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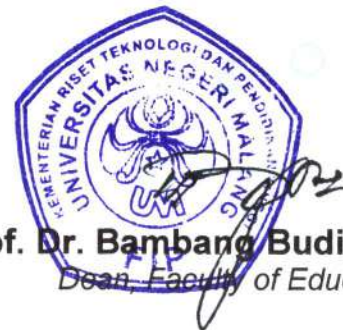
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For Presenting the Paper:

Models of Community Learning Centre (CLC) Management

at the Indonesian FIP-JIP Forum and 5th International Conference on Education and Technology (5th ICET) with the main theme "Reorientation of Education in the Era of Industrial Revolution 4.0 in Nation Development".

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Prof. Dr. AH. Rofi'uddin, M.Pd
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Prof. Dr. Bambang Budi Wiyono, M.Pd
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Date: 31/08/2019

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Models Of Community Learning Centre (CLC) Management
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2019 5th International Conference on Education and Technology (ICET)

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Models of Community Learning Centre (CLC) Management

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Abstract—This study aims to analyze the CLC implementation model in providing NFE services for the community. The study uses qualitative methods that focus on the CLC management model. The study began by collecting data, reduction, presentation, and conclusions. The results showed that the management of CLC in organizing the NFE program had several models, as follows. The Raw Input-Process-output (RIPO) model is a simple CLC management oriented to the implementation of the program. The Input-Process-Output-Outcome (IPO-O) model is oriented towards the output or use of learning outcomes. Model E & B (Effect and Benefited), namely the management of CLC which emphasizes the impact and benefits of the institution. Individual Entrepreneur Model (IE), namely the management of CLC based on the development of entrepreneurship for every citizen learning as a provision in life. The Organizational Entrepreneur Model (OE) is based on the development of entrepreneurship for CLC institutions for the sustainability of the NFE program being organized. These findings can be used as a reference of knowledge in managing CLC and enriching the treasury of NFE knowledge, especially in managing CLC.

Keywords—*model, community learning center, non-formal education*

I. INTRODUCTION

Achieving quality and affordable education with the ability of the community is a right for every citizen that has been regulated in the Act. The state is obliged to provide quality and affordable education with various types and levels. So that development priorities must lead to improving the quality of Indonesian human resources who have credibility, accountability and independence.

In the aspect of equitable education, problems that arise revolve around accessibility and capacity, there are conditions that are threatened to drop out, the average length of schooling and literacy rates. In the aspect of the relevance of education the problems include; not optimal partnership with the Business World, not based on community and regional potential, and life skills.

Moreover, there are still many school children who drop out for various reasons, especially the more prominent ones are economic reasons. This means that economic conditions are not able to drop out of school to help parents meet economic needs. Data on the Development of Literacy and Equality Education, the Directorate General of PAUD and Dikmas, the Ministry of Education and Culture states that based on the educational statistical data center there are 294,045 elementary school students (2014), 137,436 (2014) junior high schools, and 129,037 (2014) high schools. This shows that there are still many school-age children who do not receive the proper education. The data is the phenomenon of the 'iceberg' that there are still many possibilities that are not recorded [1], [2].

Various problems faced by school-age children must certainly be given a solution with another approach. Non Formal Education (NFE) which has equality education programs is an alternative solution for the reach of primary and secondary education services for these dropout children. The program is contained in the NFE unit, namely Community Laerning Center (CLC). Nationally, the total CLC is 8,970 institutions and East Java is the second largest nation after West Java.

This has not yet been followed by program management capabilities that can provide services to the community. Likewise, the NFE management model implemented is still simple [2].

A. Community Learning Centre (CLC))

Community Learning Center (CLC) is an educational unit that organizes various NFE programs for people of all walks of life and all ages [3]. The CLC was launched by UNESCO in 1998. UNESCO defines CLC as a local educational institution outside the formal education system, usually regulated and managed by the local community to provide various learning opportunities. Kasaju sets limits on CLC as a community-based institution for realizing sustainable community initiatives focusing on literacy and sustainable education in supporting Education For All (EFA) [4]. NFE programs that can be managed at CLC include; literacy education, equality education, early childhood education, youth, Islamic majelis, courses, entrepreneurship [5].

