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The role and function of the Musi Rawas learning activities center as a non-formal unit

Hartoyo Hartoyo¹, Sudarwan Danim², Muhammad Kristiawan²

¹BAPPEDA Musi Rawas, Indonesia

²Universitas Bengkulu, Indonesia

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ABSTRACT

This research aims to find out and describe the current situation and the role played by the Musi Rawas Regency Learning Activities Centre through the head and administrators in building the quality of human resources in the region, existing resources, facilities owned and programs implemented as well as inhibiting and supporting factors. This research uses a qualitative approach with descriptive methods, data collection using interview, observation and documentation techniques. Meanwhile, data analysis was carried out using the interactive model from Miles and Hubermann, namely data collection, data reduction, data presentation and drawing conclusions as well as research validity using triangulation techniques. The results of the research describe the current condition of the Musi Rawas Regency Learning Activity Centre, including existing resources, which have carried out several roles with various activity programs in building the quality of human resources, including education, training, skills and community empowerment programs. Several inhibiting factors that occur are a lack of human resources, especially learning tutors, very minimal funding support from the Regional Government, social conditions in the surrounding community that are less supportive and less enthusiastic about the activities being carried out. Meanwhile, the supporting factors found include the availability of adequate supporting facilities and facilities, the existence of other local educational institutions and collaboration with various community institutions.



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Corresponding Author:

Hartoyo Hartoyo,
BAPPEDA Musi Rawas
Email: toyo_disdikmura@yahoo.co.id

Introduction

Human resource development is an important priority in development at the national and regional levels. Human resources are the potential contained within humans to realize their role as adaptive and transformative social creatures who are able to manage themselves and all the potential contained in nature towards achieving a prosperous life in a balanced and sustainable order (Sima, 2020). Competent and qualified human resources are needed to support productivity and activities so that the goals of a company or organization can be achieved perfectly. Human resource is one of the key factors in economic reform, namely how to create quality human resources who have skills and are highly competitive in global competition (Shomedran & Karmila Nengsih, 2020).

The government has responsibilities to give the proper education to the citizens to have the better life. (Madani, 2019). Human resources are the first and main element in every activity carried out. To achieve quality human resources requires a learning and learning process. Through the learning process, people gradually acquire these abilities. With this learning process, abilities/power are obtained over time (Rokhman et al., 2014). In this way, sufficient capabilities can be accumulated to deliver their independence. Indonesia is viewed as having a promising economic future; it's bound to become a country of global importance in the 21 century, so education is the key factor for the future (Shaturaev, 2021). The local government plays the important role. Regarding human resources, if we look at the labor force figures in Musi Rawas, it is known that in 2022 the open unemployment rate (TPT) is 1.92% and the Human Development Index is 67.78, still below the average of national and provincial score. In 2021, It was 67,01, it increased slightly 0,77 (bps.go.id, 2022).

The education pathway is divided into three categories: formal education, non-formal education and informal education, all of the paths has each own characteristics (Fakhrudin & Shofwan, 2019). In developing the human development index, education plays important role, not only formal education, but also non-formal education. Non-formal education units or out-of-school education are places for various learning activities needed by the community according to their needs with a community-based education approach, so they do not recognize age limits like formal education (Hafidz, M.A; Elihami, E; Nisa, 2021). Non-formal education institutions or out-of-school education as a source of information contain various types of learning programs that are useful, especially in increasing abilities in the field of skills which are oriented towards developing the potential of local human resources through a community-based education approach to improve the knowledge, skills and attitudes of the community in the field economic, social and cultural (Alif et al., 2019).

As a non-formal education unit, it is important to reduce the dropout rate of students. And SKB hopefully could take part to overcome this problem (Hasviana et al., 2021). The role of non-formal units in the context of developing human resources for the community includes, among others, as a place for holding learning activities in the community which of course has different characteristics, then a forum for active participation for community members in learning activities. Apart from that, non-formal education units or out-of-school education also have many roles in community empowerment efforts that need to be studied in more depth. With in-depth study in the form of research, it will be possible to formulate what role out-of-school education units have in improving the quality of human resources (Khoiriyah, 2019).

