

SYSTEMATIC LITERATURE REVIEW

ANALYSIS OF FACTORS INFLUENCING ADULT PARTICIPANTS PARTICIPATION IN THE PACKAGE C PROGRAM AT PKBM SEKAR: MANAGER AND PARTICIPANT PERSPECTIVES

Nurfrida Aulia Tiarani

Non Formal Education Study Program, Faculty of Teacher Training and Education

Sultan Ageng Tirtayasa University, Banten-Indonesia

Email: nurfridaatiarani@gmail.com

ABSTRACT

Education plays an important role in the development of human resources in Indonesia, not only through the transfer of knowledge and skills, but also in character building and individual empowerment. However, Indonesia's school dropout rate in 2023 is still high, with more than 2 million children out of school. The main contributing factors include economic issues, inadequate education infrastructure, low motivation to learn, as well as health issues. Collaborative efforts from the government, educational institutions, communities and the private sector are needed to address these issues, including increased education budgets and infrastructure improvements. Non-formal education through Community Learning Activity Centres (PKBM) is also important, especially in providing access to basic education for adults who have not completed formal education, such as through the Kejar Paket C program. However, participation in this program is often not optimal. Factors affecting participation include motivation, education level, time availability, family support and accessibility. This study uses the Systematic Literature Review method to identify and analyze these factors. The results are expected to help design more effective strategies to increase participation in non-formal education programs.

Keywords: Education, Human Resources, PKBM, Study Group of Packages C, Participation of Participants

INTRODUCTION

Education has a very important role in developing the quality of human resources in Indonesia. Education is not only a process of transferring knowledge and skills, but also a foundation for growth, character building and empowering individuals to contribute positively to society and the country. Education opens doors of access to knowledge and skills. Through a quality education system,

individuals are given the opportunity to acquire a wide range of knowledge, ranging from natural sciences, social sciences and humanities. They are also provided with the skills needed to face the challenges of different areas of life, both in professional and personal contexts.

Education as a means of improving the quality of human resources has been regulated in the National Education System Law No. 20 of 2003 Article 3, namely:

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

The dropout rate in Indonesia is one of the most serious problems in the country's education system. Factual data for 2023 shows that Indonesia's dropout rate is still quite high, despite efforts to address this problem. According to data released by the Central Statistics Agency (BPS) in 2023, Indonesia's dropout rate still reached an alarming number, with more than 2 million children at the primary and secondary levels registered as dropouts. This figure shows that there are still many children in Indonesia who do not complete their primary or secondary education.

The factors that lead to high dropout rates in Indonesia are diverse. One of them is economic problems. Many families in Indonesia still face economic difficulties and are unable to provide sufficient education for their children. As a result, these children are forced to drop out of school to help earn a living or reduce the burden of family costs. In addition, inadequate education infrastructure is also a factor that exacerbates this situation. Many areas in Indonesia, especially in rural areas, still lack adequate educational facilities and infrastructure, such as proper school buildings, sufficient textbooks and qualified teaching staff. This condition makes access to education difficult for most children, which in turn causes them to drop out of school.

Apart from economic and infrastructure issues, other factors also contribute to the high dropout rate in Indonesia. One of them is the lack of motivation and interest in learning. Many children in Indonesia lose interest in education due to a lack of encouragement and inspiration from their surroundings. In addition, social factors also play an important role in determining whether a child will continue their education or not. Pressure from the surrounding environment, such as peers or family, can influence a child's decision to quit school. Health issues are also a factor that cannot be ignored, as children who suffer from certain illnesses or health conditions may find it difficult to attend school regularly.

To address this critical dropout rate issue, concerted efforts are needed from various parties, including the government, educational institutions, communities and the private sector. The government needs to increase the budget allocation for education, especially to improve education infrastructure in remote areas and increase the accessibility of education for low-income families. In addition, programs need to be implemented that aim to increase children's motivation and interest in learning, as well as providing greater social support to those in need. Inclusive education should also be emphasized, so that children with health conditions or special needs can still access education without barriers.