B. Community Development)

Strengthening and empowering are terms that have the same meaning. Empowerment or strengthening literally means 'being power' but in the social field it means more than that. Empowerment is concerned with how people gain collective control over their lives, so as to achieve their goals as a group. Thomas & Pierson, in the social context, empowerment is a method used to increase the strength of people who are deficient [6].

Empowering is defined in various contexts as follows. 1) empowerment is an effort to find new ways to concentrate power in the hands of those who need it most to carry out work (giving authority, responsibility, resources, and rights at the most appropriate level for each task. 2) Delegate

responsibility for decision making to the extent possible under the management line. 3) Controlled transfer of power from management to employees to achieve the overall long-term goals of the company. 4) Efforts to create situations and conditions where people can use their qualities and abilities to be maximized to realize common goals, both humanitarian goals and profit profits. 5) Psychological energy that activates everyone in the organization to work voluntarily [7].

Empowerment must pay attention to principles. The principle of empowerment must encourage the community to determine for themselves what to do in dealing with the problems they face, with awareness and power they have [8]. Empowerment is a condition in which a person or group is able to change their personal circumstances or environmental factors that contribute to difficulties in obtaining adequate goods, services, status, or life opportunities [9].

The condition of a powerless institution if it has moved from the condition of an institution that has never initiated a program into an institution that 1) can solve their own problems, 2) is able to suggest solutions to others, 3) has the skills to work without being supervised [7].

The institutional conditions of CLC thus provide opportunities to develop management models that can implement NFE programs well and independently. A good NFE management model will be a solution in order to provide solutions for school dropouts. Therefore, good management and strategies are needed so that the equality education program runs well and has an impact on completing basic education for the citizens of the nation. The focus of research is the analysis of the CLC management model in organizing NFE programs aimed at empowering the community

II. METHOD

A. Research Type

The study was conducted using a qualitative approach to the type of case study research. This case study was conducted involving several institutions (multi case study) CLC in East Java. The case study research method aims to explore various strategies used by CLC in organizing the NFE program. Data is collected in an inductive, contextual manner that focuses on the strategy and empowerment undertaken by the NFE CLC program and creates community empowerment.

B. Data Analysis

Before the analysis is done, it is necessary to collect data. This is done with in-depth interviews, contextual observation, documentation and FGD (focus group discussion). The structure of the case study includes; 1) the problem, 2) the context of the problem, 3) the issue developed, and 4) studying the problem in its context with the issue that can be developed. A case study examines the phenomenon of cases in a real-world context [10], [11]. Data analysis was performed with an interactive model Hubarman & Milles, starting 1) collecting data, 2) data reduction, 3) data presentation up to 4) drawing conclusions that are carried out continuously and simultaneously [12].

III. RESULT AND DISCUSSION

The study was conducted using data analysis of the Hubarman & Milles model to produce the following.

A. Programs of NFE in CLC

The program compiled by CLC through stages of participatory program preparation by involving the community and stakeholders with an interest in CLC. Community involvement varies according to their respective roles. Every program implemented at CLC is always oriented towards community empowerment which can be viewed from various aspects, including: aspects of education, economic aspects and aspects of participation in development which leads to community empowerment [5], [13].

The management of the NFE program at Ngupoyo CLC in Muncar, Banyuwangi consists of Early Childhood Education, Functional Literacy Education, Equality Education, the Center for the Study of Women's Entrepreneurship Studies, Micro Credit, and Transportation Rentals. CLC Nurul Jadid, Tanjunganom, Nganjuk implementing NFE programs include; early childhood education, Equality Education, Computer and Sewing Courses, Entrepreneurship (Instant Drinks, Salted Eggs, Making Soy Sauce). CLC Handayani, Baureno, Bojonegoro, including; early childhood education, Equality Education, Literacy education, Community Entrepreneurship Program.

