

Improving Quality of Program on Non-Formal Education Center for Learning Achievement Activities in Majene District

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Abstract: This Research Is To Analyse The Program Quality Improvement At PKBM In Regency Majene Of West Sulawesi. This Detailed Analytic Research Is A Type Of Qualitative Research With Phenomenology Approach. The Data Were Obtained From The Research Informants Who Were Appointed By Purposive Proportional Random Sampling, I.E. Data Source From Informants Selected Through Purposive Sampling Technique Consisting Of Head Of Education Office, Head Of PNF And Head Dikmas Section, PKBM Chairman, PKBM Tutor And Staff And Manager Of PKBM In Regency Majene Are Considered Qualified To Provide The Information Required In The Study. The Focus Of The Research Is On Improving Program Quality In PKBM In Majene Regency As Measured By (1) Implementation Of Education Activities (2) Development Of Facilities And Infrastructure, (3) Capacity Building/Tutor Skills And (4) Financing. The Primary Instrument Of This Research Is The Researcher Itself By Using The Research Fittings Which Include: (1) Interview Guide, (2) Observation/Check List, And (3) Document Notes. Data Validation Technique Is Performed To Obtain Data Validity, And Reliability Can Be Obtained Through Examination Of Credibility, Transferability, Dependability, And Conformability Of Data And Sources. Data Analysis Techniques Using Qualitative Data Analysis Through Triangulation Process Through Data Collection, Data Reduction, Display Data And Conclusion/Verification. The Results Of The Study Found That The Improvement Of Program Quality In PKBM In Majene District Was Carried Out Through The Implementation Of Facilities And Infrastructure Development Programs, The Implementation Of Educational Activities And Capacity Building Activities And Tutor Skills In The Form Of (1) The Development Of Building Physical Facilities Comprising, Theoretical Room, Practice Room, Office And Reading Room, And Non-Physical Facilities Such As Learning Modules, Lesson Plan, Syllabus Or RAT And SAT, Although Still Very Limited, (2) Implementation Of Education Service Activities And (3) Professional Tutor Improvement Strategies Through:

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I. INTRODUCTION

The Implementation Of Education In Indonesia Is Implemented Through A Formal And Non-Formal Education System. The Birth Of This Policy, Especially Non-Formal Education, Is Intended To Increase Community Empowerment Towards The Promotion Of Dignified Welfare Through Lifelong Learning In Addition To Through Formal Education. Non-Formal Education Is An Educational Pathway Outside Of Legal Knowledge That Can Be Implemented In A Structured And Tiered Manner, Such As Community Education Through PKBM (Community Learning Centre), LKP (Course And Training Institute) And PAUDNI (Early Childhood Education Development).

Non-Formal Education Is The Government's Effort To Improve The Education Level In Indonesia. The Widespread Need For Education Is Not Matched By The Availability Of Non-Formal Education To Reach Out To Those Who Can Not Get An Education On Formal Education. As Paulston And Le Roy (1982) Point Out That A Formal Education Fails In Logistics And Functions So As To Meet The Need For Such A Large And Rapid Education That An Alternative Education System Emerges Outside Of Formal Education. This Is Supported In Law Number 20 The Year 2003 Article 26 Paragraph 1 Is Explained That Non-Formal Education Is Held For Community Members Who Require Education Services That Serve As A Substitute, Enhancement And Or Complement Of Formal Education To Support Lifelong Learning. Furthermore, In Paragraph 2, Non-

Formal Education Is Functioned To Develop The Potential Of Learners With An Emphasis On The Mastery Of Knowledge And Functional Skills As Well As The Development Of Professional Attitude And Personality.

