



Empowerment of Potential and Improvement of Self-Quality in The Community Learning Activity Center (PKBM) Program “Barakat” Tungkaran Village, South Kalimantan

Yayuk Hartini¹, Ahmad Suriansyah², Ahmad Alim Bachri³

^{1,2,3}Department of Administration of Education, Graduate School, Lambung Mangkurat University, Banjarmasin, Indonesia
yuyuk.hartini@uhm.ac.id

Abstract. This research aims to look at various programs carried out at the Barakat Community Learning Activity Center (PKBM) Tungkaran Village, South Kalimantan as an effort to empower the potential and increase the capacity of the village community who have dropped out of school in terms of knowledge and skills. The Barakat Community Learning Activity Center (PKBM) is a non-formal education path established by the surrounding community to provide space and opportunities for local people who have dropped out of school to resume and obtain the appropriate equivalency diploma. The research uses a qualitative descriptive research method by collecting detailed information. The data collection procedure was carried out by observation techniques and interviews with PKBM educators, the community, regional apparatus and PKBM students. The descriptive research used tries to provide a systematic and careful picture of the actual facts and characteristics of the specific population, especially regarding the existence of the Barakat Community Learning Activity Center (PKBM) both in the form of program design, implementation arrangements to the implementation of the plans made. The results of the study show that the Center for Community Learning Activities (PKBM), especially in the study group program, is very helpful in efforts to reduce the dropout rate and improve the skills of the students it fosters.

Keywords: Empowerment of Potential, Improvement of Self-Quality, PKBM

1 Introduction

Education is the main sector that receives special attention to prepare Indonesia to be more qualified and sovereign with an intelligent society with character. The education provided should be evenly distributed without exception according to the mandate The National Education System Law (UUSPN) Number 20 of 2003, Article 5, paragraph (1) which states that "Every citizen has the same right to obtain quality education"[1], [2]. The explanation of the importance of education is also contained in regulation number 17 of 2010 concerning education management which regulates the authority in the implementation of the national education system by the central government,

© The Author(s) 2025

D. R. Hidayat et al. (eds.), *Proceedings of the 2nd International Conference on Environmental Learning Educational Technologies (ICELET 2024)*, Advances in Social Science, Education and Humanities Research 908, https://doi.org/10.2991/978-2-38476-374-0_21

provincial governments and district/city governments regarding education providers established by the community, and educational units so that the educational process can take place in accordance with the goals of national education. This is in accordance with the sound of verse 5 which states, "Every citizen has the right to have the opportunity to improve lifelong education." [3].

Equitable education referred to in the Law is education that touches all levels and types. As explained in Law number 20 of 2003 concerning the National Education System article 13 paragraph 1 says that the education path consists of formal, non-formal, and informal education which aims to achieve all levels of education. In article 26 paragraph (2) it is stated that "non-formal education functions to develop the potential of students with an emphasis on mastery of knowledge and functional skills as well as the development of professional attitudes and personalities" [1], [4].

In the non-formal pathway, there is one type of education that many students choose as an effort to fulfill educational information and get a diploma according to the level. The non-formal path is a Community Learning Activity Center (PKBM) as a non-formal education unit that provides educational services for people who need it. The Center for Community Learning Activities (PKBM) is a non-formal educational unit that organizes various learning activities in accordance with the needs of the community on the basis of initiatives from, by, and for the community [5], [6], [7]. The established PKBM can carry out programs: 1) early childhood education, 2) literacy education, 3) equality education, 4) women's empowerment education, 5) life skills education, 6) youth education, 7) work skills education, 8) reading culture development, and 9) other non-formal education needed by the community [8].

The Center for Community Learning Activities (PKBM) is a community learning initiative established from, by and for the community. PKBM is a community-based institution (Community Based Institution). The terminology of PKBM from the community, means that the establishment of PKBM is an initiative of the community itself. This desire comes from an awareness of the importance of improving the quality of life through a transformational and learning process [9]. This initiative can be produced by a process of socialization of the importance of PKBM as a forum for community empowerment to several members or local community leaders by the government or by other parties outside the community. By the community, it means that the implementation, development, and sustainability of PKBM is fully the responsibility of the community itself [3].

In its implementation, the Center for Community Learning Activities (PKBM) aims to improving the quality of life of the community in terms of education and becoming a forum for community activities to further improve their potential and skills.