PKBM is a non-formal education institution that plays a vital role in providing access to basic education to adults who have not completed their formal education. PKBM has been an integral part of

the government's efforts to improve literacy and education for all levels of society. By organizing the Kejar Paket C program, PKBMs provide an opportunity for adults to complete their basic education, which is often neglected due to various reasons such as economic limitations, limited educational opportunities, or other factors that may hinder their access to formal education. PKBM is an important alternative for those who want to improve their educational qualifications without having to attend formal education in public schools. By providing non-formal education programs such as Kejar Paket C, PKBM is able to create an inclusive and welcoming learning environment for adult participants from various backgrounds.

Along with the times, non-formal education such as the Study Group of Packages C program at PKBM is becoming increasingly important in providing access to education for adult individuals who have not completed their formal education. However, behind its vital role, PKBM is also faced with various challenges and obstacles that need to be overcome. One of the main challenges is the low participation rate of participants in the Study Group of Packages C program. Although this program offers a golden opportunity for adults to improve their educational qualifications, the participation rate of participants often does not reach its full potential. This can be caused by a number of factors, including a lack of awareness of the importance of education, economic constraints that may hinder access, time constraints, and various other factors that may influence a person's decision to join the non-formal education program.

RESEARCH METHODS

This research uses a qualitative approach and the Systematic Literature Review (SLR) method. where this research is used to systematically collect, analyze, and synthesize existing research results related to a particular topic. The main purpose of SLR is to provide a comprehensive overview of existing knowledge, identify gaps in the literature, and provide direction for future research.

Eva Triandini argues that the SLR method aims to collect, analyze, and identify various relevant sources related to the development of information systems in Indonesia. (Triandini et al., 2019).. They use systematic steps such as formulating research questions, searching journal literature, setting criteria, selecting literature, presenting data, processing data, and drawing conclusions. According to Kitchenham and Charters, the SLR methodology involves the definition of a research question, a systematic literature search, and study selection based on predetermined criteria. (Kitchenham & Charters, 2007) Meanwhile, according to Okoli and Schabram, the detailed stages of conducting SLR include study identification and selection, data extraction, and synthesis of findings. (Okoli & Schabram, 2010)..

This SLR method allows researchers to identify and collect all relevant research related to adult participants' participation in non-formal education programs. This includes internal (motivation, education level, time availability) and external (family support, accessibility) factors that have been discussed in previous literature.

RESULTS AND DISCUSSION

The Community Learning Activity Center is a non-formal education institution unit, where PKBM is a place of learning and a source of information formed and managed by the community which is oriented towards empowering local potential to improve the knowledge, skills and attitudes of the community in the economic, social and cultural fields.

PKBM grows and develops from, by and for the community. PKBMs are local institutions of functional literacy and social service providers outside the formal system for the disadvantaged in rural and marginalized areas, organized and managed by the local community. This definition means that PKBM stands in the middle of the community by developing local potential. So that community involvement in the development.

PKBM is very necessary because the measure of progress of a community learning center is community participation in planning, establishing, organizing and developing PKBM. Nasdian, argues that Participation in community development must create maximum participation with the aim that all people in the community can be actively involved in community processes and activities. Therefore, in community development through PKBM, it must maximize the active role of the community itself, with the aim that all residents are involved in every process starting from decision making at the planning and implementation stages as well as in the implementation and evaluation stages.

The Community Learning Center is a non-formal education unit that functions as a place of learning and a source of information formed and managed by the community which is oriented towards empowering local potential to improve the knowledge, skills and attitudes of the community in the economic, social and cultural fields.

PKBM Sekar is an institution that stands in the middle of rural communities that are managed and designed by the community itself, PKBM Sekar was established in 2003 in the village of Sebe Karamat Garut Village. The benefits of its presence have been widely felt by the surrounding community, with the PKBM motto that is from, by, and for the community, so that the community no longer only follows the out-of-school education programs organized by the government but also the community also participates in planning, implementing, taking benefits, and evaluating in accordance with the needs and potential contained in their environment, so that the community is responsible for the PKBM activities.