Institutions That Have Official Permission From The Government To Become Non-Formal Education Providers Provide Non-Formal Education In Indonesia. The Institute Will Continually Implement All The Work Programs Established By The Government That Includes Community Education, Early Childhood Education And The Provision Of Courses And Training. On The Basis Of Its Management Characteristics, PKBM Is Classified Into Three Forms: The Institutional-Based PKBM, I.E. PKBM Which Initiates The Formation And Management By Government Or Non-Government Institutions, The Main Components Of All Facilities And Infrastructures Including Funds Provided By Institutions, PKBM Based On Comprehensive, Namely PKBM Whose Initiative Is The Formation Of The Institution But In Its Management Is Carried Out Jointly With The Surrounding Community And Community-Based PKBM, Constitutes PKBM Which Initiative Of Forming, Managing And Organizing From And By Society, Other Elements More Role As Partners And Facilitator.

The Existence Of PKBM According To Suryono And Haryanto (2012: 34) Faces Quality Improvement Issues That Include; (1) Learning Programs Developed, (2) Involvement Of All PKBM Stakeholders Seriously In The Management And Development Of PKBM, (3) Managing And Organizing Learning And Evaluation (Evaluation) Programs In PKBM Scope That Meet Quality Standards, (4) Commitment To Improve The Quality Of All Parties Concerned With PKBM And (5) Continuous Learning Program Continuously As An Effort To Enhance And Improve The Quality Of PKBM Management.

Conditions That Occur Above Are An Implication Of The Lack Of Responsiveness, Independence, Professionalism And The Proportional Institutional Structure Itself. On The Other Hand, According To The Authors Observation In The Field, There Are Some Important Elements That Influence The Existence Of Non Formal Education Institutions In Majene District, So It Takes An Effort To Rearrange, Namely: 1) Human Resources Capability Available, 2) Facilities And Infrastructure Adequate, 3) Coordination Between Managers At The Local And Central Levels, And 4) The Institutional Structure Itself.

The Quality Of Programming In The Context Mentioned Above Requires Institutional Arrangements Or Fundamental Institutional And Substantive Reforms. This Is Inspired By The Consideration That Institutional Arrangement Is Essentially A Strategic And Systematic Step By An Institution To Be More Professional, Independent And Proportional. The Institution Is A Container Or Place Of People Gathered; Cooperate In An Organized Plan, Controlled, Guided By Utilizing Resources For A Defined Purpose. Although Organizations Require The Existence Of Behavioural Patterns That Bring The Effectiveness Of An Organization, The Definition Of Institutions Above, Can Be Seen The Reality Of Organizational Differences With Institutions Or Institutions. According To Uphoff (1986; 8), Organizations Are Structures That Recognize And Accept Role. Organization Moves In The Formal And Informal Fields Where The Existing Structure, Resulting From The Interaction Between The Increasingly Complex Role.

This Discussion Is More Focused On An Institution That In Meeting The Needs Of Its Members, Using The Principles Of The Organization. As Stated By Martindale (1975, 16) That The Institution Or Institution Is A Pattern Of Relationships That Are Reflected By The Group, Which See The Connection Of Human Behaviour That Has Been Organized In A Group. To See The Behavioural Relationship, Looking At The Behaviour Of One Person Or Several People As A Sample Cannot Do It. That Is Because In A Group Consists Of Several Individuals Who Have Different Characters And These Individuals Affect Each Other So That It Can Not Stand Alone.

PKBM In The Context Of Institutional Development Should At Least Include Efforts To Provide A Correct Understanding Of The Term Organization (Organization/ Institute), Institutional (Institution), As Well As Institutionalization Or Institutionalization (Institutionalizing). Uphoff (1986; 9), One Of The Initiators Of The People-Centered Development Forum Proposes A Simple Definition That Distinguishes Between Organizations And Institutions As Follows: Organizations Are Structures Of Acknowledged And Accepted Roles. Institutions Are Complexes Of Norms And Behaviours That Persist Over Time By Serving Collectively (Socially) Valued Purposed. There Are Several Types Of Institutions (*Pranata*). There Are Institutions That Are Not Organizations; There Are Institutions That Are Organizations And Organizations That Are Not Institutions Uphoff (1986; 12).

