

Management of Community Learning Activities Center (CLAC) in District Kotawaringin Timur

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Abstract

The purpose of this study will be to find a solution as follows: (1). Want to know if PKBM Lotus Mekar has a way in efforts to educate the life of the Nation. (2). Want to know how PKBM Eka Bahurui in cooperation with local government. In order for this institution to manage properly. The method in this research, using qualitative approach while the subject of this research is: Community Learning Activity Center (PKBM) in Kotawaringin Timur region. And the subjects in this study, hadala: managers, tutors and residents learn. The data source is the organizer of PKBM organizer and tutor at the non-formal education institution. To obtain data assisted by interview guides, observation and documentation. The results of this study are: (1). PKBM Lotus Mekar has a way in efforts to educate the life of the Nation, by providing various programs for prospective learners (WB) motivated to become learners and able to follow the process of learning well; (2). PKBM Eka Bahurui in performing his duties in cooperation with local government. So, it can manage the institution well. And it turns out the learning process at the time of this research took place no longer use the village office but on the blessing of local government accompanied budget cost so PKBM already has building hermanen.

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INTRODUCTION

Management or Management Center for Community Learning Activities or it is called as PKBM need to be done with a scientific research at various Community Learning Centers (PKBM) within Kotawaringin Timur district of Central Kalimantan. There is still a need for research, so that the path of out school education or it is called as (PLS) or non-formal education, it is felt still not get special attention from the decision-maker. But it cannot be done in the form of intervention, if not done before with a study. Because until now PKBM still not get adequate attention, but in fact PKBM-PKBM in Kotim still able to carry out their duties in managing PLS activities intended. For example, it turns out that they can manage PKBM and can run without dependence that has been waiting for the helping hand from related institutions.

In the Law of the National Education System number: 20 of 2003 clearly in Article 26 paragraph: "... (1) non-formal education is held for citizens who need educational services that serve as a substitute, enhancement and / or complementary formal education in Order to support lifelong education; (2) non-formal education functions to develop the potential of learners with an emphasis on mastery of knowledge and functional skills as well as the development of professional attitudes and personalities ...".

We are equally understandable that there are many Community Learning Activities Centers (PKBM) established in various places, because PKBM is a community education organization for this community, in order to realize society based on the preamble of the 1945 Constitution namely: "... to promote the general welfare and educate the nation being ". From the above quote that one of the efforts to realize the ideals of its predecessors is the effort to educate the life of the nation, people in various places by establishing community learning centers whether in urban or in rural areas.

We are equally understandable that in the National Education System Act number 20 of 2003 article 26 paragraph 4 according to Hiryanto (2009) he clearly states that: "... Non-formal education includes life skills education, early childhood education, youth education, Women's empowerment education, literacy education, vocational education and job training, equality education, and other education aimed at developing the capabilities of learners. While the paragraph 5 is: Non-formal education units consist of courses, training institutions, study groups, community learning centers (PKBM), and majors taklim, as well as similar units of education. ". The rapidly growing non-formal education unit is the Community Learning Activity Center (PKBM), which was initially established at the subdistrict level and then spread to every village or village. If we do retrospektf at the beginning of establishment PKBM is a place of learning for the people around PKBM. And PKBM was established by the community, from the community and to the community.

The main activity of PKBM is to educate the community through various services of out-of-school education programs. Where the establishment of PKBM was inspired by the idea of community learning center (community learning center) that existed in various developed countries since about sixties, and the policy on broad based learning. UNESCO (1993) that: "... defines PKBM as an organized learning place where people can learn ...". Article 26 Paragraph 6 of UUSPN 2003 is: Non-formal educational outcomes can be rewarded equal to the outcomes of formal education programs after going through an equivalency assessment process by institutions designated by the Government or Regional Government with reference to national standards of education.

The philosophy of PKBM according to Permatasari (2010) is: "... from, by and for society...". This means that PKBM is a community based institution. This can be described in more detail as follows:

Of society means that the establishment of PKBM must always be an initiative of the community itself that comes from an awareness of the importance of improving the quality of life through a transformational and learning process. This initiative could be generated by a process of socializing the importance of PKBM and other matters concerning PKBM to some members or local community leaders by the government or by other parties outside the community.

