

Collaborative Model Of Equality And Skills Program In An Effort To Empower Citizens To Learn Package B

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ABSTRACT: The PKBM Bina Mandiri Cipageran package B equality education program has a superior program, namely the skills program. This business is a form of empowerment process for young people who are the forerunners of the nation's successors, especially in the demographic bonus era which requires young people to have competence as capital in the world of business and the world of work. The research we discuss is more about how to manage skills programs combined with package B equality education programs. The research method we use is qualitative using observation, interview and documentation study data collection techniques. From the research results, we found that the integration of equality and skills programs lies in the management of program components.

Keywords: integration, equality, skills, empowerment, management.



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INTRODUCTION

National education aims to make the nation's life more intelligent and improve the quality of Indonesia's human resources, in terms of all aspects of life for the complete Indonesian human being. As implied in Law Number 20 of 2003 regarding the national education system, it is clearly explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control. self, personality, intelligence, noble morals and skills needed by oneself, society, nation and state, where national education is carefully developed through three channels, namely formal education (school education), non-formal education and informal education (Anas, 2022).

Based on RI law no. 20 of 2003 explains implicitly the National Education System in article 26 in paragraph (3), and explains that equivalency education is a non-formal education program that provides general education equivalent to SD/MI, SMP/MTs SMA/MA which includes the Package A program, Package B, and Package C. Equivalent Education includes the Package A

program which is equivalent to Elementary School (SD), Package B which is equivalent to Junior High School (SMP) and Package C which is equivalent to Senior High School (SMA) (Filiana, 2022). Citizens study in equality education It doesn't just require theoretical learning, moreover, equality education graduates have life skills that can be useful for their survival (Kesetaraan, 2010)(Cariappa & Srinivas, 2019). Skills (life skills) are education that provides basic provisions and training that is carried out correctly to students regarding the values of daily life so that the person concerned is able, able and skilled in carrying out their life, can also continue to survive in carrying out life and it is hoped that it can develop it (Sudirman, 2011).

The Bina Mandiri Cipageran Community Learning Activity Center is one of the community learning activity centers which has a program that collaborates the package B equality program with a skills program as local content(Hickel, 2020; Romanis, 2023). The aim of this combined program is to empower students to learn so they can actualize themselves while improving the quality of their lives. As we know, the success of a program lies in its management(Wang, 2022; Zeng et al., 2023). Likewise with the management of the package B equality program which is combined with the skills program at the Bina Mandiri Cipageran Community Learning Activity Center. So on this occasion we are interested in researching how the skills program is managed in the package B literacy program and how the functional relationship is between components, processes and objectives in the package B and skills equality program at the Bina Mandiri Cipageran Community Learning Activity Center(Gingrich & Giudici, 2023).

METHOD

The research method we use is a qualitative method, namely research that produces descriptive data in the form of written or spoken words from people and observable behavior (Maleong, 2002).

According to Trisnamansyah (2009: 104), a qualitative approach is an approach aimed at understanding social phenomena from the participant's perspective. Meanwhile, data collection techniques in this research include: observation, interviews, questionnaire format and literature study. The data sources in this research are as follows: chairman of PKBM, chairman of PKBM forum, head of UPT Education, equality inspector (Hidayat, 2019).

Meanwhile, the data collection techniques are observation, interviews and documentation studies. Observation techniques are observations carried out deliberately, systematically, regarding social phenomena with psychological symptoms and then recorded (Subagyo, 1997).

The interview technique is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to those questions (Maleong L. J., 2009).

RESULT AND DISCUSSION

This Community Learning Activity Center was founded in 2002. The programs at the Bina Mandiri Cipageran Community Learning Activity Center are equality, literacy and life skills. However, the focus of this writing is skills learning in the package B equality program. This skills learning is local content in the package B equality program and continues to be followed up, not just temporary learning (Finnveden & Schneider, 2023; Webster et al., 2023).

