



Analysis of the Responsiveness of Community Learning Activity Centers (PKBM) to Learning Needs: Improving Creativity Programs, Environmental Services, and Sustainable Development"

Jaenal Mutakim^{1)*}, Oong Komar¹⁾, Elih Sudiapermana¹⁾, Joni Rahmat Pramudia¹⁾, Lenny Nuraeni²⁾, Karta Sasmita³⁾, Ahmad Syahid⁴⁾.

Author Affiliations

¹ Department of Community Education, University of Education, Bandung, Indonesia

² Department of Community Education, IKIP Siliwangi, Bandung, Indonesia

³ Department of Community Education, Universitas Negeri Jakarta, Jakarta, Indonesia

⁴ Department of Community Education, University of Singaperbangsa, Karawang, Indonesia

Author Emails

^a jaenalmutakim-penmas@upi.edu, ^b prof.oongkomar@upi.edu, ^c elsud@upi.edu, ^d jonirp@upi.edu,
^e lennynuraeni86@ikipsiliwangi.ac.id, ^f sasmita@unj.ac.id, ^g ahmad.syahid@fkip.unsika.ac.id

^a Corresponding Author: jaenalmutakim-penmas@upi.edu

Abstract: This research evaluates the responsiveness of the Community Learning Activity Center (PKBM) to the learning needs of the community. The results show that in general, PKBM has good responsiveness, especially in sustainable planning and development (middle score 4.06). However, there is an increasing need for opportunities for students to develop creativity (2.77) and in superior services based on the potential of the local environment and culture (1.77). Corrective measures involve developing local potential-based programs, cooperation with communities, and training. Only 23% of PKBMs succeeded in optimizing environmental benefits as a source of learning, highlighting the need for further efforts to create contextual and relevant learning experiences for learners. This research contributes to the understanding of PKBM responsiveness, supporting the development of quality non-formal education services and in accordance with the needs of the community.

Keywords: Community learning, Responsiveness, Learning Needs

1. INTRODUCTION

PKBM, or Center for Community Learning Activities, is an Indonesian term that refers to a Community Learning Center. These centers are non-formal educational institutions that aim to meet the learning needs of the community. They operate on the principles of community-based learning needs and are managed by the community itself. The centers identify the learning needs of the community and develop and provide educational programs to meet those needs. PKBM plays an important role in improving the quality of life through education in the community [1][2], [3].

PKBM's ability to answer the learning needs of the community can be explained as follows: PKBM teaches citizens to learn through education that uses the principles of community needs-based learning[1], [4], Through community participation analysis, PKBM identifies community learning needs to develop appropriate educational programs [5], [6] Based on the identification results, PKBM develops educational programs, such as literacy, life skills training, and other relevant programs[4]. PKBM also aims to empower the community through education and training that can improve the quality of life and social, economic, and cultural development of the community[6]. With a responsive approach to the learning needs of the community, PKBM plays an important role in providing appropriate and relevant educational services to meet the educational needs of the community [1], [4], [6].

Research on the responsiveness of Community Learning Activity Centers (PKBM) to community learning needs is very important because it can provide the information needed to improve the effectiveness of PKBM management. Several studies have been conducted to evaluate the effectiveness of PKBM in empowering communities through non-formal education. One of them is a study conducted on PKBM Permata Bunda, which aims to see the effectiveness of PKBM as a non-formal educational institution in efforts to reduce nine-year compulsory education [7]. The results of this study can provide useful information to improve the quality of educational services provided by PKBM to the community. In addition, research also shows that partnerships must be built and maintained by PKBM, supported by research findings that show that partnerships bring benefits [8]. Therefore, research on the responsive ability of PKBM to the learning needs of the community can make a significant contribution in efforts to improve the quality of non-formal education in Indonesia.

