


Enhancing The Quality Of Non-Formal Education: A Study On Performance Management At PKBM Imam Syafe'i In Bandung Regency)

Rinny Iskandar¹, Meltarini², Marja Sinurat³

^{1,2,3}Institut Pemerintahan Dalam Negeri, Jatinangor

ArticleInfo	ABSTRACT
Keywords: School Dropouts, PKBM, Non formal Education, Performance Analysis, Bandung Regency	The high rate of school dropouts in Bandung Regency has prompted the government to promote PKBM (Community Learning Activity Centers) as a crucial alternative to mitigate this issue. This study aims to analyze the performance of non-formal education managers within these centers. Utilizing a qualitative research design with a descriptive approach, data were collected through observations, interviews, and document analysis. The analysis involved data reduction, data presentation, and conclusion drawing based on the Hoy & Miskel education management framework. The findings reveal that the Imam Syafe'i PKBM has demonstrated commendable performance by enhancing the quality of non-formal education. Challenges identified include insufficient literacy resources, students' limited technological proficiency, and restricted learning hours. Conversely, factors contributing to success include effective financial management, active collaboration with the Education Department and other institutions, and robust emotional support for students. Improvement efforts encompass expanding library collections, developing tutor internship programs, preparing pertinent learning materials, enhancing online learning validation and monitoring, administering efficient exams, and providing tutor training and certification. Nonetheless, several obstacles persist, such as inadequate library facilities and the necessity for a structured tutor internship model. Addressing these challenges involves augmenting library resources and establishing structured collaboration models for tutor internships with other institutions.
This is an open access article under the CC BY-NC license 	Corresponding Author: Rinny Iskandar Institut Pemerintahan Dalam Negeri, Jatinangor Riniiskndr22@gmail.com

INTRODUCTION

The province of West Java, with its population of 49.40 million, is the most populous in Indonesia (Open Data Provinsi Jawa Barat, 2020). This large population contributes to various issues, including a high dropout rate of 10,884 individuals during the 2020/2021 academic year (Ahdiat, 2022). In particular, Bandung Regency faces significant educational challenges. According to Bandung Regent Dadang Supriatna, the average years of schooling in Bandung is only 8.79, indicating that many residents do not complete high school, with 15,000 individuals having not finished their education (Abdalloh, 2022). Several studies have highlighted the educational challenges in Bandung Regency. For example, the gross

enrollment ratio (GER) in 2022 was 99.63% for ages 7-12, 95.48% for ages 13-15, and only 64.21% for ages 16-18 (BPS Kabupaten Bandung, 2021). Additionally, updated data from Open Data Jabar (2022) shows that from 2018 to 2019, there were 402 school dropouts in Bandung Regency (DinasPendidikanJawa Barat, 2021).

The high dropout rate in Bandung Regency has significant implications for various social, economic, and developmental aspects of the community. Issues include limited job opportunities due to low human resource quality, perpetuating cycles of poverty, low health awareness, insufficient political consciousness, minimal contribution to regional development, and high crime rates (Rokhmaniyah et al., 2022). Non-formal education, overseen by the West Java Department of Education and Culture, is one strategy to address dropout rates. This education is delivered through Community Learning Activity Centers (PKBM) established by private entities. PKBM are spread across districts in Bandung Regency, with the highest number, seven, in Ciparay District, and the lowest, one each, in six other districts (PKBM data, 2022). Overall, there are 90 PKBM in Bandung Regency, which underscores the need for collaborative efforts between the government, educational institutions, and the community to tackle dropout issues.

Despite the presence of PKBM, challenges remain in managing these centers, such as limited library facilities and the need for a structured tutor internship model. Improving performance includes expanding library collections, developing tutor internships, preparing relevant learning materials, enhancing online learning validation and monitoring, administering efficient exams, and providing tutor training and certification. PKBM Imam Syafe'i, one of the largest and most established PKBM in Cileunyi, was founded in 2014. It aims to reduce the dropout rate in Bandung Regency. The non-formal education programs offered include equivalency education packages A (equivalent to elementary school), B (equivalent to junior high school), and C (equivalent to senior high school). PKBM Imam Syafe'i, one of the largest and oldest PKBM in Cileunyi, was founded in 2014. This aims to reduce the school dropout rate in Bandung Regency. The non-formal education programs offered include equivalency education packages A (equivalent to elementary school), B (equivalent to junior high school), and C (equivalent to high school). This PKBM also has the largest number of students in Bandung Regency. The following table shows data that PKBM has the most students:

