

ACCOUNTABILITY OF EQUIVALENCY EDUCATION PROGRAMS IMPLEMENTATION AT COMMUNITY LEARNING CENTERS IN BENGKAYANG REGENCY

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ABSTRACT

This study aims to describe the accountability of implementing the Equivalency Education program at the community learning activity center in Bengkayang district based on input evaluation aspects. The research used a concurrent embedded technique, combining quantitative and qualitative methods. The sampling technique used purposive sampling in two selected PKBM, namely PKBM Adubs and PKBM Insan Madani. With questionnaire, interview, and documentation collection techniques. Based on the study results, the implementation of the input aspect of the equivalency education program at PKBM Adubs and Insan Madani has not been fully accountable and by the standards that should be. Of the five indicators, namely learning citizens, chief managers, tutors, curriculum, and infrastructure facilities, three of them, namely the tutor indicator, learning citizens, and infrastructure facilities are not accountable. Despite various obstacles, Community Learning Activity Center in Bengkayang Regency has shown commitment to implementing equivalency education programs with efforts to improve accountability. Further support from the government and related parties is needed to overcome existing obstacles and strengthen the accountability system so that this equivalency education program can run more optimally and achieve its goals of providing equal education for the entire community.

Keywords: Accountability, Implementation, Equivalency Education Program, Community Learning Centers

1.0 INTRODUCTION

Since education is meant to educate the people of the country, it plays a crucial role in developing and enhancing the quality of human resources (HR). The 1945 Constitution gives the government the power and duty to educate the populace and to ensure that everyone in Indonesia receives an equal education that meets high standards to achieve national development. Given the disparity in education caused by the comparatively high dropout rate. The overall primary school dropout rate in 2023 was 0.13% of 24,035,934 primary school students, according to data from the Central Statistics Agency (bps.go.id). Meanwhile, at the junior high school (SMP) level, the dropout rate was 1.06% of the total number of junior high school students reaching 9,970,730, and senior high school at 1.38% of the total number of senior high school students reaching 5,317,975. Some areas of Indonesia that have dropout rates are West Kalimantan Province, especially in Kab. Bengkayang.

Based on the results of data obtained from the Bengkayang Regency Education and Culture Office, the dropout rate is recorded as a percentage of 116 people or 3.67 percent of children at the PAUD level per year out of 3,781 students in Bengkayang Regency, and there are 300 people or 0.89 percent of children dropping out of school at the Elementary School (SD) level per year out of 33,683 total elementary school students in Bengkayang Regency. Meanwhile, for the junior high school level, the percentage rate is 2.69 percent or as many as 380 students out of 14,130 students in Bengkayang Regency. Based on this information, the target of the equivalency education program still needs to be addressed, meaning that there are still many people who have not completed the twelve-year compulsory education.

This is due to economic factors, limited access to education, and a lack of awareness about education. This is supported by the findings of Asmara and Sukadana (2016), who discovered that family income, school distance, and parental education level have a significant impact on dropout rates. Furthermore, Bengkayang Regency is located in the interior, with difficult access due to geographical conditions. As a result, some underprivileged people may have limited or difficult access to educational facilities.

This government policy serves as the foundation for the implementation of education to achieve equitable distribution of quality education, by Law No. 20 of 2003 concerning the National Education System, articles 5 paragraph (1) and 11 paragraph (1), which read: "Every citizen has the same right to obtain quality education (article 5 paragraph 1)". "The Central Government and Regional Governments are obliged to provide services and facilities, as well as ensure the implementation of quality education for every citizen without discrimination (Article 11, paragraph 1)" (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education Unit System, Article 26 paragraph 4). To increase educational equity, education can be obtained formally, non-formally, or informally.