The participation of adult participants in the Study Group of Packages C program at PKBM Sekar has several significant implications. First, adult participants' participation increases the success of the program by increasing participants' motivation and engagement. Second, adult participants' participation allows program managers to be more effective in managing the program and providing better guidance. Third, adult participation enhances participants' experience by providing opportunities to actively participate in the program.

PKBM Sekar's success in managing its programs is inseparable from the strengthening of community participation. Community participation is defined as the community's right to control the agenda and priority order of programs for themselves or their groups. The results of research by Samah

& Aref (2009, p.45) state that participation is a social development process, where people as subjects in their own environment, look for ways to meet their collective needs and hope to overcome the common problems they face.

The factors that influence adult participants' participation in the Study Group of Packages C program at PKBM can be grouped into two main categories: internal factors and external factors. Internal factors include psychological and personal aspects of the participants, such as motivation, education level and time availability. Motivation is one of the key factors that can influence participants' participation in non-formal education programs. This motivation can stem from a variety of factors, including the drive to improve educational qualifications, increase employment opportunities or achieve certain personal goals. In addition to motivation, participants' education level also plays an important role in their participation in the Study Group of Packages C program. Individuals with lower education levels may feel less confident or face difficulties in understanding the subject matter, which may affect their participation in the program. In addition, time availability is also a crucial factor, given that adult participants often have other commitments such as work or family responsibilities that may limit the time they have to attend non-formal education programs.

On the other hand, external factors also have a significant impact on the participation of adult participants in the Study Group of Packages C program at PKBM. One important external factor is family support. Support and understanding from family members can be an additional motivation for adult participants to participate in non-formal education programs, as well as provide practical support such as time management and financial support. In addition, accessibility is also an important factor that can influence adult participants' participation in the program. This accessibility factor covers various aspects, ranging from the affordable location of the PKBM, easy-to-reach transportation facilities, to affordable or even free fees to join non-formal education programs.

More details will be explained about the factors that influence the participation of learning citizens in PKBM in the Package C program, which include:

1. Learning Motivation
Motivation is the most important factor in supporting the learning process. If learners do not have the motivation to learn, they tend to be inactive in learning activities.
2. Active Participation
Active participation of learners in learning activities increases the success of the program. Those who are active in learning activities tend to have better results than those who are less active.
3. Manager Involvement
The involvement of program managers in the learning process is very important. Managers who are active and involved in the learning process can increase the participation of learners and the success of the program.
4. Internal Factors
Internal factors, such as abilities, interests and needs, also influence their participation in the Paket C program. Those who have abilities and interests that are in line with the program tend to be more active in learning activities.
5. Community Awareness

Community awareness of the importance of equivalency education and the success of the Paket C program also affects the participation of learning citizens. People who are more aware of the importance of equivalency education tend to be more active in learning activities.

6. Accessibility

The affordability of access to the Paket C program also affects the participation of the learners. Learners who have easier access to the program tend to be more active in learning activities (Geografi et al., 2011). (Geografi et al., 2011).

7. Teacher Quality

The quality of teachers and teaching materials also influences the participation of learners. Competent teachers and teaching materials that are relevant to the needs of the learners tend to increase the participation of the learners.

8. Training Opportunities

Opportunities for training and skills development also influence the participation of learners. Those who have opportunities to improve their skills and knowledge tend to be more active in learning activities.

9. Community Engagement

Community involvement in the learning process also affects the participation of learners. Communities that are actively involved in the learning process tend to increase the participation of learners.

10. Government Policy

Government policies that support the Paket C program also affect the participation of learners. Policies that support the program tend to increase the participation of learners (Sri & Hana, 2011).

The supporting factors that influence the participation of students/citizens in PKBM in the Package C program include:

1. Facilities and Infrastructure

The existence of adequate facilities and infrastructure can increase the success of the program and the participation of learning citizens.

2. Community Support

Active community support in the learning process also affects the success of the program and the participation of the learning community.

3. The Right Tutor

Competent and appropriate tutors can increase the motivation and success of learners, and influence their participation in the program.

4. Learning Motivation

High motivation to learn can increase the success of the program and their participation.