According To Syahyuti (2006) The Institutional Components, Among Others (A) Person (Person), Persons Involved In An Institution Can Be Clearly Identified, (B) Interests, The People Are Being Bound By One Purpose / They Are Forced To Interact With Each Other, (C) Rules, Each Institution Develops A Common Set Of Agreements So One Can Guess What Other People's Behaviour In The Institution, (D) Structure, Everyone Has Positions And Roles, One Cannot Change His Position By His Own Will.

The Existence Of Institutional Non-Formal Education In PKBM Is An Effort Made To Respond To The Dynamics Of Environmental Changes, Both At Macro And Micro Scale, Thus Demanding An Institution To Also Make Changes If The Institution Wants To Maintain Its Existence That Is (A) Structuring Of Human Resources, (B) Description Work, (C) Strategy, (D) Restructure Or Design Of The Institution. So The

Effectiveness Of The Organization In This Study Using The Approach Of External Sources (External Resources Approach) Is The Ability Of The Organization In Managing, Guarantee And Supervises Skills And Resources Of Value And Necessity. The Effectiveness Of The Organization In This Research Involves The System At The Community Learning Activities Centre (PKBM), Which Includes The Input Components, Processes, And Outputs. Also, Because The Approach Is An External Source Approach, Then, In This Case, The System Used Is An Open System That Involves The Environment In The System Components As The Source Used.

PKBM Regarding Institutional Aspects According To Sihombing (2000: 13) Is A Container Where All The Learning Activities Of The Community To Increase Knowledge, Skills/Expertise, Hobbies, Or Talents Are Managed And Held By The Community Themselves. PKBM Is A Vehicle To Prepare Citizens To Be More Independent In Meeting Their Needs, Including Concerning Increasing Its Income. In Line With The Development Of Science And Technology As Well As The Problems Of Community Education And The Need For Community Education, The Definition Of PKBM Continues To Be Improved Notably With The Development Of Science And Technology, Institutional Requirements, Targets, Local Conditions And Management Models. Community Learning Centre That Is A Follow-Up To The Idea Of Community Learning Centre Has Been Known In Indonesia Since The Sixties. Institutionally, Its Pilot In Indonesia Under The Name PKBM Only Started In 1998 In Line With Efforts To Expand The Opportunities For The Community To Obtain Education Services (Sudjana, 2003: 12).

Differences In Management And Other Factors Cause The Problems And Challenges Faced By Each PKBM Are Also Different. Internal Problems Faced By PKBM Are Seen From The Level Of Achievement Of The Minimum Quality Standards That Need To Be Achieved, Among Others: (1) The Lack Of Ability Of PKBM To Develop Programs Outside School Education In Accordance With Local Needs, Almost All PKBM Implement Learning Programs Offered By The Government; (2) Some Guidelines For The Implementation And Implementation Of Out Of School Education Programs That Have Been Provided Are Rarely Implemented As They Should Be, Resulting In The Emergence Of Problems In The Implementation; (3) The Achievement Level Of The Minimum Quality Of PKBM Implementation Has Not Been Achieved Either In The Implementation Of Education And Learning Programs, The Provision Of Information Services, The Extension Of Cooperation Network, And The Training Activities Of The Education Personnel.

Another Problem Is That The Establishment Of PKBM Is Strongly Suspected Not Based On Consideration Of The Need Or Awareness Of The Vanguard Of The Expansion Of Community Education Rights, But In Response To How To Create A Container To Accommodate The Block Grant From The Government. Another Problem Is That PKBM Uses Tutors To Be Dominated By Civil Servants With Functional Duties As Teachers, And Education Supervisors. This Condition Indicates That The Ownership Is In The Hands Of A Few People, Not Community-Based, The Low Relevance Of The Program To The Needs Of The Community.

