

Experience of Community Learning Activity Centers (PKBM) in Facilitating Lifelong Learning in Communities

Devi Sulaeman^{1*}, Mustofa Kamil², Jajat Sudrajat Ardiwinata³, Asep Saepudin⁴

Universitas Pendidikan Bandung, Indonesia

*Correspondence: devisulaeman@gmail.com

Abstract

This research is motivated by the fact that to facilitate lifelong learning in society, PKBM needs to carry out instructional planning or design, namely analyzing community needs, designing learning programs; develop strategy materials and various learning resources; implement materials, learning methods, and various learning resources in the learning process; and carry out regular evaluations. The aim of this research is to determine and analyze the experience of community learning activity centers (PKBM) in facilitating lifelong learning communities. This research uses qualitative research with field research methods. The results of this research show that in creating a lifelong learning society, learning resources are needed that facilitate the learning process. Apart from that, learning resources in the community are also needed to provide learning opportunities for the entire community. This is in accordance with the 9-year compulsory education program launched by the Government. PKBM is one way that can facilitate learning to improve community performance.

Keywords: Community Learning Activity Center (PKBM), Lifelong Learning.

INTRODUCTION

As one of the non-formal educational institutions, the Community Learning Activity Center (PKBM) is an educational institution established to help improve the quality of education for the community which has the task of educating and training the Indonesian population in the field of education (Suryana, 2024).

The emergence of these educational institutions is based on several educational regulations in Indonesia, especially educational regulations that were born in the reform era. In the previous era, programs that were like PKBM existed through non-formal education programs organized by the government through study group (pursue) programs in the form of study group packages A, B and C, or better known as Kejar Paket. However, after the reform took place, several changes occurred, including in the implementation of learning in the community, where to carry out these activities, full authority was given to the community or the private sector to organize activities. These activities or programs are oriented towards helping people obtain diplomas or equivalent education, to support the compulsory (fair) education program that has been developed by the government. Apart from that, PKBM is also a forum for providing several practical skills trainings (life skills) that are useful for carrying out life activities, ready to work in various jobs needed by society.

As a non-formal educational institution and at the same time a non-governmental institution, PKBM is required to be able to take part in making the nation's life intelligent and realizing the spirit of education for all. This is in line with other formal educational institutions (Sulaeman, 2022). However, many obstacles are found in the field, especially related to inadequate access to education evenly, especially deep. The balance of education

for male and female students, for example, still appears to be unequal not only from the perspective of the students but also in the educational context.

UNESCO CLC (Community Learning Centre): A CLC is a local educational institution outside of the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life (Sulaeman, 2021).

Based on this definition, PKBM is a non-formal educational institution that was founded at the initiative of the community and is managed by the community itself, both in villages and cities, which organizes various educational programs for the community in order to develop and improve their standard of living. In this perspective, it seems that the ideas and concepts of establishing PKBM really respect the democratic principles of education. This definition also confirms that the development of PKBM began to become widespread in the world around the 1990s.

The history of the establishment of the Community Learning Activity Center (PKBM) in Indonesia cannot be separated from the history of the establishment of this institution from a global perspective, the emergence of the equality movement in the field of education and educational democracy in the world. The emergence of an awareness movement in the field with the slogan "Education for All" (Education for All) at that time became a kind of universal awareness which became an important moment for the birth of real actions in empowering society in the field of education without distinguishing between social classes, including gender differences. In another perspective, some people say that the emergence of CLC came from several countries that were experiencing difficulties in the field of education. For example, in Japan, an idea like CLC has existed since 1948 after its defeat in WWII, with the name Kominkan with the spirit of reviving its society from adversity and improving the quality of its human resources. However, most non-formal education experts state that the emergence of the idea of non-formal education in the form of CLC has only recently emerged.

Sarah Simson was quoted as saying (Kamil, 2011) that the emergence of CLC in America occurred in the 1990s. He stated that the establishment of CLC or PKBM in America in 1994, despite the idea formation. This educational institution was programmed in 1965, especially in basic education which was well known in the Improving America's School Act program, in 1994, as a refinement of the program that was initiated in 1965 with the Elementary and Secondary Education Act program. In 1995, the educational program in CLC in America expanded further, not only targeting education, but also health, social services and so on. The existence of this educational institution continues to grow until now.

The success of PKBM in achieving the educational goals set is very dependent on the ability of managers as non-formal education personnel who have a strategic role in educational activities and empowering the community. In non-formal educational institutions, administrators function as managers and leaders who can mobilize their resources effectively and efficiently and motivate individuals, including students, to actively participate in the educational process being implemented.

One of the urgent abilities of PKBM managers is how managers can innovate in developing PKBM so that the process of empowering communities becomes more effective, efficient and meaningful. This means that they must have innovation capacity which can be interpreted as the ability to produce innovations or make discoveries to increase the productivity and usefulness of educational institutions (Lawson & Samson., 2001). Having this capacity will ensure that this educational institution continues to develop and is able to win the competition to obtain existing resources in society. Drucker was quoted as saying (Ulimaz, 2024) stating that innovation capacity is the capital of educational institutions that can be used to win competition, especially in an environment that continues to change, such as the current industrial revolution 4.0 which is causing large-scale changes in life.