Table 1. PKBM data with the highest number of students in Bandung Regency

No	Kecamatan	Pkbm	JumlahPesertaDidik	Jumlah Tutor
1	Cikancung	Babussalam Al-Ghifary	769 Orang	1 Orang
2	Cileunyi	Imam Syafe'i	1.117 Orang	7 Orang
3	BojongSoang	Hidayah	604 Orang	9 Orang

Source:Ministry of Education and Culture Basic Education Data (2023)

The data presented in Table 1. highlights the PKBM in Bandung Regency with the highest number of enrolled students. The Imam Syafe'i PKBM, located in the Cileunyi district, ranks first with a total of 1,117 students and 7 tutors. Following this, the Babussalam Al-Ghifary PKBM in Cikancung accommodates 769 students with only one

tutor, indicating a significant student-to-tutor ratio disparity. The Hidayah PKBM in BojongSoang stands third, serving 604 students with the support of 9 tutors. This data underscores the varying capacities and resource allocations across different PKBM within the region, with implications for the quality of educational support provided to students.

Sustaining the performance of non-formal education at PKBM requires addressing the strategic issues identified by Hatimah (2006). These include ensuring tutor and staff qualifications and competencies, securing financial and material resources, and fostering professional development. Additionally, government support, particularly from the Department of Education, is crucial. According to Hoy and Miskel (2001), performance within educational organizations is influenced by organizational climate, which includes financial resources, physical facilities, technology, supportive and collegial environments, curriculum quality, learning quality, and effective management of learning time. This research aims to analyze the performance of non-formal education managers in addressing school dropout issues at PKBM Imam Syafe'i in Bandung Regency. The findings are expected to provide insights and recommendations for improving the management and impact of non-formal education initiatives.

METHOD

The research methodology of this study investigates the performance of non-formal education managers at PKBM Imam Syafe'i in Bandung Regency, focusing on addressing school dropout issues. Employing a qualitative research approach, it aims to gather detailed, insightful data to understand complex social phenomena. The research design follows a descriptive method as outlined by Creswell (2018) and Sugiyono (2016), utilizing qualitative data obtained through observations, in-depth interviews, and document analysis. This allows for an in-depth examination of stakeholders' experiences and perspectives in non-formal education at PKBM Imam Syafe'i, providing a rich, contextual understanding of the challenges and successes in managing non-formal education programs.

Data collection uses multiple techniques to ensure reliability and validity. Primary data come from semi-structured interviews with key informants, including education officials from Bandung Regency, PKBM Imam Syafe'i managers, tutors, and learners of various ages and backgrounds. These informants are selected through purposive sampling to ensure credibility and relevance. Secondary data sources complement the primary data, providing additional context and evidence through official documents, reports, and previous studies related to non-formal education and dropout rates in Bandung Regency. This combination enhances the robustness of the findings.

The data collection process includes field observations at PKBM Imam Syafe'i to understand the physical environment, educational facilities, and tutor-learner interactions. Subsequent in-depth interviews allow for detailed exploration of insights and experiences. Data analysis follows Miles and Huberman's model, involving data reduction, data display, and conclusion drawing. Key themes and patterns are identified, systematically presented, and interpreted to ensure accuracy and credibility through continuous verification and triangulation. The methodology ensures data validity and reliability, with rigorous

techniques and ethical considerations, including informed consent and confidentiality. This structured approach provides valuable insights into the factors influencing educational outcomes at PKBM Imam Syafe'i, contributing to the broader understanding of non-formal education management in Indonesia.

RESULT AND DISCUSSION

Performance of Non-Formal Education Management

a) Financial Resources

The utilization and management of financial resources to support non-formal education programs are crucial. PKBM Imam Syafe'i in Bandung Regency faces challenges related to financial management, which can impact its performance in addressing school dropouts. The research focuses on the availability and allocation of funds supporting non-formal education activities. Non-formal education relies heavily on financial resources. The financial resources at PKBM Imam Syafe'i in Bandung Regency illustrate the institution's capability to carry out educational activities. Evaluating how funds are allocated to specific programs and how they support non-formal education is vital for organizational efficiency. Based on an interview with the head of PKBM Imam Syafe'i, it was stated:

"As the head of PKBM Imam Syafe'i, we are very concerned about managing finances. Essential items such as textbooks and building repairs are purchased using BOS, BOP, APBD, and grant funds. Collaboration with local government using APBD (quarterly) for training programs and assisting dropouts is crucial. Salaries, building maintenance, and staff development use BOP, BOS, and grant funds. We believe that with this strategy, we can achieve our non-formal education goals" (Interview on March 4, 2024).

