

Existence of Pusat Kegiatan Belajar Masyarakat (PKBM) in the Era of Society 5.0

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ABSTRACT

This study aims to determine the existence of non-formal educational institutions Pusat Kegiatan Belajar Masyarakat (PKBM) in the era of society 5.0 as an educational institution whose role is very helpful in dealing with educational problems can be an alternative school/education, as well as a solution in meeting the needs of the community and children who drop out of school. This research was conducted with a qualitative approach using description. Data and information were collected using documentation, observation and interviews by respondents tutors and organizers at PKBM Daarul Ahkaam, then with data triangulation techniques researchers can conclude. Existence as an educational institution PKBM Daarul Ahkaam as an alternative in solving educational solutions, especially for people who have not completed education in the current era of society 5.0. The existence of concern from tutors and organizers at PKBM Daarul Ahkaam with the existence of dropout handling officers, this is very useful for the community in general because it can be a solution to educational problems, with the existence of equivalency education programs (Package A / SD, Package B / SMP and Package C / SMA) so that it can help the community to complete their current education.

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1. INTRODUCTION

Education in general is the process of teaching a knowledge, skill or habit from one generation to another under the guidance of someone directly or by *self-learning*. Education is a learning process for learners to know, evaluate and apply any knowledge gained from classroom learning or experiences that occur in everyday life, real situations actually do not come from the material taught at school, but from students' own daily lives, which means that the context aspect in education includes not only the subject taught at school, but also how it is done and delivered so as to provide

interesting experiences that can be applied in real life (Frydenberg and Andone, 2011); (Gayford, 1978); (Knain, 2015) and (Pertiwi, Atanti and Ismawati, 2018).

So, education provides a solution for someone to get out of ignorance about something to know. The current condition of education in Indonesia is very concerning. This is due to several problems with the education system in Indonesia which have resulted in the quality of education in Indonesia such as weak education management, the gap between undergraduate and graduate degrees, then the lack of support from the government, the old-fashioned mindset of the community, the low quality of teaching resources, and the lack of evaluation in learning (Knain, 2015). Schools not only provide conceptual knowledge, but also provide factual knowledge to students. Both of these knowledge basically come from the school elements, with nature as the most frequently used learning resource. Schools believe that learning in context helps students use what they learn. (Norris and Phillips, 2003); (Windiyariani, 2017); (Yuenyong and Narjaikaew, 2009) and (Yuliati, 2017).

Education as a basic need that is open, because an education cannot be in accordance with its function if it isolates itself from a dynamic environment. And supported by learning resources that are relevant and close to life in supporting the development of factual and conceptual knowledge (Blackwell and Martin, 2011) and (Laius and Rannikmae, 2014). In this case, education is in the scope of the community, belonging to the community. That is why the government emphasizes that education is a shared responsibility, starting from parents and the community itself. Therefore, the existence of education is very influential in people's lives. Currently, there are still many educational problems that cause children to drop out of school or not finish school. This problem is due to the lack of public awareness of the importance of education as a knowledge achievement that must always be built into the education system, especially at the secondary education level. (Aberšek *et al.*, 2015); (Safrizal, 2019) and (Safrizal, Zaroaha and Yulia, 2020). One solution to the problem is the *Pusat Kegiatan Belajar Masyarakat* (PKBM). According to (Tamsir, 2020) the function and purpose of the PKBM organization is to foster and develop all the potential that exists within the community to the maximum extent possible and provide empowerment to the community in general, based on the role of PKBM ideally, there are several functions and objectives that are related to each other and one of the solutions for people who have not completed education, dropping out of school so that they can continue their education in the future (Fauzi, Kadir and Murfhi, 2012)

In Indonesia, PKBM is a community empowerment institution under the auspices of the Ministry of Education, Culture Research and Technology (*Kemendikburistik*) and under the guidance of the regional Education Office which is managed by the community with all forms of learning / educational activities based on local wisdom, by and for the community whose existence exists throughout the country. Actually, Pusat Kegiatan Belajar Masyarakat (PKBM) has a very large hand in educating the nation's life (Fismanelly, Herman and Syahril, 2022). PKBM is one of the alternatives that can be used as a community empowerment event. According to (Marzuki, 2019) advancing education means advancing the dignity of the nation so that the country can be equal to other countries. Because, education is seen as a lifelong learning process for humans. This means that education is a human effort to change himself or others during life. PKBM as an educational institution is included in the Nonformal Education category which in Law Number 20 of 2003 concerning the National Education System, states that there are three substances or educational paths that exist, namely: Formal Education, Informal Education, and Nonformal Education.