However, unfortunately, the innovation capacity of PKBM managers is not yet optimal. This is shown by the findings of several studies regarding PKBM which prove that the ability to innovate is still low, indicated by the behavior of managers who tend to be strongly vertically oriented in implementing educational activities (Tohani, 2013), fundraising activities are still not optimally carried out by management (Rizka & Hardiansyah, 2017), educational programs are less diverse, lack of funding, managers are busy with other activities (Raharjo et al, 2016), tutors lack the ability to plan lessons well (Septiani, 2015), lack of learning buildings (Darlan, 2017), facing bureaucratic obstacles that hamper institutional performance (Agung, 2007), and the development capacity and quality achievements of PKBM programs and institutions are not yet optimal (Tohani, 2010). The manager's innovation capacity is the basis for PKBM to always improve its performance. Therefore, efforts need to be made to develop this capacity, one of which is by organizing learning based on interpreting the views/experiences of managers as a starting point for empowerment, namely transformative learning.

The transformative learning process is basically an internal process within an individual to make sense of the experiences they have in order to then obtain new knowledge that can be used to overcome life and life problems (Mezirow, 2003). Transformative learning is an instrument for generating various innovative ideas that can be useful in winning resources in a rapidly changing environment (Kartika, 2020). The importance of this learning is carried out in order to develop the innovation capacity of PKBM managers due to the aspect of developing the quality of PKBM human resources, the fact that the process of developing manager capacity is predominantly carried out by external parties, for example the government/educational institutions at the local, regional and national levels by organizing various education and training which is less sustainable and pays less attention to the experience of PKBM managers as active subjects of empowerment (Tohani, 2013).

Related to the above, in the context of optimizing the function of PKBM in empowering the community, the transformative learning process needs to be planned and developed meaningfully to develop the innovation capabilities of PKBM managers so that they are better able to perform optimally so that they can have the ability to compete in an educational environment that is always and continuously changing.

METHOD

According to Rahardjo, quoted in (Ramli, 2024), research methods are a way to obtain and search for tentative truths, not absolute truths. The result is scientific truth. Scientific truth is a truth that is open to continuous testing, criticism and even revision. Therefore, there is no best method for searching for the truth, but there is a method that is appropriate for a particular purpose according to the existing phenomenon. Budiharto was quoted (Ningsih, 2024) that the choice of research method must be adjusted to the research being carried out so that the results are optimal.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2023), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Rifky, 2024) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

This research uses qualitative research with field research methods (field research). According to (Kartika, 2022) this approach is adapted to the main aim of the research, namely, to describe and analyze the experience of community learning activity centers (PKBM) in facilitating lifelong learning communities. So that this method will be able to explain the problems of the research (Nuary, 2024).

Determining appropriate data collection techniques greatly determines the scientific truth of a research. The data collection techniques used in this research are observation, interviews, and documentation.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve a goal. Even though the study is an effort within the scope of science, it is carried out to collect realistic data systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the analysis of experiences of community learning activity centers (PKBM) in facilitating lifelong learning communities, articles, journals, theses, theses, ebooks, etc. (Djafri, 2024).

Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Arif, 2024).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Sembiring, 2024) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on the experiences of community learning activity centers (PKBM) in facilitating lifelong learning communities.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic of discussion that is being or will be explored (Arifudin, 2020). These details can be found in scientific literature, research and scientific writings, dissertations,

these, and other written sources. According to (Arifin, 2024) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be researched (Kartika, 2021). With this method, researchers can see and directly feel the atmosphere and condition of the research subject (Rohimah, 2024). The things observed in this research are the experiences of community learning activity centers (PKBM) in facilitating lifelong learning in communities.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (Kartika, 2024). The data in this research was obtained by conducting in-depth interviews. Interviews make understanding the information provided by the informant clear. Interactions that occur between researchers and informants are also very likely to occur during the data collection process, so that the data obtained is more in-depth.

Documentation is a data collection technique through existing documents or written notes (Kartika, 2023). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Rusmana, 2020) the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Arifudin, 2024) documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely the experience of community learning activity centers (PKBM) in facilitating lifelong learning in the community.

According to Muhadjir in (Paturochman, 2024) states that data analysis is the activity of carrying out, searching for, and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the found material for other people, edit, classify, and present it.

RESULTS AND DISCUSSION

PKBM as education provider non-formal role in providing education to the community in order to improve the quality of life and develop existing communities in society, including implementing the actual concept of lifelong education (Septiani, 2015).

Apart from that, PKBM also organizes equality programs in education, not just be center a solution for the community to continue their studies according to the level of education that applies in Indonesia, but in fact PKBM also carries out its mission gender equality in education because of its inclusive nature, meaning providing education openly to all groups, both men and women.

One of the PKBM learning programs that is quite noble is as an institution that remains consistent with past illiteracy eradication programs and as a place to implement community empowerment programs through the eradication of 3-illiteracy (illiteracy, number illiteracy, and basic knowledge illiteracy) as well as other training programs,

including implementing equivalency education for elementary, middle school and high school/vocational school levels with the Package A, B and C Study Group program.