Reality Shows That The Implementation Of Government Programs Within The Scope Of Non-Formal Education, Institutions That Provide Training In Majene District Faced With The Problem Of The Internal Condition Of Institutions That Have Not Been Able To Adjust To The Present Situation Which Requires The Institution To Be Independent, Responsive, Professional And Proportional. The Majority Of Non-Formal Education Institutions Still Rely Heavily On Subsidizing Programs And Activities From The Central And Regional Governments Without The Creativity Of The Institutions Themselves To Create Programs Or Activities That Can Maintain The Existence Of The Institution.

II. RESEARCH METHOD

This Research Focuses On The Existence Of Non-Formal Education Institutions With Their Locus On PKBM In Majene Regency Of West Sulawesi, As One Form Of Non-Formal Education That Is Run And Managed By The Community. The Type Of This Research Is Descriptive-Analysis, To Describe The Existence Of Institutional Of Non-Formal Education In Majene Regency By Using Phenomenology Approach. Sources Of Data From Informants Selected Through Purposive Sampling Techniques, Consisting Of Head Of Education Office, Division Head Of PNF And Head Section, PKBM Chairman, PKBM Tutor And Staff And PKBM Manager In Majene District. The Focus Of The Research Is On Improving Program Quality In PKBM In Majene Regency As Measured By (1) Implementation Of Education Activities (2) Development Of Facilities And Infrastructure, (3) Capacity Building/Tutor Skills And (4) Financing.

The Primary Instrument Of This Research Is The Researcher Itself By Using The Research Fittings That Include: (1) Interview Guide, (2) Observation/Check List, And (3) Document Notes. Data Validation Technique Is Performed To Obtain Data Validity, And Reliability Can Be Obtained Through Examination Of Credibility, Transferability, Dependability, And Conformability Of Data And Sources. Data Analysis Techniques Used Qualitative Data Analysis Through Triangulation Process After Data Collected Through Interview And Observation Directly In The Field. After That Process, The Sequence Of Data, Organize It Into A Pattern, Categories, And Units Of Basic Description So That The Theme Can Be Found And Can Be

Formulated Working Hypothesis Through Data Collection, Data Reduction, Display Data And Conclusion/Verification. The Stages Of The Analysis Activity Are Carried Out In An Interactive Cycle Process In Which The Researcher Must Be Able To Move Between Four "Coil Axes" (Interactive Analysis Techniques) During Data Collection And Move Back And Forth Between Reduction Activities; Presentation; Verification And Conclusion.

III. RESEARCH RESULT

Improving The Quality Of The Program In PKBM In Majene District Is Influenced By Many Factors So That It Can Achieve The Objectives Of The Program That Has Been Planned And Implemented. The Success Of PKBM's Non-Formal Education Institution In Completing Its Work Or Undertaking Its Primary Task To Achieve The Desired Objectives Or Targets By Utilizing The Resources Of The Organization And Other Resources In The Environment With Activities Conducted As Measured By (1) The Implementation Of Educational Operations (2) Development Of Facilities And Infrastructure, (3) Capacity Building Activities / Tutor Skills And (4) Financing. This Refers To National Standards Of Education In The Management Of Educational Institutions Including PNF Consisting Of (A) Content Standards, (B) Process Standards, (C) Educator Standards And Education Personnel, (D) Management Standards, (E) Standards Of Means And Practices, (F) Financing Standards And (G) Assessment Standards.

Educational Activities

Educational Activities Related To The Process Of Implementation Of Learning Activities Ranging From The Fulfilment Of Content Standards Related To The Curriculum, Process Standards Associated With Learning Activities And Assessment Standards Related To The Evaluation Process And Assessment Of Learning Outcomes In PKBM Majene District. According To Information Obtained From Informants Related To The Field Of Education Services States That: "TBM. Literacy, Package A, B And C, PKHP And Education And Training Of KUM (Independent Business Literacy) And Equal All Packs For Its Program In Majene District (SR, Interview, January 7, 2015).