The era of Society 5.0 is a collaborative process between humans as the center of information, and technology as the basis (Rodhiyana, 2023). This means that education in the era of Society 5.0, which is supported by current technological advances, focuses on human development as beings who have reason, knowledge, and ethics (Nastiti and Abdu, 2020). The existence of Society 5.0 will certainly affect the world of education as well. According to Trilling and Fadel in (Mardhiyah *et al.*, 2021), education in the era of society 5.0 is not enough to meet the needs of a society that only prioritizes intellectual aspects. Instead, education must be a tool to produce students with many other skills, namely life and career skills, learning and innovation skills, and media and information technology skills. Adequate Human Resources (HR) are needed to adjust and compete on a global scale because changes in this era are inevitable. Quality human resources are one of the most important resources for national development in the fields of economy, science and technology, politics, culture, and national character (Mulyani *et al.*, 2020). Improving the quality of human resources (HR) in the education pathway starting from primary and secondary education is important to be able to keep up with the development of the era of society 5.0. To improve human resources, education must be a top priority, especially because the role of teachers is very important in the formation of the nation's young generation.

The success of a country in entering the Society 5.0 era is also influenced by the quality of educators where expertise, the ability to adapt to new technologies, and the ability to face challenges around the world are the competencies needed by educators. Under these circumstances, all must prepare for innovation and new literacy in education. Preparing for new data literacy, technology and resources should help strengthen the old literacy that relies on reading, and writing. In addition, we are told that the twenty-first-century generation must move forward in every aspect of their lives, which requires them to think critically, innovatively and creatively (Safrizal, 2021); (Agustin *et al.*, 2013) and (Hadayani, Delinah and Nurlina, 2020)

With the various events and happenings that have be fallen many people, it has become clear that education is very important to them. If we consider the difficulties faced by young people today, they may begin to think irrationally about how to continue schooling (Ranti, Atmadja and Sendratari, 2019). They no longer remember the hard efforts of parents who kept trying to ensure their children were eligible for education, in the hope that they would not experience it again in the future. Many disappointed parents gave their hopes to their children, but their hopes were in vain. However, today parents do not need to be disappointed by our children, who at the same time let them become children who do not have a diploma. Because non-formal education Pusat Kegiatan Belajar Masyarakat (PKBM) is the available solution and the only way to achieve an effective and real solution.

2. RESEARCH METHODS

The research location at PKBM Daarul Ahkaam Uteran Village is in Madiun Regency. This research uses a qualitative approach descriptive analysis method in examining the existence of Pusat Kegiatan Belajar Masyarakat (PKBM) in the Era of Society 5.0. One of the characteristics of qualitative research is exploration, which is research that studies something new that is not widely known by the general public and wants to be studied more deeply and is usually related to modern or recent phenomena (Asmendri and Sari, 2018), and according to (Creswell, 2013) the steps that must be followed in this research are as follows:

1. Data collection:
 - a. *Interview*: Researchers in seeking information by interviewing package B organizers and several tutors using structured questions to explore the existence of *Pusat Kegiatan Belajar Masyarakat (PKBM)* in the Era of Society 5.0.
 - b. *Observation*: Researchers conducted observations by observing interactions, and activities at PKBM Daarul Ahkaam related to the Existence of *Pusat Kegiatan Belajar Masyarakat (PKBM)* in the Era of Society 5.0.
2. Data Analysis:
 - a. *Transcript*: The results of the interviews will be transcribed verbatim to facilitate data analysis.
 - b. *Categorization*: All findings were collected and examined thematically, with patterns, themes and categories generated from the interviews and observations identified.
 - c. *Interpretation*: Researchers will interpret the data that has been analyzed to make it easier to understand and conclude, (Denzin and Giardina, 2018).
3. Validity:
 - a. *Triangulation*: To increase validity, the researcher used data triangulation techniques by combining observation, documentation, and interviews to confirm the findings.
 - b. *Peer Review*: The findings of this study will be examined by peer researchers related to the Existence of *Pusat Kegiatan Belajar Masyarakat (PKBM)* in the Era of Society 5.0 and to ensure objective validity in research, (Merriam and Tisdell, 2015).

The author examines this research using a lot of literature such as books, articles, and journals, which are related to PKBM in general in education as a source. Then determine primary and secondary data sources according to the research title. The purpose of this research is to inspire everyone to improve the Indonesian education system. Because the author analyzes each event in this study, the author chose this approach because it is effective for reviewing and analyzing government policies regarding education in Indonesia (Pringgar and Sujatmiko, 2020).

3. RESULTS AND DISCUSSION

As an Alternative Education

Alternative education, not only in terms of a different approach from conventional education; with this different ideology can include educational objectives, teaching methods, and relationships between organizers, tutors, parents, learning citizens/learners, and the surrounding community in other words more broadly, in this case non-formal education (PKBM) functions as an alternative education that supports Indonesia's national education goals. Its presence under the existing legal umbrella is not something that needs to be doubted. Especially in this society 5.0 era, there are many opportunities to develop. Therefore, many people are starting to pay attention to its existence to explore and get to know it further (Sugiarti, 2009). PKBM is aimed at learners who come from disadvantaged communities, are not in school, drop out of school, and drop out of further education, as well as productive age who want to improve their knowledge and life skills (Syamsul, Rustan and Syaeba, 2021). Other members of the community require special services to meet their learning needs, perhaps due to changes in living standards, science, and the times (Adawiah, 2013). According to (Suhaenah, 2016) Non-formal education has many things that need to be prioritized, such as eradicating illiteracy, life skills and equality education programs pursuing Package A / SD Package B

/ SMP and Package C / SMA. The Equivalency Education Program was an early initiative developed by the Directorate of Literacy and Equivalency Education which is now the Directorate of Special Education Community Education, Ministry of Education, Culture Research and Technology.

Most of these institutions are founded by individuals. As a social institution, PKBM Daarul Ahkaam certainly has a broad social scope because the object and subject of its activities are the community. As an alternative educational institution that supports Indonesia's national education goals. It is expressed (Magdalena, 2013) that its presence under the existing legal umbrella is unquestionable. Therefore, they are more likely to choose the wider community as a target where the welfare or standard of living of the small community, especially poor community members, as an optional education carried out by families independently.

According to (Torro, 2015) In the learning process, children often have different learning styles, talents, and characteristics that require an individualized learning approach, including flexible education that can be carried out according to pleasant conditions according to the circumstances of the child who is the subject of learning (Hanaco, 2012). With learning materials that are selected and adapted to the circumstances of the community itself, meaning that they are flexible, but still follow the procedures set by the laws and regulations, the government has offered an alternative to education, namely the existence of alternative learning that can be done at PKBM Daarul Ahkaam.

Interviews with several Habib tutors said that on August 10, 2023:

PKBM Daarul Ahkaam as a non-formal educational institution, its existence as an alternative school has a very important role in assisting in the success of 12-year schools, namely package c graduates equivalent to high school, in recent years the role of PKBM as an alternative school, especially those who are no longer productive, here there are learning citizens (students) whose age is 52 years old, and many more are over 25 years old. PKBM Daarul Ahkaam as an alternative school is also widely used by the community in meeting the needs of administrative completeness such as people who do not have a high school diploma equivalent PKBM Daarul Ahkaam can be a reference for schools to get a diploma legally. PKBM Daarul Ahkaam is also officially affiliated with the Madiun Regency Education and Culture Office in this case as a PKBM coach in the Madiun Regency area, East Java. (Habib, 2023).