Learning Activities Centre (SKB) is a non-formal education unit or out-of-school education which is directly managed by the government, and provides educational services and skills to improve the quality of human resources at all ages, from the age of children before entering basic education level until someone reaches the age of above formal education (PERBUP Musi Rawas 25/2019, 2019). Administratively, the Learning Activities Centre has experienced several changes in its position, duties and functions, in accordance with changes in legal regulations. Various programs are implemented, such as life skills education, equality education, early education, youth education, equality package A, B and C, women's empowerment or other forms of education that can be accessed by the wider community (Nengsih et al., 2018). The SKB functions to develop the potential of students/learning citizens (community members) with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities. Thus, it is clear that through educational services equality can truly be a means of overcoming socio-economic problems in society (Widodo, 2015). So that in turn it can create a society that likes learning (learning society), creating employment opportunities based on community needs leading to independence to achieve prosperity. The existence of this Learning Activity Centre is now very necessary for the community with the distribution of SKB in every Regency/City in the provinces in Indonesia, including in South Sumatra, especially in Musi Rawas Regency. Nonformal education unit such as SKB was very urgent in increasing the educational index for the regional citizens, but it seems that SKB was lack of attention from the local government.

This condition then makes researchers continue to conduct studies regarding the role of out-of-school education units in improving or building the quality of human resources. This condition needs to be seen and described the functions and duties as well as supporting and inhibiting factors for this SKB unit in carrying out its role in building the quality of human resources. Based on the conditions, this research aims to find out and describe the current situation and the role played by the Musi Rawas Regency Learning Activities Centre through the head and administrators in building the quality of human resources in the region, existing resources, facilities owned and programs implemented as well as inhibiting and supporting factors.

Method

The research approach used in this research is a qualitative approach with a qualitative descriptive method of the phenomenon of activities in each program at the institution in an effort to improve the quality of human resources (Aspers & Corte, 2019). This research was conducted on aspects of the role of Learning Activity Centres in South Sumatra, especially in SKB Musi Rawas. The selection of this location was based on the researcher's interest and consideration of the distribution of SKB in South Sumatra as well as other more objective considerations for researching the role of non-formal or non-formal education units. The research subjects were employees or administrators of the Learning Activities Centre, teaching staff/tutors/instructors and learning residents or the community as well as partners from SKB institutions. Meanwhile, data sources or samples in this research were taken using a purposive sampling technique (D. S. & C. Corrin, 2014). In this research, it is SKB Musi Rawas.

The data collection techniques used in this research are in accordance with the needs for data collection, the techniques used are; observation, interviews and documentation studies. Observations are carried out by researchers to see the natural activities carried out by research subjects and the interview was done to the tutors, the head of SKB, the students of nonformal education and the head of educational regional office. Interviews allow researchers to gather information directly from participants. This information can be rich in detail and provide insights that might not be accessible through other methods. The data analysis carried out in this research was the interactive analysis model from Miles and Huberman. Activities in interactive model qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated (even if additional data sources cannot provide new information). Activities carried out in data analysis are data reduction, data presentation and drawing conclusions.

Results and Discussions

The role of the Musi Rawas Learning Activity Centre (SKB) in this case is implemented through the leadership of the institution in carrying out its duties to build the quality of human resources. The role in question is a concept about the duties of a leader in an organization with indicators of the role as a person, the role of policy maker and the role in delivering programs or information. The SKB Musi Rawas is led by an institutional chairwoman who has duties and responsibilities for the development, progress and operation of the activities in the SKB.

As a personal role, the data collected shows that the chairwoman of the SKB has carried out her role, including controlling, coordinating, being responsible for activities and adopting policies that are beneficial for the institution and existing human resources. Then, in an effort to improve and build the quality of human resources, SKB through its existing leadership has made various efforts to carry out work programs that are beneficial to the community and inmates at SKB Musi Rawas. This program can also be accessed by the community in an effort to provide knowledge and skills for them, so that in the future the community will be of higher quality and quality so that it is useful for life.

The role of the SKB, through the leadership and also all existing levels, has carried out activity programs in this case which are grouped into three general aspects, including programs to provide knowledge through teaching, training programs and empowerment/development programs. Judging from the education program in question, it is an equality and literacy education program as well as other forms of education. At SKB Musi Rawas there is an equality education program which continues to this day. This program was aimed at the general public who need knowledge and need further education, so that if they have continued their education, they have the opportunity to get a more decent life.