The equality education carried out at the Bina Mandiri Cipageran Community Learning Activity Center is in accordance with the national equality education objectives, namely (Goy et al., 2018):

1. Ensure that every child completes quality basic education who cannot complete their education: such as those who cannot continue their education, have dropped out, have never attended school, are ethnic minorities, and children who live in underdeveloped villages, are poor, have social problems, remote or difficult to reach due to geographical location and/or limited transportation in order to contribute to increasing the NER and GER for basic education by at least 2% – 5% in accelerating its success within nine years.
2. Guaranteeing that learning can be fulfilled for students of productive age with the principle of fairness in learning programs in deepening life skills;
3. As we all know, the government launched a 9 year learning program to carry out learning to improve students' skills. The intention is that within this period of time it will be possible to increase the Human Development Index (HDI) and efforts to eliminate gender inequality in primary and secondary education (Zabaniotou, 2020);
4. Guarantee that it can provide opportunities for community members who wish or are interested in completing education at levels equivalent to SD/MI and SMP/MTs or equivalent with good quality;
5. Guaranteeing the provision of educational services in academic and life skills flexibly to actualize oneself and improve the quality of life at the same time (Kesetaraan D. P., 2010).

This goal has been achieved by PKBM Bina Mandiri Cipageran because it can be seen from the target being dominated by lower middle class people, while they are still of productive age and PKBM makes an educational contribution in an effort to complete education equivalent to SMP/MTS so that citizens learn to have skills and can increase the human development index. In terms of skills goals, PKBM has also achieved the goals of skills learning nationally, the goals of skills learning are (Matthisson et al., 2022):

- a. Learners can actualize their potential, so that it can be used to solve the life problems they face.
- b. Schools must be able to provide flexible learning, provide opportunities and comply with the principles of broad-based education, and optimize the use of resources in the school environment. Provide opportunities for utilizing existing resources in the community, in accordance with school-based management principles. (Sudirman, 2011).

This goal is achieved with indicators that students are able to actualize their potential in skills to be able to improve their standard of living, and learning is flexible according to the needs and

desires of students. This skills learning must be followed by students, but choosing the type of program is up to each student, and PKBM has also utilized resources in its environment because this skill originates from people who have knitting skills(Stave et al., 2022).

The two programs above show empowerment, where empowerment according to Bryan and White is (1) the process of increasing community capabilities, (2) problem solving, (3) providing trust, (4) program management, and (5) making your own decisions(Diprose, 2023). This can be seen from the output of this program, namely that students become independent and improve their standard of living, they are able to solve economic problems.

From the integration of the package B equality program and skills at PKBM Bina Mandiri Cipageran, learning residents have been able to be independent with their skills, quite a few learning residents have been able to receive their own knitting orders without the intermediary of the PKBM institution(Şimşek, 2020). However, quite a few students also receive orders through PKBM institutions.

The determining factors for success in learning skills under the package B equivalency program are:

1. Motivate citizens to learn

In carrying out learning, learning motivation is very important to apply to students, because with motivation it will provide a change in energy within a person which is characterized by effective encouragement and reactions in an effort to achieve goals. Therefore, a person's motivation is very important in learning. A person's willingness to participate in learning is one of the keys to successful learning (Usman, 2022).

The 60 students taking part in this skills learning come from lower middle class families, so they have the motivation to have the skills to equip themselves for life. All students studying equivalency package B are required to take part in skills learning, but those who are more focused on skills, namely female students and male students are more focused on skills in packaging or acrylic skills, but if male students want to take part in skills learning, they that's allowed(Véronneau et al., 2022).

Residents studying the equivalent of regular package B are still of school age because for students who are not of school age they are included in a different employee class from the equivalent of regular package B. These diligent students fill their free time by knitting, so they knit not only during skills lessons. People who learn diligently will continue to hone their skills using more complex and continuous models, not only when learning the skills takes place. Likewise with alumni, alumni who have been successful are alumni who are diligent and continue to develop their skills so that quite a few alumni have received their own orders, there are also alumni who produce orders that come to PKBM.

This motivation factor is very influential in learning, when they feel like they want to learn, they will try to pursue it even though it is difficult. A person succeeds in learning because he wants to learn. This is the first law in education. Motivation includes two things, namely: (a) Knowing what will be learned, students studying in skills learning have knowledge about what they are learning,

this can be seen when they knit, even though it is not during skills lessons. (b) Understanding why it is worth learning, students have the motivation to learn because, when students are asked about the reason they are pursuing this skill, they answer because they want to have the ability so that when they have finished following the program they have provisions for their future.