Based on data obtained from observations and documentation of the CLC program, it was found that each institution operates an Equality program (Packages A, B and C). The accelerated completion of equality education learning (packages A, B and C), is strongly influenced by the use of learning strategies and program management. Management of the NFE program by providing additional entrepreneurial programs to provide reinforcement in community independence. Entrepreneurship is a program that aims to empower the community in economic aspects and participation in development.

The entrepreneurship program organized by CLC has the function of supporting other programs such as equality education, literacy education, and becoming a superior program. The entrepreneurship program is a 'key program' to maintain the continuity of other NFE programs. Entrepreneurship programs can produce skilled human resources and sources of funds. As performed by CLC Nurul Jadid developing food and beverage entrepreneurship, CLC Ngupoyo Ilmu developed a business of rent cars, fish canning, making fish baskets, goats, and CLC Handayani developed entrepreneurship in creative handicrafts of banana sheath for various souvenir products.

The linkage of the implementation of the equality education program with the entrepreneurship program in the context of community empowerment as previously described. Community empowerment is carried out with a variety of NFE programs and in more detailed results of research on community empowerment carried out through NFE, economic efforts and awareness raising of community participation in development as follows.

CLC can implement the NFE program and get a lot of support from the community as citizens of learning and funding. This is evident from the results of observations on people who deliberately came to CLC to study in equality education, entrepreneurship, early childhood education, and life skills. Indeed, in reality, conditions were still not ideal as the goal of the NFE program was implemented, because each CLC had characteristics in management.
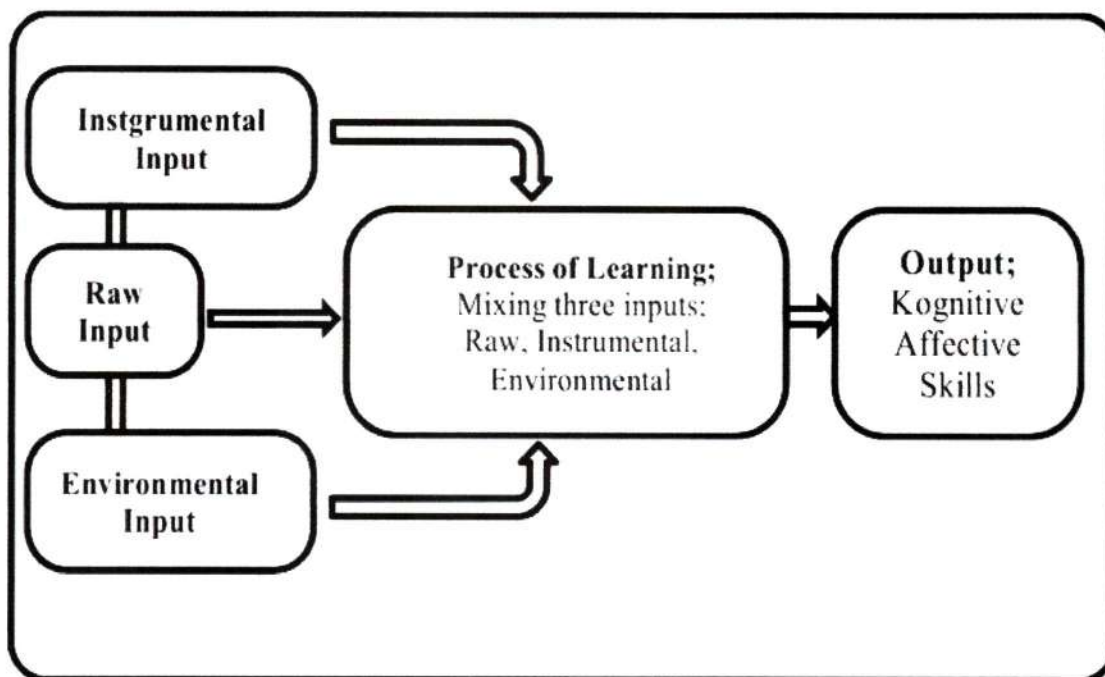
Fig. 1. The RIPO model for managing a simple NFE program.

