Development of a Community-Based Education Quality Planning System in Education Units

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Abstract. This study aims to develop a community-based education quality planning system in Package C education units in Karawang. Education Package C has a strategic role in providing learning opportunities for people who cannot access formal education. Challenges related to education quality planning at this level require solutions based on active community participation. Qualitative research methods are used to explore a deep understanding of the needs and expectations of the community for the quality of Package C education. This research involves the active participation of the community, teachers, and related stakeholders in the education quality planning process. Data was collected through in-depth interviews, group discussions, and analysis of Package C education-related documents. The results show that there is a significant need to improve education quality planning through direct community involvement. Based on the research findings, a community-based education quality planning system was developed that involved active participation from the local community. This system includes the process of identifying educational needs, developing responsive learning programs, and measuring educational performance in a participatory manner. The implementation of this system was tested at the Package C education unit in Karawang to ensure sustainable community involvement. The results of the development of this community-based education quality planning system are expected to make a positive contribution to improving the quality of Package C education, while strengthening community involvement and responsibility in supporting local education development.

Keywords: Planning, Community, Education

1   Introduction

Please The package C education system is an equality education program organized through non-formal education channels for community members who do not or have not received educational services at the senior high school level [1]. However, the implementation of Package C that is carried out today does not guarantee its output to obtain skills that are expected to be provisions for independent living due to several factors, including learning materials containing skills in the curriculum. In addition, there are still criticisms of national education regarding several issues including (1) low

equality of education; (2) the low quality and relevance of education; and (3) weak education management, in addition to the lack of independence and excellence of science and technology in academic circles.

Increasing education budgets, reducing education access gaps, improving teacher quality, and actualizing relevant curricula are important steps in improving the education system in Indonesia [2]. According to the Minister of Education, Culture, Research, and Technology Nadiem Makarim, there are four efforts made to improve the education system in Indonesia, namely ; (1) Improvements to infrastructure and technology; (2) Improved policies, procedures, and funding, as well as granting more autonomy to education units; (3) Improvement of leadership, society, and culture. And (4) Improvement of curriculum, pedagogy and assessment [3].

Nadiem emphasized that his party will continue to transform education through various breakthroughs in independent learning. He also stated that the Merdeka Belajar program has been launched and will continue with other breakthroughs. This meaningful transformation is expected to produce leaps of progress in Indonesian education. Package C school is an equality education program organized through non-formal education channels for community members who do not or have not received educational services at the senior high school level 1. This program consists of three packages, namely Package A, Package B, and Package C. Package C is intended for those who want to continue to the equivalent level of high school.

Equality Education Program Package C is a non-formal education program equivalent to high school intended for students who come from disadvantaged communities, have never attended high school, drop out of high school at school age where they want to improve their knowledge and life skills, and other communities who need special services to meet their needs as a result of changes in improving living standards, Science and Technology. This program provides opportunities for people who have completed the Package B program equivalent to junior high school and have completed junior high school education as well as MTs graduates, who did not continue to high school or dropped out of high school, and provide skills for work or independent business. To improve the quality of graduates of this program, the Directorate of High School Development of the Directorate General of Secondary Education has published a book "Guidelines for the Implementation of Equality Education Package C Program" in 2012[4].

Non-formal education units include various forms, such as course organizations, training institutions, family planning, PKBM, taklim assemblies, and similar educational units. PKBM, for example, is established and managed by the community to empower the environment in accordance with the learning needs of the community, both in terms of social and cultural as well as economic potential. From several PKBM in the city of Karawang, researchers are interested in conducting this research on Aditya PKBM which is located at A. Yani (By-Pass) Gg. Betet No. 33, Karangpawitan, West Karawang District, Karawang Prov. West Java led by Mr. Yanuar Santosa, SE. PKBM Karawang Aditya is providing educational services to the community starting from PAUD (Early Childhood Education), KF (Functional Literacy), Package A, Package B, Package C, and KBU (Business Learning Group).

In addition, a PKBM is also equipped with TBM (Community Reading Garden) with the advantages of Accreditation A. The background is the problem of developing a community-based education quality planning system at the Package C Education Unit in Karawang arises from the urgent need to improve the quality of education at the non-formal education level. Education Unit Package C is an institution that provides education services for people who have not completed formal education.

In this context, there is a need for a quality planning system that can empower community participation in the process of improving the quality of education. Lack of system development that focuses on community participatory aspects can result in non-optimality in meeting educational needs, curricula that are not in accordance with local needs, and lack of active community involvement in improving the quality of education. In addition, the problem of administrative complexity, limited resources, and challenges in measuring the performance of non-formal education are the main factors that encourage the need to develop an appropriate quality planning system in the Package C Education Unit in Karawang.

