20

Accepted 2021-04-26

Keywords:

equal education, management program, community learning center

Abstract

Education services for certain groups who have learning needs for 12 years of compulsory education other than through formal education can be served through non-formal and informal channels, which are called equality education. This study aims to describe the equality education management program at the Daarut Tauhiid Community Learning Center (CLC) as seen from the management function, namely planning, implementation and evaluation. The research was conducted through a qualitative approach with a participatory exploratory method, using participatory observation techniques, in-depth interviews, and FGDs. The results showed that the equality education program at Daarut Tauhiid CLC consisted of planning that included the needs of the students, determining goals, recruiting teachers and students, preparing learning tools and providing facilities and infrastructure. Meanwhile, the implementation of the program is carried out with a learning pattern in the form of face-to-face, tutorial and independent learning based on the 2013 curriculum. For evaluation, PKBM DT conducts program evaluations internally and externally and evaluates the students.

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p-ISSN 0852-0240

e-ISSN 2746-4016

INTRODUCTION

The movement to make basic education successful in international commitments is carried out through various commitments outlined in various declarations, ranging from the Beijing declaration, Dakar, and the establishment of millennium development goals (MGDs) that establish education for all (Lewin, 2007; MacNaughton, 2015; McCormick, 2014). In developed countries the implementation of compulsory education is entirely the responsibility of the state, meaning that the state provides educational infrastructure for all its people. In Indonesia, although 9 years of primary education is a must-have education for children aged 7-15 years, the fact shows that there are still children of that age who do not get educational services (Development, 2009; Saifullah, 2016).

National education in Indonesia still faces three major complex challenges. The first challenge, as a result of the economic crisis, the world of education is required to be able to maintain the results of educational development that has been achieved. Second, in anticipation of the global era of education, it is required to prepare competent human resources to be able to compete in the global job market. Third, in line with the implementation of regional autonomy, it is necessary to change and customize the national education system so that it can manifest a more democratic educational process, pay attention to the diversity of regional needs/circumstances and learners, and encourage increased community participation. In addition, national education is also still faced with three outstanding problems, namely: 1) the low level of education; 2) still low quality and relevance of education; and 3) the still weak management of education, in addition to the realization of independence and excellence of science and technology in academic circles (Diptoadi, 1999; Istiarsono, 2016; Samho & Yasunari, 2009).

Regarding educational problems arising from informal education, non-formal education has a role to play in helping schools and communities in solving these problems. The contributions of nonformal education that can be shown in the problem solving of formal education are as a complement, enhancer, and substitute for formal education (Kuntoro, 2006; Syaparuddin, 2020).

One of the units of the education program is Pesantren, which organizes Islamic religious education. The current phenomenon, many families choose their children to enter the pesantren environment because of religious motivations and feel that the environment for children today must be made conducive to the increasingly widespread global social environment that brings negative impacts. One of the boarding schools, namely Pesantren Daarut Tauhid which is one of the programs that serve the community to be able to become students memorizing the Quran. Students are fostered from elementary school age to higher education. At this time, students in Baitul Qur'an focus on studying and memorizing the Quran, without following public education. This condition causes students to completely stop studying general and do not have a diploma in primary and secondary education (elementary, junior high, high school). This happens because the program in Baitul Qur'an has difficulty in developing public education. Constraints in human resources and understanding of equality education, which can be done there, are among the main obstacles.

In 2019, Pesantren Daarut Tauhid established PKBM (Center for Community Learning Activities), with the help of assistance and facilitation from UPI Bandung Community Education Laboratory. Various conditions at the beginning of institutional and the implementation of equality education programs leave quite challenging problems.

The peculiarity of equality education compared to formal education lies in the content, context, methodology, and approach used in achieving graduate competency standards. Equality education emphasizes applied concepts related to environmental issues, thematic, contextual, and inductive approaches, and trains work-oriented life skills or self-reliance. Thus, on the competency standards of graduates of equality education programs are added a special note about the life skills achieved by learners. Special notes provided include mastery of basic skills to meet daily needs

(specific to Package A Program), mastery of skills to meet the demands of the world of work for (specifically Package B Program), and mastery of entrepreneurial skills (specific to Package C Program). To meet the competency standards of graduates of equality education programs, evaluations of inequality education programs include tests/competency assessments in the academic field and competencies in the field of life skills.

Based on the situation and problems faced by the recently established PKBM Daarut Tauhid, one of its flagship programs is the equality education program. This research aims to describe the management of the equality education program at PKBM Daarut Tauhid as seen from the management function, namely planning, implementation, and evaluation.

