

The Organization of Non-Formal Education at the PKBM Tunas Aksara Institution in Kuripan, West Lombok District

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ABSTRACT

This study aims to determine the organization of non-formal education at the PKBM Tunas Aksara Kuripan Institute, West Lombok Regency. This study uses a qualitative approach and method of data sources in the form of sources from the Head of the Institution, the person in charge of the program, the Principal, the Teacher, the Committee and relevant documents. Data collection techniques through interviews, observation, and documentation. The results showed that the implementation of non-formal education in planning, organizing, implementing and evaluating was good enough. Planning is done systematically by applying allocative planning. Organizing is based on the responsibility and authority of each part that has been determined by its job description. Program implementation runs according to the plan and objectives that have been determined. The main programs held are equivalency, early childhood education, literacy and PKW. Evaluation focuses on learning implementation

INTRODUCTION

Non-formal education is a subsystem of the national education system, according to the National Education System Law. Many PKBMs and other PNF units have been disbanded because they were set up improvised and waiting for government assistance. The lack of understanding and participation of the community in non-formal education programmes has caused new problems. One of them is the difficulty of maintaining the non-formal education unit organising institutions to exist and be professional in providing alternative education services for people in need. However, fears that PKBM and similar institutions will be disbanded have led to the absence of non-formal education institutions that can fulfil the educational needs of the community outside formal education.

Non-formal education management faces many other problems. The first is poor coordination due to the many types of education scattered in the community. Non-formal education is often neglected and not even done enough socialisation to introduce and disseminate it, because some people do not know about non-formal education, socialisation and coordination between the organiser is very important so that the wider community knows about non-formal programs. The second problem with the management of non-formal institutions is the lack of professional educators. Some existing non-formal institutions still have a limited number of teachers because some educators choose to teach in formal institutions that have clear learning objectives and relatively no obstacles. Therefore, to support this non-formal education programme, experienced educators are needed who have the ability to create effective learning models that can also help the learning process. Furthermore, the third problem is students' low desire to learn, making it very unlikely that children will be eager to study again to a higher level.

One form of non-formal education service is the community learning activity centre, abbreviated as PKBM, which is formed by the community for the community engaged in education. PKBM is a non-formal education forum with a variety of community learning activity programmes that lead to potential empowerment to drive development in the field of education, especially non-formal education. The programmes organised at PKBM vary, including equivalency education (A, B and C), literacy education, youth education, women's empowerment, early childhood education, lifeskil and others. Community Learning Centres are developed with the aim of improving services to learning citizens so that they can grow and develop as early as possible and throughout life in order to improve their dignity and quality of life, fostering learning citizens so that they have the knowledge, skills and mental attitudes needed to develop themselves, work and earn a living, meeting the needs of learning citizens that cannot be met in school education channels, providing motivation in fostering interest in learning. On the other hand, the purpose of PKBM is to bring the education service process closer, especially the learning service process combined with various demands, problems that occur around the community environment itself.

In West Lombok Regency there are 49 PKBM institutions spread across all sub-districts of West Lombok with the following details:

Table 1. 49 PKBM institutions spread across all sub-districts of West Lombok

NO	WILAYAH KECAMATAN	JUMLAH PKBM
1.	BATU LAYAR	4
2.	LABUAPI	1
3.	NARMADA	4
4.	GUNUNG SARI	7
5.	KEDIRI	7
6.	SEKOTONG	10
7.	LEMBAR	4
8.	LINGSAR	6
9.	KURIPAN	3
10.	GERUNG	3
JUMLAH		49

Source: Basic Education Data Directorate General of Early Childhood Education, Basic Education and Secondary Education
 PKBM Data Throughout Indonesia August 2023

