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## The Quality Analysis of Package C in the Community Learning Center which Equal to Senior High School

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**Abstract:** Education services in non-formal education sectors organized by the community learning center (CLC) have several impacts. The community learning center is expected to improve knowledge, skills, and other completions according to their functions as substitutes, additions, or complements to formal education. Hence, non-formal education is provided to people who have special conditions and certain backgrounds. Moreover, the quality of non-formal education served by the community learning center must be improved regularly to provide and maintain education worthiness. Thus, the purpose of this study is to analyze the quality of equality education in terms of (1) quality of school management including human resources, financial support, dan school facilities, (2) quality of process, (3) quality of students and (4) quality of family and social environment. The method used is qualitative descriptive by analyzing the quality of the education unit. Based on the results of this study, it can be inferred that the education quality unit for the equality package C program at Bhina Swakarya community learning center has been following the standards of national education. Consequently, the institution arranged the non-formal education process in the community learning center and became a trustee for the community in managing the education program. Further quality analysis is also expected to conduct in other community learning centers in Indonesia.

**Keywords:** community learning center, non-formal education, quality analysis.

### 相当于高中的社区学习中心C包质量分析

**摘要:** 社区学习中心组织的非正规教育部门的 教育服务对许多人产生了若干影响。强烈期望社区学习中心根据其作为正规教育的替代、补充和/或补充的功能来提高知识、技能和其他完成。因此,非正规教育提供给具有特殊条件和特定背景的人。此外,必须定期提高社区学习中心所服务的非正规教育的质量,以提供和保持教育价值。因此,本研究的目的是从以下方面分析平等教育的质量:(1)学校管理质量,包括人力资源、财政支持、学校设施、(2)过程质量,(3)学生质量和(4)家庭和社会环境的质量。所使用的方法是通过分析教育单元的质量来进行定性描述的。根据本研究的结果可以推断,比那瓦卡里亚社区学习中心的平等包C计划的教育质量单元已经符合国民教育的标准。因此,社区学习中心的非正规教育过程一直由机构安排,并成为社区管理教育计划的信任。预计还将在印度尼西亚的其他社区学习中心进行进一步的质量分析。

**关键词:** 社区学习中心、非正规教育、质量分析。

## 1. Introduction

Education is a conscious and continuous effort to advance civilization in a certain place. Education is generally divided into formal and non-formal

education. The conditions of education in various countries are different, including in Indonesia. Various efforts have been made to create ideal educational conditions even though many educational problems emerge in Indonesia, for example, related to facilities

Received: June 22, 2021 / Revised: August 20, 2021 / Accepted: September 21, 2021 / Published: October 30, 2021

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such as that seventy-five percent of schools in Indonesia do not qualify the minimum education service standards [1]. Therefore, many improvements were finally made to overcome the shortcomings in the previous field of education. Improvements, including providing facilities and updating learning methods, models, and approaches, are also argued by experts and then introduced and implemented in Indonesia. The improvements of education sectors in the world also have a certain impact on education in Indonesia. Education experts in Indonesia continue to strive for the integration of education in all regions of Indonesia. Although, until now, the problems and challenges of education faced by Indonesia are still being addressed.

One aspect that must be addressed and considered in education is analyzing the quality of education, both for formal and non-formal education. Several aspects are highly prioritized in improving the quality of graduate competencies, including manpower standards, content, facilities and infrastructure, management, assessment, process, and financing. However, there are still some obstacles that occur [2]. Furthermore, the obstacles in the field of education in Indonesia are complex, including government policies that frequently change, limited financing in education, the level of professionalism of educators, the learning process, the evaluation process, and the level of teacher welfare [3]. The importance of maintaining the quality of education can also be viewed from the type of education itself. For example, to measure the quality of elements of formal education, it can be seen from the school's accreditation [4]. Accreditation itself results from a comprehensive assessment of academic units based on the provisions of the National Education Standards (SNP - *Standar Nasional Pendidikan*). Unlike formal education, the quality of non-formal education also needs to be considered by a certain standard. The people involved also feel the impact of the development of knowledge, which is an important element for their progress process in learning [5].

