

Challenges and Strategies for Implementing Learning Partnerships in PKBM Safari, Serang City, Banten

Siti Qur'aini Fitroh

Department of Non-Formal Education, Faculty of Teacher Training and Education, Banten-Indonesia
2221220053@gmail.com

ABSTRAK

The non-formal education program held at PKBM is an effort to expand the reach and targets and create a forum for non-formal education and guidance from urban to rural areas by involving community participation. In implementing the program organized by PKBM, it cannot be separated from the problems it faces. Therefore, PKBM builds a network of partnerships with other parties so that its functions run smoothly and are achieved, considering the limited natural resources that the PKBM unit has. The aim of this research is to determine the challenges and strategies for implementing learning partnerships in the PKBM safari city of Serang Banten. Partnerships are important as an institutional management function to obtain resources from outside the institution and support the successful achievement of goals. This research uses a qualitative approach, so that it can define an event, a situation or the behavior of people in a particular place in depth and detail in narrative form. The research results show that PKBM Safari has partnered well with related institutions in order to carry out non-formal education activities, although it still needs to be optimized in terms of form, timing and results of the partnership.

Keywords: 1. PKBM 2. Partnership 3. Challenges and Implementation Strategies

INTRODUCTION

One of the important aspects in a nation's education is education because through education change progresses and prosperity increases. The provision of education can be carried out through non-formal education, informal education and formal education and these three paths have their own characteristics in their implementation. Regarding non-formal education in the 2003 National Education System Law, article 1 paragraph 11 states that non-formal education is an educational pathway that can be implemented in a structured and tiered manner. Regarding non-formal education providers, National Education System Law Number 20 of 2003 article 26 describes non-formal education as one of the educational organizations organized by the community and aims to complement, replace and supplement formal education with the aim of supporting lifelong education. Which includes early childhood education, literacy education, skills education, and women's empowerment education and other education aimed at developing students' abilities consisting of community learning activity center group institutions, course institutions, training institutions and similar educational units. Furthermore, non-formal education based on government regulation number 81 article 2 of 2003 can be established by individuals, groups or legal entities. Improving the quality of services in public education in PKBM units can be linked to how these institutions are managed based on eight national education standards which include: 1. Content standards 2. Process standards 3. Graduate competency standards 4. Teaching and education staff standards 5. Facilities and infrastructure standards 6. Management standards 7. Financing standards and 8. Assessment standards (Artha, Yulianingsih, and Cahyai, 2022).

Non-formal education is one of the educational pathways in national education which aims to meet the learning needs of society that cannot be reached and obtained in formal education, which means that non-formal education itself is a complement, enhancer and

substitute (Ayu Safitri 2020). The non-formal education unit that is currently developing very rapidly is the community learning activity center (PKBM), which was initially only established at the sub-district level and then in each sub-district or village. At the beginning, PKBM was a place of learning for the local community. PKBM itself. PKBM was founded from the community and for the community. (Arensds, 2018) PKBM's main program is educating the community through various non-formal education program services, where the establishment of PKBM was inspired by the idea of community learning centers that have existed in various developed countries since the sixties. UNESCO (1993), said PKBM is a place for organized learning where people can learn.

In the potential for several PKBM that can be developed, along with the position of community-based educational institutions in actualizing them, there are 1. Support from the community in various forms 2. Community involvement in making decisions 3. Ownership of community members who participate in establishing relationships with related program managers with non-formal education 4. Where community members participate in establishing relationships with partnership program managers (Cahyono, 2019). Secondly, we look at the program services which can be implemented by PKBM which has the potential to provide all non-formal education and in-formal education programs which include equality education, early childhood education, skills education and work training and also other education aimed at developing abilities in students (Esturwandani 2015). Third, in implementing community learning activities, PKBM is able to apply group learning principles where learning residents can and can carry out learning activities with other learning residents. In a study group, and the potential for learning through an integrative approach, where a learning process does not only emphasize one aspect of learning but many aspects of human life in a process that combines various aspects of community life in a non-formal education learning program service. Fourth, another potential that PKBM has as a community learning unit is the ability to work together synergistically and collaboratively with various other institutions in the community, both those that carry out educational activities or other activities that have goals that are in the same direction as PKBM, namely community development. from being left behind (Faturrahman, 2020).

The implementation of non-formal education by PKBM is not enough to be carried out individually by PKBM managers and tutors alone as an internal force, but requires external forces to support the progress of the program. PKBM should carry out partnerships or partnerships with various parties, both individuals and institutions. Partnership is a formal collaboration between groups, individuals or organizations to achieve certain tasks or goals (Raharjo, 2019). Patterns and strategies in realizing institutional success. Partnership is a network implemented between parties where cooperation occurs within a certain time to achieve agreed goals. Partnerships are formed when each individual or group interacts with each other to achieve good goals based on trust, dedication to common goals and understanding of each individual's hopes and values.