2. METHOD

To measure the responsiveness of the Community Learning Activity Center (PKBM) to the learning needs of the community, data verification research steps need to be carried out. This method involves interviews, observations, and documentation focused on PKBM services to basic functional literacy programs. Surveys can also be an effective instrument in identifying community learning needs, evaluating programs that have been implemented, and determining areas that need improvement. As Creswell and David reveal, surveys have an important role to play in providing a quantitative picture of trends, attitudes, and opinions within a population. Further, surveys can be used to test the relationship between variables in a population by examining a representative sample of that population [9], [10]. Thus, this approach not only provides a deep understanding of PKBM's responsiveness to the learning needs of the community, but also provides a solid basis for the development and improvement of functional literacy programs. This study utilizes 5 indicators to assess the responsiveness of institutions in responding to community learning needs, involving 48 PKBM spread throughout Indonesia. The use of purposive sample selection methods is specifically adopted to ensure the presence of even representation from different backgrounds, ultimately increasing the validity and generalizability of the research results as a whole.

An instrument that has been developed to evaluate the institution's responsiveness to the learning needs of the community uses the Likert scale. The scale consists of a number of questions aimed at measuring individual behavior, asking respondents to rate their level of consent using a 5-point scale, covering the categories "strongly agree," "agree," "neutral," "disagree," and "strongly disagree"[9], [11]. This research focuses on the key aspects investigated, which are based on criteria and standards that have been set by Indonesia's national accreditation body. Accreditation criteria and standards refer to a set of requirements that an institution or program must meet in order to obtain recognition and quality assessment [12]. The research questionnaire involves:

A. PKBM's ability to provide educational services based on community needs

1. There is identification and analysis of needs (needs assessment) in formulating community service programs
2. Implementation of educational services in accordance with the results of the needs analysis.
3. Organizing learning activities according to the needs of students.
4. Flexible educational development

B. PKBM's ability to utilize the environment as a learning resource according to the needs of students

5. Natural environments such as: plants, rivers, rice fields, parks, forests, and urban forests.
6. Social environment such as: markets, banks, malls, and places of worship
7. Cultural environments such as: art communities, youth arenas, and cultural activists
8. Family environment such as various facilities in the house and interactions between family members

C. The ability of PKBM provides opportunities for students to develop creativity in accordance with their talents and interests

9. Provision of diverse activities
10. Providing opportunities to choose activities
11. Provision of facility support in accordance with selected activities

D. PKBM's ability to make sustainable planning and development

12. Existence of a resource-based activity plan
13. Carry out activities based on planning

- 14. Evaluation of activities that have been carried out
- 15. Follow-up of evaluation results
- 16. Program development based on evaluation results
- E. PKBM's ability to provide services based on local environmental and cultural potential
 - 17. Local natural resource potential
 - 18. Local cultural potential

3. RESULTS AND DISCUSSION

TABLE 1: PKBM's Ability to Respond to Community Learning Needs

NO	Indicators	N	Mean
		Statistics	Statistics
1	Have continuous planning and development	48	4.0625
2	Education services according to the needs of the community	48	3.5833
3	Utilization of the environment as a learning resource according to the needs of students	48	3.5417
4	Provide opportunities for students to develop creativity in accordance with their talents and interests	48	2.7708
5	Excellent services based on the potential of the local environment and culture	48	1.7708

Overall, the ability of the Community Learning Activity Center (PKBM) to respond to the learning needs of the community can be categorized as good. This is illustrated by several assessment indicators. First, the aspect of sustainable planning and development has a median value of 4.06, indicating a high commitment from PKBM in ensuring sustainability and progress. Furthermore, education services that are in accordance with the needs of the community received a middle score of 3.58, indicating the suitability of the program with the demands and expectations of the community. The use of the environment as a learning resource also received a positive assessment with a middle score of 3.54. However, it should be noted that providing opportunities for students to develop creativity according to their talents and interests has a median score of 2.77, indicating areas that need improvement. Finally, excellent services based on local environmental and cultural potential received a low rating with a middle score of 1.77, indicating that improvement efforts are still needed in this aspect. Nonetheless, these findings paint a generally positive picture, while highlighting the importance of improvement in particular to superior services based on the potential of local environments and cultures. PKBM needs to improve superior services based on the potential of the local environment and culture and provide opportunities for students to develop creativity according to their talents and interests [13].