Improving the quality of education must be carried out continuously. Thus the educational process should not stop just because it is waiting for the perfection of the system, financial support, facilities, and human resources. As an institution, the education in Community Learning Center (CLC) has always been a major concern to continuously improve and maintain the quality of learning. Non-formal education services organized by the community have a significant dimension to improve knowledge, skills, and personal attitudes [6]. The Community Learning Center (CLC) is an educational institution outside the formal education system, which plays a role in creating various learning opportunities and responding to the challenges of community needs by offering various educational programs to improve people's quality of life [7]. One of the community education center programs is equality education, which is a non-formal

education route that provides opportunities for Indonesian citizens to obtain educational services, namely the Package A program equivalent to elementary school, Package B equivalent to junior high school, and Package C equivalent to high school which acts as a substitute for formal education. That is stated in Indonesian government policy No. 20 of 2003 article 26 paragraph 1 [8], which states that non-formal education, including equality education, functions as a substitute, enhancer, or complement to formal education in the context of lifelong education.

The competency standards of graduates in formal and non-formal education are the same. However, equality education provides more applied, thematic, inductive, contextual, and life skills training and is work-oriented or independent. One of the government's efforts is to improve the quality of education and the relevance of equal education and an effort to realize the implementation of regional autonomy and democratic insight in the implementation of education in curriculum development [9]. In order to realize quality education, relevant and globally competitive, optimal education is needed that collaborates with family, school, and community education [10]. In this case, the Ministry of Education and Culture has carried out educational reforms with the term "free learning" to form superior human resources. Therefore, improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective, and efficient manner in the development process. The role of students in the future is to become quality human beings who can always solve the problems of their life needs independently and contribute to realizing the creation of a just and prosperous society. However, the success of education in realizing resources following these objectives can be measured in quality. The assurance service quality is a strategy used for the satisfaction and trust of students in taking education at CLC institutions that can answer the challenges of education towards a better future. The stages of quality assurance in equivalence education are the input stage (students, tutors, and infrastructure), the process stage (learning strategy), the product stage (students who excel), and the outcome stage (changing the mindset of learning citizens for the better) [11].

Furthermore, the quality of education can be improved through the provision of facilities that support the learning process, as well as the participation of the community in determining school policies in helping to improve the quality of education [12]. It means that the measurable quality of human resources is one indicator of the success of education in realizing human resources, which is marked by increasing the quality of knowledge, attitudes, and skills that are more dynamic and independent in society, nation, and religion. To realize this, serious and quality efforts are needed from learning management (tutors, facilitators, and learning

facilities), the learning process, students, independent learning activities, and community support to produce quality learning outcomes [13].

In line with the facts stated previously, the authors are interested in further analyzing the quality of equivalence education, especially the equivalence of package C. A previous study showed that the quality of the package C equivalence program showed the lowest results compared to package A and package B [14]. Therefore, this study will analyze the quality of education equality package C in one of the CLC in West Java Province, namely CLC Bhina Swakarya. This CLC is located in Batujajar District, West Bandung Regency. Since its establishment now, CLC Bhina Swakarya has implemented an equality program in the 2019 – 2020 school year with 28 students in Package A, Package B with 31 students, Package C with 62 students. Participants of the package C equivalence program dominate the program implemented in this CLC. That is also the main reason for researchers to conduct an in-depth analysis of the Quality of the Package C Equality Education Unit in CLC.

## 2. Research Methodology

The research design used in this research is qualitative. According to Creswell, qualitative research is a research approach used to explore problems and develop the central phenomena to see the experience of how facts and reality occur in detail. Researchers are also involved in it and even establish relationships with participants [15]. Furthermore, the type of method used in this research is the descriptive method, which is a method that aims to provide a detailed description of the background and characteristics of the research subject. Thus, in this study, the focus is on the object to be studied, namely the analysis of the quality of the Education Unit Equivalence Package C in CLC Bhina Swakarya. The framework used to analyze the quality of the package C equivalence education unit in CLC follows the Quality of School Management framework found by Suryadi [13]. The subjects in this study were 62 participants of equivalence package C. All subjects were residents around CLC Bhina Swakarya. The package C equivalency program participants are residents with middle and lower economic backgrounds and have certain obstacles in obtaining formal education, mainly related to cost and time.