Partnership has a very broad concept which includes attitudes, behavior, techniques and values (Bresnen & Marshal 2000). Basically, partnership can be defined in two ways, namely first through the tools that are inherent in the partnership, such as shared commitment and long-term vision. long and trust each other. Second is the process where partnership is seen as a verb, such as agreement and building a mission statement. (Crowley & Karim, 1995). In the world of education, partnerships are carried out in various aspects of education, for example in the form of home programs, bringing parents in for learning, parenting, etc. (Epstein, 2018). Gala (2018) stated a similar thing: the form of partnership consists of a). communication that shows the activities of actors sharing information with each other, b). coordination, showing the partnering parties communicating various resources and coordinating work, avoiding

duplication, and deepening involvement and c). collaboration in the form of in-depth interaction between parties in a complex to seek interrelated, long-term and complex goals. This goal involves developing new services or resources that bring together cross-agency expertise.

Ideally, PKBM must be able to collaborate or partner with various parties or stakeholders so that the programs and goals of the institution can be achieved optimally. The success or failure of a program is largely determined by the quality and capacity of the institution in running the program and developing partnerships with external parties. Related to this, research needs to be carried out with the aim of finding out the partnerships carried out by PKBM in managing non-formal education and knowing the factors inhibiting partnerships carried out by PKBM in managing non-formal education.

RESEARCH METHODS

This research uses a qualitative approach with a descriptive method, where a qualitative approach can be interpreted as research that is carried out by observing phenomena in the surrounding area and analyzing data that is clear and proven to be true, and is descriptive in nature which tends to use analysis which generally obtains main data from interviews and observations. Descriptive qualitative research is research that aims to provide an overview of situations that occur in a real, actual and realistic manner based on the facts being researched (Rukajat, 2018:1). This research was carried out twice, the first research was on Thursday 26 March 2024 while the second research was carried out on 16 May 2024. This research was carried out at PKBM Safari which is located at JL. Taman Widya Asri No.8, Lontarbru, kec. Serang, Banten 42115

RESULTS AND DISCUSSION

Partnership Learning and Training Activities at PKBM Safari

No	PartnersPartner	Learning and Training Activities
1	BMKG	The learning activities carried out in this program are providing training on introducing weather forecasts. Students will gain an understanding of weather phenomena and how to use them in their daily lives. This training program was carried out at BMKG premises and was attended by all residents learning package A, package B, package B.
2	Acut Furniture	The learning activity carried out in this program is making furniture such as chairs and tables. Through this training, students can gain skills in making furniture and have the potential to enter the furniture making industry. The equipment used in this training has been prepared directly by the training site.
3	Banu Stebel	The learning activities carried out in this program are horse riding and archery, students are taught how to ride and archery properly and correctly. This training aims to train students' courage and physical abilities, as well as develop their abilities in these fields. This program is implemented by students visiting or studying at the Bani Stebel place where horses and archery equipment have been provided. This training is attended by all residents learning package A, package B, and also package C.
4	Public Speaking	The learning activities carried out in this program include explanations on how to do Public Speaking correctly, how to increase self-confidence, so that when speaking in public you can be flexible in conveying things without hesitation or lack of self-confidence.

		This training program was carried out at PKBM Safari by bringing in instructors and attended by all residents studying package A, package B and package C.
5	<i>Entrepreneur</i> (Businessman)	The learning activities carried out in this program provide students with an understanding of the knowledge and skills in starting and managing their own business. Thus, they can become successful and economically independent entrepreneurs. This training program was carried out at PKBM Safari and was attended by all residents learning package A, package B and package C.
6	Tahsin or Koran teacher	The learning activities carried out in this program include students being taught techniques for reading the Al-Qur'an in accordance with the science of recitation and deepening their understanding of the contents of the Al-Qur'an. This aims to improve the quality of students' Koran reading. This learning program is carried out at PKBM Safari and is attended by all students studying Package A, Package B and Package C.
7	Serang City Scout Organization	The learning activities carried out in this program include various skills and values taught in the scout environment, such as leadership, independence and also cooperation between teams. This training aims to form a strong and responsible character in students. This training program was carried out at PKBM Safari and was attended by all residents studying package A, package B and package C.

Table 1. Partners and Learning or Training Activities

The partnership program at PKBM Safari not only focuses on education, but also includes skills development. All of these training programs involve the participation of all student members in PKBM Safari. Thus, this approach allows students to acquire diverse skills and knowledge, both in academic and practical contexts, thus making a holistic positive contribution to the individual development of each student.