As a result, the government established the Community Learning Activity Center (PKBM) as one of the alternative forms for organizing an equivalency education program to provide education services equivalent to SD (Package A), SMP (Package B), and SMA (Package C) or equivalent to community members who choose the Non-formal path through PKBM. According to Sihombing (2000), PKBM is a learning center for locals in both rural and urban areas, among other places. PKBM is created from, for, and by the local community and is used to promote learning and development, improve quality of life, and improve skills, knowledge, attitudes, hobbies, and talents. With the primary goal of exploring and utilizing the potential of human resources and natural resources in the environment.

Based on the results of observations and interviews within the Education and Culture Office with the Head of the Non-Formal Education Development Division (PNF) by Mr. Harun, S.Pd, M.Pd said that there are five (6) PKBM and one (1) SKB including, PKBM Insan Madani Kec. Sungai Raya Islands, PKBM Kepulauan Kec. Sungai Raya Islands, PKBM Cahaya Bangsa Kec. Sungai Raya Islands PKBM Pondok Pesantren Al-Furqon Kec. Sungai Raya, PKBM Adubs Kec. Bengkayang, and PKBM Gunung Brunei Kec. Jagoi Babang and SKB Adubs Kec. Bengkayang. From this information, he conveyed that every PKBM in Bengkayang Regency is implementing the main program, namely the Equivalency Program for Package A, Package B, and Package C. The existence of equivalency education programs for Packages A, B, and C through PKBMs in Bengkayang Regency has indeed attracted the attention and interest of

community members who are in dire need of equivalent education for elementary, junior high, and high school. This helps people who are constrained by formal education and is a solution for students who have dropped out of school.

In addition, there are several programs implemented, namely development programs such as life skills programs and vocational programs, which are implemented by two PKBMs, namely PKBM Adubs and PKBM Insan Madani. This program is integrated through skills subjects through the equivalency education program. Other PKBMs are not implementing the program due to a lack of infrastructure, funding, and ineffective PKBM management. Life skills education is one of the development programs in the Non-formal education program that plays an important role in preparing citizens to learn and function independently.

Sewing instruction is one of the skills programs provided to learning citizens at PKBM Adubs through the equivalency education program, according to direct interviews with Mr. Mali S.Pd, M.Pd., Head of PKBM Adubs Management. It has more than just work skills; in addition to basic abilities like reading, writing, counting, and problem-solving, it can also teach citizens how to collaborate in groups. In addition, learning citizens receive independent instruction on how to solve problems more creatively and effectively.

Then, based on the findings of direct observations and interviews with Mr. Wahaini, S.Pd., the Chairperson of the Insan Madani Foundation and the former head of the PKBM institution, he also stated that during the past two years, the life skills program and the vocational program—which had previously been separate programs—have been integrated through subjects related to skills acquired from the equivalency education program, such as computer proficiency and sewing skills. He emphasized the value of education for learning citizens, particularly for enhancing their social standing and mobility within the community following the completion of coursework equivalent to a formal education. According to the above description, providing equivalency education packages A, B, and C to the community or learning citizens improves human quality and in creating jobs.

Based on the findings of this study, past experts have conducted research on non-formal education in the form of equivalency education, such as Verawati research (2021). The implementation of PKBM Jero Juangga optimization activities is part of the KKN work program, which functions smoothly; the community provides support for creating teaching resources, providing mentorship, and assessing learning activities; all of these factors have a positive impact on PKBM Jero Juangga. Saidah (2018) conducted additional research based on the study's findings, which revealed that the evaluation of Package C equivalency learning at PKBM Citra Pakuan Bogor was successful and was influenced by the evaluator's ability to carry out evaluation procedures. The barriers to management are funding and the concept of teaching citizens about lifelong education, which is still lacking, environmental conditions and links to inadequate facilities and infrastructure, and learning schedules, which frequently collide with the busyness of learning citizens, such as work matters and others, resulting in basic literacy learning that does not follow a predetermined schedule.

Another study was also conducted by Egbezor and Okanezi (2008), this study investigated the results of non-formal education for human resource development in the state of Nigeria. This research is a type of survey research, using questionnaires to collect data. Findings in the study showed that in particular, non-formal education serves the industrial sector by training the

required workforce. Skills proficiency centers in the state of Nigeria have trained participants in various skills and trades. These skills and trades enhance the pursuit of employment.