METHODS

The research was conducted using a qualitative approach. A qualitative approach is essentially observing people and their environment, interacting with them, trying to understand their language and interpretation of the surrounding world (Sugiyono, 2005). This research was conducted by explorative participatory method, using participatory observation techniques that are data collection by observing research objects, by making direct observations or by actively engaging with research objects, in depth interviews or in-depth interviews to obtain data or information by asking questions directly to informants or data sources, and FGD or Focus Group Discussion.

The sources of information in this study are managers, tutors, and facilitators program education equality PKBM Daarut Tauhid. Data analysis is carried out continuously from the beginning and during the research process. Each data obtained is tried to be analyzed to know its meaning and can be linked to research problems (Sugiyono, 2005).

DISCUSSION

From the results of research on the management of equality education programs at the Center for Community Learning Activities (PKBM Daarut Tauhid which is seen from the three functions of planning management, implementation, and evaluation are as follows.

Planning of PKBM Daarut Tauhid Equality Education Program

Sudjana (2008) said that program planning can be interpreted as management activities with others or through others, both individuals and groups, to develop educational programs. The function of planning is essentially a decision-making process that is fundamental to economic and effective activities or actions in the future. The planning function must be done first rather than the other management functions.

The planning carried out by PKBM Daarut Tauhid in the implementation of this equality education program involves all the organizers of equality education programs. Among them are the foundation, director of PKBM, coordinator in charge of the program, Laboratory of the Ministry of Public Education, the University of Education Indonesia as a companion institution, The preparation of equality education program planning is carried out every beginning of the new school year, this equality education program is carried out based on the results of identification of the needs of students Daarut Tauhid, especially students memorizing the Qur'an who are targeted by prospective citizens of learning. The purpose of the PKBM Daarut Tauhid equality education program is basically to provide services to the community, especially the students memorizing the Qur'an to still get a public education and later be able to continue education to the next level.

After determining the objectives to be achieved, PKBM Daarut Tauhid conducted the recruitment process of tutors and citizens to learn, tutor recruitment was carried out in private

accompanied by the Laboratory of the Ministry of Public Education, tutor qualification standards are adjusted to the needs of the subjects in each equality education program (Package A, B, and C). After the recruitment of tutors, tutors are included in the equality education tutor training which is routinely held at the beginning of each learning year by PKBM Daarut Tauhid in collaboration with the UPI Department of Public Education Laboratory. Tutor PKBM Daarut Tauhid school year 2020-2021 numbered 19 people. As for the recruitment of citizens learning is carried out openly by disseminating information through electronic media, the internet, print media, and from person-to-person information. The number of citizens studying equality education program PKBM Daarut Tauhid school year 2020-2021 package A amounted to 3 citizens studied, package B amounted to 47 people studied and package C amounted to 21 citizens studied so that the entire population studied PKBM Daarut Tauhid now numbered 71 people learning.

Equality Education Program at PKBM Daarut Tauhid uses the 2013 curriculum (K13) which contains about the development of attitudes, knowledge, and skills following the recommendations of the government and also the curriculum based on the needs of citizens learning (curriculum modification) which is also adapted to the culture of Daarut Tauhid, this curriculum is called by Dt Typical Curriculum that refers to 5 (five) foundations Salimul "Aqidah (Aqidah clean), Shohihul Worship (True Worship), Maatinul Khuluk (Strong Morality) and Quwwatul 'Aqli or Mutsaqqoful Fikri (Intellect in thinking). In addition to the 5 foundations, its typical PKBM curriculum must also have elements of Ma'rifatullah, Leadership, Entrepreneurship, and environmental insight. The Syllabus and Learning Implementation Plan (RPP) was developed by involving all stakeholders ranging from the head of PKBM, the person in charge of equality education programs, tutors, facilitators, as well as the PKBM assistants.

In planning equality education programs, the manager also considers aspects of facilities and pre-targeting to support the progress of the learning process. Facilities at PKBM Daarut Tauhid include classrooms tailored to each study group, room, office space PKBM, whiteboard, projector, LCD, laptop, and other equipment.

Implementation of PKBM Daarut Tauhid Educators n Equality Program

The process of implementing an equality education program at PKBM Daarut Tauhid is carried out by all PKBM citizens including the chairman, program manager, tutor, facilitator, and learning citizens, as stated in the organizational structure of PKBM Daarut Tauhid. The process of implementing equality education program learning activities is carried out every 2 days in 1 week on weekends, every Saturday and Sunday. Equality education learning activities are conducted in the morning until noon. The schedule of this learning activity is adjusted to the schedule of the program of students memorizing the Qur'an. The schedule of learning activities is also adjusted to the curriculum structure of each package with a different number of subjects. The pattern of implementation of learning in the equality education program of PKBM Daarut Tauhid consists of 3 (three) patterns, namely face-to-face learning, tutorial activities, and independent activities.