## 3. Result and Discussion

One form of non-formal education program was implemented in Indonesia to meet educational needs and ensure equality in obtaining educational services for all citizens at the secondary education level through non-formal sectors called the equality education program [16]. The quality of education must always be improved in order to provide good service to the community. The paradigm and principles of quality

assurance will guide the implementation of activities to remain on the right track according to the activity's objectives. The following is a chart of the concept of Equality Education quality:

The process of analyzing the quality of the equivalence education unit package C in CLC follows the Quality of School Management framework found by Suryadi [13] in Fig. 1.

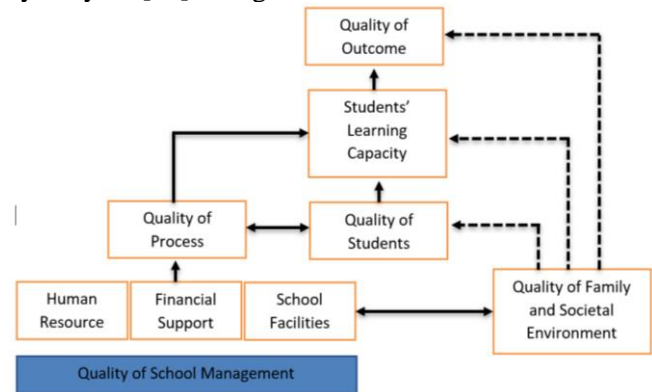


Fig. 1 Quality of school management framework

Based on the framework above, the process of analyzing the quality of the education unit of equivalence package C in CLC follows the Quality of School Management, which consists of several aspects, as follows.

### 3.1. Human Resources

In non-formal education units, Package A educators, Package B, Package C consists of tutors, the person in charge of the class, the tutor in charge of the subject, and the technical resource person. The number of the teaching staff at PKBM Bhina Swakarya follows the qualifications and subjects taught, and 90% is undergraduate [17]. Tutors have a very big role in improving the competence of a participant in the equality program. A previous study showed that tutors are responsible for developing their creativity and carrying out effective learning to birth competent equivalency program participants [18].

Based on the analysis of the quality of the tutors in CLC, it can be concluded that the tutor or facilitator also has strength and a challenge, as shown by table 1.

Table 1 Strengths and challenges of experienced tutors/facilitators

Strength	Challenge
<ul style="list-style-type: none"> <li>• Number of teachers and subjects are in accordance</li> <li>• Qualification 90% of educators/tutors are under BSNP (Minimum S1)</li> <li>• All tutors have determined learning objectives.</li> <li>• Tutors can communicate politely with colleagues, students, and PKBM partners.</li> <li>• Some tutors have attended training at both regional and national levels</li> </ul>	<ul style="list-style-type: none"> <li>• There are still few tutors who have work professional development</li> <li>• Some tutors are not following their basic knowledge</li> <li>• Not all tutors identify the potential of students</li> <li>• Not all tutors can choose learning materials according to the characteristics of students.</li> </ul>

### 3.2. Financial Support

Educational Talking about the quality of education from an educational perspective, the education funding Right is one of the components of instrumental input that is very important in implementing education, especially in education units. In every effort to achieve educational goals, both quantitative and qualitative goals are pursued [19]. Strengths and challenges of financial support are shown in Table 2.