2. Provision of learning facilities

The learning system can be improved if there are supporting facilities, namely facilities or educational facilities and infrastructure. According to Suharsimi Arikunto, quoted by Suryosubroto (2004: 114), judging from the function or role in the implementation of the teaching and learning process, educational facilities (material facilities) are divided into 3 types, namely: (1). Learning tools. (2). Props. (3). Teaching media (Agustriani, 2022). More specifically stated by E Mulyasa: educational facilities are equipment and supplies that are directly used and support the educational process, especially the learning and teaching process, such as buildings, classrooms, tables, chairs as well as teaching tools and media. The educational facilities mentioned above have been fulfilled by the Bina Mandiri Cipageran PKBM institution. Apart from the facilities mentioned above, students studying in package B equivalency wear uniforms when learning takes place. The uniforms worn by students are a gift from the PKBM institution and there is no charge for students to participate in this equality program.

Meanwhile, in terms of materials for making skills, the learning community gets them from the institution so that the learning community only focuses on making knitwear which will later be marketed by the PKBM institution and the learning community will get the results, so the learning community gets additional money from the sales. PKBM institutions have partners, so they can support the continuity of this skills learning.

Residents learn after taking part in this skills learning, facilitated by PKBM in obtaining employment, namely producing knitwear for exhibitions, to be sent to Saudi Arabia. PKBM institutions really facilitate and focus on learning these skills. So that this program is able to progress and continue to develop.

3. Program management

In program management there are processes that must be fulfilled, namely planning, organizing, implementing and monitoring. "Management should not be interpreted narrowly but must look at it globally, looking at the series of activities from the planning carried out to the activities carried out to the assessment." "Management in the narrow sense is limited to the core of real activities, organizing or managing the smooth running of activities, regulating the dexterity of carrying out personnel, arranging supporting facilities, arranging funds and so on, but is still related to real activities that are ongoing" (Arikunto, 2008).

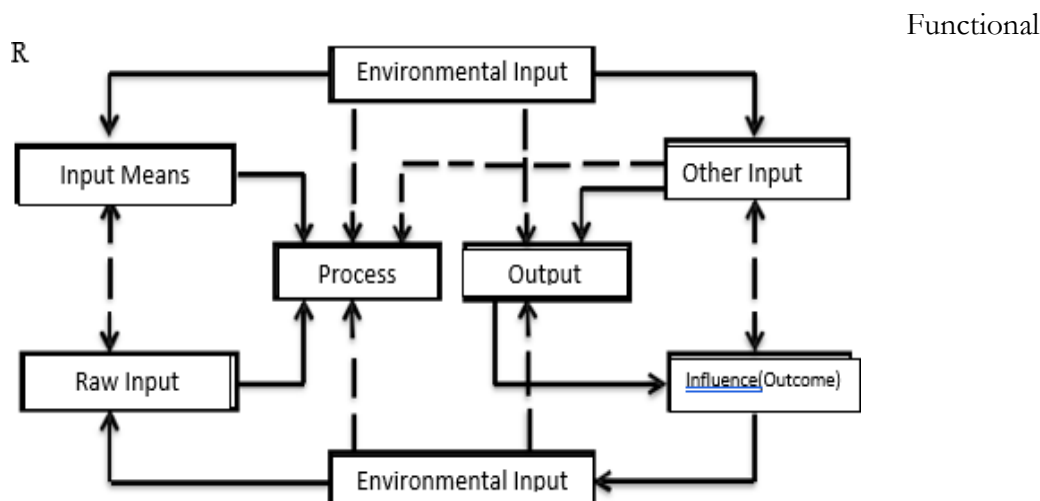
Education management to prepare educational components so that a good teaching and learning activity process is carried out in the implementation of education (Ali et al., 2022). Because if the implementation of education is carried out well, the output produced will also be good in accordance with the demands of this modern era, where everything has no limits.

In the planning process, the tutor prepares a curriculum and guidebook, so that the learning that will be carried out is structured and clear which will be carried out during the lesson. Meanwhile, in the organizing process, the manager looks for local residents who might be a source of learning. In the implementation process, the learning method in skills learning uses the demonstration method so that students are able to understand how to knit more quickly than learning to use a guide book, but after students learn to know the basic ways of knitting, students can look at the guide book. Implementation of this skills learning once a week, namely Wednesday for 2-3 hours. When carrying out the lesson, the WB is devoted to his knitting and if there is something difficult they ask the tutor so that the discussion process goes well.