Previously, few studies had been conducted on the accountability of program implementation in the field of equivalency education through PKBM, particularly in Bengkayang Regency, to determine whether it was effective and by the standards that should be met. Accountability is critical in businesses and public organizations, both government and non-government (Kholimi 2017). Mardiasmo (2018) defines accountability as the trust holder's (agent's) obligation to account for, present, report, and disclose all activities and activities under his control to the trust giver (principle), who has the party and authority to hold it accountable. This study means accountability for the implementation of the equivalency education program as a form of accountability from an institution or organizing agency to the government so that it can be accounted for. Accountability for program implementation also creates a high level of transparency by organizers to the community, especially to the government.

A program will be said to be effective if it reaches the minimum standards of several standards in the Non-formal Education Standards (PKBM). PKBM must have 8 (eight) components of educational standards as a reference, namely, graduate competency standards, content standards, process standards, educator and education standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The potential of an institution and the quality of human resources depends on how the management of PKBM is carried out by managers, principals, and educators in it contributes to the attitude and concern of various parties including the government.

Another study was conducted by Kinansih (2015) at the PKBM Pratama Learning Group (Study Group) Package C Widya Wiyata Mandala in Batang District, Batang Regency. The Study Group of Packages C program is abused by learning citizens who want to gain power. For example, learning citizens who are older than the learning age at the equivalent high school level join the Study Group of Packages C Program because they want to become village heads, village officials, improve their job careers for class increases, or even members of the DPR (House of Representatives), or to register for jobs that require a high school diploma. The implementation of the Study Group of Packages C equivalency education program by managers who still deviate from the rules, as well as fraud (hidden orientation) behind the implementation of the Study Group of Packages C learning process at the research location.

Hidden orientation refers to the hidden orientation or purpose of learning citizens seeking equivalency education. The hidden orientation manifests itself as the desire of learning citizens to obtain a certificate to achieve high status and social mobility. In other words, this research is critical and stands out as a follow-up study with a focus on the Bengkayang district area. Equivalency education does not escape the attention of central and regional governments, particularly in Bengkayang Regency, as policymakers, or the community itself as ordinary citizens. PKBM for equivalency education Packages A, B, and C are still regarded as alternative education, which is undervalued in terms of quality and has already been built as an "as if school" environment. This is what ultimately caused disorientation and dysfunction during the program's implementation.

To determine whether an institution implementing an equivalency program is accountable, the input aspect is evaluated. As a result, evaluation activities must be conducted as a measuring

tool, comparing the suitability of standards to implementation, so that the government and community can account for it. It appears reasonable enough to be carried out to determine the accountability of the implementation of the Community Learning Center (PKBM) equivalency education program in Kab. Bengkayang.

2.0 METHODS

This research evaluates the CIPP (Context, Input, Process, and Product) model developed by Stufflebeam (2003). The purpose of this evaluation model is to describe the input components in the accountability of the equivalency education program's implementation at the Bengkayang Regency Community Learning Activity Centre. This research method employs a concurrent embedded mixed method, which combines quantitative and qualitative methods. According to Creswell (2016: 288), "mixing" (mixing) and combining this data can provide a better understanding of the problem formulation than doing it one at a time.

This study used purposive sampling. Purposive sampling is a sampling technique that requires certain considerations. Bengkayang Regency has two (2) PKBM out of seven active PKBM: PKBM Adubs in Kec. Bengkayang and PKBM Insan Madani in Kec. Sungai Raya Kepulauan. The selection of two PKBMs from this sub-district is based on specific criteria because PKBM Adubs and PKBM Insan Madani differ from other PKBM in the Bengkayang Regency, specifically the inclusion of a vocational program in skills subjects. Quantitative data collection techniques were developed based on questionnaire results, while qualitative data was collected through interviews and documentation.