2 Method

The research uses a qualitative descriptive research method by collecting detailed information. Data collection procedures carried out by observation techniques and interviews with PKBM educators, the community, regional apparatus and PKBM students. The descriptive research used tries to provide a systematic and careful picture of the actual facts and characteristics of the specific population, especially regarding the existence of the Barakat Community Learning Activity Center (PKBM) both in the form of program design, implementation arrangements to the implementation of the plans made. The location of the research in this article is the place where the Barakat Community Learning Activity Center (PKBM) is located, namely in Tungkaran Village, Martapura District, Banjar Regency.

3 Result and Discussion

3.1 Community Learning Activity Center (PKBM) as an Effort to Alleviate Illiteracy and School Dropout

According to Article 1 of Permendikbud Number 4 of 2016 concerning the Transfer of the Function of Learning Activity Studios into Similar Non-formal Education Units, Learning Activity Studios (abbreviated as SKB) are official technical implementing units that handle educational affairs in districts/cities in the form of similar non-formal education units. The Center for Community Learning Activities (PKBM) is a non-formal education unit that organizes various learning activities in accordance with the needs of the community, where this non-formal education prioritizes the concept of skills and life skills. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2013 concerning the Establishment of Non-Formal Education Units, PKBM can organize programs: (1) Life skills education; (2) Youth education; (3) Women's empowerment education; (4) Work skills education; (5) Tutoring; and (6) other non-formal education needed by the community [10].

As a result of literature review and documentation studies on PKBM, preliminary data was obtained that PKBM was pioneered in mid-1998 where at that time in Indonesia there were only 815 PKBMs. Furthermore, at the end of March 2000, the number of PKBMs grew and increased to 1,643 pieces. A significant increase occurred at the beginning of 2005 with the addition of 3,064 PKBMs, and continued to increase until 2010 with a total of 9,665 PKBMs spread across almost all provinces. The latest data in 2024 based on progress data from the PKBM synchronization process, it is known that in Indonesia there are 10,404 PKBMs recorded with 9496 that have been synchronized and 408 that have not yet reported. This number is certainly quite large and seems to get serious attention.

PKBM is included in the type of non- where this educational path is a path outside of formal education but can still be implemented in a structured and tiered manner. Non-

formal education is any organized and systematic educational activity that is held outside the framework of the formal education system in order to provide special learning materials for some groups of society, both adults and children [11]. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, Package A, B and C Study Groups and other education aimed at developing students' abilities outside of learning activities carried out by formal schools.

Non-formal education is the choice of some sections of society because of the flexibility of time, funds and great opportunities to setára with formal education. Non-formal education is provided for community members who need educational services that function as a substitute for formal education, resume school after being interrupted as well as services to learn life skills and skills in order to support lifelong education. In addition, non-formal education serves to provide educational services to students so that they have the development of functional skills and professional personalities. In line with the results of the research of Ololube & Egbezor (2012) [12] which revealed a positive relationship between non-formal education and poverty reduction. Non-formal education is the government's effort to overcome the conditions due to dropping out of school at school age and reducing illiteracy at an age outside school age so that it has the opportunity to develop. Non-formal education equips participants with skills that are able to increase income and increase independence. Out-of-school education is an effort to provide services so that everyone can enjoy education and learn according to their nature [12], [13].

3.2 Program of Implementation Activities of the Community Learning Activity Center (PKBM) in Tungkaran Village, Martapura

Tungkaran Village is a village located in the area of Martapura District, Banjar Regency, South Kalimantan. This village is a religious village that is quite heterogeneous and experiencing very rapid population growth with an economic and lower secondary education level. Tungkaran Village has incomplete access to education where in the village there are only 2 early childhood education schools, 1 elementary school, 1 Al Qur'an Education Park and there is no junior high school and high school.

Given the inadequate background of the community's education level, the dropout rate some time ago made the local community feel the need to establish a non-formal education forum to facilitate the learning activities of students who dropped out of school at the junior and senior high school levels. The Community Learning Activity Center (PKBM) "BARAKAT" is the only PKBM under the guidance of Tungkaran Village where the activities carried out in this PKBM are non-formal learning activities for the equality program of the Package A and Chase Package B study groups.

The Barakat Community Learning Activity Center (PKBM) empowers educators who have a teacher/teacher education background and live in the Tungkaran area. Learning

activities are carried out at night by utilizing the Qur'an education learning room used by village children to recite in the afternoon. This place is quite strategic because it is close to the residential area so that it is easy to reach by PKBM students.

In learning activities, educators use guidelines for the implementation of equality learning activities with the curriculum in accordance with government regulations and teach a variety of systematic and planned subjects. The structure of the equality education curriculum is implemented in a level system equivalent to the class system in formal education with their respective degrees of competence. Every year, the Barakat Community Learning Activity Center (PKBM) graduates several students with equivalency diplomas which are expected to be useful for students in addition to providing skills assistance so that they are more prepared when they have completed equality education and returned to the community.