Based on initial observations, the researcher found an overview of non-formal education at the Tunas Aksara Community Learning Centre (PKBM) in general, that the head of the Tunas Aksara Community Learning Centre (PKBM) was elected head of the Communication Forum for Community Learning Centres in West Lombok Regency for two periods, period I from 2008-2013 and period II from 2013-2018, and was also elected head of the Communication Forum for Community Learning Centres in NTB province for two periods, period I from 2018-2023 and period II from 2023-2028. In addition, PKBM Tunas Aksara Kuripan received several achievements, including second place in the Equality Tutor Writing Competition at the Jamboree of 1000 PTK PNF held in Surabaya in 2010, second place in the Quiz Competition for Package A, Gebyar Achievement of Learners and Education Exhibition of Educational Work Results organised by the Directorate of Equality Education, Directorate General of Nonformal and Informal Education, Ministry of National Education in 2010, First winner of the Literacy Educator Tutor competition at the NTB Province PTK PAUDNI Jamboree in 2011, First winner of the Literacy competition organised by the Directorate of Community Education Development of the Ministry of Education and Culture in 2011, First runner-up for the PKBM Achievement award in the framework of the 47th International Literacy Day organised by the Directorate of Community Education Directorate General of Nonformal and Informal Early Childhood Education of the Ministry of Education and Culture of the Republic of Indonesia in 2012, Third place in the Literacy Education Tutor Appreciation competition for Outstanding PTK PAUDNI at the NTB Province Level in 2013, the Package C Tutor competition for PTK PAUDNI appreciation at the NTB Province Level in 2016, third place in the National PKBM Institutional Appreciation in the framework of International Literacy Day by the Directorate of Literacy and Equality Education Directorate General of Early Childhood

Education and Community Education Ministry of Education and Culture in 2019, Second place for Literacy Appreciation of Basic Literacy Education Learners in the framework of International Literacy Day at the National Level by the Directorate of Literacy and Equality Education Directorate General of Early Childhood Education and Community Education of the Ministry of Education and Culture in 2019. In addition, the Tunas Aksara Community Learning Centre often receives visits from district and provincial education offices and the Ministry of Education, which shows that the Tunas Aksara Community Learning Centre is recognised by various groups.

Based on the results of initial observations made by researchers after seeing the achievements, awards obtained and successes achieved by PKBM Tunas Aksara Kuriipan in implementing the programmes carried out, the researchers were interested in researching the implementation of non-formal education at the institution so that it could become a quality institution in West Lombok Regency.

LITERATURE REVIEW

Non-formal education (Sudjana, 2004) is an organised and systematic activity, outside the established school system, carried out independently or is an important part of a wider activity, which is deliberately carried out to serve certain students in achieving their learning objectives. Non-formal education can function as a complement, enhancer, and substitute for formal education. As a complement, non-formal education can develop programmes that feature teaching materials that are not included in the non-formal education curriculum. As an enhancer, non-formal education develops programmes that can accommodate or can provide additional learning experience opportunities from those already obtained in formal education programmes. As a substitute, non-formal education provides programmes that are identical to formal education programmes. This programme is taken for community members who do not have the opportunity to participate in formal education programmes so that they follow it through non-formal education.

According to (Mustafa Kamil: 2009) The community learning activity centre or known as PKBM, is an educational institution that was born from the thought of awareness of the importance of the position of the community in the process of non-formal education development, therefore the establishment of PKBM in the middle of the community is expected to be able to become the backbone for the development process through empowering the potential that exists in the community. PKBM as one of the government's partners in educating the life of the community (nation) through non-formal education programmes, is expected to be able to foster a learning society (learning society) so that in the end it will increase independence, educational empowerment, and innovative in seeking new information in order to improve their lives. PKBM is a model of institutionalisation which means that PKBM as the basis of community education, managed professionally by NGOs or other community organisations, so that the community is in contact with PKBM and can share information about various community education programs, requirements and schedules for implementing the program. While in the guidelines for the formation of PKBM

Direktorat Community Education Development of the Ministry of Education of the Republic of Indonesia in 2011 defines the Community Learning Activity Centre (PKBM) is an institution formed and managed from, by and for the local community which specifically concentrates on learning activities, productive economic enterprises and community empowerment according to the needs of the community in order to create a community that is smart, skilled, prosperous, independent and always develop themselves positively and live in harmony.