In the case of the establishment of a PKBM the role of government or other parties outside the community is just a process of socialization, motivation, stimulation and training to introduce PKBM as a whole and open perspective and insight and steps that can be done in forming PKBM and in further development. This socialization process should not take over the founding initiative that must come purely from the awareness, willingness and commitment of the community members themselves. This is very important in order to maintain the birth of PKBM, healthy in the future will greatly determine the independence and sustainability of the PKBM.

From the previous observation how PKBM managers overcome the learning people who cannot afford but the motivation to learn are quite high. And how PKBM that has not get much funding from policy makers, while PKBM that can run in providing services to the community in the path of education outside school. While on the other hand there PKBM which has more complete facilities, but the location is rather far from the settlement of the population. So it requires extra initiative for managers so that learners (WB) are motivated to join PKBM in their compulsory learning completion.

In the purpose of research on evaluation of utilization of Information and Communication Technology (ICT) will be described as follows: want to know whether PKBM Lotus Mekar have a way in efforts to educate the life of the Nation, want to know how PKBM Eka Bahurui works in

cooperation with the government. So they can be motivated to manage well.

METHODS

Research Methodology

In this series of research using approach, qualitative research tap 3 community learning activity center (PKBM) in East Kotawaringin regency region in Kalimantan region.

The reasons for selecting a qualitative approach are: (1) this study was conducted under natural conditions directly to the research data source, where the key instrument researcher; (2) more descriptive data collected in the form of words, pictures or writing does not emphasize the numbers; (3) emphasize the process of the product; (4) Inductive data analysis; And (5) put more emphasis on the meaning behind the apparent data on the problems that have been formulated that have been formulated in this research.

Subject Research

The subjects in this study are: Community Learning Activity Center or it is called as (PKBM) in Kotim district. And the subjects in this study, are the managers, tutors and residents learn. While the center of community learning activities (PKBM) which are subjected or informants in this study are: in 3 PKBM Kotawaringin Timur district. Each of 3 PKBM is Lotus Bloom, Eka Bahurui and Sei Paku. While the subject of this study, informants/ participants who became the subject of this study, determined by using the technique of snowball (Snowball Technique).

Location of Research

The location of this study, as mentioned in the research subject above is within the district of Central Kalimantan Kotim PKBM is taken is the Lotus Bloom, Eka Bahurui and Sei Paku each one in the middle of the city of Sampit like PKBM Lotus Bloom, PKBM

suburb Eka Bahurui, And a little outside the city is PKBM Sei Paku district iron city.

Source data

As for the data sources are the organizers of PKBM organizers in research, tutors in non-formal education providers and other devices.

Methods of data retrieval are: first documentation data, two primary data, and a third seconder as well as the four photographs of objects that were subjected to research or photographs of the preceding.

Document data is taken from the written data both in the education offices of east Kotawaringin district or in PKBM itself to add the repertoire of writing this research report.

The primary data source is the data explored directly by researchers at the time of the interview on the subject of this study. Is the manager's goal, the tutor or the residents themselves. While the data source seconder data obtained from resource persons who also not directly on them such as: managers, tutors or residents learn in PKBM itself. Then photographs if necessary are taken as material for the completeness of this research report, or previous document data such as profile.

Research Tools

In the data collection would adjust to the object being targeted research. In this research used research tools such as: interview and observation guidelines.

Data Collection Techniques

Data collection as described elsewhere, this is a systematic procedure with regard to defined lines. This is intended to avoid unused data because of the far-reaching information obtained with its needs. The data collection used to obtain data from the source data (subject) is: 1. Observation, 2. Interview, 3. Documentation.