5. Manager Involvement

The involvement of the program manager in the learning process is very important in increasing the success of the program and the participation of the learning community.

In addition to supporting factors, there are also factors that inhibit the participation of learning citizens in participating in the learning process, including:

1. Unfavorable Weather

- Unfavorable weather can be a barrier to program implementation, especially if the program is held outdoors.
- 2. Insufficient Study Time
 Insufficient study time can be a barrier to the learning process, especially if the learners have busy schedules.
- 3. Lack of Learning Motivation
 Lack of motivation to learn can be a barrier to the success of the program and their participation.
- 4. Lack of Community Involvement
 Lack of community involvement can be a barrier to the learning process, especially if the community is not actively involved in the program.
- 5. Lack of Training Opportunities
 Lack of training opportunities can be a barrier to improving the skills and knowledge of learners.
- 6. Lack of Teacher Quality
 The lack of quality teachers can be an obstacle to the success of the program and the participation of the learning community.
- 7. Lack of Accessibility
 Lack of accessibility can be a barrier to participation, especially if learners have difficulty accessing the program.
- 8. Lack of Public Awareness
 Lack of public awareness about the importance of equivalency education can be an obstacle to the success of the program and the participation of learning citizens. (Functional & Basic, n.d.).

Researcher	Title	Results	Equation	Difference
Sudadio, Rosmiyati, Ahmad Fauzi, 2022	Online Learning Model in Improving Learning Outcomes of Equivalency Education Package C Learners	The online learning model was successfully implemented by PKBM Sekar. The learning outcomes obtained by the institution are the independence of learning citizens, where there are changes in the abilities and attitudes of students according to the indicators that have been prepared.	There are factors that influence students' learning participation, where there is ease of accessing the class. The supporting and inhibiting factors in the implementation of online learning model are mentioned.	The research conducted by Sudadio, Rosmiyati, Ahmad Fauzi focuses on the learning outcomes obtained in the online learning model implemented, not too focused on the factors that influence students.

Researcher	Title	Results	Equation	Difference
Feri Padli, 2023	Dropouts at the Senior High School Level in Laba Village	The research identified that the highest number of school dropouts in Laba Village occurs at the secondary school level, particularly in the first year of senior high school. There are efforts to encourage dropouts to continue their education through the Kejar Paket C program.	Both the research and the sources derived from Feri Padli's research focus on the factors that influence participation in education programs, highlighting the importance of understanding perspectives and motivations. Efforts to minimize negative behaviors and encourage further education, such as through the Study Group of Packages C Program, are highlighted in both the title and the sources provided.	Feri Padli discusses the impact of school dropout on children's future opportunities, while this study explores the factors that influence adult participation in education programs.
Devy Amalia Nur Fitriah, Sungkowo Edy Mulyono: 2024	Management of Package C Equivalency Education Program at PKBM Setia Budi Kabupaten Pati	Challenges highlighted in implementing equivalent education programs, such as low attendance rates and funding issues, may resonate with the barriers faced in the	It explores the role of non-formal education in attracting adult learners to the program, considering factors such as flexibility and	The journal focuses on non-formal education programs for various community members regardless of age or previous education level and it discusses challenges such as low attendance rates and insufficient funding that affect program effectiveness. In contrast, the given title specifically mentions adult

Researcher	Title	Results	Equation	Difference
		Package C Pursuit Program.	relevance to their needs.	participation in certain education programs

CONCLUSIONS

PKBM Sekar is well managed by the head, tutors and other staff to support the maximum learning process. pkbm Sekar has almost all facilities and infrastructure in accordance with the standards set by the government. in addition, by applying the latest curriculum, namely the independent curriculum, the tutors feel very fortunate because its application facilitates the process of conveying information and learning to the learning community. PKBM Sekar also has supporting and inhibiting factors that certainly affect the learning process. but back to the initial principle of the establishment of PKBM Sekar is to facilitate people who are not facilitated in formal education is the main goal, so that these inhibiting factors can be an evaluation reference so that learning can continue to run according to the needs of the learning community.

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