FIGURE 1 : PKBM's Ability to Respond to Community Learning Needs

Based on the table above, it appears that sustainable planning and development is the greatest ability to demonstrate the responsive ability of the institution. PKBM conducts various planning and development to improve service quality and responsiveness to the learning needs of the community. This includes education program planning, human resource development, financial management, organizing, developing educational infrastructure, and developing partnership programs. In addition, PKBM managers are also related to the quality of services provided to learning residents and tutors, as well as the provision of supporting facilities for programs at PKBM. All these efforts aim to organize a complete and unified mind, so that PKBM can provide better non-formal education services and be responsive to the needs of the community. [14], [15]. Some of the planning and development carried out by the Center for Community Learning Activities (PKBM) include: Education Program Planning: Includes the preparation of patterns, series, and processes of activities to be carried out to achieve the goals of non-formal education[14]; Human Resource Development: Through improving the qualifications and competencies of human resources involved in the management of PKBM [14], [15]; Financial Management: Planning and development related to the management of funds and financial resources needed to support educational programs [16]; Organizing: Includes planning, organizing, mobilizing, coaching, assessing, and developing in PKBM management[15]; Education Infrastructure Development: Including planning and procurement of educational facilities and infrastructure needed to support teaching and learning activities[16]; Partnership Program Development: Through the establishment of partnerships with various parties, such as government institutions, the private sector, and other educational institutions [15].

From the results of the research conducted, it can be seen that 23% of PKBM institutions show environmental benefits as a source of learning that suits the needs of students. This shows that there is still room for improvement in utilizing the environment as a source of learning. By utilizing the surrounding environment as a learning resource, PKBM can create a more relevant and contextual learning experience for learners, which in turn can increase their interest and understanding of the subject matter. Therefore, efforts are needed to further optimize the use of the environment as a learning resource in PKBM to support the success of their learning programs.

The use of the environment as a learning resource that suits the needs of students in PKBM has several benefits. The surrounding environment can be used as a relevant and contextual learning resource, so as to increase students' interest and understanding of the subject matter. In addition, the use of the environment as a learning resource can also help learners to develop observation, analysis, and problem-solving skills. This is in accordance with the environment-based learning approach that emphasizes learning that is integrated with the surrounding environment, so as to provide a more meaningful and applicable learning experience for students [17].

As many as 23% of PKBM institutions show the benefits of the environment as a source of learning that suits the needs of students, indicating that there is still room for improvement in utilizing the environment as a source of learning. By utilizing the surrounding environment as a learning resource, PKBM can create a more relevant and contextual learning experience for learners, which in turn can increase their interest and understanding of the subject matter. Therefore, efforts are needed to further optimize the use of the environment as a learning resource in PKBM to support the success of their learning programs [15].

Educational services provided by PKBM institutions include various non-formal education service programs that aim to meet the learning needs of the community. These programs include a wide range of activities, such as equivalency programs, skills training, literacy education, and various other non-formal education programs. In addition, PKBM also provides comprehensive and diverse educational services, and strives to accommodate the learning needs of the community as a whole. This includes the provision of educational services in accordance with graduate competency standards, content standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. Thus, PKBM acts as an educational institution that provides educational services that are relevant to the needs of the community, and strives to improve the quality of services and their management [18].