3.0 RESULT AND DISCUSSION

Input Components of the program as a source of community learning in Bengkayang Regency include: a) learning citizens, b) educators (tutors), c) managers, d) curriculum, e) facilities and infrastructure.

a. Learning Citizens

Learning citizens are community members who engage in learning activities within a unit. Learning citizens in the learning process. The learning process is consistent across tutors. According to Senjawati and Fakhruddin (2017), tutors aim to maximize learning outcomes for all learners without making distinctions between individuals.

The PKBM Adubs learning community has a total of 317 people. Package A's learning citizens numbered 40, with 36 men and 4 women. The total number of learning citizens in Package B is 94, with 70 men and 24 women. Package C had a total of 183 learning citizens, 98 of whom were men and 85 women. Meanwhile, there are 111 learning citizens at PKBM Insan Madani. The number of learning citizens in Package A is 17, with 8 men and 9 women. The total number of learning citizens for Package B is 34, with 23 men and 11 women. Package C had a total of 60 learning citizens, 42 of whom were men and 18 women.

The result of this study indicate, the suitability between implementation and standards based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 47 of 2023 concerning Management Standards for Early

Childhood Education, Primary Education Level, and Secondary Education Level. In PKBM Adubs it is by the Management standard. Meanwhile, PKBM Adubs has a mismatch between implementation and standards in the implementation of the Package A equivalency education program has not reached the minimum standard of only 17 learning citizens with a minimum standard of 20 learning citizens.

b. Tutors

Based on the results of the study, the tutors at PKBM Adubs totaled 26 people, and at PKBM Insan Madani, they totaled 27 people. The success achieved by learning citizens is determined by the ability and expertise of tutors in carrying out learning in equivalency education programs, including the availability of tutors owned by institutions. Availability is reflected in the number of tutors according to their qualifications and competencies. The more personnel with adequate qualifications and experience in their fields, the better the quality of learning in non-formal education (Sari, 2019).

Table 1 Tutor Qualifications of PKBM Adubs

<i>Tutor Qualifications of PKBM Adubs</i>	<i>SMA/Paket C</i>	<i>D3/D4</i>	<i>S1</i>	<i>S</i>
<i>Package A</i>		√	√	√
<i>Package B</i>		√		
<i>Package C</i>				

Table 2 Tutor Qualifications of PKBM Insan Madani

<i>Tutor Qualifications of PKBM Insan Madani</i>	<i>SMA/Paket C</i>	<i>D3/D4</i>	<i>S1</i>	<i>S</i>
<i>Package A</i>	√		√	
<i>Package B</i>			√	
<i>Package C</i>			√	

Based on the information obtained at PKBM Adubs, the background qualifications of tutors for Equivalency Package A education include a diploma, a bachelor's degree, and a master's degree. They already have teaching experience at the main school and have been certified as educators. With several four (4 people) male tutors and 2 women tutors, the qualification background of the Package B tutors is bachelor graduates who have teaching experience in formal and non-formal schools, with a total of nine female tutors. Then the background qualifications of the tutors in the Package C equivalency education program are Diploma and Bachelor's graduates who already have teaching experience, and some have been certified as professional educators. The number of male tutors is 4, and there are 7 female tutors.

Furthermore, at PKBM Insan Madani, tutors for Equivalency Education have a high school education background totaling 1 person and a bachelor's degree totaling 26 people. In the Package A education program with high school and bachelor's education qualifications, the

number of male tutors totals twelve (12) people and the number of the number of female tutors totals fourteen (14) people. Meanwhile, for equivalency education, packages B and C have the same subject teachers, with male tutors totaling twelve (12) people and female tutors totaling fourteen (14) people. These teachers already have teaching experience, and some of them are certified educators as professional teachers.