The Community Learning Activity Centre (PKBM) as one of the education units that organise education outside formal education, its implementation refers to Government Regulation No. 19 of 2005 concerning National Education Standards and Government Regulation No. 17 of 2010 concerning Management and Implementation of Education as well as other applicable provisions. The implementation of the PKBM program needs to be standardised nationally with the aim of ensuring the quality of non-formal education in order to educate the nation's life, and form the character, character, and personality and civilisation of a dignified nation. Its function is as a basis for planning, organising, implementing, and evaluating non-formal education as an effort to realise quality national education. Standardisation is the minimum criteria determined to be the benchmark for the implementation of activities. There are 8 (eight) national standards of education outlined in Government Regulation No 19 of 2005 to be a reference for the implementation of programmes at PKBM.

Management in English to manage means to organise or manage. In a special sense it means leading and leadership, namely activities carried out to manage institutions or organisations. The discussion of management is related to the process of planning, organising, leading, and controlling in which there are efforts from members of the organisation to achieve goals that have been set together. Many experts provide an understanding of management. As stated by several management writers, including Malayu S.P Hasibuan in Management, Basic, Definition and Problems he said that management is the science and art of managing the process of utilising the energy and professionalism of others. In good management, it is not known to work alone, every work programme implementation involves many people with different tasks and functions, but synergistically interconnected in achieving goals. G.R Terry says that management is a typical process consisting of actions of planning, organising, mobilising and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other resources.

The four basic functions of management (Ramayulis & Mulyadi, 2017), whose implementation in educational institutions include:

1. Planning

Planning is the whole process of thinking and determining carefully the things that will be done in the future in order to achieve the goals that have been set.

2. Organising

Organising is the activity of arranging and forming working relationships between people, so that a unity of effort is created in achieving predetermined goals. In organising there is a division of tasks, authority, and responsibility in

detail according to fields and sections so as to create a harmonious and smooth working relationship in achieving the goals set when formulating planning.

3. Actuating

Is the core activity or process of implementing programs so that they can be carried out by all parties in the organisation as well as the process of motivating so that all parties can carry out their responsibilities with full awareness and high productivity.

4. Evaluation (Controlling)

Evaluation can be done through a report of an activity that has been carried out. Evaluation can be used as a preventive or preventive effort so that there are no deviations or errors in carrying out activities / actions in an organisation or used as a direct correction of errors or deviations that occur. Thus, the evaluation function is closely related to the planning function, because through a good and planned evaluation, it will be possible to implement the plans made effectively and efficiently (Ramayulis & Mulyadi, 2017).

The success of an educational institution is related to the management applied. As a universal meaning of the art and science of carrying out the functions of planning, organising, controlling, and evaluating. Thus the meaning of education management is a process that must be continuously carried out by educational organisations through the functionalisation of management elements in which there are efforts to influence each other, direct each other and supervise each other so that all performance activities of educational organisations can be achieved in accordance with the objectives (Hani Handoko, 1999: 9).

Education management talks about the synergy of educational institution personnel in relation to their respective duties and functions. As according to (Hadari Nawawi, 1979: 5) that education management is the overall process of controlling the cooperative efforts of a number of people to achieve educational goals in accordance with the plans that have been proclaimed held in a systematic, rational, efficient and effective manner in an educational institution, both formal and non-formal.