Table 2 Strengths and challenges of financial support

Strengths	Challenges
<ul style="list-style-type: none"> <li>Budget support from the government</li> <li>There is a subsidy for students who cannot afford</li> <li>The community participates in education budget support</li> </ul>	<ul style="list-style-type: none"> <li>Not yet socialized with optimal participation of budget support from the community</li> </ul>

### 3.3. School Facilities

Facilities and infrastructure standards facilities and infrastructure standards are criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, places to play, places to be creative and recreational, as well as other learning resources needed to support the learning process, including the use of information and communication technology. The standard of facilities and infrastructure is regulated in Permendiknas (ministry of culture and education policy) No. 24 of 2007 [20] and Permendiknas No. 40 of 2008 [21]. Furthermore, the strengths and challenges of school facilities are shown in Table 3.

Table 3 Strengths and challenges of school facilities

Strengths	Challenges
<ul style="list-style-type: none"> <li>PKBM has adequate facilities to support the learning process (books, classrooms, IT, reading room, etc.)</li> <li>Class facilities, reading rooms, and other facilities are sufficient.</li> <li>CLC locations are strategic to be reached by the community.</li> <li>Maintenance of learning facilities is carried out regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Not yet orderly administration of existing facilities.</li> <li>Not an orderly arrangement of PKBM inventory items.</li> </ul>

### 3.4. Learning

The process is the main activity in the education sector. The Education sector is given to choose the most effective learning and teaching strategies, methods, and techniques, according to the characteristics of the subjects, the characteristics of students, the characteristics of teachers, and the real conditions of the resources available in the school. In general, student-centered learning and teaching strategies or methods are better able to empower student learning. The management of the learning process is also the empowerment of students, which is

carried out through the interaction of teacher behavior and student behavior, both in the room and outside the classroom. The components of the learning process also have strengths and challenges, which are listed in Table 4.

Table 4 Strengths and challenges of the learning process

Strengths	Challenges
<ul style="list-style-type: none"> <li>Each subject is complete to attend the learning</li> <li>Tools for always developing competence by participating in training for the development of learning tools,</li> <li>Using learning tools Varied</li> <li>The existence of personal, professional development</li> <li>There are local content subjects to develop regional potential</li> <li>There is the development of functional skills/life skills to bridge the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Not all students can develop themselves according to their talents and interests</li> <li>There are still tutors who have not fully developed life skills</li> <li>Less optimal in use media</li> <li>There is no acceleration of subjects</li> </ul>

### 3.5. Curriculum

Following the Regulation of the Minister of National Education of the Republic of Indonesia number 3 of 2008 [17] concerning the standard of the education process for program equality ram package A, program package B, and program package C number of study groups The maximum number of students per study group is: (1) Package A Program equivalent to primary school: 20 students (2) Package B program equivalent to junior high school: 25 students and (3) Package C program equivalent to senior high school: 30 students. The determination of the number is adjusted to the ability and availability of academic unit resources. In practice, learning residents get strengths as well as challenges, as shown in table 5.

Table 5 Strengths and challenges possessed by learning subjects

Strengths	Challenges
<ul style="list-style-type: none"> <li>Citizens have self-concept and learning experience learning</li> <li>Residents have a professional background</li> <li>Applying andragogy learning principles</li> </ul>	<ul style="list-style-type: none"> <li>There are learning residents who are constrained in participating in learning because they are busy working.</li> </ul>

### 3.6. Independent Learning

Independent activities include preliminary activities. In preliminary activities, educators are supposed to do: (1) generate motivation and strengthen the desire of students to lead to independent learning activities, (2) together with students design independent learning activities as outlined in the form of a learning contract that includes competency standard and basic competency, types of tasks, and completion time, (3)

together with students identify materials and other learning tools that will be used such as learning modules, sourcebooks, and other learning media. Self-study activities also have strengths and challenges, as listed in the table. Independent learning activities also have strengths and challenges, as listed in Table 6.

Table 6 Strengths and challenges in independent learning

Strengths	Challenges
<ul style="list-style-type: none"> <li>● Motivating students to be able to carry out independent learning activities</li> <li>● Together with students designing independent learning activities as outlined in the form of a learning contract</li> <li>● joint students identify materials and other learning tools to support independent learning Time constraints</li> </ul>	<ul style="list-style-type: none"> <li>● Due to busy work</li> <li>● Not optimal in self-study supervision</li> </ul>

**3.7. Quality of Learning Outcomes**

The quality of learning can measure the extent to which the level of achievement of the learning objectives themselves. Learning objectives that have been achieved will produce optimal learning outcomes from students; the quality can be interpreted as quality or effectiveness. The quality of learning outcomes also has strengths and challenges, as shown in Table 7 as follows.