Regarding this condition, the relevance of a role will depend on the emphasis of that role by assessors and observers on the product or outcome produced. In this case, strategy and organizational structure are also proven to influence roles and role perception. In short, the data description above can be concluded that there are many work programs carried out by SKB. This is the role played by SKB Musi Rawas in its efforts to build the quality of Human Resources. This work program has been implemented by the institution in an effort to provide understanding and skills to community members and learning residents of the unit.

From a juridical perspective, SKB is a non-formal education unit (PNF) which is an implementation of the mandate of Law number 20 of 2003 concerning National Education Systems, article 26 paragraph (4) and Republic of Indonesia Government Regulation number 18 of 2016 concerning Regional Law article 42 paragraph (2) which states that district/city regional education units as intended in paragraph (1) are in the form of formal and non-formal education units. According to the Regulation of the Director General of Early Education and Society Education Number 1453 of 2016 concerning Technical Instructions for Non-formal

Education Units, Learning Activity Centre, it is explained as follow: Learning Activity Centre (SKB) is a type of non-formal education unit. This means that SKB is an educational service institution that organizes non-formal education programs in Musi Rawas Regency. SKB Musi Rawas is the only non-formal education UPT (technical unit) in Musi Rawas Regency based on Musi Rawas Regional Regulation Number 13 of 2016 concerning the Transfer of Functions of SKB to a similar nonformal unit which has been updated with Regent Regulation Number 69 of 2018 concerning the Establishment of Non-formal Education Units at the Educational Office. The SKB has duties and functions; a) implementation of Early education, equality and community education programs; b) implementation of training for educators and other non-formal education unit education staff; c) implementation of assistance for other educational units that organize early education, equality and community education programs; d) creation of early education, equality and community education programs; e) development of local content curriculum and learning materials for early education, equality and community education programs; f) organizer of equality and community education; g) implementer of community service; h) implementer in an effort to awaken and grow the will of the community in order to create a society that likes learning; i) implementers in an effort to arouse and grow the will of the community in order to create a society that likes learning; j) providing motivation and coaching for the community so that they are willing and able to become educators in implementing the principle of mutual learning; and k) providing information services on early education, SKB, equality and community education activities, as well as providing learning tools and facilities. In carrying out the duties, community learning center have to have the enough resources, good facilities and fund, because without enough resources it is hard to handle the work. As a nonformal education that facilitated by local government, educational office have to fulfill the requirement that is needed because nonformal education was equal to formal, but in fact it has less attention than formal education (Ibrahim et al., 2020). The non formal education can be held in non-regular condition, because it is more flexible (Shala & Grajcevc, 2016).

The existence of non-formal education is related to the existence of institutions providing education. One of the institutions providing education is the Learning Activities Center (SKB). The SKB is a Non-formal Education Unit which carries out the task of developing non-formal and informal models at the Regency/City level (Anonymous, 2013). If we look at the results of research data, SKB Musi Rawas carries out various programs to improve the quality of human resources whose targets are, the programs in question are differentiated into three aspects, namely programs related to increasing knowledge, institutions and community empowerment. The programs implemented include equality education, life skills education, entrepreneurship programs, vocational village programs, skills programs and so on. All of these programs are carried out as part of the efforts of leaders and institutions in an effort to help improve the quality of human resources or the community who take part in the programs offered. So that after completing the community activity program, it is hoped that they will gain knowledge and skills that are useful for them in everyday life or even useful for improving welfare by utilizing the skills they have acquired