Tutors who focus on learning these skills are Mrs. Rini and students who are already able to help students who have difficulties and tutors tell students to look for other models on the internet so they can learn together. Meanwhile, in the assessment process, tutors look at neatness and proficiency, the longer it takes, the more complicated the model becomes.

The package B and skills equality program at PKBM Bina Mandiri Cipageran has integration, because there is a relationship between components, processes and objectives(Perregaard, 2022). The seven system components according to Sudjana, D. are: 1) Raw Input, 2) Environmental Input, 3) Process, 4) Instrumental Input, 5) Output, 6) Other Input, 7) Influence (Outcome) (Sudjana, 2010).

The functional relationship between components, processes and objectives of non-formal education can be seen in the picture:



relationships between components, processes and objectives of non-formal education.

The relationship between components, processes and objectives in the package B equality program in skills learning at PKBM Bina Mandiri Cipageran is:

1. Environmental Input.

Environmental input contains several environmental elements as support to encourage the running of non-formal education programs. These elements include the family environment, social environment such as friends or work friends, social groups, communities, etc. as well as the natural environment which includes biological (biotic) and non-biological (abiotic) resources (Sudjana, 2010).

The community around PKBM Bina Mandiri Cipageran is a rural community and is included in the mountain community because of its geographical conditions which are located to the west of Bandung, precisely in the northern Cimahi region. The majority of residents studying package B equality at PKBM Bina Mandiri Cipageran are native residents of the area around PKBM (Dupont, 2022).

2. Input Means

Input facilities include all the resources and facilities that make it possible for a person or group to carry out learning activities in it, including the curriculum (learning objectives, materials or materials, methods and techniques, media and evaluation of learning outcomes), educators (tutors, trainers, lecturers, facilitators, pamog learning), library facilities and tools, costs and program management (Sudjana, 2010).

The input of facilities in the package B equality program at PKBM Bina Mandiri Cipageran, especially in skills learning, is supported by a fairly good curriculum because the learning objectives, materials, methods and techniques, media and evaluation of learning outcomes have been implemented in learning. Meanwhile, educators (tutors or trainers) in skills learning in the package B equivalency program have vocational school education qualifications and are experts in skills (Ninghardjanti et al., 2023). Facilities that support skills learning, such as materials and tools for knitting, have been prepared by PKBM managers free of charge to students. PKBM management waives all education costs while participating in the Package B equivalency program such as school uniforms, education fees, etc.

3. Raw input.

Raw input is students or learning citizens with various characteristics, namely internal characteristics and external characteristics. Internal characteristics include physical, physical and functional attributes. External characteristics relate to students' living environment, such as family conditions in terms of economics, education, social status, social friends, costs and learning facilities as well as learning methods and habits that occur in society (Sudjana, 2010).

The raw input, also known as students or learning residents, in the package B equality program at PKBM Bina Mandiri Cipageran is 25 people, with 13 men and 12 women. Residents studying package B are dominated by elementary school graduates. Another factor that influences the number of students who enter package B is due to financial constraints that cannot be met if they enter formal education. For this reason, PKBM provides learning opportunities without burdening citizens to learn equality by providing free educational services (González & Sebastián-López, 2022).

4. Other input.

Another input is other supporting capacity that allows non-formal education students and graduates to use the behavioral changes they have had to progress their lives (Sudjana, 2010).

Another input to the package B equality program at PKBM Bina Mandiri Cipageran is PKBM which has become a permanent distributor in Saudi Arabia for making knitted footwear and often holds bazaars (exhibitions) where the knitted work can be sold and the proceeds from the sale are earmarked for the needs of students, namely school fees. and pocket money is given to learning residents so that package B learning residents are empowered to produce orders from customers. So that students after graduating can produce footwear and other knitting skills such as brooches, bags, pencil cases, wallets, etc(Canuto & Espique, 2023).

5. Process

The process can be interpreted as consisting of learning activities, guidance, counseling, training and evaluation. Learning activities prioritize the role of educators to help students so that they are active in carrying out learning activities, and do not emphasize the role of teachers to teach (Sudjana, 2010)

Skills learning activities in the package B equivalency program are carried out once a week with a meeting duration of 2-3 class hours. These learning activities emphasize training in making skilled works where the tutor or trainer directly practices how to make knitting or uses a demonstration method which makes it easier for students to understand how to knit more quickly than using a guide book, but after students learn to know the basic ways of knitting then students can see the guidebook.

