CONCEPTUAL PARTICIPATORY PARTNERSHIP MODELS IN IMPROVING THE QUALITY OF EDUCATION SERVICES IN COMMUNITY LEARNING CENTER (PKBM) IN WEST JAVA

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Abstract

This research is motivated by the partnership carried out The Community Learning Center (PKBM) in improving the quality of educational services. Currently, partnerships are very important for educational institutions to support the implementation of learning activities. The number of partners involved makes the partnership must be able to be designed so that it is structured and measurable. For this reason, this study aims to provide an overview in the form of a partnership model used by The Community Learning Center (PKBM) in improving the quality of education services in West Java. This research is a development research with a qualitative main approach. Analysis of the data used is interactive analysis supported by verification analysis. The data source in this study is the administrator of PKBM, government, community and students. The results showed that the partnership developed by The Community Learning Center (PKBM) was a participatory partnership. The participatory partnership model is a pattern of activities carried out by community learning centers refer to symbiotic activities in mutualism. This is shown by the involvement of the community, industry, business, government and academics in the planning, implementation and evaluation of programs carried out by PKBM. In addition, this participatory partnership model has also improved the quality of services at The Community Learning Center, including in the field of program development, product utilization, improvement of human resources, provision of facilities and infrastructure as well as institutional funding.

Keywords: Participatory Partnership, Services Quality, and Community Learning Center (PKBM)

1. INTRODUCTION

The Community Learning Center or called PKBM is a non-formal education unit that grows due to the dynamics of community learning needs that continue to grow. These needs are not only limited to the learning process, but the need for everything that is able to support the quality of life of society today and in the future. PKBM which has accommodative, flexible and functional principles is considered capable to bring forth of various programs that are adjusted to the needs of the community both short and long term.

The presence of Community Learning Center (PKBM) in the midst of the community must be able to answer various problems especially in education. That is because the location of PKBM as a center of learning activities in the midst of the community, knows the real condition of the community.
PKBM was formed not only as a place for community learning, but also furthermore as a community Research site. Initially the formation of the PKBM was felt as an initial trigger or foothold to stimulate the community to learn. As a place of learning, brainstorming, sources of information and so on, the function of PKBM is increasingly developing not only as a means of learning and teaching one another, but it becomes a major source in developing community learning models and applying them in efforts to meet community learning needs. [1]

The implementation of educational programs organized by the Center for Community Learning Activities (PKBM) aims to accommodate the learning needs of the community [2]. However, in reality the ground, educational programs that are carried out qualitatively have not shown satisfactory results. The quality of less professional education services is still a major issue, both in terms of the organizers and the learning resources used.

One effort that can be done by the Community Learning Center (PKBM) in improving the quality of education services is through the optimization of partnerships. This partnership is a strategic step that can be done by PKBM managers in utilizing all forms of opportunities that are mutually beneficial between the two parties. The partnership can be established with local governments, communities and the industrial world. Improving the quality of community education services in PKBM units is closely related to how the management of these institutions refers to the eight national education standards including: 1) content standards; 2) process standards, 3) graduate competency standards, 4) Instructor and educational staff standards, 5) facilities and infrastructure standards, 6) management standards, 7) financing standards and 8) assessment standards [3]. These standards are a minimum requirement in managing community education units.

The principles of organizing community education programs are tailored to the needs of learning or community members who are closely related to functional and vocational needs. PKBM managers of course must see and capture these opportunities to be able to provide education and learning services that bring the community closer to the improvement or development of certain job competencies. The programs organized by PKBM seem incidental, which is allegedly due to the lack of guarantees of program sustainability, often managers are constrained by the costs of running the program and competence with inadequate learning resources. This is a challenge for PKBM to be able to provide quality public education services.

Each institution cannot stand alone, especially PKBM which has a philosophy from, by and for the community, of course, must be a joint responsibility and share with the community where the PKBM is located. Efforts to improve the quality of public education services in PKBM, it requires a partnership of mutual benefit, fostering, learning and complement each other among stakeholders. Partnership in the PKBM unit involves several parties including the government, academics, private sector business and industry and the community [4] This partnership with various stakeholders is considered strategic to be able to develop community education programs so that they are sustainable and relevant to the learning needs of community work.

Some references say that partnership has a high failure rate. Therefore, monitoring partnership performance and evaluating the components that affect its performance is very important. Joint decision making, information sharing, risk / reward sharing, special relationship assets, trust and commitment are identified as the main components affecting partnership performance [5]. The establishment of partnerships is not only the responsibility of PKBM managers to seek and develop partnerships with other institutions or parties. The participation of the community, government, private institutions or the responsive business world is highly expected to share the potential for the development of educational services in the community

2. METHOD

This research is a development research with a qualitative main approach. Analysis of the data used is interactive analysis supported by verification analysis. The research informants were selected pupil fully based on certain criteria in the area of West Bandung Regency. The data source is the manager of PKBM, supervisor (goverment), community and students. Data was collected through field notes, documentation, observations, and interviews. Data analysis includes: 1) data reduction; 2) data presentation; 3) interpretation of data and 4) drawing conclusions [6].