According to this information, the background qualifications of teachers at PKBM Adubs are consistent with those listed in Permendiknas No. 47 of 2023, which governs Education Management Standards. Meanwhile, the qualifications of tutors at PKBM Insan Madani continue to fall short of the standards, as there are still tutors with only a high school diploma.

c. Managers

The PKBM organizing institution is an institution, organization, or non-formal education unit capable of meeting both administrative and substantive requirements when organizing education and training programs. As a result, the PKBM manager's role in managing the educational programs that he oversees is critical to his learning citizen success in following the learning process (Lokollo,2020). The qualifications for the head of a PKBM institution must include competence in carrying out the functions of leadership, planning, motivation, supervision, and evaluation.

Based on the research results, the qualifications for the leaders and managers of PKBM Adubs and PKBM Insan Madani have a Master's and Bachelor's educational background and have obtained training certification as managers. It can be concluded that the PKBM Adubs and PKBM Insan Madani managers have complied with the minimum management standards based on Permendiknas No. 47 of 2023 concerning Education Management Standards for the Package A, Package B, and Package C equality education programs.

d. Curriculum

Based on the results of the interviews, with the managers and teachers at PKBM Adubs and PKBM Insan Madani, currently, the two PKBM institutions have used the independent curriculum in the implementation of learning in the equality education program Package A, Package B, and Package C. So that in the preparation of learning plans guided by the curriculum which sets graduate competency standards, based on the readiness of learning residents, national education goals and the needs of the learning community. Guidelines for implementing the curriculum are available through the Independent Teaching Platform of the Ministry of Education and Culture through the following website: <https://guru.kemdikbud.go.id/login>.

Subsequently, the chief coordinator of equality education and the supervisor of PNF equality education programs Package A, Package B, and Package C oversee the twice-yearly evaluation and review of the curriculum at PKBM Adubs. This includes improving curriculum understanding, teaching practices, and tutor mentoring. Furthermore, PKBM Insan Madani reviews, assesses, and even creates the curriculum for programs of inequality education, like vocational education. It is conducted yearly by the PKBM Insan Madani institution for the equality education program Packages A, B, and C. The activities include curriculum reviews, training procurement, tutor supervision, and implementing differentiated learning strategies.

From the quantitative data results, it is evident what the success criteria are for the standards' conformance and their implementation.

Table 3. Accountability indicators of the curriculum at PKBM Adubs and PKBM Insan Madani

Indicators	Implementation		Percentage		Judgement
	PKBM Adubs	PKBM Insan Madani	PKBM Adubs	PKBM Insan Madani	
The existence of curriculum guidelines for each equality education program	Present	Present	100 %	100 %	Accountable
Curriculum evaluation and review activities	Present	Present	100 %	100 %	Accountable

The results of this study show that the implementation of the curriculum at PKBM Adubs and PKBM Insan Madani is fully accountable and complies with the standards listed in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 12 of 2024 concerning the Curriculum in Early Childhood Education, Primary Education, and Secondary Education.

e. facilities and infrastructure

Educational facilities are all equipment and materials that are directly used in the educational process, and educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process (Sutarto, 2007).

Based on an interview with the head of the management of the PKBM Adubs Institution, it has space infrastructure in the form of an office room with a size of 6 m2, a special learning room of 30 m2, a special guest room with an area of 6 m2, a special practice room of 20 m2, and a toilet. From the results of the interview, he revealed that the building that is the place of learning is a rental building. The limitations and constraints are inadequate facilities and infrastructure, for example, teaching aids such as musical instruments and sewing machines, and a space that is not so large while there are many learning residents.

Furthermore, the results of an interview with the head of the PKBM Insan Madani Institution management show that the facilities and infrastructure are inadequate in this case the computer practice room, which is not large enough. Currently, the building is not occupied since the number of learning citizens is decreasing. The completeness of the facilities and infrastructure for implementing the equivalency education program can be seen in the following diagram.