Table 7 Strengths and challenges of the quality of learning

Strengths	Challenges
<ul style="list-style-type: none"> <li>● Efforts to improve the quality of graduates every year</li> <li>● Efforts to improve the quality of competitive graduates</li> <li>● Graduates are accepted in higher education</li> </ul>	<ul style="list-style-type: none"> <li>● Not have competitive</li> <li>● Graduate quality standards adjust to international standard</li> <li>● Do not have a program to produce graduate experts in their field and able to compete in the global era</li> </ul>

**3.8. The Quality of Family and Social Community**

The quality of family and community is essentially had relations with the public schools, which is aimed:

- a. Maintaining the viability of the school;
- b. Improving the quality of education in CLC;
- c. Streamlining learning activities;
- d. Obtaining assistance and support from the community.

Based on the above objectives, the quality of the family and the community has certain strengths and hands related to the quality of an equality program, as shown in Table 8.

Table 8 Strengths and challenges of the quality of families and communities

Strengths	Challenges
<ul style="list-style-type: none"> <li>● There is support from the community to participate in contributing to the progress of the Education unit</li> </ul>	<ul style="list-style-type: none"> <li>● Not optimally aligning programs education between education units, families, and communities</li> </ul>

<ul style="list-style-type: none"> <li>● There is budget support from the community for continuity of education services</li> <li>● There is public awareness to improve education services</li> </ul>	<ul style="list-style-type: none"> <li>● Not yet optimal community participation in the advancement of education</li> </ul>
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**3.9. Learning Impact**

The learning impact results from learning activities marked by an increase in the quality of knowledge, attitudes, and skills that are more dynamic and independent in people's lives towards superior human resources. For achieving this, there must be collaboration from various aspects, namely competent tutors/facilitators, budget support, and learning facilities, to influence the learning process and create an independent learning climate that is reflected in the competence of graduates so that it has an impact on students. Analysis of the quality of the impact of learning also shows strengths and challenges faced as listed in table 9.

Table 9 Strengths and challenges of the impact of learning

Strengths	Challenges
<ul style="list-style-type: none"> <li>● There is a change in knowledge, attitudes, and skills</li> <li>● Graduates are accepted into higher education</li> <li>● There is an increase in the quality of life</li> <li>● Graduates are absorbed in various labor markets</li> </ul>	<ul style="list-style-type: none"> <li>● Optimizing the organization of alumni associations</li> </ul>

**4. Conclusion**

The problem of education quality has always been a hot topic of discussion because improving the quality of education must always be carried out continuously. Improving academic quality must be carried out in a directed, planned, and intensive manner to prepare generations in the era of globalization and competition. From the results of the literature review in analyzing the quality of education, there are guidelines and quality concepts, namely: quality of learning management (tutor/facilitator, budget support, and learning facilities), learning process, learning community, independent learning activities, quality of learning outcomes, quality of the family and community environment and impact of learning outcomes. The guidelines for the concept of quality assurance have been analyzed with the findings in the Non-Formal Education unit, namely that the implementation of quality assurance follows the theory. CLC has carried out learning activities following education quality assurance, namely by being marked with tutor qualifications by the BSNP at least S1, adequate learning resources for student-oriented learning processes, and the impact of learning on improving the quality of life. Thus, quality assurance must always be improved according to the needs and

developments of the times so that it can impact graduates who can compete in the 21st century.

## Acknowledgments

The authors would like to gratitude to both UPI (Universitas Pendidikan Indonesia-Indonesia University of Education) and LPDP (Lembaga Pengelola Dana Pendidikan-Indonesia Endowment Fund for Education) for supporting this study.

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