



The Development of Community Learning Center (CLC) Management Model to Improve Non-Formal Education Service Quality

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Abstract: This research focused on analyzing the implementation of a service model used in a community learning center (CLC). The results of the study are (1) a conceptual model consisting of rationalization, assumptions, goals, components, indicators, and procedures, (2) a model validated through peer group discussion and expert judgment, and (3) a model implemented in universities. The learning model developed consists of planning, organizing, implementing, and assessing processes. Based on the results, it is concluded that the developed model shows an effective result based on some indicators. The first indicator is the community active involvement and positive responses to the learning process. Then, there is an improvement in terms of knowledge, attitudes, and skills of the community.

Keywords: management, non-formal education, quality of service

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Introduction

The development of science and technology accelerates the changes in all fields. These changes affect how humans are connected. Responding to changes caused by globalization, UNESCO implements the four pillars of learning, namely Learning to Know, Learning to Do, Learning to Live Together, Learning to Be. The first aspect, Learning to Know, contains suggestions about how to learn. The second, Learning to Do, contain the dimensions of life skills that must be possessed by humans. The third, Learning to Live together, is about the dimensions of life and how to live within the multicultural community. At last, Learning to Be refers to the way people learn to understand themselves including their strengths and weaknesses as well as competences to create a harmonious life.

The implementation of the four pillars of learning proposed by UNESCO is the basis of the learning revolution. It is a modern learning model that serves as a source of learning. It changes the model of passive learning into active learning and changes the use of factual thinking into critical thinking. This model focuses on increasing the students' responses during learning and changing abstract thinking into authentic thinking. The changes put the functions of non-formal education in a strategic position. According to [2], education does not only serve as an institution, but it should also serve as a strategic program that responds to problems in society.



CLC is an educational approach in the field of non-formal education. The program is based on the convergence of learning needs with learning resources in the community. This convergence forms a system of learning. As a part of a learning system, CLC is developed based on five components, namely (1) the need for learning, (2) a source of learning, (3) learning programs, (4) learning groups, and (5) a learning facilitator.

The terminology associated with CLC is centralization which refers to management centralization, but it is not in the sense of convergence programs. The management centralization of CLC focuses on the aspects of problem-solving and resource utilization. Each learning activity and CLC program is conducted in certain settings in order to make the process and results of the programs and activities have impacts on knowledge, attitudes, and skills. Society is the target of the program and the goal of supervision by other parties. According to [3], facilities and or assistance from outside the community and community involvement in the administration of CLC are done to increase the capacity of communities. The efforts are done to (1) address the needs of learning; (2) improve the standard of living in any decision-making process concerning the efforts; and (3) drive other people in the surrounding neighborhood.

The characteristics and trends of non-formal education problems currently refer to the society's real needs, so the orientation of the CLC program as a non-formal education unit is projected on a public education approach to Community Based Education (CBE). According to [4], community-based education focuses on the importance of understanding the community as well as their characteristics, needs, weaknesses, and strengths. CBE is a method that emphasizes the ways of solving the problems by exploiting the environmental potentials (to help people to help themselves). The developed CBE relies on several concepts, i.e., lifelong learning, critical education that emphasizes the public skill improvement, improvement of existing skills, and participation in each activity, andragogy, and learning organization.

Based on empirical data, CLC conducted in Bandung is able to improve the quality of human resources. The educational program and Operational CLC are programs equivalent to Kejar Paket A, B, and C (an equivalent of elementary, junior high, and senior high schools). Moreover, there are programs equivalent to Early Childhood Education, life skill courses, and other programs adjusted to society's needs and potentials. However, education units in Bandung commonly have not managed the programs based on the national educational standards. CLC is commonly considered not good enough in terms of the management aspect, standardization, and administration. Moreover, the facilities and buildings are considered below the standard for conducting the program.

On the other hand, efforts to develop national education either through formal or non-formal education should be done as it shows the government's commitments in conducting quality education as regulated in the 1945 Constitution. The Constitution and Law on National Education System [5] contain policies of optimization of non-formal education. Moreover, the implementation of non-formal education is also supported by many government regulations [6]. Thus, CLC should be supported and get more attention because non-formal education is able to empower the community through various educational programs in accordance with the community's needs.

Based on the explanation above, a study on the CLC management model in Bandung was conducted. This study aimed to empirically investigate the variables of CLC management, implementation of the minimum standards, and efforts to design

quality service in CLC. Thus, the aspects that the study focused on were: (1) How is the conceptual model of CLC service developed?, (2) How is the CLC conceptual service validated?, and (3) How is CLC service model implemented?. This study used theories relevant to the theme, such as (1) the concept of education provided by schools, and (2) concepts, objectives, principles, characteristics, programs, minimum standards, evaluation, and development of CLC.

The education provided by schools as one of the parts of the national education system is complex and has a very broad scope. In theories, [7], defines non-formal education as an activity organized beyond the school system. It is well established and conducted independently, so it can be part of activities with broader scopes and benefits. Non-formal education is deliberately conducted to serve particular learners' needs to achieve learning goals.