Face-to-face learning

Face-to-face learning is a learning activity indirect interaction between learning citizens and tutors as a tutorial activity to explore difficult materials, strengthen motivation and improve learning completion and learning assessment results. Face-to-face learning at PKBM Daarut Tauhid emphasizes more on tutors who actively deliver materials directly to learning citizens. By using this face-to-face method, citizens learn to understand and understand the materials presented by the tutor. 1 (one) hour face-to-face equality education program package A is 35 minutes, package B is 40 minutes and package C is 45 minutes.

Tutorial activities

The tutorial activity in this case emphasizes more on tutors to provide training to learning citizens and provide discussions using learning methods and media. Tutorial activities at PKBM Daarut Tauhid, which is the focus at this time are students memorizing the Qur'an who follow pesantren education without formal education. Proficiency in mastering the memorization of the Qur'an into content that will be integrated into the subjects is expected to be effective to improve the competence of students of equality education. (Desmawati, et.al, 2020). The readiness of students in participating in inequality education programs, both formal academic materials and memorization of the Qur'an becomes very important to be conditioned. Based on research that learning readiness has something to do with learning outcomes (Trigunawan, Ivan & Solfema,2021). Tutor skills to create a conducive learning environment and atmosphere, as well as the readiness of students at PKBM Daarut Tauhid, become very mainstream.

Independent activities

In this case, the students studying at PKBM Daarut Tauhid carry out self-learning activities following the learning contracts that have been established at the beginning, doing tasks and learning independently. In general, the tasks given by tutors to help citizens learn are of insufficient value.

In the implementation of learning in the equality education program, PKBM Daarut Tauhid uses several learning methods in implementing. Methods are the way that tutors use in the learning process to achieve a learning goal. The methods used in the implementation of the PKBM Daarut Tauhid equality education program are lectures, discussions, brainstorming, question and answer, group, and many other methods. This learning method is needed in the implementation of learning activities (Nasution, 2017). Motives learning in supporting the success of learning participants equality education is very necessary because with the high learning motivation, can improve knowledge, skills and change the attitude towards the participant's education equality Package so that it will produce high learning success, (Cahya Ningrum, Nurmala, 2020). To foster learning motivation, in the learning process sometimes done learning outside the classroom/ outing in the environment around pesantren.

The motivation of learning students can also be done by involving parents to provide support to children and communicating between tutors and parents (Dama Yanti, A & Mardiyah, S, 2020). Tutors are the main key in fostering the learning motivation of equality education learners, so it is important for managers to coach tutors, to have social competence, research shows to have a significant relationship in building learning motivation. (Santora, Agung & Setiawati, 2021)

Evaluation of PKBM Daarut Tauhid Equality Education Program

Evaluation is an activity to gather information about the work of something, which is then used to determine the right alternative in making decisions (Kaplan & Maxwell, 2005; Watkins et al., 2012). Evaluation can be interpreted by the process to provide quality that is the value from equal education that has been implemented, the process takes place systematically, sustainably, planned, and implemented following the procedure.

Evaluation of equality education program at PKBM Daarut Tauhid is conducted employing evaluation meetings that are held regularly every 1 (one) month which includes PKBM managers, tutors, and facilitators, and then there is also an overall evaluation meeting held at the end of each semester. The evaluation meeting was conducted to see the achievement of the program objectives that have been planned during the program planning process at the beginning. In addition, supervision activities were conducted also by the Chairman of PKBM by visiting the class learning activities process to see the performance of tutors during face-to-face activities in the classroom.

Evaluation of the learning outcomes of citizens is also carried out by institutions whose implementers are managers and tutors of citizens studying with two forms of evaluation, namely formative evaluations conducted at the time of learning, among others through daily tasks and replays, and summative evaluations conducted at the time of final tests such as midterm assessments, final semester assessments and national exams organized by the government.

Evaluation from outside PKBM Daarut Tauhid was also carried out by the Bandung city office inspectors to see the quality, plan evaluations and follow-ups, and the determination of operational assistance.

Evaluation activities are carried out to determine the success rate of a program that has been implemented. The evaluation results show that the constraints in the implementation of equality education learning, not least. Some of the obstacles, such as those experienced by PKBM Lestari in research, namely different ages, activities outside different classes, time management, educators or tutors are limited, students' learning motivation is low, barriers in computer learning, do not have an autonomous learning place (Wibowo, Aris, et.al, 2019). Moreover, in PKBM Daarut Tauhid for now the number of learners is memorization of the Qur'an that has limited time, as well as access to mobile phones and computers. PKBM Daarut Tauhid's solution in overcoming various obstacles, including through 3K namely Communication, Coordination, and Control, which is never abandoned. The results showed that the Coordination Meeting became a supporting factor for the institution to resolve various obstacles. (Sholikhah, N&Nugroho, Rivo,2020). Regular meetings and meetings of managers and coaching to tutors have become routine program is process at PKBM Daarut Tauhid.

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