This interview highlights that PKBM Imam Syafe'i has sufficient funds allocated well to support non-formal education. The collaboration with local government in utilizing APBD as an initial report is beneficial for enhancing financial resources. Thus, the interpretation indicates that PKBM Imam Syafe'i has a strong financial foundation to support and improve the quality of non-formal education activities. The financial strength is evidenced by the total budget received from BOS, BOP, APBD, and grant funds. The extent of financial aid used for operational purposes supporting administrative processes and learning evaluations was examined. Here are the financial resource documents of PKBM Imam Syafe'i:

Table 2. Financial Resources of PKBM Imam Syafe'i from 2021 until 2023

No	SumberKeuangan	2021 (Rp)	2022 (Rp)	2023 (Rp)
1	Bandung Regency Regional Revenue and Expenditure Budget (APBD)	25.125.000	25.125.000	25.125.000
2	School operational assistance (BOS)	36.000.000	60.000.000	60.000.000
3	Implementation Operational Assistance (BOP)	423.000.000	262.625.000	262.625.000
4	Grant Funds	30.000.000	30.000.000	30.000.000
	Total (Rp)	514.125.000	377.750.000	377.750.000

Source: Processed by Researcher, (2024)

The financial resources of PKBM Imam Syafe'i from 2021 to 2023 show variations in the allocation of funds from different sources. The total funds received were Rp. 514,125,000 in 2021, but decreased to Rp. 377,750,000 in 2022 and 2023. PKBM Imam Syafe'i utilizes the APBD Kabupaten to support core institutional activities with an annual allocation of Rp. 25,125,000. This budget supports various needs, including educational materials, honorariums for tutors, and administrative services.

The data reveal that 30% of the BOS budget, or Rp. 7,200,000, is allocated for office supplies for learners' reports, 10% for operational needs like correspondence and transportation coordination, and 60% for learning evaluation of various learner groups. Moreover, PKBM Imam Syafe'i optimizes the BOP to support broader operational activities. With a total fund of Rp. 423,000,000 in 2021 and Rp. 262,625,000 annually from 2022 onwards, the BOP finances various activities, including purchasing learning tools, curriculum development, library enhancement, and educator training. Detailed allocations show specific purposes for these funds, ensuring the institution's operational effectiveness.

b) Psycal Facilities

Physical facilities play a crucial role in creating a conducive learning environment. The study focuses on the condition of facilities and efforts to improve them. Indicators include the assessment of classrooms, libraries, and other learning support facilities at PKBM Imam Syafe'i. The availability of educational facilities at PKBM Imam Syafe'i, such as classrooms, libraries, mosques, offices, and tutor rooms, is essential for effective learning.

Table 3.Availability of Education Facilities at PKBM Imam Syafe'i

No	Fasilitas	Jumlah	Kapasistas
1	RuangKelas(GambarTerlampir)	5	15-60 orang
2	Perpustakaan(GambarTerlampir)	1	20 orang
3	Masjid(GambarTerlampir)	1	30 orang
4	Kantor(GambarTerlampir)	2	30 orang
5	Ruang Tutor(GambarTerlampir)	1	10 orang

Source: Processed by Researcher, (2024)

Table 2 shows that PKBM Imam Syafe'i has five classrooms with varying capacities, one library, one mosque, two offices, and one tutor room. While these facilities provide the necessary infrastructure for learning, there are still areas for improvement, such as expanding the library's collection and addressing physical condition issues. An interview with the head of PKBM Imam Syafe'i highlighted the importance of these facilities:

"We understand the importance of educational facilities in supporting learning. Comfortable desks and chairs make learning more effective. The library is quite good, but the prayer room needs improvement. Laptops facilitate information access, and printers help distribute materials. With these facilities, we are confident in creating an effective and inclusive learning environment for all learners" (Interview on March 4, 2024).

Based on document data and interview results, PKBM Imam Syafe'i has made significant progress in providing supportive facilities for learning. Nonetheless, there is

potential to enhance the quality of these facilities, particularly by expanding the library's resources. This would enrich learners' educational experiences and provide a more dynamic learning environment. Previous studies relevant to PKBM Imam Syafe'i's challenges indicate strategic steps to improve library resources and foster reading interest among learners (Wahyudi, 2014). These include increasing the variety and volume of library materials and educating learners on the importance of reading. Community participation in literacy activities can further enhance engagement.

c) Technological Resources

Evaluating the extent to which PKBM Imam Syafe'i utilizes ICT will provide insights into how technology aids the learning process. This dimension focuses on the integration of ICT in educational activities. Previous findings on the availability of educational facilities, such as libraries and classrooms, demonstrate PKBM Imam Syafe'i's commitment to creating an ideal learning environment. There are greater opportunities to enhance learning efficiency and quality through the integration of ICT. The study explores how ICT usage can help PKBM improve learning quality. An interview with the head of PKBM Imam Syafe'i revealed:

"We realize the importance of technology in enhancing learning quality and efficiency. During the Covid-19 pandemic, we adopted online learning, using communication groups for information dissemination and projectors for visual teaching. This approach allowed us to quickly disseminate information, ensure continuous learning, and improve learners' understanding. We also utilize the learning.id platform from the Ministry of Education for video conferencing, online documents, and class archiving" (Interview on March 4, 2024).