Interview with Waka Curriculum Mrs. Evi on August 10, 2023:

PKBM Daarul Ahkaam is official and its legality or operational licensor is the education and culture office of the madison district as the supervisor of all community education programs or equality education. The PKBM Daarul Ahkaam curriculum has also used the Merdeka curriculum, the accreditation is also there. Perhaps the administration of all PKBM Daarul Ahkaam is similar to Formal Schools, the difference is that in PKBM Daarul Ahkaam the learning activities are flexible, such as one week entering 3 times at night, because the target of PKBM Daarul Ahkaam is people who have not completed 12 years of education but already have jobs such as civil servants are also here, entrepreneurs and students hafidz al-Quran there are also. (Evi, 2023)

From the results of the interview above, the existence of PKBM Daarul Ahkaam shows that there is an institution that grows from the desire of the community to help the community especially in the era of Society 5.0. It should be realized that the state of society is not entirely in an encouraging economic condition, there are still many who are underdeveloped in various aspects of life, but there are also those who are only from some aspects of life, meaning that there are still shortcomings. PKBM Daarul Ahkaam is currently helping to solve the need to complete the compulsory basic education program for 12 years with the equivalency education program (Package A / SD Package B / Junior

High School and Package C / Senior High School) and provide access to education to the community in order to access education to a higher level, as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 26 paragraph 1 states as follows: Non-formal education is organized for citizens who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education (Kemendikbud, 2013). Non-formal education seems to be synonymous with community education (*Ki Hajar Dewantara Concept*), non-formal education (PKBM) has a broader orientation and function than formal education. Many types of education are provided to the community, not just formal education that is systematically designed with goals and curriculum. Many other forms of education are naturally integrated into all activities of life, such as activities in the workplace, cultural, sporting, and religious events, and all of them contain the meaning of education.

The equivalency education program offered by PKBM Daarul Ahkaam or can be considered as a substitute or complement to formal education to people who cannot follow or complete at the formal education level by Article 13 of the National Education System Law No. 20 of 2003 states Paragraph 1, the education path consists of formal, non-formal, and informal education which can complement and enrich each other. Article 26, Paragraph 12 Non-formal education is organized for citizens who need educational services that function as a substitute, supplement, and/or complement to formal education to support lifelong education (Ministry of Education and Culture, 2013). PKBM Daarul Ahkaam provides access to alternative education/schooling for the community and PKBM Daarul Ahkaam offers a flexible learning program, which allows for a return to learning according to their conditions and needs, because a dignified country is a country where the population is educated.

PKBM is an alternative education. Its role is also important, not just a substitute for formal education. The role of non-formal education in supporting compulsory education programs (Nur, 2018). Therefore, the government provides options for access to formal and non-formal education to its population. PKBM Daarul Ahkaam which is an alternative education as a place where learning is organized to accommodate the needs of all levels of society in learning about education with all its limitations. Alternative education at PKBM Daarul Ahkaam offers various educational programs to the community, the existing programs vary greatly to meet the needs of the community and students (Fauzi and Siregar, 2021). PKBM plays an important role in promoting social and personal development (*social transformation*). Everyone always lives in the context of their community group (Kuntoro, 2006). This PKBM Daarul Ahkaam as an attractive and flexible alternative educational institution, PKBM Daarul Ahkaam can also help reduce the high human development index in terms of education in certain areas. This means more people have the opportunity to continue their education and improve their prospects according to their employment and future needs just as the motto of PKBM is from the community, managed by the community, and given to the community.

Countermeasures for Out-of-School Children:

In Madiun district dropping out of school is a serious problem that must be addressed and resolved. (Rizqa, 2015) Dropping out is also defined as when a child who should still be of school age but is unable to go to or leave school. Dropping out of school according to is a process in which a student is forced out of his or her educational institution (Madani and Risfaisal, 2016). In addition, it is said (Dewi *et al.*, 2014) that a student who fails to complete his/her education before the deadline is defined as a dropout. According to some opinions, school dropouts are children who do not complete

or cannot continue their education so that they do not have a diploma or a sign of completion of learning. In line with (Utami and Rosyid, 2020) Dropping out of school has long existed in the history of education and is not a new problem in the world of education.