This Finding Explains That The Areas Of Educational Services Implemented By PKBM Consist Of: (1) Community Reading Community Programs Provide Reading Materials For The Community, (2) Basic Literacy, I.E. Literacy Programs (Reading, Speaking And Listening), (3) Equality Namely Package A, B, And C, (4) Women's Life Skills Education, And (5) Self-Employment Literacy.

This Service Area Is Managed And Implemented Based On The Needs Of The Community Surrounding PKBM. For The Type Of Program According To The Informant's Description Is Determined Based On The Act. No. 20 Of 2003 And Based On The PNF Guidelines, So That The Type Of Program Implemented For Each PKBM Is The Same. These Findings Indicate That The Kind Of Learning Program Achieved Can Be Tailored To The Needs Of The Community So That The Model Of The Formation Of Literacy Villages In The Form Of Community Reading Parks Including Village Vocations Can Be Used As PKBM Priority Activities. The Primary Action Of Education And Entrepreneurship Training Is To Prepare Self-Employed Workers Who Have The Skills And Expertise So That They Can Be Absorbed By The World Of Work, PKBM Also In Its Activities Can Implement Some Form Of Preventive Actions Such As Equip Society Knowledge Of Environmental Awareness To Act And Behave Environment Positively. Based On Some Information It Can Be Seen That The Field Of PKBM Education Services In Addition To The Main Activities In The Area Of Literacy Village Services, Entrepreneurship, Disaster Management, Labor And Village Vocational Training.

Capacity Building Activities / Skills Of Non-Formal Education Tutors

The Effectiveness Of PKBM Is Also Related To Capacity Building And The Composition Of The Tutor In Charge Of Presenting The Subject Matter To The Education Participants In The PKBM Scope. Several Strategies Were Undertaken To Improve The Professionalism Of Non-Formal Education Tutors In PKBM, Among Others, The First Strategy Was To Conduct Periodic Meetings In The Form Of Tutorial Training To PKBM Tutors Conducted By Majene District Education Office In Addition To Providing Motivation And Encouragement For Tutors To Improve Their Skills And Knowledge In The Teaching Field.

In Addition To Training, Workshops Are Also Associated With Some Particular Programs That Require Specialized Skills And Skills. This Means That The PKBM To Improve The Qualifications And Knowledge And Skills Of The Tutor Is Done Through The PKBM Training And Workshop Strategy. This Activity Is Carried Out To Enhance The Understanding Of Ability And Expertise Of The Tutor In Planning The Learning Activity To Carry Out And To Evaluate The Teaching-Learning Process That Has Been Implemented.

Budget / Financing

In Addition To The Four Factors Mentioned Above, Budget And Financing Aspects Become One Of The Main Elements In Improving PKBM Effectiveness. PKBM's Budgetary Sources Consist Of APBN,

Deconstruction And APBD Funds And Grants From Partner Institutions. PKBM In This Study Was Still Relying On Budget Allocation From The Government As The Primary Working Capital In The Implementation Of Activities Or Programs. Specifically, Our Budget Source Is Almost 60% Of APBN, APBD And This Government Of Entrepreneurial Skills From The Directorate General Of Early Childhood. Thus, It Can Be Seen That The Source Of PKBM Budget Comes From (1) APBN, (2) Demonstration Fund, (3) APBD And (4) Relief Fund From Partner Institution And Community. In Addition To The Primary Budgetary Source That Also Becomes An Integral Part Is The Ratio Of The Number Of Fiscal Needs To The Amount Of Budget Allocated By The Government In Each PKBM.

The Availability Of Budgetary Funds Is Not Sufficient In The Implementation Of The Program In PKBM, Although It Is Recognized That The Budget From The Relevant Government, About The Program Being Implemented; Self-Help From PKBM / Community/Individual In Self-Supporting Activities. The Findings Of This Study Indicate That Funds Obtained From The Government Only To Meet The Standard Cost Of Implementation Of The Program So That A Fund Sharing Is Still Required For Other Operational Costs. Most Working Capital Is Insufficient From The Overall Planned Program. While The Number Of Funds To Be Allocated Varies Considerably.