This interview highlights that PKBM Imam Syafe'i effectively utilizes ICT in its learning process. The transition to online learning during the pandemic ensured continuity in education. The use of communication groups facilitated quick information dissemination, while projectors enhanced visual learning. The learning.id platform provided by the Ministry of Education enabled efficient video conferencing, online document management, and class archiving. These technological tools have significantly improved learning quality and efficiency at PKBM Imam Syafe'i.

The triangulation of interviews, observations, document studies, and comparisons with previous research indicates that the use of technology at PKBM Imam Syafe'i positively impacts learning quality. However, there remains untapped potential, particularly in adopting more interactive and innovative learning models. Further support from the government, such as infrastructure provision, training, supportive policies, and collaboration, can help fully explore and utilize technology's potential. This will enhance the efficiency and effectiveness of non-formal education, particularly at PKBM Imam Syafe'i, contributing significantly to addressing school dropout issues.

d) Healthy Climate

A healthy organizational climate is crucial for creating a supportive learning environment. This dimension encompasses collaborative involvement and emotional support, which are essential for enhancing the performance of non-formal education

managers at PKBM Imam Syafe'i. A positive organizational climate fosters motivation, engagement, and quality work among tutors and staff, ultimately improving educational outcomes. An interview with a tutor at PKBM Imam Syafe'i emphasized the importance of a healthy organizational climate:

"The collaborative and supportive atmosphere here greatly enhances our teaching experience. The administration is very responsive to our needs, and there is a strong sense of community among tutors and learners. This positive environment motivates us to give our best in educating the learners" (Interview on March 4, 2024).

In conclusion, the discussion highlights the critical dimensions of financial resources, physical facilities, technological resources, and a healthy organizational climate in enhancing the performance of non-formal education management at PKBM Imam Syafe'i. Through effective financial management, adequate physical facilities, utilization of ICT, and a supportive organizational climate, PKBM Imam Syafe'i can provide high-quality non-formal education and address school dropout issues effectively. The integration of good governance principles and continuous improvement efforts will further strengthen the institution's capacity to deliver impactful educational outcomes.

e) Curriculum Quality

The interview results indicate that PKBM Imam Syafe'i focuses on creating a curriculum that aligns with existing standards. However, the importance of adjusting learning materials to various levels of understanding and age groups is a focal point in efforts to improve the quality of non-formal education at the institution. This demonstrates PKBM's commitment to providing relevant and effective education. The findings highlight that the curriculum and learning materials appropriate for learners' ages are crucial to enhancing the quality of non-formal education.

Table 4. Schedule of Learning Materials for Equality Education Program Package C for the Academic Year 2023/2024

Hari / Tanggal	Waktu Pelaksanaan		Mata Pelajaran
	08.00 WIBs.d	10.00 WIB	Religious Education and Character Education
<i>SABTU 2024</i>	10.30 WIBs.d	11.30 WIB	Civic education
	11.30 WIBs.d	12.30 WIB	Break
	12.30 WIBs.d	14.03 WIB	Indonesian Language
	08.00 WIBs.d	10.00 WIB	Arts and Culture
<i>MINGGU 2024</i>	10.30 WIBs.d	11.30 WIB	General/Applied Mathematics
	11.30 WIBs.d	12.30 WIB	Break
	12.30 WIBs.d	14.30 WIB	General History/Specialization History
	14.30 WIBs.d	15.30 WIB	Economics/Physics

Source:PKBM Imam Syafe'i Documents (Processed by Researcher, 2024)

Table 4 presents the schedule of learning materials for the Equality Education Program Package C for the academic year 2023/2024 at PKBM Imam Syafe'i. The schedule serves as a guide for learners and educational staff to know the timing of each subject. The table records the learning materials to be covered over two consecutive days in 2024. Each day's lessons are divided into several sessions with predetermined durations for each subject. This scheduling allows learners to prepare adequately and ensures their attendance during exams. Regarding learning media, which is linked to learning quality, an interview with a tutor at PKBM Imam Syafe'i revealed:

"Now learning is conducted online, especially during the pandemic. Post-pandemic, learning remains online using WhatsApp groups or Google Forms to submit answers. The challenge is the validity of the answers, as it is difficult to ensure that learners themselves are providing the responses. Regarding exams, since learning only happens two days a week, exams are conducted over two full days to cover all subjects" (Interview on March 4, 2024).