The following are some of the programs carried out at PKBM Barakat Tungkaran Martapura Village:

- a. Entrepreneurship Training
Entrepreneurship training is one of the main programs in PKBM in Indonesia. Entrepreneurship training is carried out as an effort to form/produce quality human resources who have skills/skills in various fields. The Barakat Community Learning Activity Center (PKBM) has several kinds of Entrepreneurial Skills Education (PKW) programs, with the aim of providing counseling and training with the adult education method (andragogy) to life skills development participants.
- b. Functional Literacy
Functional Literacy is a non-formal education program at PKBM Barakat learning group in learning illiterate community members to have simple writing, reading and arithmetic skills that can be used for daily life. The priority age of illiterate people aged 15-50 years is the eradication of illiteracy through functional literacy programs. Illiteracy is a person who does not have the skills to read, write and count and apply them in daily life.
- c. Intracurricular Learning with a Variety of Related Subjects
One of the main subject matters taught at PKBM Barakat is intracurricular learning through various subjects in accordance with the curriculum used in Indonesia. PKBM teaching staff prepare relevant modules containing a variety of subject matter. Educators also prepare program designs, syllabi and assessments to assess the learning outcomes of PKBM Barakat students.

3.3 Supporting and Inhibiting Factors for the Optimization of the Barakat Community Learning Activity Center (PKBM) Program in Tungkaran Village, Martapura

PKBM Barakat is a non-formal education that embraces students who have dropped out of school, both those who have dropped out of school for a long time and those who have just not completed formal education. The main goal is to provide space for the village community to be able to get and complete education regardless of age, social status and others. PKBM Barakat focuses on efforts to alleviate illiteracy and low education in communities that have a variety of different backgrounds in terms of age, family background and type of work.

The supporting factor of the optimization of the Barakat community learning activity program (PKBM) in Tungkaran village is the great support from the community and awareness of the importance of education. The background of dropping out of school in rural communities is generally not because there is no desire to get an education but rather internal factors such as parental divorce, lack of family attention, economic factors that force school-age children to work and so on. The condition of motivation for learning is still a good supporting factor so that the package B and package C learning activity programs are a solution for them to continue to get education in the midst of limitations. Another supporter is the attention from the village government and the Banjar district government, especially from the Education Office on the school tape number termination program which makes PKBM in the study group program more serious to implement various existing plans.

Meanwhile, the inhibiting factor in the management of PKBM Barakat from the perspective of developing the potential of students in the study group is the condition where all PKBM Barakat students are already working even though they are still of school age. This condition is related to the availability of time which often intersects with the need for PKBM students to work to make ends meet. Because this condition is often in the study group class, the student absenteeism rate is quite high. However, changing the study schedule which is usually done in the afternoon and then changed to the evening is enough to reduce the number of student absenteeism.

3.4 The Impact of the Barakat Village Community Learning Activity Center (PKBM) Program on Community Progress in Tungkaran Village

The reduction of school dropout rates is one of the government's key targets in its effort to improve the nation's intellectual quality. Many strategies are employed to ensure that every individual can access proper education. These efforts are carried out through both formal and non-formal education pathways. Non-formal education is one of the approaches used to reduce dropout rates in Indonesia. As part of the nation's development strategy, non-formal education can help individuals become more qualified, advanced, highly competitive, socially valued, and ultimately improve their standard of living [14], [15].

The PKBM Barakat non-formal education program in Tungkaran Village strongly supports efforts to reduce dropout rates and illiteracy, thereby assisting local residents who lack access to formal education and providing them with equivalent certificates. All students in the PKBM Barakat program have successfully completed the non-formal education curriculum and obtained the expected certification. Additionally, the PKBM Barakat program contributes to enhance its students' potential by fostering relevant talents and interests.

The presence of PKBM Tungkaran has had a positive impact on the surrounding community, providing opportunities for a better and more advanced life despite various limitations. The programs offered by PKBM Tungkaran have brought about a shift in mindset among the local population, encouraging them to prioritize education and strive for a brighter future.

4 Conclusion

PKBM is included in the type of non- where this educational path is a path outside of formal education but can still be implemented in a structured and tiered manner. In the non-formal pathway, there is one type of education that many students choose as an effort to fulfill educational information and get a diploma according to the level. The non-formal path is the Center for Community Learning Activities (PKBM) as a non-formal education unit that provides educational services for people who need it.