However, there are several factors that cause children to drop out of school starting from internal and external, internal factors come from within the child, such as laziness, One of the reasons students leave school is because they have no motivation to go to school. Motivation is a driving force that can affect how students behave at school, the lack of the role of parents to encourage children so they decide not to go to school (Kamsihyati, Sutomo and Suwarno, 2017); (Syofyan and Rahmania, 2020) and (Sabarudin, 2018). Agree with (Safitri, Asriati and Supriadi, 2016); (Kulyawan, 2015) and (Bahari and Salim, 2014) that parents also play a role as a motivator for children because as children who face transitional periods, children need encouragement from parents to foster courage and self-confidence to face challenges. As well as the difficulty or inability to follow lessons in the classroom forces children who have difficulty following these lessons to follow existing lessons which will affect their enthusiasm to come to school and cause them to be lazy to follow lessons, difficulties in following learning make students feel heavy to continue their education (Laras, 2019). If this problem is not addressed immediately, it will hamper human resource development. This will impact on Indonesia's development goals until 2045.

This problem has taken root and is difficult to solve. Government policy is very important in overcoming all problems, one of which is dropping out of school. If the problem of dropping out of school is not handled quickly and appropriately, it will have a negative impact on the social system of the Madiun Regency. The following is a recapitulation of data on dropouts in Madiun Regency in 2023.

Table.1 Data on out-of-school children and years out of school in 2023

NO	Education Level	Number of children out of school	Already verified	Not yet verified
1	Elementary School	184	127	57
2	Junior High School (SMP)	391	131	260
3	Senior High School (SMA)	340	265	75

Table. 2 Sample data of out-of-school children in Madiun district 2023

No.	Child's name (initials)	Gender	Age	Education Level	Level School	Length of time out of school	Reason for dropping out of school
1	YN	SMP	16	SMP	8	2 Years	Bully Victim
2	DK	SMP	16	SMP	8	2 Years	Bully Victim
3	YH	SMP	17	SMP	8	1 Year	Family Problems
4	MH	SMA	19	SMA	10	2 Years	Bully Victim
5	UH	SMA	19	SMA	11	2 Years	Family Problems

Source: Processed data from the results of pre-research in Madiun district in the 2023 academic year

Based on the table above, it can be strengthened by the results of the study of documentation and

researcher observations regarding school dropouts there will be an increase in unemployment because their abilities are insufficient to fill the increasing employment opportunities, One solution to the problem is the *Pusat Kegiatan Belajar Masyarakat* (PKBM) Daarul Ahkaam for Madiun area and around.

Interview results with the organizer of Package B Mr. Rofiq:

PKBM Daarul Ahkaam in dealing with school dropouts by creating a team of handling Children Not in School or Anak Tidak Sekolah (APS) where this team consists of several tutors to visit these dropouts. PKBM Daarul Ahkaam also cooperates with in this case the Community Social Workersn or Pekerja Sosial Masyarakat (PSM) under the guidance of the Madiun Regency Social Service, to help verify and direct and give encouragement and motivation to the community the importance of education for the future, especially school dropouts. Because dropouts are more exclusively handled especially in the era of society 5.0 where children are already affected by technological advances.