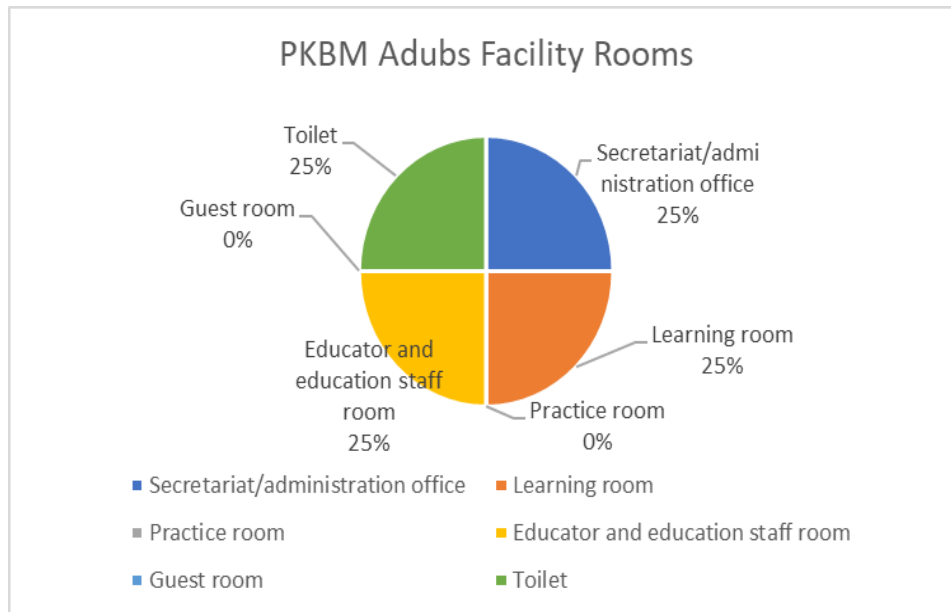


Figure 1: PKBM Adubs Compliance of Room Facilities

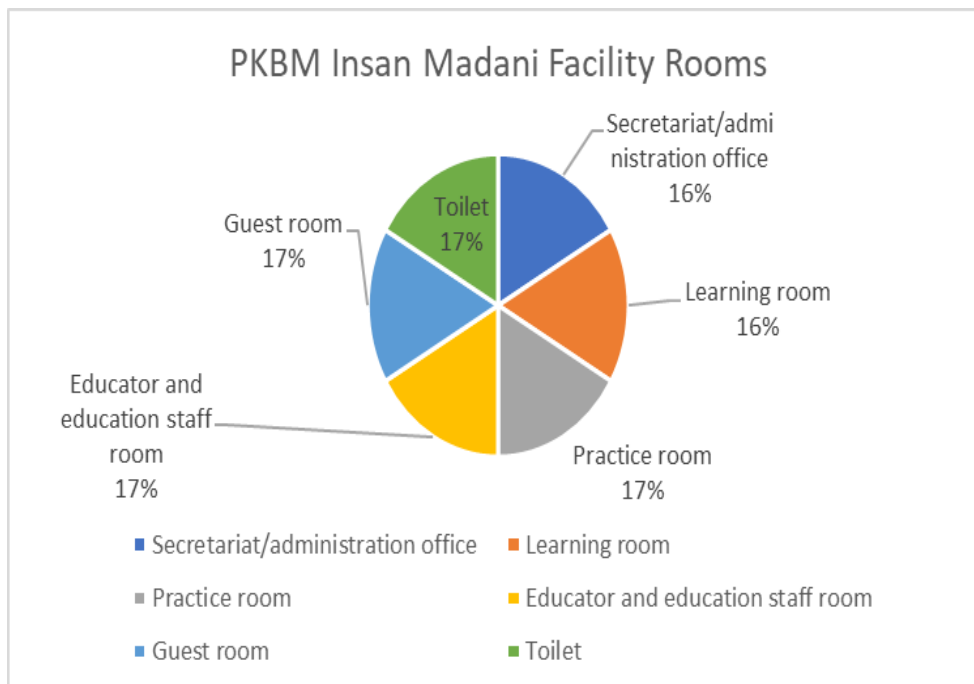


Figure 2: PKBM Adubs Compliance of Room Facilities

Based on the results of quantitative data research, the space infrastructure is still not partially by the standards; there are several space infrastructures, such as guest rooms and practice rooms that do not exist. Meanwhile, PKBM Insan Madani is by the standards listed in Facilities and Infrastructure based on Permendikbudristek Number 22 of 2023 concerning Facilities and Infrastructure Standards in Early Childhood Education, Disarm Education Level, and Secondary Education Level.