Currently, SKB Musi Rawas plays an active role in developing human resources through non-formal education programs, especially implementing equality programs (Packages A, B and C) as well as various types of skills. The role of SKB Musi Rawas in building the quality of human resources is implemented by the head of SKB, PamongBelajar and staff in carrying out their duties to build the quality of human resources in the region. The role in question is a concept regarding the duties of a leader in a non-formal UPT organization with indicators of the role as a person, the role of policy maker and the role in delivering programs or information. At the SKB Musi Rawas it is led by a head who is a functional official of the PamongBelajar who has duties and responsibilities for the development, progress and operation of the activities in the SKB, they also taught as teachers. As a functional official, her duties as head of the SKB are additional duties. The head of SKB in carrying out her duties is assisted by functional tutors and staff and tutors. The duties of the SKB head include controlling, coordinating, being responsible for activities and adopting policies that are beneficial to existing institutions and human resources. Then, in an effort to improve and build the quality of human resources, SKB through its existing leadership has made various efforts to carry out work programs that are beneficial to the community and inmates at SKB Musi Rawas. This program can also be accessed by the community in an effort to provide knowledge and skills for them, so that in the future the community will be of higher quality and quality so that it is useful for life (Sapinah99 et al., 2021). The lack of ofhuman resources at SKB Musi Rawas caused a serious problem in the institution. Ideally, each unit of education institution have enough human resources or facilitator(Hasil et al., 2023).

The current condition of SKB Musi Rawas is experiencing a shortage of human resources implementing activities (employees), especially those with ASN status. After the retirement of two civil servants at the beginning of this year, there is only one civil servant employee remaining, namely the civil servant who also serves as head of the SKB, the rest are honorary staff. This condition is very worrying amidst the important role of developing community education, especially through non-formal channels. If this condition is not

resolved immediately, there is great concern that the SKB institution will not be able to carry out its functions optimally. The data of personals showed that the institution was lack of people to handle the duties (Widodo, 2015). It became a great obstacle for the head of SKB Musi Rawas and the staff in carrying the programs and succeeded the target of the institution. The hope to have more civil servants as the personals was important thing. Local government have to plan to fulfill the need of personals to support the non-formal institution, such as SKB. It is impossible to reach the succeed without enough human resources. To support the daily task, the voluntary workers were involved and they were not paid during this year, because the lack of budget. The voluntary workers hope they will be hired formally by local government to work at SKB Musi Rawas. If the condition was no way out, it will be hard for the head to work optimally.

The role of the SKB, through the head and also all existing ranks, has so far carried out activity programs, which are mainly pilot projects for non-formal education activities or pilots of ongoing non-formal education programs. Therefore, SKB must be better at managing education programs compared to Community Learning Activity Centers (PKBM). Activities are generally grouped into three general aspects, including programs providing knowledge through teaching, training programs and empowerment/development programs. Judging from the education program in question, it is an equality and literacy education program as well as other forms of education. At SKB Musi Rawas there is an equality education program that continues to this day, it was important for the adult ages who want to continue their study. Continuous education for adults enhances their professional skills and knowledge, making them more competitive in the job market. It can lead to career advancement, increased job satisfaction, and greater employability (Grassini, 2023). Adult education plays a critical role in building resilience within communities. It equips individuals with the knowledge and skills to respond to crises, whether economic, environmental, or health-related, and helps them adapt to changing circumstances (Brier & lia dwi jayanti, 2020).

This program is aimed at the general public who need knowledge and need further education, so that if they have continued their education, they have the opportunity to get a more decent life. Currently, the programs that are most popular with the public are the Package C and Package B as equality programs. The public's interest in the equality program is in line with regulations that require village officials and legislative candidates to have at least a high school education or equivalent (Kapojos, 2022). The equality program such as Package B and C became more popular because of the requirement for the village officer. A lot of people has ever dropped out from school, formally they need the certificate of Yuniior or Senior high school, so they had to go to equality school program such as Package B or C (Hartoyo, 2023).

Another role of the learning activity Centre is to create and run training programs to improve the life skills skills of students, including conducting training or sewing courses, make-up courses and culinary courses for community members. Training activities through this course are a real effort made to build the quality of human resources by providing skills and provisions for adult students (students) when in society, so that later the certificates received can be used to find work or open a business independently with the skills they receive. owned. SKB Musi Rawas has carried out the life skill program for the adult students This activity is very beneficial for students so that later they will gain knowledge and skills that are useful for them. (Widodo, 2015).