The challenge of maintaining the validity and integrity of the online learning process and effectively conducting exams within limited time constraints is a critical focus in efforts to improve the quality of non-formal education at the institution.

The government can play a significant role in supporting PKBM through strategic steps. First, providing specialized training for tutors to enhance their ability to deliver materials suited to various comprehension levels and ages. Second, supporting the development of a more flexible and adaptive curriculum and providing resources for developing and distributing more relevant learning materials. To improve the validity of online learning, the government could encourage the use of more sophisticated and secure technology and implement stricter regulations. The implementation of learning platforms with authentication features and online proctoring can ensure fair and valid learning and evaluation processes. Finally, more flexible exam scheduling and providing additional facilities, such as learning centers or intensive tutoring, can help learners prepare better, reduce their burden, and improve exam success. With appropriate and sustained government support, PKBM Imam Syafe'i can continue to grow and make a significant contribution to non-formal education, thereby reducing dropout rates and improving educational standards in the community.

f) Learning Quality

The engagement and participation of learners in the learning process are critical indicators of educational success. This section evaluates the teaching strategies used and assesses learners' participation and engagement in the learning process. According to an interview with the Head of PKBM Imam Syafe'i:

"We conduct MidSemester Assessments (PTS) and Final Semester Assessments (PSAS) to evaluate the methods and strategies used in teaching. This helps us understand how well learners grasp the material. Every three months, we also conduct tutor performance evaluations. These evaluations assess tutors' abilities to deliver content, meet learners' needs, and employ effective teaching strategies. Through these regular assessments, we ensure our teaching strategies align with

learners' needs and provide a better learning experience" (Interview on March 4, 2024).

Based on triangulated data from interviews, observations, and document studies, it can be concluded that learner participation and engagement are key indicators of the success of non-formal education programs at PKBM Imam Syafe'i. High participation levels reflect effective teaching methods, while low participation indicates areas needing improvement. The role of the government is crucial in supporting non-formal education. With appropriate government support in the form of enhanced facilities, technology integration, supportive policies, and cross-sector collaboration, PKBM can more effectively achieve its goals and contribute significantly to transforming community education. In summary, the findings from this study highlight the critical dimensions of curriculum quality and learning quality in non-formal education at PKBM Imam Syafe'i. The commitment to providing relevant and effective education, continuous assessment and improvement of teaching strategies, and the importance of government support are essential for enhancing the quality of non-formal education and reducing dropout rates. With these efforts, PKBM Imam Syafe'i can make a significant impact on the educational landscape, ensuring that all learners have the opportunity to succeed and contribute to their communities.

g) Dimension Of Learning Time

Previous findings highlight the active involvement of learners in the learning process, demonstrating the importance of assessing the effectiveness of PKBM's learning system. High learner engagement is critical for achieving educational goals. However, another important element is understanding the efficiency of learning time and schedule. Evaluating how the institution manages learning time and schedule efficiency is essential for ensuring that the learning process is effective without compromising the quality of outcomes. By considering both aspects holistically, PKBM can develop better learning strategies to meet the needs of learners while optimizing learning time. According to an interview with the head of PKBM Imam Syafe'i:

"PKBM Imam Syafe'i employs various methods to ensure punctuality and learning effectiveness. Offline and online learning are available not only at school but also in classrooms and remote locations. This aims to facilitate learners who live far away so they can access education without having to come to school. We also leverage technology by offering online education methods as an additional option. Learners can access lessons anytime and anywhere, improving their learning schedule. By combining offline and online approaches, we can ensure effective and high-quality learning while considering the individual needs of learners and optimizing their time use" (Interview on March 4, 2024).

The blended learning method not only allows learners to study in the most comfortable environment for them but also increases time efficiency since learners no longer need to commit to fixed times and locations. Thus, the learning method remains effective despite being flexible. According to these findings, a flexible approach to managing learning time can help meet the specific needs of learners and enhance the overall effectiveness and efficiency of the learning process.

In summary, the findings from interviews and observations show that PKBM Imam Syafe'i successfully creates a positive educational environment through a combination of emotional support and flexible learning methods. This approach enhances learners' motivation and well-being while providing a robust foundation for their personal development. Comparing these findings with previous studies, such as Pranoto (2021) on non-formal education management during the COVID-19 pandemic and Anggraini et al. (2014) on the performance of community learning centers, reveals relevant insights for improving non-formal education management at PKBM Imam Syafe'i.