2   Methods

The Type of study that the writer uses in the essay is the field (Field Research), which is the collection of data conducted in a manner live at location study and has a qualitative personality. Study this is study field because datacollected originate from field research. Study this characteristic qualitatively because the data collected is data qualitative[5]. This research uses qualitative methods, qualitative research methods are also often called naturalistic research methods because the research is carried out in natural conditions (natural setting). Qualitative research method is a research approach based on philosophical foundations, applied to investigate in a scientific context (ex- periment) where the researcher serves as the main instrument [5].

The place of this research is at PKBM Aditya which is located at A. Yani (By-Pass) Gg. Betet No. 33, Karangpawitan, West Karawang District, Karawang Prov. West Java. Furthermore, the data collection in this study was by interview method to the head of the PKBM Institute, namely Mr. Yanuar Santosa, SE. Free guided interview refers to the interview process in which questions are asked freely, but still follow the interview guidelines that have been prepared. Questions can develop as the interview progresses, and the main purpose of this method is to obtain relevant information related to the research [6].

The study uses a qualitative approach, with method studies case single. A study was conducted through four Step activity that steps pre-field, execution, data analysis, and ended with writing a report. At stage pre-field researcher, especially formerly drafting proposals research that contains steps systematically and rationally determined by the researcher so that could be used as a guide in implementing and controlling research. In the qualitative study, reality is looked at as something holistic, complex, dynamic, full meaning, and pattern think inductive, so the problem is not yet clear and growing after the researcher enters object research. In order to get data accurate and real, the researcher will be involved live in the field and work to collect the appropriate data

focus research. Deep data analysis study qualitative conducted before entering the field or normally called studies preliminary or activity pre-field. Then analysis During in the field and after finishing in the field. Data analysis was performed on the result data studies introduction to be used to determine the focus research. However, focus study is still characteristic and will develop after the researcher enters the field.

3   Results and Discussion

3.1   The Concept of Education Quality Planning System Development

In facing the development of increasingly complex community education needs, PKBM Aditya Skilled needs to ensure that the education quality planning system implemented can provide optimal services. Therefore, it is necessary to clearly understand how the concept of developing an education quality planning system can be effectively integrated in PKBM Aditya to improve the quality of educational services provided. In a broader context, problems related to the concept of developing an education quality planning system at PKBM Aditya Karawang are also related to the requirements and standards of education quality that have been set by the government. With the increasing competition and community demands on the quality of education, PKBM Aditya is required to implement a comprehensive quality planning concept to ensure that educational programs are organized in accordance with national standards and able to achieve the desired learning objectives. Therefore, the emphasis on the concept of developing an education quality planning system in PKBM Aditya is an urgent need to answer the challenges and improve the effectiveness of these educational institutions in providing quality education services [7].

  PKBM Aditya Karawang designed an education quality planning system by embracing innovative concepts that support the improvement of education quality. In its efforts to ensure quality education, PKBM specifically focuses attention on the application of basic principles in the development of quality planning systems. This includes setting clear educational goals, continuous evaluation, and implementing high quality standards[8]. Through this approach, PKBM Aditya strives to create an educational environment that is adaptive and responsive to the learning needs of the community, especially for Package C level students. Not only relying on the concepts of quality education that are generally applied, PKBM Aditya has also succeeded in adapting these principles in the context of Package C education. By involving local communities in the planning process, This PKBM is able to illustrate how important the synergy between educational institutions and the surrounding environment is to achieve sustainable quality education. The development of this quality planning system also includes an in-depth review of the concepts of quality education that can be adopted in the context of PKBM Aditya Skillful. By incorporating these elements into their framework, PKBM can ensure that the quality planning system developed is relevant and can have a direct positive impact on the quality of learning at the Package C level.

3.2 Community-Based Implementation in the Context of Package C Education

PKBM Aditya in the context of Karawang society who may be faced with various challenges in creating access to equitable and quality education. Such challenges may include low levels of community participation, a lack of understanding of the importance of Package C education, as well as economic issues that may limit community participation in the program. In addition, community-based implementation in the context of Package C education in PKBM Aditya can also be related to social and cultural issues. There may be gender inequalities in educational participation, stereotypes related to non-formal education, and special needs of students that may not be fully met [9].

In the implementation process, PKBM Aditya Karawang has succeeded in implementing a community-based approach very effectively in the context of Package C education[10]. The collaboration between PKBM and the local community has a significant positive impact on the implementation of Package C education in the education unit. Community involvement is not only limited to material support, but also involves active participation in designing curricula that are relevant and appropriate to local needs. PKBM Aditya Karawang understands that Package C education must reflect the reality and needs of the community they are in. Therefore, they involve local stakeholders, such as community leaders, parents, and local leaders, in education-related decision-making processes.