METHODOLOGY

This type of research uses qualitative research, where qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behaviour, perceptions, and issues about the humans studied, and others (Moleong, 2018). The research design is a single case study because the object of research is only carried out at one research location, namely PKBM Tunas Aksara, Berambang Village, Kuripan District, West Lombok Regency. The data collected in the research process of this thesis was taken through observation, interview, and document examination techniques. The system was addressed to all data sources in the form of the sources studied as follows: 1) Head of the institution 2) The person in charge of the programme 3) School principal 4) Teachers 5) Committee 6) Relevant documents at PKBM Tunas Aksara Kuripan. Data Collection Techniques and Procedures

Schematically, the data analysis process using the Miles and Huberman interactive data analysis model (2014:14) can be seen in the following chart:

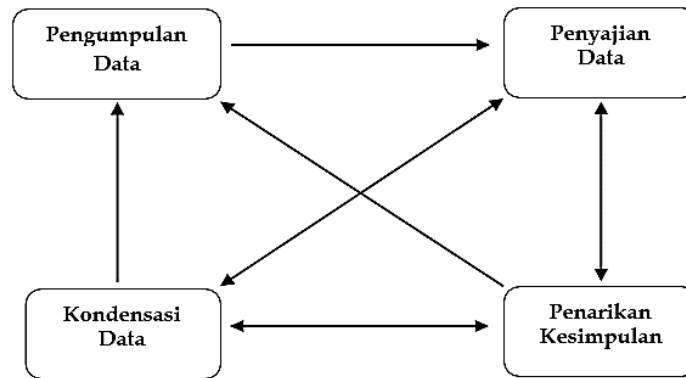


Figure 1. Chart of Components of Interactive Model Data Analysis
 Source: (Miles, Huberman, and Saldana 2014:14)

RESULT

PKBM Tunas Aksara Kuripan, located in Berambang Hamlet, Kuripan Village, Kuripan Sub-district, West Lombok Regency, West Nusa Tenggara Province, has a distance of about 3 km from the village centre, and 15 km from Gerung, the capital of West Lombok Regency. PKBM Tunas Aksara Kuripan was established on 28 July 2005 and registered with a notary on 04 January 2006 with notarial deed No 01 of 2006 by notary official Lalu Sribawa, SH. National Unit Identification Number (NPSN) P9926342, Taxpayer Identification Number (NPWP) 02.592.736.9.915.000, initiated by Mr Lalu Nasrullah Wijaya Kusuma, SP, MH.

Table 2. Program from School

No	Jenis Program	Warga Belajar			Tutor		
		L	P	Jml	L	P	Jml
1.	Pendidikan Anak Usia Dini						
	□ PAUD Tunas Aksara I	17	11	28		4	4
	□ PAUD Tunas Aksara II	10	11	21		3	3
	Jumlah	27	22	49	-	6	6
2.	Kesetaraan Setara SMP						
	□ POKJAR Tunas Aksara I	7	11	18	7	-	7
	□ POKJAR Tunas Aksara II	8	20	28	7	-	7
	Jumlah	15	31	46	14	-	14
3.	Keaksaraan Fungsional	32	68	100	6	4	10
4.	Kegiatan Usaha (KU)						
	□ Usaha Peternakan	10	-	10	1	-	1
	□ Usaha Konveksi/Sablon	4	-	4	-	1	1
	Jumlah	14	13	14	1	1	2
6.	Magang/Beasiswa	4	1	5	-	-	-