The concept of CLC as a non-formal education unit first appeared in the early 90s. It was first introduced in a meeting of country leaders. In his study, [8] explains that in the World Declaration on Education for All (EFA) in Jomtien, Thailand in 1990, nearly 155 countries initiated their CLCs as the origin CLC in Indonesia. CLC is an educational institution that is developed and maintained by the community and will be held as a non-formal education unit both in urban and rural areas. The program aims to provide learning opportunities to all levels of society so that people can develop themselves independently and improve their quality of life [9]. Therefore, CLC serves as a community space to learn knowledge and skills by making use of infrastructure, facilities, and potentials in a village or city, so society may acquire skills to be used to improve their lives. In this study, society refers to a group of people who are willing to study, and this research concludes that people will achieve nothing if they do not study [10]

The goal of the development of CLC, according to [11], is empowering communities to be self-sufficient (powerless). Then, it aims to improve the quality of life in terms of both social and economic. At last, it is expected to increase sensitivity to the problems that occur in the environment. The purpose of the institutionalization of CLC is to explore and develop the existing potentials in society. It tries to empower all potentials and use existing educational facilities in the village to reduce poverty. Its principle of development is democratizing education [12].

Another purpose of CLC is to increase citizen competence in solving problems faced in life. These competencies can be obtained only through a learning process that focuses on improving knowledge, behaviors, and competences. According [13], competence is an ability that is based on knowledge and skills. In addition, competence is represented by attitudes needed to complete certain tasks. This means that people who are willing to learn will have the competency. One of the ways to improve competency which is relevant to the needs of society is through CLC.

According to [14], there are some basic principles that can be used as a reference in developing and designing CLC. First, the program developed in CLC should have a broad scope, so that people have the opportunity to develop knowledge, skills, attitudes, and values related to ethics, aesthetics, and logic. Second, the program should be balanced so that each competency developed in CLC is provided in accordance with the timeline and to create effective learning. Third, the program developed in CLC must be relevant to the goals of improving the quality of life through experience and training in behaving responsibly. At last, the program developed in CLC should be able to put

forward the principles of learning to understand what to learn, how to think, how to learn, and how to optimally develop potentials.

In order to accommodate all principles of CLC, minimum standards of management should be developed. Based on the Ministry of Education regulation, the standards are 1) CLC that has been formed should adjust the process of implementation with all the potentials and the resources, and CLC should be able to provide insights for further development; and 2) CLC should facilitate the government in creating CLC communities.

The scope of minimum standards set in CLC can be measured by eight national education standards as specified in the regulation [16]. The standards are related to (1) content, (2) process, (3) graduate, (4) educator, (5) infrastructure, (6) manager, (7) assessment, and (8) finance [17]. Referring to the main and supporting functions of CLC, there are at least four areas of activities that need to be managed by CLC. The first activity is education which includes coaching or counseling, teaching, and training activities. The second is information services that include activities, such as (1) collecting information from CLC, the surrounding community, and outside agencies, and (2) sharing information to the public and agencies. The third activity is related to information networks and partnerships which include several activities, for example (1) developing an information network and making partnerships with institutions within and outside the community, and (2) maintaining the network built. The last activity is about training for education personnel which includes professional development for instructors.

In relation to the minimum operational standards of CLC, the Standards & Procedures Implementation Guideline [18] regulates that the functions of CLC include standards for facilities and management. The management standard refers to the activity that should at least be done to do the CLC functions. The management activity covers planning, organizing, implementing, and controlling, as well as assessing. Meanwhile, the minimum standards for facilities refer to facilities and infrastructure that need to be prepared by the manager to be used in managing the CLC. Based on the explanation above, CLC that serves as a space to improve the quality of society through non-formal education does not meet the expectations as it is not able to function as an educational unit with adequate supporting factors and internal competence.

Method

This study used the qualitative approach with descriptive methods because it investigated empirical phenomena that occurred recently [19]. The subject of this study is the primary data source, namely CLC management, the Ministry of Education Office in Bandung, Bandung Regency, and West Bandung. Each region was represented by four CLCs. In each district, one sample was taken from one CLC, so there were north, south, west, and east areas. In order to make this study more concentrated and comprehensive, the number of research participants or informants was limited and selected using the purposive sampling technique. [20] argues that purposive sampling is a technique to collect data with particular consideration. In each unit of CLC, a manager, an instructor, and two students were asked to participate. Therefore, the number of informants of this study was 12 consisting of 3 management staff, 3 instructors, and 6 students.

The research variable explored from the informants were: 1) the design of the institution management model, 2) the description of model validation, 3) the

implementation of the CLC management model. The data were collected through observations, interviews, documentation, and survey. The collected data were then analyzed through data reduction, display of the data, and conclusion drawing. This study was conducted for six months.