In addition, PKBM Aditya Karawang also creates programs that can empower the surrounding community to participate in supporting the sustainability of education. The programs include training for local volunteers, educational seminars for parents, and other activities that involve the community in creating a conducive learning environment. These measures not only strengthen community involvement in the management of Package C education, but also create strong bonds between PKBM and its communities. Thus, it can be concluded that PKBM Aditya Karawang has succeeded in implementing community-based concepts in the implementation of Package C education. Through close collaboration with the community, this PKBM not only improves the accessibility of education, but also produces good educational programs.

3.3 Challenges and Solutions in Quality Planning System Development

PKBM Aditya Karawang faced various significant challenges during the process of developing an education quality planning system. One of the main challenges faced is the limited understanding of the concept of quality community-based education among local community members. Most people may not be used to being involved in the quality planning process, so it requires extra effort to provide understanding and form awareness of the importance of their role in improving the quality of education. In overcoming this challenge, PKBM Aditya Karawang has involved the community in a series of socialization and training activities. They organize discussion forums, workshops, and open meetings with the aim of educating the public about the importance of their role in the development of quality education. With this approach, PKBM Aditya creates

opportunities for the community to provide their input, ideas, and support in designing and implementing a quality planning system.

Another challenge faced is expanding community access and participation. PKBM Aditya Karawang faces difficulties in reaching all levels of society, especially those in remote or underserved areas. To overcome this, PKBM Aditya creates innovations in communication and counseling methods, such as the use of information technology and social media. This allows them to reach more people and increase community involvement in the development of quality planning systems. The importance of community participation and support is recognized as key to the success of community-based quality planning systems. Therefore, PKBM Aditya Karawang continues to strive to improve community understanding, overcome access barriers, and build close cooperation with local communities. Through this strategy, they hope to overcome the challenges faced and create an education quality planning system that is inclusive, sustainable, and responsive to the needs of the community.

3.4   Evaluation and Positive Impact on Education at PKBM Aditya Karawang

PKBM Aditya Karawang is a non-formal educational institution dedicated to providing access to education for the surrounding community, especially for those who cannot attend formal education in public schools. This institution has contributed significantly in meeting the educational needs of the community in Karawang, especially for those who need a non-traditional educational approach. Even though it has gone well, a thorough evaluation of the performance and teaching methods applied by PKBM Aditya Karawang is needed. The evaluation aims to identify the success of this institution in achieving the goals of non-formal education, as well as to evaluate the positive impact it has had on the development of education in the surrounding community [8].

PKBM Aditya Karawang has successfully carried out a comprehensive evaluation of the implementation of the community-based education quality planning system in the Package C Education Unit. This evaluation not only covers quantitative aspects, such as increasing student participation rates, but also qualitative aspects, Such as improvements in the quality of learning and community satisfaction with the educational services provided[11]. By conducting regular evaluations, PKBM Aditya can identify successes and areas that still need improvement in the development of their education quality planning system. The most striking positive impact of the implementation of this quality planning system is the improvement of the quality of education at PKBM Aditya Karawang. Thanks to the active participation of the community in quality planning, the learning process becomes more relevant and responsive to local needs. In addition, the involvement of parents and local residents in supporting education in PKBM creates an inclusive and supportive learning environment.

Increased community participation also reflects greater involvement in education decision-making. The community became an active partner in shaping the direction of education at PKBM Aditya. This creates a sense of ownership and shared responsibility towards the success of education in the community. Thus, this community-based approach not only resulted in improvements in the quality of education, but also strengthened the relationship between PKBM Aditya and its local community. Overall, the

evaluation and positive impact that has been carried out by PKBM Aditya Karawang shows that the implementation of a community-based education quality planning system is not only a solid foundation for education development, but also a catalyst for positive change.

4   Conclusion

In the findings of this study, it can be concluded that PKBM Aditya Karawang has succeeded in designing and implementing an innovative and adaptive education quality planning system, especially in the context of Package C education. Furthermore, actively involving the community in the development of a quality planning system is the key to the success of this PKBM. They not only understand the complexity and diversity of learners, but also recognize the importance of synergy between educational institutions and the surrounding environment. Despite facing challenges such as limited understanding of the quality concept of community-based education, PKBM Aditya took proactive steps by organizing socialization and training activities. The comprehensive evaluation conducted by PKBM Aditya showed significant positive impacts, including improving the quality of learning, student participation, and community satisfaction with education services. The implementation of a community-based education quality planning system is not only a solid foundation for education development at the Package C level, but also a catalyst for positive changes in the educational and social life of local communities.

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