**STRUKTUR ORGANISASI
PKBM TUNAS AKSARA KURIPAN**

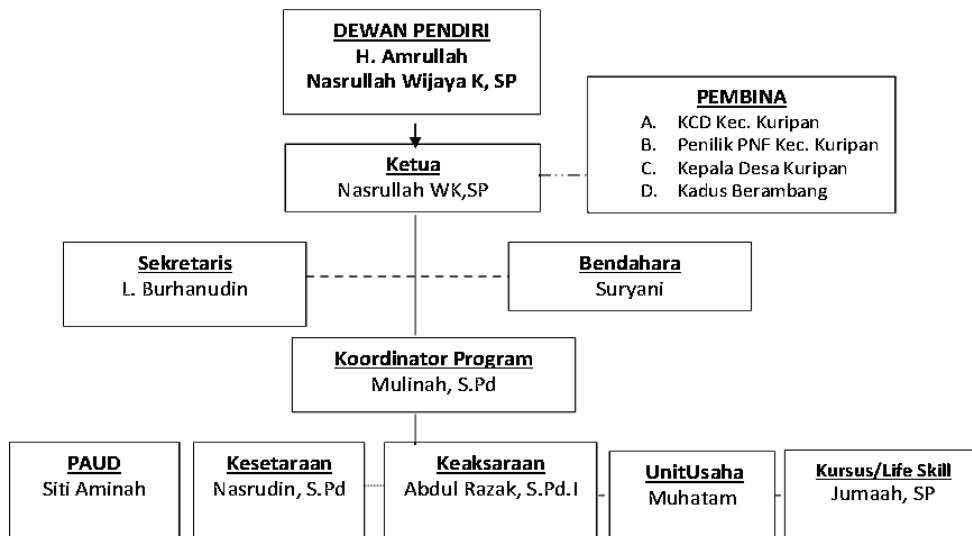


Figure 2. Organizational Program

In accordance with the focus and research objectives in this study, the researcher describes the research findings and analyses of the research results based on the research focus related to the implementation of non-formal education at the PKBM Tunas Aksara Kuripan Institute.

1. Planning the implementation of non-formal education at the PKBM institution.
2. Organising the implementation of non-formal education at the PKBM Tunas Aksara Kuripan Institution.
3. Implementing the provision of non-formal education at the PKBM Tunas Aksara Kuripan Institution.
4. Evaluation of the implementation of non-formal education in the PKBM Tunas Aksara Kuripan Institute.

In the research on the implementation of non-formal education at the PKBM Tunas Aksara Kuripan Institution, West Lombok Regency produced several findings based on data exposure, namely as follows:

1. Planning for the implementation of non-formal education at the Tunas Aksara Kuripan PKBM Institution begins with formulating the vision, mission and objectives of the PKBM and then determining the type of service programme that will be implemented. Then, the socialisation stage begins by disseminating information to the local community.

The results of deliberations and adjustments to the needs of the local community are used as a reference for planning the programmes to be implemented. Each PKBM must have a minimum of three programmes. PKBM Tunas Aksara Kuripan has literacy, equivalency, and Early Childhood Education and Skills PKW programmes. In the equivalency education programme, there are two categories regular package A homeschooling and non-regular.

Educators and education personnel: PKBM Tunas Aksara Kuripan consists of a variety of disciplines supported by teaching experience. Educators or tutors must fulfil a number of requirements, including competence, having a minimum academic qualification of undergraduate level 1 (S1) and linear with the subject programme being taught. They must also have personal competencies such as noble character, patience and integrity to the institution. The learning design of PKBM Tunas Aksara Kuripan is based on the abilities and skills of the learners. The ability of each learner to master the material is different, because of differences in age...The lessons taught at the PKBM institution are not much different from those taught in formal education. The curriculum of the Tunas Aksara Kuripan PKBM Institution, especially in relation to the equivalency education programme and early childhood education, uses the independent learning curriculum.

Planning for the financing of the PKBM Tunas Aksara Kuripan starts with private funds, and can then be extended to government funds. To implement the current programmes, the main source of funds comes from central and local government assistance (APBN and APBD) as well as learners' personal fees.