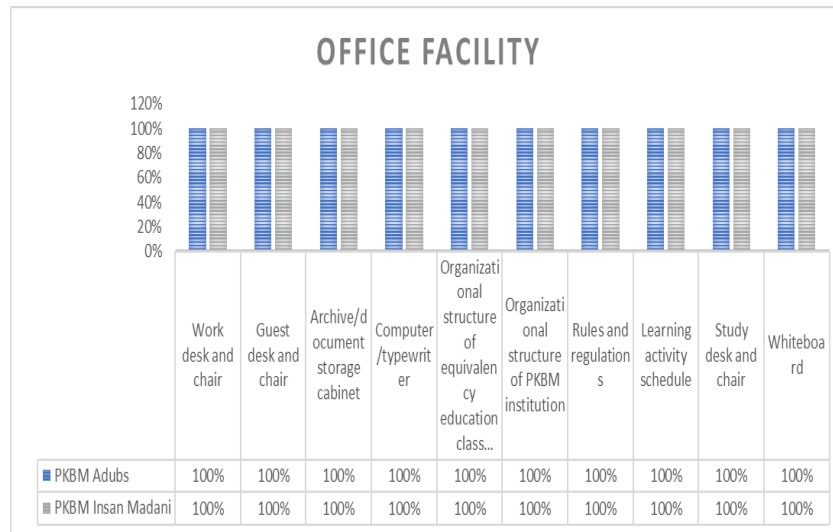


Figure 3: Compliance of Office Facilities

Based on the study's findings, it is possible to conclude that PKBM Adubs and PKBM Insan Madani space facilities have an average percentage of 100% by the standards listed on the suitability of facilities and infrastructure in early childhood education, disarm education level, and secondary education level as outlined in Permendikbudristek Number 22 of 2023. Space and learning facilities to facilitate the learning activities in the equivalency education program.