Reduce Data

Large data and complexes obtained in the field need to be analyzed through data

reduction. Data reduction is defined as the selection process, focusing attention on simplification, abstraction and transformation of coarse data arising from field notes. The reduction of data in this study took place continuously during the study. Data reduction is done to sharpen, classify, direct, discard the unnecessary, and organize the necessary data in accordance with the focus of the research problem.

Test Data Validity

After obtaining all information from informants, it is necessary to test the validity of data with the intention that the results of research can be justified scientifically that:

Each study requires validity test data or validity test and examination of the validity of data that is absolutely done so that the research really can be accounted from all sides. In testing the validity of data in this qualitative research use the following criteria: credibility, Transferability, Dependability and Confirmability.

Analysis of Data

In this qualitative research, the data is directly analyzed from the interview and observation with a very simple and descriptive analysis carefully one by one against the object of the results examined in 3 PKBM within the district of Kotawaringin Timur Central Kalimantan.

Data analysis was done directly in the field after interview and observation and documentation study and photo taking in PKBM to avoid data shortage. Because the location of this study is not easily taken easily because of the distance and must use the time, the cost is no longer possible to retrieve data repeatedly. Because distance PKBM location far enough.

Prinsep Emik and Etik

In this qualitative research, researchers take the data of course not just carelessly. But also, very respect for the principles of Emik and Etik. The two kinds of viewpoints in ethnography are quite inviting debates. Emik

(native point of view). Whereas with ethics is the use of the outer point of view of a distance (in this case, researchers) to explain a phenomenon that exists in people's lives.

RESULT AND DISCUSSION

Data General Research

In the early part of the results of this study, researchers describe a little development of Kotawaringin Timur district both from the point of view of the population, the history of regional development until the division in early 2000. with the increasingly growing population of the population, Namur visible lameness in the field of formal education still Require attention by the relevant agencies.

It is not so popular outside school, but their task is very noble. Therefore, to promote education, there needs to be sufficient funding for educational process in educational path based on Law number 20 year 2003 to be confirmed.

So far people just think that non-formal education that let it pass. But this thought, less friendly. Because without this non-formal education, our country will not be free from illiteracy. For formal schools that handle elementary, junior and senior high school students or equal. Well what if those who for something and other things during his life did not have formal schooling. How also if they are aged and it is impossible to get into formal school is too late. Did they? It must be submitted to non-formal education or non-formal education.

PKBM Sei Paku is very simple, of course need advancement of science and technology today. But because of all the limitations of existing computers is just to register the citizens of learning (WB) it alone. Very require the information and communication technology (ICT) as in the formal education, while the non-formal education is still not getting the part.

Data Research Results

In the research results presented in this journal, only a portion of the existing exposure, taking into account the existing limitations. From each in the PKBM Management: Lotus, Eka Bahurui and Sei Paku. In this presentation, again not all of the results of the study are described. For more details described here, it can be read in the following description:

When about how the Lotus Bloomy PKBM is located at Kapt Street. Muliono is located in the middle of Sampit City, has a way in a unique effort to educate the life of the Nation. From the results of interviews PKBM Lotus Mekar, have a uniqueness that is necessary to be known by other PKBM. That is the manager is really free to its citizens to study there. Namuh from the observation pata community leaders (toma) PKBM management is just asking for a very big attention to the citizens who because something and other things did not get a formal education during his life. They (residents learn) accommodated by the manager without asking for a payment of any rupiah. So, the honor of tutor is paid with the money of their work husband and wife.

The community leaders gave input to the tireless working manager. In order for the payment of honorarium tutors obtained from citizens learn (WB) itself. Based on the suggestion, the manager of PKBM Lotus Bloom, tried to apply it to each participant of Rp 25.000, - per month. It turned out that WB one by one reduced. Because those who desire to learn are those who really do not have it. Especially in terms of education.

With attention to the citizens of learning increasingly reduced, the manager of PKBM Lotus Blooms again promote to anyone who wants to learn on the porch of his house. Finally, WB who initially reluctant to come down to study again to learn again as usual. This proves that the people who participated in the study were lower class people. The daily income if paid for study money, then the cost of living in the family will be reduced.