The combination of offline and online learning at PKBM Imam Syafe'i, along with flexible scheduling, demonstrates an understanding of the needs of school dropouts. This flexibility allows learners to adjust their learning to personal commitments, reducing barriers to participation in formal education. Such flexibility enhances the relevance and effectiveness of the educational program, contributing to the overall success of non-formal education initiatives.

h) Learning Citizens

Learner participation is a crucial aspect of non-formal education. To assess the level of activity and involvement of learners, research indicators measure how effectively and flexibly institutions manage learning time. This section discusses how learners evaluate their education in non-formal settings. According to an interview with the District Supervisor of Cileunyi, Bandung Regency, it was stated:

"We assess learners' participation by observing their attendance in class. Their enthusiasm and engagement in learning activities reflect their level of participation. By consistently monitoring their attendance, we can measure their involvement in the learning process at PKBM" (Interview on March 6, 2024).

The interview findings indicate that PKBM Imam Syafe'i uses various metrics to gauge learner participation in learning activities. One way to measure participation is by observing how learners engage in extracurricular activities, participate in discussions, and attend classes. High participation levels suggest that the learning programs offered by PKBM are effective. However, continuous evaluation is necessary to ensure that each learner fully enjoys the learning process.

Previous research conducted by Iskandar (2023) found a positive relationship between learner participation and learning outcomes. Active participation in the learning process, such as attending classes, understanding explanations, asking questions, expressing opinions, working in groups, and completing assignments, significantly impacts learning outcomes. The study revealed that active learner involvement leads to better learning results, with average scores above the minimum competency criteria (75% - 82%).

Through data triangulation from interviews, observations, and document studies, it is concluded that active learner participation is a critical component in evaluating learning effectiveness at PKBM Imam Syafe'i. The data sources consistently show that high participation levels correlate positively with better learning outcomes. Learner participation in non-formal education at PKBM Imam Syafe'i can be analyzed through the lens of good governance theory, which emphasizes participation, transparency, accountability, and

efficiency in managing educational institutions. In the context of PKBM Imam Syafe'i, implementing governance principles can be analyzed through active participation.

Good governance stresses the importance of community participation in decision-making and policy implementation (Bevir, 2013). At PKBM Imam Syafe'i, learner participation is a key indicator of program success. Active engagement in extracurricular activities, class discussions, and structured tasks reflects strong involvement, aligning with the principles of participation in good governance. This is reinforced by Iskandar's (2023) findings, which highlight a positive relationship between active participation and learning outcomes. This involvement reflects PKBM's efforts to adopt an inclusive and empowering participatory approach. Given this, the government should adopt policies that support community participation in managing PKBM. Participatory policies can involve learners in decision-making and educational program planning to increase their interest in extracurricular activities, class discussions, and structured tasks.

i) Job Satisfacion Dimension

This assessment can identify factors influencing staff satisfaction in supporting the learning process. Additionally, understanding efforts to increase learner participation can inform strategies to enhance learner satisfaction. The close relationship between learner participation and employee satisfaction is key to PKBM Imam Syafe'i's success in providing quality non-formal education. According to an interview with a tutor at PKBM Imam Syafe'i, it was stated:

"Through performance-based programs, PKBM recognizes and rewards outstanding members. We provide appropriate compensation to ensure the financial stability of staff and tutors. Additionally, we encourage participation in decision-making and offer professional development programs. By fostering and supporting members, we create an inclusive work environment. PKBM helps them achieve their goals through training and active support. We hope these measures increase employee satisfaction and the quality of non-formal education at PKBM Imam Syafe'i" (Interview on March 6, 2024).

The interview results show that PKBM Imam Syafe'i strives to ensure its employees are satisfied with their work. Training and professional development programs, along with appropriate compensation, demonstrate a commitment to enhancing employee competence and motivation. Active participation in decision-making indicates that employees feel valued. The approach of providing active support and training shows that the institution prioritizes personal and professional advancement. As a result, these methods are expected to increase employee satisfaction, which, in turn, will improve the quality of non-formal education services offered by PKBM.