From the description above, it shows that PKBM Daarul Ahkaam exists as a solution to various problems in the world of education, because our education needs solutions, one of which is PKBM Daarul Ahkaam, which can be one of the solutions for people dropping out of school and not finishing school so they can continue their education. In the National Education System law, non-formal education consists of study groups, taklim assemblies and *Pusat Kegiatan Belajar Masyarakat* (PKBM). Non-formal education that is currently developing rapidly is the *Pusat Kegiatan Belajar Masyarakat* (PKBM), which was born from the thought of awareness of the importance of the position of the community in the process of educational development. PKBM develops dynamically, PKBM develops based on experience in the field whose situation varies from one PKBM to another. In Indonesia, PKBM is a community empowerment institution formed by the government under the guidance of the Education Office which is managed by the community with all forms of learning activities (education) based on, by and for the community whose existence exists throughout the country. The same thing is expressed by (Fismanelly, Herman and Syahril, 2022). Actually *Pusat Kegiatan Belajar Masyarakat* (PKBM) has a very large share in educating the nation's life. PKBM is an alternative that can be used as a community empowerment event. Besides, according to (Arsita, Syafruddin and Ilyas, 2022) Parents have the responsibility to monitor and supervise their children's behavior and attitudes to ensure they remain themselves, especially due to the influence of the surrounding environment, such as playgrounds, schools, and communities.

Many efforts have been made by PKBM Daarul Ahkaam. One option that can be selected and used to empower the community is the *Pusat Kegiatan Belajar Masyarakat* (PKBM). Through the implementation of PKBM Daarul Ahkaam, a lot of unexplored potentials can be explored, grown, utilized, and empowered through a persuasive and cultural approach (Andayani *et al.*, 2021) In addition to enabling the community of PKBM Daarul Ahkaam to become the center of all community learning activities, it is also hoped that its independence and reliability will be guaranteed by all parties. Thus, people who drop out of school can attend school according to their level with PKBM. The role of PKBM Daarul Ahkaam in education, several interconnected functions can be used as the basis for organizing the institution of PKBM Daarul Ahkaam as a community learning forum.

PKBM provides the widest possible information to the community regarding the equivalency education program (Haruna, 2018). (PKBM) as a place for the community to learn, by following the Equivalency Program Package A / SD Package B / Junior High School and Package C / Senior High School has a mission to equalize, expand, and increase access to non-formal education channels

(Basori, Irja and Maemunaty, 2016). Learners who pass the equivalency program also have the same rights and are equivalent to formal school certificate holders to enroll in secondary schools (Gulo, 2021). Where they acquire various knowledge and practical skills to meet their needs so that people can improve their quality of life and quality of life (Hakim, Al-Ghifary and Rustandi, 2021) According to (Ruliantika, Zainal and Ismawati, 2022) that PKBM has three objectives: helping people become more independent, improving the quality of life of the community both in social and economic terms, and increasing awareness of the problems that occur in their environment so that they can solve these problems. According to (Widiastuti, 2018) providing business opportunities for the community, and providing learning citizens with business opportunities. This is in line with (Rumanto, 2006) *Pusat Kegiatan Belajar Masyarakat* (PKBM) is a place of learning made by, for, and for the community with the aim of improving attitudes, skills, and knowledge of the community. PKBM focuses on the meaningfulness and usefulness of the program for students by exploring and utilizing the potential of human resources and natural resources in the community environment, for the Equivalency Program Package A, Package C and Package B PKBM Daarul Ahkaam functions as a place where students exchange information (*experience*), knowledge, and skills, so that beneficial interactions occur between students (Rifai, 2016) & (Basori, Irja and Maemunaty, 2016). Because each student is very likely to function as a learning resource for other students, in line with (Rajalao, Umar and Yasim, 2023) fostering society is a way to build, establish, and strive to be better, advanced, perfect. In other activities as an educational information center, it means that PKBM Daarul Ahkaam must be able to play a role as an educational information center which must be able to be used as a place to find various knowledge information and then distribute it to all communities or residents in need.

CONCLUSIONS

The results show that the existence of PKBM Daarul Ahkaam is quite helpful for the community in terms of education, as an alternative to education and can deal with people who drop out of school by helping them complete their education through the Equivalency Education Program Package A, Package B and Package C. In addition, it can enable people to continue their education to the next level as graduates of equivalency education. Tutors and organizers at PKBM Daarul Ahkaam act in various ways such as collaborating with various elements of society to provide a strong impetus for the importance of education. And the existence of PKBM answers problems in education because it is an alternative education and handling of school dropouts by using a flexible learning system and can be adjusted according to the agreement of the organizers with students.

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