Regarding these conditions, in accordance with the main tasks and functions of the SKB Non-formal Education unit (UPT) must be able to improve the level of education, life skills and the relevance of educational programs to community needs. Briefly describing the data above, it can be concluded that there are many work programs carried out by SKB Musi Rawas in accordance with its main tasks and functions as a non-formal education unit. This is the role played by SKB Musi Rawas in its efforts to build the quality of human resources and support efforts to increase the human development index in the main Musi Rawas Regency through equality education. This work program has been implemented by the institution in an effort to provide understanding and skills to community members and learning residents of the Musi Rawas SKB unit. However, the very minimal shortage of management staff or SKB employees is an obstacle in the successful implementation of the non-formal education program at SKB. The number of SKB employees is decreasing compared to previous years, which raises concerns in itself, at a time when the task demands are quite heavy. Apart from that, as a Non-formal Education Unit UPT, currently SKB Musi Rawas is having serious funding difficulties. Routine funds and activities from district and central governments are getting smaller and the authority for non-formal management is getting wider. Even for routine office costs it is still quite difficult to pay the operational activities and bills.

The programs implemented by SKB Musi Rawas in building the quality of human resources and increasing the human development index play quite an important role, because of the existence of non-formal education in adulthood outside the age of formal education. If it is not handled well in adulthood, efforts to increase HDI will be difficult to increase significantly. In accordance with the existence of this education providing

institution as one of the non-formal educations organizing institutions organized by the regional government, of course it still really needs broad community participation in education (Tran et al., 2017). Therefore, non-formal education unit institutions organized by the community, better known as PKBM (Community Learning Activity Center), also play a very important role in developing human resources. In terms of function, the implementation of PKBM by the community is similar to the Learning Activities Centre organized by the government, but the locations are more spread out in each sub-district. SKB is a non-formal education unit institution managed by the district government under the district/city Education Office and there is only one UPT non-formal education unit in each district/city. Therefore, SKB generally has the task of creating pilot non-formal education programs, developing local content learning materials in accordance with district/city Education Service policies and the local potential of each region. Decree of the Minister of Education and Culture of the Republic of Indonesia, Number 023/O/1997 states that the main task of the SKB is "Carrying out pilots and quality control of the implementation of the Out-of-School Education program, based on the technical policy of the Director General of Out-of-School Education, Youth and Sports". Several non-formal education programs that are generally implemented at SKB include PAUD, equality education programs, life skills programs, as well as programs to improve the quality of non-formal education personnel.

The efforts made by SKB to improve the quality of human resources include various program activities carried out targeting the general public or the community around the institution as human resources who are the target of the program (Soegeng, 2015). This program is carried out continuously so that you really get maximum results. The types of programs run at SKB Musi Rawas are quite diverse, every year there are several programs run. In an effort to build the quality of human resources, it is implemented through a program of activities that are needed and can be felt directly by the community or students. The aim is for changes to occur in society, especially those related to the level of quality and performance of society. For older adolescents some occupational guidance or support may be provided, it mean citizens need better educations regardless of their ages (Simac et al., 2021).

The program is the first element that must exist for the creation of an activity. Several aspects are created in the program, it is stated that in each program the objectives of the activities achieved, the activities taken to achieve the objectives, the rules that must be adhered to and the procedures that must be followed, the estimated budget required and the implementation strategy are explained.

If you look at the results of the research data, the most glaring obstacle in SKB Musi Rawas is the lack of employees, both functional learning officers and administrative staff. The status of SKB Musi Rawas employees, who have only one ASN, is felt to be very difficult for the implementation of SKB programs and activities. The programs at SKB are carried out involving honorary staff or volunteer staff whose honorarium is also unclear.

In fact, the various programs carried out are aimed at improving the quality of human resources whose targets are, the programs in question are differentiated into three aspects, namely programs related to increasing knowledge, institutions and community empowerment. The programs implemented include equality education, life skills education, entrepreneurship programs, vocational village programs, skills programs and so on. All of these programs are carried out as part of the efforts of leaders and institutions in an effort to help improve the quality of human resources or the community who take part in the programs offered. So that after completing the community activity program, it is hoped that they will gain knowledge and skills that are useful for them in their daily lives or even useful for improving their welfare by utilizing the skills they have acquired (Ginner, 2012).