Previous research by Kamal (2019) provides a deeper understanding of the importance of continuous professional development and compensation for staff and tutors in non-formal education. The research findings align with the results from interviews and observations at PKBM Imam Syafe'i, underscoring the need for sustained support to improve the quality of educational services. Maximizing these findings requires government support. Strict regulatory measures to ensure quality standards in monitoring and evaluating professional training programs at each educational institution are essential steps that the

government can take. By integrating findings from various sources, it can be concluded that efforts to improve the quality of non-formal education at PKBM Imam Syafe'i require collaboration between internal and external stakeholders. Strong support from the government, combined with the commitment of managers and employees, will be key to achieving the desired educational outcomes.

j) Absenteeism Rate Dimension

Measuring and reducing learner absenteeism is a proactive approach to enhancing participation in non-formal school activities. This dimension will delve into institutional efforts to measure and decrease learner absenteeism. Research indicators will discuss strategies to reduce the number of absent learners. High job satisfaction can also motivate employees to seek innovative solutions, such as developing measurement models to reduce learner absenteeism. Steps like actively coordinating learner attendance, providing incentives for good attendance, and identifying and addressing the causes of absenteeism can be part of an effective measurement model. According to an interview with a tutor at PKBM Imam Syafe'i, it was stated:

"We will take several strategic actions to reduce learner absenteeism at PKBM Imam Syafe'i. First, we enhance communication with parents and learners to understand the causes of absenteeism and the importance of regular attendance. Next, we initiate programs to encourage attendance by offering rewards or recognition. We also provide mentoring programs for learners with issues that might cause absenteeism. Additionally, we will regularly review learner attendance and, if necessary, talk to learners and parents or apply appropriate sanctions. Finally, to ensure these actions are effective, we continuously evaluate and adjust strategies based on learner attendance data" (Interview on March 6, 2024).

The interview results indicate that having a proper measurement model is crucial for PKBM Imam Syafe'i to reduce learner absenteeism. The model systematically tracks and analyzes learner attendance and identifies possible absenteeism patterns. With an accurate model, PKBM can better understand the causes of learner absenteeism and develop more effective plans to address them. Properly measured and documented data allows PKBM Imam Syafe'i to use a proactive and structured approach to managing learner absenteeism. As a result, PKBM can respond more effectively to absent learners, enhancing the institution's efforts to reduce absenteeism.

This approach aligns with public policy principles that emphasize evidence-based policy, where decisions and interventions are based on accurate and reliable data. Government support in providing funding for necessary technological development, such as attendance management applications, and training for PKBM managers to use this technology effectively is crucial. The next step for the government would be to conduct training programs for PKBM managers to use the technology effectively. Such policies will help improve PKBM's capacity to manage learner attendance, ultimately enhancing the quality of non-formal education.

In conclusion, the integration of findings from various sources demonstrates that efforts to improve the quality of non-formal education at PKBM Imam Syafe'i require

cooperation between internal and external stakeholders. Strong government support, combined with the commitment of managers and employees, is key to achieving the desired educational outcomes. By implementing systematic measurement models and adopting technology, PKBM Imam Syafe'i can better manage learner attendance, reduce absenteeism, and enhance the overall effectiveness of its educational programs.

k) Dimensions of School Dropout Rates

The model for measuring student absenteeism serves not only as a tool to address absenteeism but also as a critical evaluation instrument to assess the institution's success in reducing dropout rates. With this method, the institution can document and measure the impact of its efforts to improve the quality of educational services. Based on an interview with the Head of PKBM Imam Syafe'i, it was stated:

"As the Head of PKBM Imam Syafe'i, we track the number of graduates each year to assess our success in reducing dropout rates. Our target is to achieve one thousand graduates annually. This is evaluated by comparing graduation rates from year to year and studying the factors that contribute to the increase in graduation rates. We see the increase in graduates as a sign of success. However, we are also committed to continuously improving our programs to enhance future results" (Interview on March 6, 2024).

From the interview, it can be interpreted that several indicators need to be analyzed systematically and structurally to determine the success in reducing dropout rates. Firstly, the researcher considers the number of graduates each year as a primary indicator. An increase in graduates annually indicates progress in reducing dropout rates. The researcher also investigates the causes of school dropouts that have been successfully addressed. This includes the effectiveness of PKBM's special programs, student participation in classes, and the availability of adequate resources. By analyzing these elements, the researcher can evaluate the success of PKBM's efforts to reduce dropout rates. Consequently, it can be concluded that PKBM Imam Syafe'i's goal to reduce the number of dropouts has been achieved.

Direct observations of activities at PKBM Imam Syafe'i support the interview findings. Observations indicate that while PKBM's facilities and infrastructure are adequate, improvements are needed, especially in library facilities and educational technology. Active participation from students is evident in learning activities, showing high interest and commitment. Experienced tutors and interactive teaching approaches are significant factors contributing to the program's success. Document analysis, including PKBM's annual reports and educational statistics, provides a broader context for PKBM Imam Syafe'i's success. Data show a consistent increase in graduates and a decrease in dropout rates over the past few years. Reports also highlight various innovative initiatives implemented by PKBM, such as additional tutoring programs and vocational skills development relevant to student needs.