Budget Allocation As PKBM Management Cost, A Salary Of Tutor And PKBM Management Fee, While The Unit Of Budget Allocation Activity Has Been Determined Through Technical Guidelines. Thus The Findings Of This Study Prove That The Manager PKBM Still Have Difficulty In Allocating The Budget To Meet The Entire Planned Program. From This Description, It Is Also Known That The Budget Heading Is Higher To The Salary Of The Tutor And The Manager So That Some Units Of Activity Are Not Sufficiently Available.

This Condition Causes The Manager To Be More Flexible In Allocating The Budget To Provide Sufficient Funds For All Planned Programs. The Findings Of The Study Indicate That Budget Items Have Been Prepared For Each Activity, If The Implementation Is Not Too Specific Or Rigid, Therefore The Limited Funds In The Budget Allocation Sometimes Do Not Match The Budget Heading Allocated By Their Respective Posts.

Thus The Findings Of This Study Describe That The Funds Allocated For The Activities Are Adjusted To The Budgetary Guidelines, I.E., Routine Funds Such As Salaries Of Tutors, Instructors, Staff Contract And PKBM, ATK, And Reference Books. While For Other Budget Allocations Made More Flexible By The Needs. Based On The Results Of Interviews On Informants About Several Matters Related To The Effectiveness Of PKBM In The Program Need To Pay Attention To The Aspects Of The Development Of Facilities And Infrastructure, The Form Of Educational Activities And Activities Of Improving The Capacity And Skills Of Tutors.

IV. DISCUSSION

The Study Found That PKBM In Majene District Has Prepared Several Essential Facilities And Infrastructures That Can Support The Learning Activities, Although Not Yet Entirely By The Prevailing Regulations. The Physical Facilities That Are Built Are The Building Consists Of, Theoretical Room, Practice Room, Office Space And Reading Room. This Becomes One Of The Elements That Can Be An Active Supporter Of A PKBM In Implementing Programmed Educational Activities.

As Is Known That The Organization Is Trying To Prepare All The Supporting Factors To Achieve Organizational Goals. The Achievement Of Organizational Goals Becomes A Measure Of Performance And The Measure Of Organizational Effectiveness Itself. Handayani (1986: 16) States That Efficiency Is A Measurement In The Sense Of Achieving A Predetermined Goal Or Goal. So If What Has Made The Goal Or Goal Has Been Planned Before Then, It Can Be Said To Be Effective. Georgopoulos And Tannenbaum In Steer (1985: 50) Also Reviewed Organizational Effectiveness Should Take Into Account Not Only The Organization's Goals But Also The Mechanisms Of Self-Defence In The Pursuit Of Its Objectives.

The Success Of PKBM Achieve The Objectives That Have Been Set Certainly Cannot Be Separated From Some Supporting Factors. In This Research, The Research Findings Are That The Support Of PKBM's Success In Carrying Out Activities Has Been Prepared Such As Building Physical Facilities Consisting Of Theories, Rooms, Practice Rooms, Office Space And Reading Room, And Non-Physical Facilities Such As Learning Modules, RPP, Syllabus Or RAT And SAT Though Still Very Limited. This Explains That There Are Physical And Nonphysical Facilities As Supporting The Success Of A PKBM Institution.