Various problems faced by the management of the NFE program in CLC are as follows (1) the solidity of the CLC leadership team, (2) participation in the program planning process, (3) the level of attendance of learning citizens, (4) professionalism and the number of teaching staff (tutors), (5) educational supporting infrastructure, (6) capital in entrepreneurship [1], [2].

Management of NFE programs that are oriented towards community empowerment is done by providing additional skills; production of instant drinks, salted eggs, and making soy sauce, English tourism, goat farming, banana midrib souvenirs. All of these are efforts made by CLC so that citizens learn to be empowered and able to be independent. This is a management model that integrates the NFE program with other programs

The CLC program in economics and entrepreneurship aims to improve the economic level of the community and improve community entrepreneurship, which in turn empowers the community. Various types of economic business undertaken include; handicraft, video shooting and SPA, Ren Car and Savings and Loans, herbal drinks from various fruits and tubers are forms of entrepreneurship that have been carried out by CLC institutions. Entrepreneurship is adjusted to identify local potentials that exist around the CLC. The entrepreneurship economy is developed using various approaches with the aim of becoming a superior or supporting program that can ensure the sustainability of the NFE program.

The strategies used to attract the interest of the community to join and participate in the NFE program in CLC are several things, including: (1) socialization to the public about the NFE program that will be or is being held. (2) Holding a competition for each activity either by participating in a competition organized by the education agency or a government agency or an independent competition organized by CLC itself. (3) Through religious activities by slipping information during religious activities both at places of worship and at CLC locations. (4) With a holistic approach,

meaning by asking for help from community leaders (lurah, camat, community leaders, and traditional leaders) to socialize CLC programs. This entrepreneurship program is independently organized with the aim of direct community empowerment.

The role of CLC in community empowerment through the NFE program as a result of research findings is to provide added value in the form of entrepreneurship and vocational skills. The NFE program organized by CLC with reference to the needs of the community now and in the future is a form of initiation that can provide inspiration for the community. The PNF program integrated with entrepreneurship is able to exert an empowering influence. The NFE program integrated with entrepreneurship and vocational skills is the result of creativity that is able to awaken the community for economic improvement.

B. CLC Management Models

CLC management in organizing NFE programs for community empowerment by providing entrepreneurship. CLC has different characteristics from one another based on the needs of local and international communities. The CLC management model can be described as follows.