Tungkaran Village is a village located in the area of Martapura District, Banjar Regency, South Kalimantan. This village is a religious village that is quite heterogeneous and experiencing very rapid population growth with an economic and lower secondary education level. Given the inadequate background of the community's education level, the dropout rate some time ago made the local community feel the need to establish a non-formal education forum to facilitate the learning activities of students who dropped out of school at the junior and senior high school levels. The Community Learning Activity Center (PKBM) "BARAKAT" is the only PKBM under the guidance of Tungkaran Village where the activities carried out in this PKBM are non-formal learning activities for the equality program of the Package A and Chase Package B study groups. Some of the programs run by PKBM include entrepreneurship training, teaching functional literacy, and intracurricular learning with a variety of related subjects.

Acknowledgment. I would like to express my deepest gratitude to my academic counselors/academic advisers, for their constant guidance and expertise. Their valuable insights and feedback were instrumental in determining the direction of this research. I am also very grateful to the PKBM educators who have generously donated their time and energy to make this non-formal learning a success. Their commitment to making a positive impact is truly inspiring. I would also like to thank the support of village officials and local organizations who provided resources and assistance.”

References

1. Wartoyo, F. X., & Prasetyo, T.: Human Rights Enforcement in Indonesia During a Pandemic: A Critical Study of Dignified Education. *Journal of Digital Law and Policy* **1**(1), 1-8 (2021)
2. Adiwijaya, A.: Effectiveness of the Implementation of Education Budget Arrangements in the APBN/APBD Based on the 1945 Constitution Article 31 paragraph (4) and Law No. 20 of 2003 concerning the National Education System Article 49 paragraph (1) related to the Covid 19 Pandemic. In *Proceedings of the 2nd International Conference on Law, Social Science, Economics, and Education* (2022)
3. Comings, J. P. (2023). Persistence: Helping adult education students reach their goals. In *Review of Adult Learning and Literacy*. Routledge **7**, pp. 23-46 (2022)
4. Fristianingroem, D. A.: Life Skill Education at Course Institutions at Tegal and Its Challenges in 21st Century Era. *Antroposen: Journal of Social Studies and Humaniora* **1**(1), 38-46 (2022)
5. Sulaeman, D., Kamil, M., Ardiwinata, J. S., & Saepudin, A.: Implementation of Education Management in Increasing the Quality of Community Learning Centers. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.* **8**(9), 7 (2023)
6. Mutiara, D., & Koesmawan, M.: Strategic Management in Achieving Service Standards at the Center for Community Learning Activities (PKBM). *Asian Journal of Contemporary Education* **4**(1), 57-68 (2020)
7. Sulaeman, D., Kamil, M., Ardiwinata, J. S., & Saepudin, A.: Implementation of Education Management in Increasing the Quality of Community Learning Centers. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.* **8**(9), 7 (2023)
8. Lokollo, L. J., Siang, J. L., & Dahlan, J.: Evaluation of Community Learning Activity Center Program (PKBM) as a community learning resource in Ambon City based on evaluation of Input. *International Journal of Advanced Science and Technology* **29**(5), 1457-1466 (2020)
9. Apandi, S., & Wasliman, I.: Community Empowerment in Establishing Entrepreneurial Behavior (Case Study at PKBM Bina Mandiri Cimahi City and PKBM Bina Warga Bandung District). *International Journal of Educational Research & Social Sciences* **3**(1), 186-200 (2022)
10. Muyassaroh, S. N., & Fitri, A. Z.: Management of Nonformal Education Institution in Optimizing Services to Community: A Case Study. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* **5**(03), 14-27 (2021)
11. Ionescu, F.: Non-formal education approaches in school organization methodological aspects and case study. *Journal of education, society & multiculturalism* **1**(2), 1-14 (2020)
12. Yıldırım, H. İ.: The effect of using out-of-school learning environments in science teaching on motivation for learning science. *Participatory Educational Research* **7**(1), 143-161 (2020)
13. Simac, J., Marcus, R., & Harper, C. Does non-formal education have lasting effects? Compare: A *Journal of Comparative and International Education* **51**(5), 706-724 (2021)
14. Mugabi, R. D., Nakijoba, R., Nakirijja, D. S., & Sengendo, M.: Formal and Non-formal Skills Improvement for the Marginalised Youth in Uganda. *Advanced Journal of Social Science* **9**(1), 10-26 (2021)
15. Lim, M., Permana, L., Hongo, V. B., Kiandra, K., Nabasa, K., & Hasudungan, A.: The roles and capabilities of formal, non-formal, and informal institutions in shaping education

access in Cigugur Sub-district, West Java, Indonesia. Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences 4(1), 696-708 (2021)

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.