2. Organisation at PKBM Tunas Aksara Kuripan is achieved by creating an organisational structure that describes the duties and responsibilities of each section, known as TUPOKSI. The main programme at PKBM Tunas Aksara Kuripan is the equivalency education programme. The learning process lasts six days for the package A home schooling programme and three days for the non-regular equivalency programme. For the package A home schooling programme, additional subjects are added: Arabic, English and computer skills.
3. The implementation of learning at the PKBM Tunas Aksara Kuripan Institution is carried out in two ways, firstly offline for the package A home schooling and pre-school equivalency programmes and in a combination of online and offline for non-regular equivalency using zoom media and whatshapp groups. Other programmes, such as the entrepreneurial skills programme (PKW), are conducted incidentally with funding from the government and according to community needs.
4. Two types of evaluation are carried out at the PKBM Tunas Aksara Kuripan, namely: micro evaluation and macro evaluation. The micro-evaluation model uses PTS (mid-semester assessment), PAS (end-of-semester module assessment), ANBK (computer-based national assessment) and the equivalency test (UK). Macro evaluation is conducted for the programme as a whole by internal and external evaluators. Evaluators from within (internal) are PKBM managers. Programme evaluation is carried out through coordination and evaluation meetings every semester, namely at the new school preparation meeting, even and odd semester preparation meetings, graduation sessions, and incidental coordination meetings. Furthermore, evaluators from external parties play a role in providing guidance in the form of monitoring and motivation as well as assessing the determination of the value, meaningfulness or usefulness of the programme carried out by

supervisors from the Education Office. Supervision and evaluation from supervisors is carried out at any time according to a set schedule, especially when there are exams and graduation meetings.

DISCUSSION

1. Planning for the Organisation of Nonformal Education at PKBM Tunas Aksara Kuripan Institution

Based on the results of research conducted at PKBM Tunas Aksara Kuripan, PKBM planning is carried out systematically. Planning is important to achieve a goal. Especially in non-formal education which is part of the challenge for educational planners. Planning is a process and series of activities to set goals in advance for a certain period of time and the steps that must be taken to achieve these goals.

This is consistent with what is done at PKBM Tunas Aksara, where the pattern of planning is through planning (Planning), programming (Programming) and then budgeting (Budgeting). Firstly, PKBM Tunas Aksara planned the establishment of the PKBM by preparing all the necessary requirements. The Standards and Procedures for the Implementation of Community Learning Centres outline what needs to be prepared for the establishment of a PKBM, namely by planning the implementation of at least 3 (three) types of activities, data on prospective learners, the provision of educators or tutors, infrastructure, media and learning tools, data on managers and a budget plan. Planning begins with the formulation and determination of the vision, mission and goals of the institution. PKBM as a non-formal education unit and community learning forum must establish a clear vision and mission for education or community empowerment in accordance with its function and role. Because PKBM is a community-based institution, the next stage is socialisation to the community, which aims to provide information and explanations to the community.

Funding for PKBM Tunas Aksara Kuripan is obtained from the central government and local government (APBN and APBD) through the West Lombok Education Office.

Command planning is shown in the planning of the online equivalency education learning process at the initiation of the West Lombok Education Office. Actually, this initiation was intended for all PKBMs in West Lombok, but those who were able to realise it were still PKBM Tunas Aksara since 2019. The planning of the online learning process is only for learning citizens of the regular school programme who work and are over 21 years old and whose domicile is outside the Kuripan area. Policy planning is shown in the planning for the use of the Merdeka curriculum based on the policy that all PKBMs should use the independent curriculum by 2022. However, because it is not yet possible to fully implement it, PKBM Tunas Aksara Kuripan makes minor changes while still trying to adapt to the official guidelines of the independent curriculum.

Planning based on the interests of participants (participant planning) is shown in the planning of determining programmes needed by the community, especially in the entrepreneurial skills programme (PKW) where this programme is implemented incidentally according to community needs. This programme is also determined by the disbursement of funds from the government, when it can

submit a budget and the budget is accepted and can be disbursed then the programme will be held. Tutors for this programme are brought in from resource persons who are competent in their fields.