Research procedure is one of the important points that should be determined by the researchers. According to [21], during the research preparation, researchers should have considered the research implementation and report. Therefore, this study went through four stages, namely (a) pre-research, (b) data collection, (c) data analysis, and (d) research report.

Result and Discussion

Model Conceptualization

The conceptual model developed consists of rationalization, assumptions, goals, components, indicators, models, and procedures. First, the rationalization of the model is based on the idea that the Community Learning Center (CLC) is an educational unit that has a very important role in educating the community, especially in Bandung areas. This is shown by 1) the society's interest in joining the program, especially in early childhood education, 2) the early childhood education success as an alternative educational unit that also functions as an institution that effectively complements, substitutes, and completes the formal educational units. In addition, in its development process, there is a problem related to how to conduct the program because of the quality of service and availability of infrastructure, some CLCs are in a bad condition. Thus, the quality standards or CLC in some areas need to be improved as it may also improve productivity and service quality. The management quality especially for CLCs located in Bandung areas should be improved by implementing a management intervention model.

Second, the CLC management model on the one hand has the potential to be developed. However, there are problems related to limited facilities and capacity. Management staff of CLC needs to possess problem-solving skills, and they should continuously improve themselves.

Third, the objective of this study is to offer a model to improve CLC management in order to improve the quality of service provided to society. The efforts are oriented towards the improvement of program planning, implementation, and evaluation.

Fourth, the model components related to the management principle are developed by considering: (1) the objectives, (2) learning materials, and (3) learning resources. To develop the model, a set of instruments to complete the model is designed. The components are 1) instruments to identify CLC's needs that later become the basis in designing the model, and 2) model implementation. Meanwhile, the program model includes planning, organization, implementation, and assessment.

Fifth, the model indicators are (1) awareness of CLC managers (2) an active engagement of managers of educational programs, teachers, and students to plan, organize, implement, and evaluate learning activities in accordance with the trends and learning needs, and (3) improvement of CLC service quality, especially in the early childhood education in accordance with the national education standards.

At last, this aspect is related to the efforts to improve management procedures conducted using the developed CLC model which consists of planning, organizing, implementing, and evaluating processes.

Validation of the Model

To produce an effective CLC management model, a planned feasibility test (hypothesis testing) is conducted before the model is implemented. The test is done in two stages, namely analysis of model quality and expert judgment. The first stage focuses on the content and relevancy of each aspect of the model. This stage is performed by the researchers, and the result of the analysis is discussed with colleagues. The model analysis is done systematically in order to ensure the feasibility of the proposed model as a whole complete unit in which each aspect is interconnected. Besides, this stage is done to see whether the content of the model is satisfactory and to check whether each developed aspect is connected correctly.

The second stage is expert judgment which is done by consulting the developed model to experts of educational curriculum and communications as well as CLC practitioners. Experts involved in this evaluation stage are those having expertise relevant to the needs of developing the CLC management model. The evaluation process was carried out by experts using the detailed response technique, in which the researchers present a concept of CLC management model that is integrated with the instrument made into a specific format. The experts write down their opinions in a column prepared.

Model Implementation

The model is implemented in learning activities in CLC with the designed learning stages, namely planning, organization, implementation, and learning assessment. The planning stage is the initial activity carried out by the management before implementing all learning activities. Therefore, at this stage, the CLC manager should design lesson plans carefully and systematically. Planning should involve parties mostly related to learning and those affected by the new model. The planning activities involve four activities, namely identification of learning needs, determining the learning needs with the most portion, identification of learning source, and identification of partners.

The first activity, identification of learning needs is done at the beginning of the process by the research participants having the capacity and credibility to provide information about the concept of learning needs.

The second activity, organization is done by designing lesson plans by considering (a) learning objectives which are adjusted to a common goal of upgrading the knowledge and skills, (b) learning materials to improve knowledge and skills (c) teaching methods and techniques which are adjusted to the materials being learned, for example, lecture, discussion, assignments, and simulation, and d) learning media which are in accordance with the materials being learned.

The next activity is learning implementation which is directed to interactive, democratized, and participative situations. The educators/instructors have many opportunities to share knowledge and skills with students. The instructors may involve other parties to help facilitate the learning process. The instructors should focus on improving society's knowledge and skills according to their needs.

At last, the evaluation activity is conducted to observe the impacts of learning and the society's learning achievement. The results obtained show an increase in the post-test average scores. In other words, the management evaluation tends to show a good result.

Conclusion

Based on the results of this study, it is concluded that: 1) the conceptual model developed consists of rationalization, assumptions, goals, components, indicators, and procedures, (2) the model is validated through peer group discussion and expert judgment, (3) the model is implemented in learning activities carried out in CLCs. Meanwhile, the model components include the process of planning, organizing, implementing, and assessing. The developed model is considered effective as 1) there are active participation and positive response from the society, and 2) there is an improvement in terms of knowledge, attitudes, and skills.

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