However, in the current context, the problem of Tri-Buta, especially illiteracy, is becoming fewer and almost non-existent, so what is more synonymous with PKBM is as an alternative educational institution that helps those who have not received formal education to obtain academic qualifications according to the desired level of education. , through equality education Packages A, B, and C. Whether we admit it or not, this equality education program really helps the community, while still following the evaluation standards set by the Ministry of Education and Culture.

More than that, according to Reber, quoted in (Supriani, 2022) overseas the existence of Community Learning Centers or Community Learning Activity Centers (PKBM) is an educational alternative for those who are disqualified from formal education. It seems that Reber's opinion is more in line with the context of PKBM in general, including those in Indonesia, as alternative educational institutions or non-formal educational institutions that help and empower people to improve their educational qualifications. Therefore, a good PKBM must meet the standards set by the Ministry of Education and Culture. Sutisna, et al quoted (Tanjung, 2022) that at least PKBM that meets educational standards must, among other things, meet certain criteria, for example having a teaching and learning space, having community reading facilities, having professional teaching staff or trainers and being supported by good educational management.

The innovative ability of PKBM managers is not formed by itself but needs to be formed through a transformative learning process that relies on individual independence. Transformative learning is defined as learning that transforms, namely learning that changes a problematic frame of reference - a fixed set of assumptions and expectations (habits of mind, perspectives on meaning, patterns of thinking) to make it more inclusive, open, reflective, and capable of emotional change. Such frames of reference are better than others because they are more likely to generate beliefs and opinions that will prove truer or justified to guide action (Mezirow, 2000).

Through this learning, it is hoped that PKBM managers can change inappropriate understandings, views, habits, ways of thinking and feelings into something new (Mezirow, 2003). According to him (Mezirow, 2000) that the transformative learning process occurs in 10 steps as follows:

1. A perplexing dilemma
2. Self-examination with feelings of guilt or shame
3. Critical assessment of assumptions
4. Recognition that one's dissatisfaction and transformation process is shared and that others have negotiated similar changes.
5. Explore options for new roles, relationships, and actions.
6. Planning an Action
7. Acquisition of knowledge and skills to implement one's plans.
8. Temporarily trying out a new role
9. Build competence and confidence in new roles and relationships.

10. Reintegration into one's life is based on conditions determined by one's new perspective.

For changes in the behavior of the target group to occur, learning strategies need to be designed optimally. Kasworm & Bowles quoted (Ulfah, 2022) explained that strategies that can be used to create transformative learning are:

1. Developing self-reflection, the emotional ability to open, and critical disjuncture. These interventions include the intentional development of self-reflection through reflective logs, essays, blogs, or experiential activities such as role-playing that focuses on disorienting dilemmas, engaging in cultural experiences that bring attention to issues of race, gender, class, power, and privilege.
2. Strategies for critical reflection. Action research projects, collaborative writing projects, engagement in critique, or the use of critical judgment to help students examine their assumptions, past experiences, and worldviews.
3. Creation of a supportive social environment. Create a safe, trustworthy, and respectful learning environment to support students in transformation, remembering that critical reflection and dialogue can give rise to a sense of vulnerability.
4. Use of art, literature, film, and drama as tools for transformative learning to expose students to various contexts, realities, and perspectives.
5. Holistic, affective, and spiritual processes. Intentional design that focuses or embraces non-cognitive aspects of transformative learning such as emotion, mindfulness, and spirituality.

In planning learning activities, there are six things that need to be done. First, formulate the general and specific objectives of the program being held based on the analysis of community needs that has been carried out. Second, sequence the learning objectives to make it easier for students to learn. Third, plan assessment and evaluation of learning. Fourth, consider alternative solutions. Fifth, formulate learning strategies that are appropriate to the learning content, students and PKBM abilities. Sixth, choose appropriate media (Richey, 2013). Thus, so that the learning process runs according to the expected goals, learning needs to be planned by paying attention to these six things.

PKBM has the task and function of providing potential resources such as qualified managers and tutors, facilities, and infrastructure, as well as funds or costs. Human resources such as administrators and tutors can function as learning resources that carry messages. Thus, if the managers and tutors do not have good qualifications, then the learning process and results will not be as expected.

CLOSING

Conclusion

Based on the results of the research discussion, it can be concluded that to facilitate lifelong learning in the community, PKBM needs to carry out instructional planning or design, namely analysing community needs, designing learning programs; develop strategy materials and various learning resources; implement materials, learning methods, and various learning resources in the learning process; and carry out regular evaluations.

Suggestions and Acknowledgments

Suggestions based on research results are: PKBM managers and tutors that managers and tutors' understanding of PKBM needs to be deepened by reading related literature and discussing with out-of-school education experts. Apart from that, managers and tutors need to establish good communication with the community, government, and partners. To support the learning process, PKBM managers need to plan well the programs that will be held by analyzing community needs, so that the programs implemented are truly based on community needs.

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