Based on the data found, there are 17% of PKBM that are able to provide opportunities for students to develop creativity according to their talents and interests. PKBM can provide opportunities for students to develop creativity in various ways, including: Developing creativity programs that are in accordance with the talents and interests of students; Provide training and guidance to PKBM managers to be able to identify the talents and interests of students and develop appropriate creativity programs; Applying learning models that can increase student creativity, such as Project Based Learning (PjBL) [19]; Improve the quality of the learning environment, such as providing adequate facilities and equipment to support the development of student creativity [20], [21]. By applying these methods, PKBM can provide opportunities for students to develop creativity according to their talents and interests [19]–[21].

Based on the results of the study, as many as 11% of Community Learning Activity Centers (PKBM) have excellent service capabilities based on the potential of the local environment and culture [13]. There are several factors that affect the ability of the Community Learning Activity Center (PKBM) to provide superior services based on the potential of the local environment and culture, including: Management of Local Potential-Based Learning: Management of learning based on local potential in PKBM can be implemented effectively and successfully. This is based on the positive response from PKBM managers, tutors, and learning residents to the implementation of local potential-based learning management [22]; Involvement of PKBM Managers, Tutors, and Learning Citizens: In managing local potential-based learning in PKBM, the involvement of PKBM managers, tutors, and learning residents in the planning stage is very important. They need to jointly plan how to identify learning needs, how to manage learning, and how to measure learning outcomes [22]. Development of Local Potential-Based Programs: PKBM needs to develop educational programs based on local potential, such as local wisdom, traditions, and culture. This can be done by integrating local values into the curriculum and extracurricular activities [23]. Cooperation with Local Communities: Cooperation with local communities, community leaders, and cultural institutions is needed to develop educational programs based on the potential of the local environment and culture. Through this collaboration, PKBM can gain a deeper understanding of local potential and how best to integrate it into educational programs [24]. Training and Personal Development: Through training and self-development, PKBM managers can gain the knowledge and

skills needed to develop superior services based on the potential of the local environment and culture. This training may include teaching methods, local potential-based curriculum, and how to identify and develop local potential [25].

4. CONCLUSION

Research shows that the responsiveness of the Community Learning Activity Center (PKBM) to the learning needs of the community is assessed positively, especially in the aspect of sustainable planning and development with a middle value of 4.06. However, there was a need for improvement in providing opportunities for students to develop creativity (middle score 2.77) and in superior services based on local environmental and cultural potential (middle value 1.77). Improvement can be done through the development of local potential-based programs, collaboration with communities, and training. In addition, only 23% of PKBMs succeeded in optimizing environmental benefits as a source of learning, indicating the need for further efforts to create contextual and relevant learning experiences for learners. All of these measures are expected to increase the responsiveness of PKBM and ensure the provision of quality non-formal education services in accordance with the needs of the community.

5. ACKNOWLEDGMENTS

We would like to express our sincere gratitude to the Community Education Study Program of Universitas Pendidikan Indonesia and the Community Education Study Program of Universitas Negeri Jakarta. In addition, we would like to express our gratitude to the Saudi Fund for Development (SFD) Program for its tremendous assistance and financial support to this research. This opportunity means a lot to us to develop these principles through our projects. Your support not only strengthens our efforts, but also reflects our shared commitment to creating positive change in our community.