The learning method in each partnership program uses lecture and kinesthetic (practice) methods. The lecture method explains theories, concepts and basic information that are directly related and accompanied by a training instructor. This combination of lecture and practical methods can increase learning effectiveness by providing a holistic and integrated learning experience.

Partnership Support for the Learning and Training Process at PKBM Safiri

PKBM Safri has an excellent approach in building partnership training. Students participate directly in the partnership. This partnership is carried out to build, train and develop their skills. The partnership and PKBM Safari provide encouragement or motivation to each other so that the training process runs smoothly by providing teaching methods or approaches to the learning and training process that are good and not monotonous, so that students carry out learning happily and without feeling bored.

Partnerships can provide many benefits, starting from supporting each other in achieving the expected goals in implementing existing programs to increasing student motivation and participation. By collaborating with Mira institutions in the learning process at PKBM Safari, the learning process can be facilitated and the learning indicators that have been determined can be achieved, and students can also understand and master the learning material better because they get it from experts in their field of learning.

Challenges and Needs for Partnerships in PKBM Safari

PKBM Safari partners with various companies, including in the fields of education and skills. Partnership training at PKBM Safari is currently short term, lasting only around six months and there is also a lack of information sources regarding partnership institutions.

Therefore, there is great hope for PKBM Safari to carry out a long-term partnership training program, with a minimum period of one year and also more updated looking for sources of partnership information with other parties, this is so that the learning process can be more comprehensive and optimal considering Each student's learning needs are different. Like there are students who need further learning and training.

The learning and training process carried out at PKBM Safari needs to create new learning and training. Therefore, it is hoped that PKBM Safari will create a long-term partnership training program. The aim is for training students to have a deeper understanding and rich experience in implementing learning programs.

One of the main advantages of a long-term partnership program is the opportunity for students to be involved for longer, so that they can understand the material better and gain more experience and master the learning regarding the training.

CONCLUSIONS

Based on the results of research regarding the challenges and strategies for implementing learning partnerships in PKBM safari Serang Banten city, it can be concluded that PKBM as a means of supporting education for anyone who has limitations in continuing formal schooling, carries out several partnerships to support various effectiveness and quality of student learning in The learning and training process in the program specifically provided by PKBM Safari is based on the results of identifying the learning needs of each student. Even though the process does not always run smoothly, there are challenges, but the partnership between PKBM Safari and partner institutions is aimed at training students to find their own passion and internal motivation to continue to develop and achieve success in various aspects of life.

REFERENCES

Amani, UF, & Artha, IKAJ J+ PLUS: Journal of Out-of-School Education Students.

Ansori, A., Mulyono, D., Estherlita, T., Nulhakim, F., & Hermawan, D. (2024). Community Learning Activity Center (PKBM) Management Innovation: Improving the Quality of PKBM Institutions in Bandung Regency. *BERNAS: Journal of Community Service*, 5(2), 1526-1533.

Azizah, SN (2021). Strategy for Developing Learning Activities in PKBM. *Journal of Practice Learning and Educational Development*, 1(2), 96-99.

Eilbert, K. W. (2003). A Community Health Partnership Model: Using Organizational Theory to Strengthen Collaborative Public Health Practice. 67(1). (Online) (<http://aladinrc.wrlc.org>) accessed 25 March 2024.

Haqiqi, R. (2022). Package C equality education learning process at the Ibnu Kamil Community Learning Activity Center (PKBM), Cibitung District, Bekasi Regency. *Journal of the Existence of Out-of-School Education (E-Plus)*, 7(1).

Latief, S., & Hendrayani, S. (2022). Partnership Networks in Understanding Non-Formal Education Institution Managers. *Annaba'STIT Muhammadiyah Paciran Journal*, 8(1), 139-152.

Lisnawati, L. (2023). Implementation of the Independent Learning Curriculum through Local Music Art Content in the Equal Education Program at PKBM Al Kahfi, Serang City. *UNIGA Education Journal*, 17(1), 716-727.

Nurmalasari, N., Wahidin, A., Nuryani, D., Fauzi, DSN, & Zamil, M. (2023). NURHIDAYAH PKBM COOPERATION WITH THE SUKMULYA VILLAGE GOVERNMENT AS AN EFFORT TO INCREASE CITIZENS' LEARNING PARTICIPATION. JOURNAL OF COMMUNITY DEDICATION, 3(1), 112-120.

Riyadi, T. CHAPTER 9 CHALLENGES AND OBSTACLES IN PKBM DEVELOPMENT. COMMUNITY LEARNING ACTIVITIES CENTER (PKBM), 117.

Tohani, E. (2022). Development of Innovation Capacity for Community Learning Activity Center (PKBM) Managers through Transformative Learning. Literacy: Journal of Nonformal Education, 8(1), 425-436.