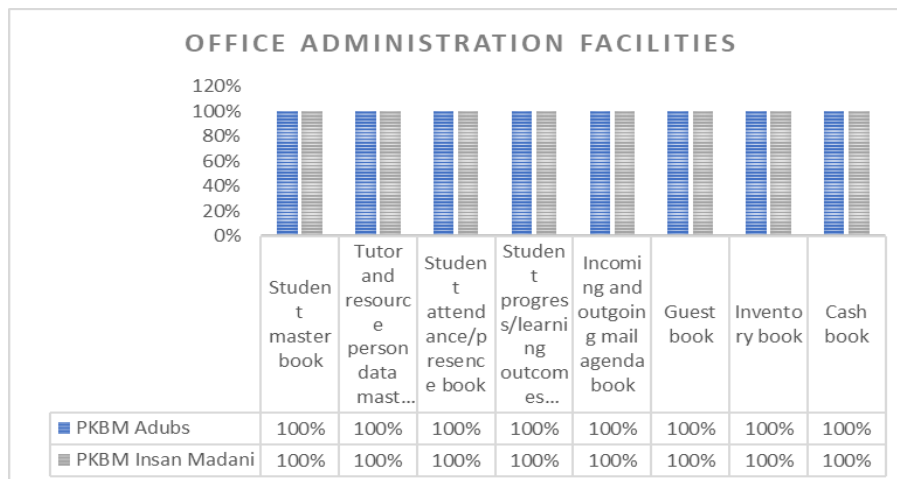


Figure 4: Compliance of office administration

Furthermore, based on the results of research on the evaluation of input facilities and infrastructure with descriptors of office administration facilities at PKBM Adubs and PKBM Insan Madani, it shows that 100% is by the standards listed in Permendikbudristek Number 22 of 2023 concerning Facilities and Infrastructure Standards in early childhood education, disarm education level, and secondary education level. For building infrastructure, the PKBM Adubs Institution has a lease or contract ownership status and has met the applicable legal requirements. It has a land area of 120 m² and a building area of 64 m². Meanwhile, the Insan Madani PKBM institution has a complete building infrastructure in the form of a land area of

521 m2 and a building area of 420 m2. The ownership status of the lease or contract has met the applicable legal requirements. It can be concluded that PKBM Adubs has no conformity with applicable standards, while PKBM for building infrastructure has met the standards of facilities and infrastructure listed in Permendikbudristek Number 22 of 2023.

According to Gulhane (2014: 48) that various types of adequate educational facilities and infrastructure make the learning process interesting. Then, the learning outcomes of learning citizens will not achieve good results if the facilities and infrastructure are inadequate. From the above opinion, it can be seen that the fulfillment of facilities and infrastructure at the institution in the implementation of equivalency education for Package A, Package B, and Package C will help learning citizens more easily understand the learning material to be delivered and have experience during the use of facilities and infrastructure at the institution. The limitations so far are the lack of funds, the institution stands from the community, for the community, and for the community, so there are limitations in both facilities and infrastructure.

4.0 CONCLUSION

Based on the results of the study, it can be concluded that, in general, accountability is related to accountability for the implementation of equivalency education programs at the Community Learning Activity Center in Bengkayang Regency. Based on the input evaluation aspect with indicators, learning citizens, tutors, educators, head managers, curriculum, facilities, and infrastructure at PKBM Adubs and PKBM Insan Madani institutions are not fully by national education standards. Several components are not yet in accordance so they become an obligation as a form of accountability for the implementation of the Package A, Package B, and Package C equivalency education program. These components are the mismatch of the number of students in PKBM Insan Madani, the mismatch of teacher qualifications in PKBM Insan Madani, and the mismatch of facilities and infrastructure in PKBM Adubs, both the building area used and the inadequate space facilities.

5.0 RECOMMENDATION

Based on the results of the research obtained, the results of the input evaluation provide an overview that the learning citizens, the background conditions of the teacher, and the head of the management, curriculum, and infrastructure are by and good with the standards that have been set, although several components have not been achieved from the two PKBM.

The implication is for the institution to perfect the indicators of learning citizens according to Permendiknas No. 47 of 2023 concerning Education Management Standards, tutor indicators according to the latest teacher education standards stipulated in Permendikbudristek No. 56 of 2022, and Sarpras indicators according to the suitability of facilities and infrastructure based on Permendikbudristek No. 22 of 2023 concerning Facilities and Infrastructure Standards in early childhood education, disarm education level, and secondary education level. For the smooth and successful implementation of the equivalency education program.

In order to ensure that the equivalency education program in Bengkayang Regency is successful, it is hoped that researchers will be able to offer recommendations to the educational offices and institutions involved in this study.

1. Ensure that PKBM institutions can pay attention to the number of learning citizens so that they can reach the minimum standard by identifying community learning needs (IKBM) at least once a year.
2. Ensure that teachers and educators receive regular training to improve competencies, such as attending workshops, MGMP, webinars, teacher professional programs, or even further studies.
3. PKBM institutions should establish a monitoring and evaluation system concerning accessibility to education and support resources by building partnerships with local communities in the area to identify community learning needs more effectively.
4. The district education and culture office should conduct regular monitoring and evaluation of existing facilities and infrastructure to ensure that they are functioning properly and meet set standards.

Accountability for the implementation of this aspect of inputs should be reported as evidence that the organization and use of educational goods are by their functions and that there is more transparency.

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