2. Organizing the Implementation of Nonformal Education at the PKBM Tunas Aksara Kuripan Institution

At PKBM Tunas Aksara Kuripan, organization is carried out by the head of the institution based on the responsibilities and authority of each section. PKBM Tunas Aksara Kuripan organizes by forming an organizational structure and runs based on their respective main tasks. The head of the institution as the axis of organizing its function organizes the members who are led, especially in decision-making. Given that managers are the spearhead of the implementation of PKBM management, it is necessary to have a comfortable workplace in order to create cohesiveness. The organizational climate that is built must be good so that the implementation of all programs is also maximized. This is what the head of the Tunas Aksara Community Learning Center has been guided by. Moreover, the organizers feel that it is not just teamwork but more than familywork. PKBM Tunas Aksara Kuripan has created several values of workplace spirituality within the management circle of PKBM Tunas Aksara Kuripan. The values of togetherness, trust, integrity, professionalism and so on are reflected in every execution of PKBM management. Professionalism and integrity are demonstrated when they are sincere in their roles as staff who do extra work but also act as tutors. For the head of the institution they work based on a moral calling, a form of gratitude and self-actualization. One of the staff told the beginning of choosing to join PKBM and until now struggling in it, because in addition to graduates from non-formal education felt called. According to him, if he struggles in the world of non-formal education only to meet financial needs, of course he will not get what is expected, only fatigue is obtained. Workplace culture and workplace climate are enveloped in a family tangle supported by friendly communication. In their daily lives before starting work, they hold useful activities such as sports to foster the strength of a sense of togetherness and trust. So that comfort and positive activities color PKBM.

3. Implementation of Non-formal Education at PKBM Tunas Aksara Kuripan Institution

The implementation of the program at PKBM Tunas Aksara is in accordance with a predetermined schedule. The implementation of non-formal education is an effort to develop the abilities, skills and talents of students, which will be very useful in resolving the challenges of life in the social environment. In addition, non-formal education is also very helpful in bridging the gaps that exist in formal education.

The main program at PKBM Tunas Aksara is the equivalency education program, and all energy and thought is focused on creating a system that remains adaptive to the various regulations in place while remaining flexible and not burdensome to learners. The implementation of the learning process at PKBM Tunas Aksara Kuripan for the package A home schooling equivalency program takes place over six days for regular classes and three days for non-regular classes, but is made with several systems tailored to the competencies and conditions of

the learners. This is in accordance with the scope of non-formal education in terms of time where the time used is relatively short and allows for learning activities while working and business. Responding to the policy of the Directorate of Literacy and Equality Education Development, Directorate General of Early Childhood Education regarding the application and use of Merdeka curriculum system learning in the learning process in equality or non-formal education, PKBM Tunas Aksara Kuripan immediately designed a curriculum to transform adaptive to these regulations.

For the regular homeschool package A, PKBM Tunas Aksara Kuripan designed a fixed schedule pattern for Monday-Saturday learning extensions. Meanwhile, the implementation of learning for non-regular equivalency for 3 (three) days, Friday - Sunday. In addition to the flexibly designed schedule, the learning system is also well designed and not burdensome for students. The learning system at PKBM Tunas Aksara Kuripan is face-to-face (offline) for regular home schooling package A schools and online for non-regular schools. The implementation of the face-to-face system (offline) is an innovation as an effort to adjust to the regulation that all PKBMs must already use the independent curriculum. This shows one of the principles of the curriculum, namely flexibility, which means that it is not rigid and there is a kind of space that provides freedom of action.

Since the instruction from the West Lombok Education Office initiated all PKBMs in West Lombok, PKBM Tunas Aksara Kuripan responded well and immediately designed online learning. Thus, the innovation in the implementation of online or online-based learning long before the pandemic has had the impact of more mature readiness when all educational institutions are forced to learn virtually. During the pandemic PKBM Tunas Aksara Kuripan maximized the use of "Zoom" media as a substitute for face-to-face in class.