The Findings In Line With The Siagian View (1996: 20-21) Also Define Effectiveness As A Certain Amount Of Resources, Funds, Facilities, And Infrastructure That Is Consciously Set Before To Produce A Certain Amount Of Goods Or Services Promptly. Means Of Effectiveness As Work Orientation Highlights Four Things, Namely: (1) Resources, Funds, Facilities And Infrastructure That Can Be Used Have Been Determined And Limited, (2) The Amount And Quality Of Goods And Services To Be Produced Has Been Determined, (3) To Produce The Goods And Services Have Been Established And (4) Procedures To Be Taken To Complete The Task Has Been Formulated

Based On The Above, The Institutional Effectiveness Of Formal Education Able To Run Its Education Program If It Gets The Support Of Physical And Nonphysical Facilities And Infrastructure. An Organization Is Said To Be Effective If (1) Acquires And Exploits Resources And Skills From Outside The Organization (External Resource Approach); (2) Coordinate Resources With Employee Skills To Innovate Products And Adapt To Change Customer Needs (Internal System Approach); And (3) Converting Resources And Skills Into Finished Goods And Services Efficiently (Technical Approach) "

As It Is Known That In This Study The Effectiveness Of PKBM Is Also Known From The Ability Of PKBM To Provide Education Services To The Community. The Research Findings Indicate That The Implementation Of Education Service Field Is Quite Right By Using The Model Pick Up The Ball By Visiting And Enrolling Prospective Students Both Collectively And Personally.

The Areas Of PKBM Services Are: (1) The Community Reading Community Program Provides Reading Materials For The Community, (2) Basic Literacy, I.E. Literacy Programs (Reading, Speaking And Listening), (3) Equivalence Of Packages A, B, And C, (4) Women's Life Skills Education, (5) Self-Employed Literacy. Besides These Activities Are Also Programmed In The Field Of Literacy Village Services, Entrepreneurship, Disaster Management, Labour And Village Vocational Training.

The Program Is Based On Fordham's (1993: 89) View, Stating That Since The 1970s, There Are 4 (Four) Essential Characteristics Relating To The Role Of Non-Formal Education In Society: (1) Relevant To The Needs Of Community Groups (People) (2) Addressed And Have Particular Attention To The Categories Of Specific Targets, (3) Focused On Programs That Suit The Needs And (4) Flexible In The Organizing And In The Learning Method.

To Achieve This Then One Of The Elements That Need To Be Done Immediately Is A Professional Tutor Enhancement Strategy. Based On The Research Findings, The Improvement Of Professionalism Is Done Through The Training Of PKBM Tutors And Workshops. Tutor In The Directorate Of Community Education (2003: 4) Is An Educational Staff On Non-Formal Education Channels That Acts As A Facilitator And Motivator In Helping Citizens Learn And Provide Guidance If People Learn To Experience Difficulties Or Problems When Teaching Materials Or Materials. Given The Importance Of This Tutor's Role So That The Process Of Improving His Qualifications Is Also Essential.

According To Mulyono (2011: 35) Important Elements In The Management Of PKBM Are: A) The Mission Of PKBM Faithful With Equal Education, B) Functional Organizational Structure PKBM In Proportional And Professional, C) Partnership And Excellent Service To PKBM Efficiently And Open To Maintain The Image Of PKBM As A Medium Of Public Education In General, E) Management And Supervise Human Resources Efficiently, F) Dynamics In Carrying Out Learning Strategies To Improve The Quality Of PKBM, G) Strengthening The Practical Curriculum In Accordance With Practical PKBM Discipline To Support The Improved Knowledge Of Study Citizens And Communities, H) Effective Management Of Learning Resources, I) Management And Maintenance Of PKBM Facilities Properly And Effectively, J) Regular System Of Consequences And Responsibilities Based On Management Indicators.