Several supporting factors that are the advantages of the SKB Musi Rawas unit in carrying out its program to build the quality of human resources include; There are several supports including adequate facilities and infrastructure, good community participation and good commitment of honorary staff/volunteer staff in carrying out their duties at SKB Musi Rawas. In terms of educational level, honorary staff are generally graduates of education in accordance with their qualifications, in addition, there are partner institutions to build cooperation in implementing the program. This support certainly influences the success of a program being run.

On the other hand, the efforts made by the SKB Musi Rawas institution in an effort to improve the quality of human resources still contain inhibiting factors other than the lack of tutors and staff, a factor that has been felt so far is that there are still some people who do not welcome the programs offered, not all skills are in demand by the community even though they have gone through an analysis of community needs, the majority of people still think instantaneously, the marketing of products from units/groups is not optimal so people

don't believe it, there is still a lack of interest in learning from the community, especially in equality education programs and there are still people who don't feel the need for it. education or skills. (DjudjuSudjana, 2000)

The head of the SKB is basically similar in position to the head of a formal school. The Head of the SKB Non-formal Education Unit UPT as referred to in Article 3 of the Musi Rawas Regency Regulation No. 69 tanu 2018 is a functional position of teacher or civil servant who is given additional duties, who in carrying out his duties is under and is responsible to the Head of Service through the Service Secretary and/or Head of Division at Service according to the duties and functions of the Service. Head of UPT. Apart from that, the head of the SKB functions to direct and supervise the process of teaching and learning activities, carry out administrative planning, organizing, directing and controlling, supervision, reporting, curriculum, learning citizenship, administration, personnel and facilities/infrastructure, regulate teaching and learning process activities, guidance and administration. ; and carry out other duties in accordance with statutory provisions. (Sapinah99 et al., 2021)

It can be concluded that in the implementation of the Musi Rawas SKB unit in carrying out various programs in an effort to build the quality of human resources there are still supporting and inhibiting factors. In general, these two factors can still be controlled by institutions. The inhibiting factor that has become an obstacle so far is the lack of employees or staff at SKB and there are still many people who think immediately about getting ahead or being prosperous so they are a little less enthusiastic about the presence of the programs being offered. Meanwhile, the supporting factors that have been really felt at SKB Musi Rawas include the current facilities which are very supportive, as well as cooperation with partners in running the program.

Conclusions

Based on the data from the research results described, the researcher can conclude in general about the condition and role of SKB Musi Rawas in efforts to build or improve the quality of human resources which is running less than optimally due to a lack of human resources, both functional learning tutors and staff and also funding for activities. various existing documents. In detail, the aspects studied can be concluded as follows:

The condition of the facilities and infrastructure at SKB Musi Rawas is quite adequate, including infrastructure for PAUD, courses, skills and equality education. Only the conditions of employees or managers are very minimal. The role of the SKB Musi Rawas unit through the head, program managers and other honorary staff in building the quality of human resources has been carried out quite well, especially with equality programs which are really needed by the community. This of course also makes the SKB carry out its role and function for the community. As a central forum for community learning activities managed by the government, SKB plays its role by providing programs such as equality, literacy, training, courses, education, empowerment and development and other programs.

The program carried out by SKB Musi Rawas in building human resources, especially in increasing the level of community education, is carried out by preparing programs and activities in coordination with the Musi Rawas Regency Education Office. Like a professional institution, SKB Musi Rawas has a systematic and structured work plan. The types of programs run at SKB Musi Rawas include equality programs, PAUD, courses and the like, basic literacy, independent business literacy, equality education, various courses and also reading garden programs.

Supporting and Inhibiting factors for the UPT non-formal education unit SKB Musi Rawas in carrying out its main tasks and functions, there are several supporting factors including adequate facilities and infrastructure, and the local community is quite supportive, the level of education of the existing Teachers and Education Staff is quite adequate and competent but the number very minimal. The existence of support from the community regarding the SKB program certainly influences the success of a program being implemented. But then there are still inhibiting factors that have been felt, such as some people who do not welcome the programs offered, not all skills are in demand by the community even though they have gone through community needs analysis, the majority of people still think instant, marketing products from units/groups. not yet optimal so that people do not believe it, there is still a lack of public interest in learning, especially in equality education programs and there are still people who do not feel they need education or skills.

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