When learning is carried out, students focus more on their knitting and if there is something difficult they ask the tutor so that the discussion process goes well. Apart from that, the skills learning process in the package B equivalency program does not apply a teacher center system but rather uses a peer tutor system. Where students who already understand and can knit teach their friends using this process, it will be easy for them to apply the work given by the tutor.

6. Output

Output includes the quantity of graduates along with the quality of behavior changes obtained through learning activities. (Kinsey, 1977) suggests that this change in behavior includes knowledge (Knowledge), attitudes (Attitude), skills (skills), and aspirations (Aspiration) (Sudjana, 2010).

The output of the package B equivalency program at PKBM Bina Mandiri Cipageran is being able to have skills because skills lessons are one of the mandatory subjects that must be taken by residents studying package B. Apart from that, the quantity and quality of package B graduates at PKBM Bina Mandiri Cipageran are quite good because they can continue their studies to the next level and some even have their own business, namely in the field of skills.

7. Influence (Outcome)

Influence (Outcome) is the ultimate goal of non-formal education activities including. This influence includes: a) Changes in the well-being of life, graduates are characterized by obtaining employment or entrepreneurship, obtaining or securing income, health and education, personal appearance; b) Learning from other people about the learning outcomes that graduates have had and felt the benefits of; c) Increased participation in social activities and/or community development, in the form of participation in ideas, energy, property and funds. The influence of skills learning at PKBM Bina Mandiri Cipageran on learning residents is that they make students learn independently when they graduate from Equality Package B by becoming entrepreneurs in accepting knitting orders, even when they are still studying in Package B, they have started to earn wages from the results of these skills. Apart from that, the impact felt by graduates of the Package B Equality Program at PKBM Bina Mandiri Cipageran is that they can teach people outside of the community to learn Package B Equality at PKBM Bina Mandiri Cipageran, such as teaching local people who will become skilled craftsmen in the field of business they are engaged in. Another influence is that package B graduates at PKBM Bina Mandiri Cipageran can participate in improving community development through the skills they have.

The non-formal education subsystem has process components and educational goals that are functionally interconnected. These components include (means input, raw input, environmental input and other input), process, objectives (output and influence).

Components (facility input, raw input, environmental input and other input) become capital to be able to empower students to learn through skills in the package B equality program where the process is that students are empowered and taught to be able to have knitting skills and can provide benefits for themselves and others other.

The aim of this process is so that students can have the qualities of graduates in the form of skills and the influence gained by graduates in the form of changes in the welfare of life which is characterized by entrepreneurship, teaching other people and increasing participation in social life.

Thus, the integration of equality and skills programs in an effort to empower learning citizens at PKBM Bina Mandiri Cipageran can be seen in the seven system components and functional relationships between components, processes and objectives of non-formal education (Tondeur et al., 2021). This package B and skills equality program is integrated in an effort to empower learning citizens, this equality program and skills learning complement each other, in the package B equality program learning citizens will get basic knowledge and from skills learning learning citizens will get practical abilities that can be used to get a job and improve your standard of living. And by empowering students through skills learning, they can gain experience and foster independence in students so they can become entrepreneurs.

CONCLUSION

The integration of equality and skills programs in an effort to empower learning citizens at PKBM Bina Mandiri Cipageran can be seen in the seven system components and the functional relationship between components, processes and objectives of non-formal education (Neugebauer

& Daniel, 2022). This package B and skills equality program is integrated in an effort to empower learning citizens, this equality program and skills learning complement each other, in the package B equality program learning citizens will gain general knowledge and from skills learning learning citizens will gain practical abilities that can be used to get a job and improve your standard of living. And by empowering students through skills learning, they can gain experience and foster independence in students to become entrepreneurs.

Recommendation It's just that there needs to be an increase in the quality of service and the quality of facilities in the form of consumables or permanent goods. So that support for the learning process increases. Furthermore, we hope that this program or something similar to it can mushroom throughout Indonesia. So that the community empowerment process can contribute to improving the quality of Human Resources in Indonesia, which is a problem that cannot yet be resolved (Steimel, 2017).

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