Management Or Management Is A Process Of Coordination Includes The Process Of Planning, Organizing, Leadership, And Control In An Organization To Achieve A Goal That Has Been Set. According To Daft (2002: 8), Management Is The Achievement Of Organizational Goals Efficiently And Properly Through Corporate Planning, Leadership, And Control Of Organizational Resources. "Stoner (2006: 211) Suggests That Management Is A Process Of Planning, Organizing, Leadership, And Control Efforts Of Members Of The Organization As Well As The Use Of All Resources That Exist In The Organization To Achieve Organizational Goals That Have Been Set Previously ". Against Handoko's (2000: 10) Opinion, Management Is Working With People To Determine, Interpret, And Achieve Organizational Goals With The Implementation Of Functions Of Planning, Organizing, Staffing, Direction, Leadership, And Supervision. "

This Constraint Becomes A Separate Issue Of PKBM Management In Majene District. As It Is Known That The Role And Function Of The Budget Is A Tool To Assist Management In The Implementation, The Function Of Planning, Coordination, And Supervision As Well As Work Guidelines In Running The Company For The Purpose Set. Some Of The Benefits Of The Budget According To Marconi And Siegel (1983) Of Budgetary Benefits Are: (1) Budgets Are The Result Of The Planning Process, Meaning The Budget Represents A Negotiated Agreement Among The Dominant Participants In An Organization Concerning The Purpose Of Future Activities, (2) Is A Description Of The Priority Allocation Of Resources Owned Because It Can Act As A Blueprint For The Company's Activities, (3) The Budget Is An Internal Communication Tool That Connects The Departments (Divisions) To The Other Departments In The Organization As Well As With Top Management, (4) The Budget Provides Information On Actual Results Of Activities Compared To Predetermined Standards, (5) The Budget As A Control Tool Leading To Management To Determine A Reliable And Weak Organizational Part, This Will Result In Management To Establish The Corrective Action To Be Taken And (6)) Budget Affects And Me Motivation Of Managers And Employees To Work

Consistently, Effectively And Efficiently In Conditions Of Conformity Between Goals Of Company Objectives And Employee Goals.

Thus It Can Be Understood That One Of The Elements That Affect The Effectiveness Of A PKBM Institution Is A Budget Issue. Ultimately This Research Recommends That To Effectively Run The PKBM By Taking Into Account The Effectiveness Of The Implementation Of Educational Activities, The Development Of Facilities And Infrastructure, Capacity Building/Tutor Skills And Financing.

Improving The Quality Of Non-Formal Education Institutional Program In PKBM In Majene Regency Needs To Fulfil The Main Components, Namely: PKBM Can Develop Their Facilities And Facilities, Conduct Educational Activities Well, Improve The Knowledge And Skill Of The Tutor And The Availability Of Activity Implementation Budget. Based On This Matter, It Is Known That PKBM In Majene Regency Has Some Supporting Component Of Institutional Effectiveness Such As (1) Development Of Physical Facilities Of The Building Consist Of, Theory Room, Practice Room, Office Space And Reading Room, And Non-Physical Facilities Such As Learning Module, RPP, Syllabus Or RAT (Tutorial Event Plan) And SAT (Tutorial Events Unit) Although Still Very Limited, (2) Implementation Of Activities PKBM Education Services Such As Community Reading Programs Provide Reading Materials For The Community, Basic Literacy Is Literacy Program (Literacy Reading, Speaking And Listening), Equality Of Packages A, B And C, Women's Life Skills Education And Independent Business Literacy And (3) Strategy Of Tutor Professional Enhancement Through Training Of PKBM Tutors And Workshops ..

V. CONCLUSION

The Research That Has Been Conducted In Majene District About Non-Formal Institutional Education In Improving Program Quality In PKBM In Majene District Is Quite Well Known From The Implementation Of Facility And Infrastructure Development Program, The Implementation Of Educational Activities And Capacity Building Activities And Tutor Skills. These Three Aspects Are Carried Out In The Form Of (1) The Development Of The Building's Physical Facilities Comprising, Theoretical Rooms, Practice Space, Office Space And Reading Room, As Well As Non-Physical Means Such As Learning Modules, RPP, Syllabus Or RAT And SAT Although Still Very Limited.) Implementation Of Education Service Activities And (3) Strategy For Improving The Professionalism Of Tutors Through The Training Of PKBM Tutors And Workshops.

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