3. RESULT AND DISCUSSION

3.1 Conceptual Participatory Partnership Models of Community Learning Center (PKBM)

The participatory partnership model of the Community Learning Center (PKBM) is a partnership carried out
by PKBM in carrying out all activities organized by the institution. This partnership model arises from the cooperation and participation of various elements in developing all program services in PKBM. Based on the results of research that has been known, academic reviews that must be considered in the formulation of PKBM participatory model include 1) the concept of partnership being established, 2) the benefits of partnership, 3) partnership ethics, 4) aspects that are partnered, 5) partnership procedures 6) stakeholder partners.

3.1.1 Partnership Concept

Based on the results of the FGDs and interviews, it can be seen that the concept of a participative partnership that wants to be developed is one part of the business development strategy of the institution which is carried out between two or more parties within a certain period of time to improve the quality of the institution with the principle of mutual need and encouragement. The important thing in developing a participatory partnership is the involvement of all components that partner in determining and formulating what components or needs to be partnered.

3.1.2 Partnership Benefits

The benefits of the partnership to be achieved from his participatory partnership include 1) efficiency and effectiveness, namely the ability to organize educational and learning programs and learning products that can be absorbed in the work and industry. 2) Quality assurance, this relates to the number and sustainability of programs and products produced from PKBM including inputs, processes to outputs. In the context of program implementation, the benefits of participatory partnerships are expected to be able to increase the number and quality of programs in continuing program sustainability. The knowledge and needs of the community will be very dynamic so various programs that are in accordance with the development of science and technology are expected to be held at the PKBM institutions and can be absorbed in work and industry.

3.1.3 Partnership Ethics

The development of a participatory partnership model must certainly be built with ethics. Based on the results of interviews and FGDs, it is known that some of the ethics that must exist in a participatory partnership system are a) trust. The trust between partner institutions is very important to be upheld, through a fabric of trust that will establish a harmonious relationship to strengthen one another, b) integrity and honesty. Institutions that will partner must have strong integrity institutionally and in carrying out a program. It is hoped that through this integrity, the fabric of cooperation will develop a fabric of open communication between one another. Integrity will build commitment between institutions that partner to achieve the goals to be achieved, not practically in business alone but the main institutional development, c) Fair. Among partner institutions must be able to place the interests of their rights and obligations equally, to complement and strengthen each other.

3.1.4 Partnered Aspects

PKBM as an educational institution based in the community cannot be separated from partnerships, as well as programs for the community that are valued and have added value for the community. The following are some activities that can be developed through participatory partnerships:

a. Activity program

Organizing joint activities with partner institutions holding joint programs. In its implementation, there are three renewal forms of cooperation that can be carried out, namely: (1) jointly carrying out activities in every preparation of program management, (2) an institution carrying out part of activities in a particular management store or managing all activities during the improvement of the program management stage. (3) an institution implementing an initial or continued program of activity programs that have been designed by another institution.

b. Facilities and infrastructure

This point explains the facilities and infrastructure needed in development programs include: a place of learning, practice or training space, learning materials and teaching aids, capital or costs, etc. The form of partnership can be done reciprocally. An institution can utilize the facilities and infrastructure of other institutions or vice versa.

c. Funds or Fees

This has always been a major factor that is often found in management programs at PKBM institutions.
Funds or costs become one of the main factors that support the running of a program, partnerships with other institutions that have funds need to be established within the framework of attracting funding institutions to make the program to be implemented.

d. Resources
This form of partnership can be carried out reciprocally. Adequate (competent) resources owned by the institution can be used as assets to be utilized by other institutions.

e. Utilization of results
The results here, are not just learning outcomes, but can be interpreted as the results of the programs carried out at the PKBM itself. Utilization of the results of the PKBM can help with the placement of learning outcomes of citizens in business and Industry, so there is cooperation between income and utilization.

f. Product Marketing
Marketing is a new challenge for Community Learning Centers (PKBM) today. Many products produced by the student participant institutions, make PKBM must be able to distribute or market these products for the sustainability of product development activities. Partnerships related to marketing can be done by partnering with companies or traders. The large number of online shops that have sprung up now opens up great opportunities for the sustainability of product marketing. Product marketing is not only separated from how to find partners to distribute goods, but also needs to do a number of things that need to be done in preparation of institutions that are able to market products through poly control training, branding, packaging, quality products, marketing techniques and employment contracts.

3.1.5 Procedure of Partnership
In developing participatory partnership models, it is necessary to develop a partnership system procedure. Based on the results of the Phase 1 research, the stages in developing participatory partnerships include at least four things, namely:

a. Internal identification of the institution.
At this stage, the institution must be able to identify the various components that are not yet needed in the effort to implement the program that will become the program's needs. The first step that must be done is the institution assess what components must exist in the implementation of a program. This can assess what needs are not yet owned and what they already have, so the components that most urgent need to be immediately fulfilled that the PKBM program to be held.

b. Formulating aspects that need to be partnered
Furthermore, from the results of the study, the identification of the next steps will formulate priority needs. Based on the identification data, so that from this activity it will be known which components will be partnered first based on the stage of program implementation activities and also formulate the results of the identification of institutions to find out what aspects are needed for the implementation of the program. These needs will become aspects which will be partnered with other institutions and also determine the criteria for potential partners.

c. Determine partner institutions
Taking into account the aspects of the identification results and priority needs, the next step is to achieve the target needs of partner institutions that will be sought for partnership, both government, private sector, academia and the community. The target of the partner institution sought is adjusted according to the needs and criteria that have been determined from the first and second steps.

d. Make a deal
After a candidate is determined based on the required criteria, the next step is to make agreements regarding the rights and obligations of the work partner. The need is based on the agreement of both parties. Furthermore, make mutually agreed regulations, which will become guidelines for both parties in the framework of implementing a partnership network.