This is a struggle for someone who wants to prosper the society around him, so he wants to learn and complete compulsory study (Wajar) like most Indonesian citizens. Or it can meet the basic education demands for all citizens. But if the learning process, to pay them it seems not yet able to learn. Though they are the majority still not complete basic education.

They should have the facility to learn for free in the field of non-formal education so that they can read, write and count (calistung) as we expect together.

PKBM Lotus Mekar, trains the learning community to utilize the natural resources (SDA) that is around to be a source of income WB one of them such as fish haruan. This fish is everywhere. This fish is made into chips, so every community who wants to visit this PKBM. Or to the WB who have the skill, can sell chips haruan to improve the welfare of WB. With the provision of life skills like this, the WB who participate so skillfully and think about the natural resources around them to diipun made money. There are many more that researchers can not mention one by one on this occasion.

PKBM Lotus Bloom which is very simple, of course require advancement of science and technology today. But because of all the limitations of existing computers is just to register the citizens of learning (WB) it alone. Very require information and communication technology (ICT) as in the formal education path.

Their hope to get the ICT from PKBM managers has long. But because of their existing abilities. Also have to pay the honorarium tutor who helped the learning process in PKBM. Should all of this lotus blooming PKBM get a fund outflow. Whether the funds come from APBN or APBD so that all PKBM managers do not feel dependent. Sometimes these dependencies never arrive. Because the proposals they send lack the attention of policy makers.

On the other hand, PKBM has a very noble task. They participate in a fair effort in this country. Including in Kotawaringin East

Kalimantan area. However, if their responsibilities not given sufficient funds. Then one day they will surrender to not pay attention to the residents in the vicinity to not help people who have difficulty and unfinished learning. So, citizens learn to go to study where.

It is not so popular education outside of school. But their task is very noble. Therefore, to promote education, there needs to be sufficient funding for educational process in educational path based on Law number 20 year 2003 to be confirmed.

In the discussion of this study, it will take into account between the conditions in the field and the theories outlined in the previous chapter.

1. From the purpose of this study whether PKBM Lotus Blooms have a way in efforts to educate the life of the Nation.

Theoretically in the strategy of setting goals according to Norsanie Darlan, (1995) that: "in various ways in providing services of non-formal education / non-formal education so that the learning process is at the center of learning activities of the community, in study groups and others ... ". So, all citizens learn to be motivated to come to the place of non-formal education services.

From the discussion of the above description, it is clear that the learning process available in PKBM is no other choice unless they have to participate in PKBM and learning places. This is a process of learning on the consciousness of things and other things in their life did not have time to get basic education as well as his colleagues in school in youth. But after he realized that education is necessary for him. That's why he wants to study to this non-formal education service.

2. From the purpose of the following research is how PKBM Eka Bahurui in cooperation with the government. So, they can be motivated to manage the learning process well.

The process is in accordance with the theory of Djudju Sujana (2001) that: "... the learning process in society is really bed. he

processes is in accordance with the theory of Djudju Sujana (2001) that: "... the learning process in society is quite different compared to formal education. So, in the process of out-of-school education provides the motivation to record for learning ...".

From the discussion found that PKBM Eka Bahurui in awareness of learning can provide awareness not limited to those who need the learning process. But also for the village administration, willing to lend the village head office to be a learner process takes place. Because the learning process in this place is conducted afternoon and evening, the learning place can be done outside office hours. But it is expected in the foreseeable future, according to the exposure of the village head. That PKBM Eka Bahurui will be built with the budget of Kotom. This is an

awareness in the learning process in the community that can actually be followed by PKBM managers elsewhere.

CONCLUSION

PKBM Lotus Mekar has a way in efforts to educate the life of the Nation, by providing various programs for prospective learners (WB) motivated to become learners and able to follow the process of learning well.

PKBM Eka Bahurui in performing his duties in cooperation with local governments. So, it can manage the institution well. And it turns out that the learning process at the time of this research is not using the village office again but on the blessing of the local government accompanied budget cost so PKBM already has a permanent building.

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