6. REFERENCE

- [1] M. Azzasyofia, "Improving Quality of Life through Education at Community Learning Activity Center (PKBM)," *Indones. J. Soc. Work*, vol. 2, no. 2, pp. 82–93, 2020.
- [2] A. H. Pamungkas, "The Approaches Used by Community Learning Center (PKBM) to Achieve Sustainable Development Goals in Solok Selatan West Sumatra Province Indonesia," vol. 293, no. Nfeic 2018, pp. 14–18, 2019.
- [3] H. R. Putera and Z. F. Ikatrinasari, "Education Quality Improvement of PKBM (an Indonesian Community Learning Center) in West Java with EduQUAL based on accreditation during COVID-19 Pandemic," pp. 1023–1038, 2023.
- [4] S. Maret and I. Repository, *Effectiveness of Community Learning Activity Center (Pkbm) Mulya Business*. .
- [5] DINAS PENDIDIKAN KABUPATEN SLEMAN, "No Title," *disdik.slemankab.go.id*, Jogjakarta, p. 1, 2020.
- [6] D. Hidayat, "Learning Needs Identification Techniques Based on Community Participation in Entrepreneurship Training," *Comm-Edu (Community Educ. Journal)*, vol. 3, no. 2, p. 156, 2020.
- [7] F. Fismanelly, H. Herman, and S. Syahril, "The Effectiveness of the Permata Bunda Community Learning Activity Center (PKBM) as a Non-formal Education Institution in Efforts to Reduce Nine-Year Compulsory Education," *Tarikhuna J. Hist. Hist. Educ.*, Vol. 4, No. 1, pp. 91–103, 2022.
- [8] E. Tohani and R. B. Suharta, "Partnership of Community Learning Activity Center (PKBM) in the Management of Non-formal Education in Yogyakarta City," *J. Educator. Nonform.*, Vol. 18, No. 1, pp. 1978–7138, 2023.
- [9] C. T. K.-H. Stadtländer, "qualitative, quantitative, and mixed-methods research," *microbe mag.*, Vol. 4, No. 11, pp. 485–485, 2009.
- [10] J. W. Creswell and J. D. Creswell, *Mixed Methods Procedures*. 2018.

- [11] N. Salkind, "Technique for the Measurement of Attitudes, A," *Encycl. Res. Des.*, 2012.
- [12] "criteria-accreditation."
- [13] A. Safitri, "The Role of the Community Learning Activity Center (PKBM) to Instill Character Values in the Community in Bonde Village, Campalagian District, Polewali Mandar District," *Eprints Repos. Softw.*, Vol. 1, No. 69, pp. 5–24, 2020.
- [14] E. Himayaturrahmah, "Management Development Strategy for Community Learning Activity Center (PKBM) Management in Riau Province," *J. Quality Assurance*, vol. 3, no. 1, p. 100, 2017.
- [15] R. B. SUHARTA, "Efforts to Development of Community Learning Center Management (PKBM)," *Journal of Humanities Research*. 2003.
- [16] Hiryanto, "Management strategy and development of community learning activity center (PKBM)," *Makal. Coach. PKBM Educator Sejah.*, pp. 1–12, 2009.
- [17] T. I. SARI, "Analysis of the effectiveness of community learning center (pkbm) management (," 2013.
- [18] "training-center-activity-learning-community-pkbm-kabupaten-sleman-tahun-2020."
- [19] W. Asni, I. Vita, and A. Dadang, "Increasing Student Creativity through Project Based Learning in Class V Students of SDIT LHI," *Pros. Educators. Profession Teacher Fak. Gurgy. and Science Educators.*, pp. 1430–1440, 2018.
- [20] Tohani Entoh, "Evaluation of PKBM Program Implementation in the Context of Community Empowerment in Yogyakarta Region," *Journal of Education Science Research*, vol. 2, no. 2. pp. 1–12, 2009.
- [21] D. S. Hanizar, Masluyah, and Wahyudi, "Management of Community Learning Activity Center Program," *JIPP J. Educator. and Learning*, vol. 3, no. 11, pp. 1–13, 2014.
- [22] I. Hatimah, "Management of Local Potential-Based Learning in PKBM," *J. Mimb. Educators.*, No. 1, pp. 39–45, 2006.
- [23] "33529740."
- [24] K. GUNUNGKIDUL, "Implementation of Functional Literacy Learning Based on Local Potential at Community Learning Activity Center (PKBM)...," no. April, 2013.
- [25] N. Hidayah and W. Nusantara, "Management of PKBM in the Perspective of Local Human Resource Potential Development," *J. Educator. For All*, vol. 04, no. 02, pp. 26–35, 2020.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