4. Evaluation of the Organization of Non-formal Education at the PKBM Tunas Aksara Kuripan Institution

Evaluation is part of supervision where the stage of determining the standards to be achieved, evaluating the results of implementing the plan and making decisions aimed at action to revise existing shortcomings. In the management of non-formal education, supervision has the same value as the planning function. PKBM Tunas Aksara focuses on the implementation of learning. Monitoring at PKBM is carried out by the managers themselves. Monitoring the implementation of learning, by providing assistance to each tutor, is mandated by scheduled staff. During normal times, staff assist directly by coming to the school, while during the pandemic, they accompany tutors in each "zoom" room. In addition, the Director of PKBM Tunas Aksara participates directly in monitoring the learning process by monitoring both the continuity of learning and the learning community. In the field of education, evaluation is both macro and micro in terms of its targets. Macro evaluations target educational programs, that is, programs that are planned to improve the field of education. At PKBM Tunas Aksara, internal evaluations are carried out every day during the learning process and at large meetings every semester, namely at meetings to prepare for the new school year, meetings to prepare for even and odd semesters, graduation

sessions, and incidental coordination meetings. Meanwhile, external evaluators are in accordance with Government Regulation No. 19 of 2005 article on National Education Standards, which states that supervision in non-formal education is carried out by supervisors of education units who have met predetermined criteria. External evaluation is carried out every day in the learning process and large meetings every semester, namely at the new school preparation meeting, even and odd semester preparation meetings, graduation sessions, and incidental coordination meetings.

CONCLUSION AND RECOMMENDATION

Planning for PKBM Tunas Aksara Kuripan is done systematically by applying allocative planning. The planning pattern is through planning (Planning), programming (Programming), then budgeting (Budgeting). Some of the planning carried out by PKBM Tunas Aksara Kuripan is planning decisions on the implementation of the learning process for home schooling equality education package A face-to-face (offline) which is held from Monday to Saturday and the implementation of the learning process for non-regular equality education online which facilitates access to education for learning citizens of regular school programs who work and whose domiciles are outside the Kuripan area, planning decisions began to adaptively use the independent curriculum with curriculum design innovations that are flexible systems and do not burden students, planning to provide additional learning (mulok) in home schooling equivalency education package A on the introduction of native Sasak language and English language education, planning for the acceptance of students at any time.

The organization of PKBM Tunas Aksara has been carried out well; an organizational structure has been established based on the responsibilities and authority of each section, which has been assigned a job description. However, the job descriptions do not yet cover all the positions in the organizational structure, and there are still duplicate positions. The culture and climate of the organization is one of family work, with a strong sense of community and trust in one another, so that cohesiveness is always reflected in the provision of non-formal education at PKBM Tunas Aksara Kuripan.

The implementation of the program at PKBM Tunas Aksara has gone well according to the plans and objectives that have been determined. Implementation is an activity carried out jointly between all PKBM stakeholders in accordance with their respective duties, authorities and responsibilities, so that implementation runs effectively. The importance of the role of the head of the PKBM Institution as a manager to lead the organization well, carry out effective communication and motivate students and so as to create a conducive learning atmosphere and the creation of harmonious cooperation between PKBM stakeholders. The programs designed can run well.

Evaluation at PKBM Tunas Aksara Kuripan is carried out by internal (managers themselves) and external (supervisory bodies or Education Office inspectors). Evaluation of the implementation of learning by the manager, by providing assistance to each tutor. In addition, the head of PKBM Tunas Aksara participates directly in monitoring the learning process by arriving after each tutor

has finished teaching. The attendance list of the learners is always checked, and if the attendance of the learners declines, they are immediately given directions and additional information. External evaluations, on the other hand, are carried out at any time, according to a schedule known to the supervisors, as well as a fixed schedule for examinations and graduation meetings.

FURTHER STUDY

The results of this research are certainly not an absolute thing, so there must be shortcomings, limitations of data, studies and points of view of analysis. So it is hoped that future researchers who are interested in researching topics similar to this research will make more efforts to study the management of non-formal education institutions from a scientific theoretical point of view and a societal point of view following existing developments.

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