3.1.6 Stakeholders of Partnerships
Based on the results of interviews and focus group discussions, PKBM can at least have a partnership with four elements of partner institutions, namely 1) government institutions 2) Business and Industrial
Institutions, 3) Academics and 4) Communities. The group that has partnered with PKBM has tasks and functions that complement each other and have different characteristics from PKBM to establish partnerships with these institutions.

Based on the description of the results of the research regarding the development of the participatory partnership model of the Community Learning Center (PKBM), conceptually and specifically it is presented in the form of pictures as follows:

**Picture 1**
Conceptual Participatory Partnership Models of PKBM
a. Government agencies,

Having the main task of fostering and providing assistance and funding policies in the implementation of non-formal education programs. This is inseparable from the government's obligation to serve the widest possible education for the community. Government institutions have an obligation to foster non-formal education unit institutions into quality institutions and both institutional quality and the learning activities they carry out. PKBM establishes partnerships with government institutions both in terms of improving the quality of institutions and learning as well as in the aspect of preparing graduates and learning products to be marketed to a wide audience.

b. Business and industry institutions

Has the role and function to provide input competence of labor that is ready needed in business and what business products can be able to be marketed to a wide audience and in absorbing the workforce of learner the results of education from PKBM.

c. Academic institutions

The partnership that has been established with academics is inseparable from the tri dharma of higher education, which is community service. The academics have the ability to develop community education knowledge in terms of methods, strategies, curriculum and development of learning resources.

d. Society

PKBM establishes partnerships with the community in terms of conducting advocacy, outreach and mediation in an effort to increase community participation to achieve a better life. Through collaboration with community leaders, village apparatus and other figures, the organization of learning in PKBM can be attended by all levels of society who want and need new knowledge, skills.

In addition, this participatory partnership model has also improved the quality of services at the Center for Community Learning Activities, including in the field of program development, product utilization, improvement of human resources, provision of facilities and infrastructure as well as institutional funding.

a. Program Development

Partnerships established with various elements of government, academia and the industry provide an increase in program development. Improvement in service quality occurs in the addition of variations in the PKBM program, strengthening management capacity and access to equal distribution of programs from the government.

b. Product Utilization

In product utilization, the benefits obtained are collaboration between one PKBM and another PKBM, PKBM with the government and PKBM with the industrial or business. The collaboration includes marketing products by the industry. The use of products by PKBM for learning activities and the use of products related to the development of life skills for the community.

c. Increased Human Resources

In the utilization of human resources, the increase occurred in the implementation of several skills improvement programs such as tutor competency training, entrepreneurship training for students and leadership training for students the Community Learning Centers.

d. Facilities and Infrastructure

Partnerships forged with various elements provide benefits in terms of improving facilities and infrastructure at the Community Learning Centers (PKBM). In some PKBM the increase occurred in learning facilities, such as the provision of online classes in collaboration with Google Class, development of online teaching materials and the existence of tutor exchanges between fellow PKBM. In addition, partnerships with the government provide benefits in the bureaucracy in the provision of tools and materials for the benefit of learning.

e. Funding

Partnerships established with various elements, society, academia, industry and government provide open access in terms of CSR funding assistance obtained by PKBM and financial assistance from the government.
4. CONCLUSION

Partnership in the Community Learning Center (PKBM) has become a very important thing that must be done by the management of the institution. This is because the government's attention to support the implementation of non-formal education programs is still low. The support provided by the government is still at the stage of advocating the organization of institutions, but for the funding assistance of several PKBM in West Java there are still many which have not received such assistance. Based on the conditions, PKBM have to be independent in the administration of education. one of them is through partnership. Partnerships built by PKBM must have a participatory principle, this is because PKBM stands for the needs of the community. Participatory partnerships can be carried out by collaborating with the community, government, universities (academics), industry and business.

Currently the Community Learning Center (PKBM) in West Java has implemented a participatory partnership model. The model has given encouraging results. Three of five samples showed extraordinary results. They are able to collaborate with various institutions to support the learning process such as collaborating with Google class for online learning development, collaborating with universities in improving the quality of tutors or educators, collaborating with the industrial to channel the products produced by PKBM, and Working with the community to support and provide convenience to learning access permits.

Participatory partnerships conducted by the Community Learning Center (PKBM) have also provided an increase in educational services in PKBM. They are development of educational programs, the use of products produced by students, improvement of human resources, improvement of facilities and infrastructure as well as strengthening in funding through CSR.

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