The role of the government is crucial to supporting the sustainability and further development of initiatives like those undertaken by PKBM Imam Syafe'i. The government can play a strategic role in providing additional funds to enhance facilities and educational technology. Moreover, the government can develop policy frameworks that support

collaboration between PKBM, formal schools, and industries to ensure the alignment between education and market needs. Strengthening PKBM's role through professional development programs for tutors and staff, and encouraging innovation in technology-based learning approaches, can make interventions more holistic and sustainable, leading to a more significant impact on non-formal education quality.

l) Performance Quality Dimensions

In assessing the quality of institutions as an impact of the Department of Education's guidance, one issue with the performance quality dimension at PKBM Imam Syafe'i is the overall low performance level. This could result from ineffective guidance from the Department of Education, affecting the quality of non-formal education services provided by PKBM, thereby hindering PKBM's ability to support school dropouts. The Department of Education's effectiveness in improving overall institutional performance will be evaluated through active collaboration with various internal and external stakeholders. Based on an interview with the Head of PKBM Imam Syafe'i, it was stated:

"Collaboration is the foundation of our guidance. We not only collaborate internally with tutors and staff but also with external parties, including related Departments of Education. All aim to create..." (Interview on December 19, 2023).

Interpreting this statement, it is evident that collaboration with internal and external parties at PKBM Imam Syafe'i reflects a commitment to building a strong network. Involving the Department of Education and other external stakeholders demonstrates PKBM's readiness to cooperate in facing various non-formal education challenges.

The active role of the Bandung Regency Department of Education with PKBM Imam Syafe'i is evident through PKBM's active participation in forums organized by the Department of Education. The role of the Department of Education in building non-formal education is significant, particularly after the summative evaluation forum with the Department of Education, where PKBM Imam Syafe'i implemented the results of the forum by conducting summative exams with various concepts discussed in the forum with the Department of Education.

These observations show not only internal involvement with tutors and staff but also external collaborations. This confirms that PKBM does not only focus on internal management but also understands the importance of external cooperation for successful educational service delivery. The close and positive relationship with DPW FK-PKBM West Java Province, PT. Bank BJB, and the Bandung Regency Department of Education is evident. Active participation in external activities, including organizing events, shows open communication and involvement from all PKBM members to improve non-formal education quality. This involvement is also reflected in PKBM's active role in summative evaluation forums with the Department of Education and the implementation of summative exams, reinforcing the synergy between them.

The active role of the Department of Education is crucial in supporting the sustainability and further development of initiatives undertaken by PKBM Imam Syafe'i. The government can play a strategic role by providing additional funding to improve facilities and educational technology, developing policy frameworks that support collaboration

between PKBM, formal schools, and industries, and ensuring that educational programs align with market needs. Strengthening PKBM's role through professional development programs for tutors and staff and encouraging innovation in technology-based learning approaches can make interventions more holistic and sustainable, leading to a significant impact on the quality of non-formal education.

In conclusion, PKBM Imam Syafe'i has demonstrated a strong commitment to reducing dropout rates and improving the quality of non-formal education through effective programs, strong collaborations, and innovative initiatives. The continuous support and strategic involvement of the Department of Education, along with targeted interventions and improvements in facilities and technology, will further enhance the institution's impact on non-formal education in Bandung Regency. By addressing these areas, PKBM Imam Syafe'i can continue to make significant contributions to reducing dropout rates and providing high-quality education to its learners.

CONCLUSION

The study on "The Performance of Non-Formal Education Managers in Addressing School Dropout Issues at PKBM Imam Syafe'i in Bandung Regency, West Java Province" provides valuable insights into the effectiveness of PKBM Imam Syafe'i's strategies in reducing dropout rates and improving the quality of non-formal education. The findings indicate that PKBM Imam Syafe'i has shown a strong commitment to enhancing non-formal education through efficient financial resource management, improving physical facilities, particularly libraries, and utilizing technology to explore new approaches that enhance learning efficiency and quality. Training for educators and staff, optimizing digital learning platforms, and creating a healthy climate through cross-sector collaboration have also contributed to the institution's success. The study also highlights the critical role of the government in supporting the sustainability and further development of initiatives like those undertaken by PKBM Imam Syafe'i. The government can play a strategic role in providing additional funding to improve facilities and educational technology, developing policy frameworks that support collaboration between PKBM, formal schools, and industries, and ensuring that educational programs align with market needs. Strengthening PKBM's role through professional development programs for tutors and staff, and encouraging innovation in technology-based learning approaches, can make interventions more holistic and sustainable, leading to a significant impact on the quality of non-formal education..

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