1) RIPO Model

The Raw Input-Process-Output (RIPO) model is a simple CLC management model. The flow of a simple management system is mostly done by CLC in managing the NFE program. Management orientation in the process carried out. As long as the process is done well, the NFE program runs well too. The flow of this simple CLC management system starts from (1) input; raw input, namely citizens learning, environmental input, namely input in the form of environmental, social and economic conditions, and instrumental input, namely curriculum, facilities, media, funds, human resources. (2) The process stage is the 'dialogue' between raw input, instrumental input and environmental input that occurs in the learning process. (3) Output stage is the result of the learning process that is held.
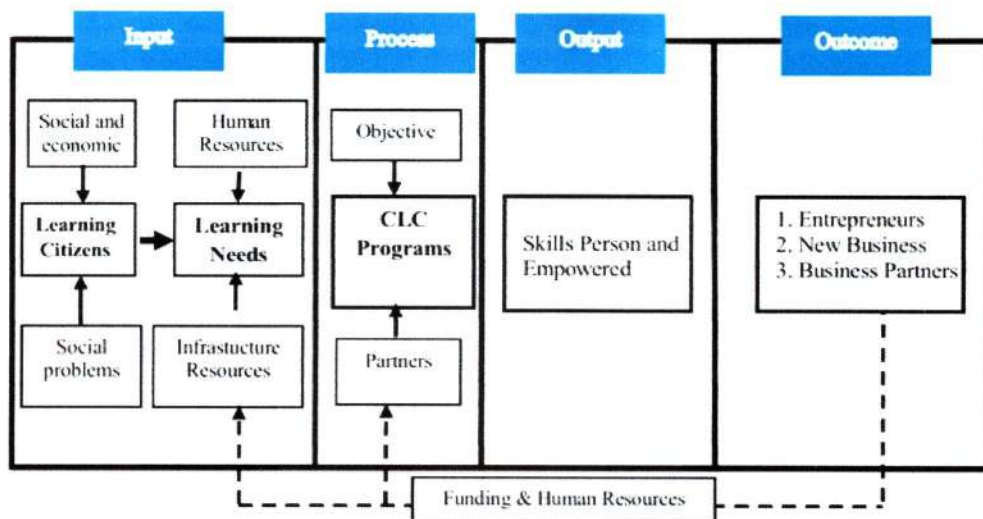
Fig. 2. The IPO-O model is oriented towards the use of learning outcomes on the job
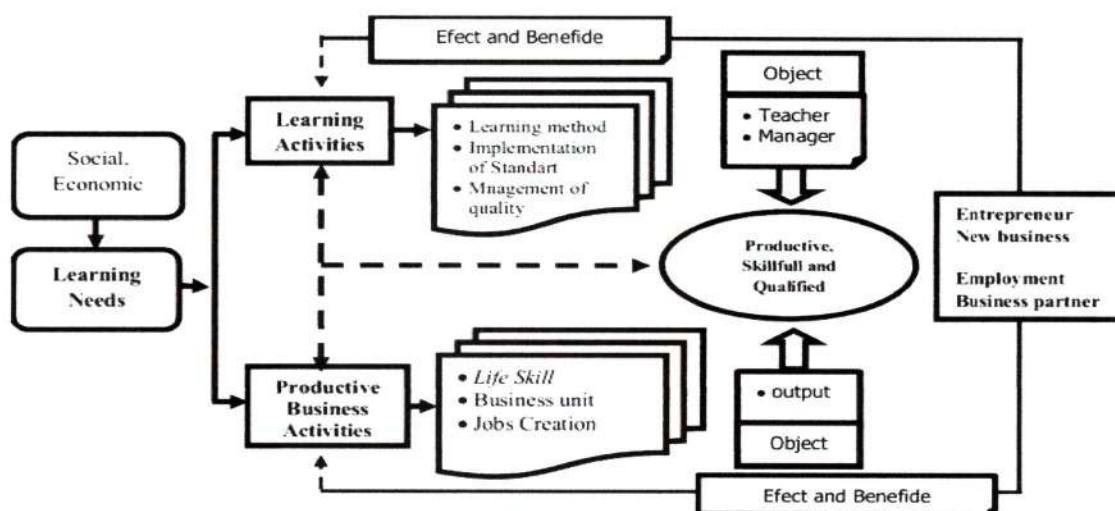

Fig. 3. The E&B model focuses on impact and profit

2) IPO-O Model

The Input-Process-Output-Outcome (IPO-O) model in CLC management emphasizes Outcome (the use of learning outcomes). This model is oriented to the outcome and use of learning outcomes on the job. So that CLC traces the trace of graduates.

The management of the IPO-O CLC model is an effort to manage the use of learning outcomes that can be practiced in life. So that CLC institutions think of the sustainability of the NFE program by always controlling the learning outcomes that can be practiced and useful for life. Step by step, attention starts from input-process-output-outcome, which is perfectly carried out as an NFE program managerial process. It is this use of learning outcomes that is the focus of CLC management.

3) Effect dan Benefide Model

The NFE program held at CLC includes; early childhood education, equality education, literacy education, community entrepreneurship programs, training, and community empowerment to provide educational services outside the formal channels. The NFE program organized provides feedback in the form of the impact and benefits of CLC. In

this model CLC manages the NFE program not only to focus on the process, but also to focus on the impact and benefits of CLC. This kind of management is done to maintain the sustainability of CLC institutions in organizing the NFE program. Quality learning takes attention to all aspects needed; instructors, curriculum, facilities, media, learning climate that can be met by taking into account the impact and benefits of CLC management

4) Effect dan Benefide Model

Management of the NFE program at CLC to produce successful individual entrepreneurs. CLC management model that produces entrepreneurs with a variety of training conducted. Training conducted for residents to learn to get help and assistance to achieve success.

The individual entrepreneur model is the management of CLC that produces successful students on an individual basis. This means that all learning outcomes in CLC depend on each individual, success or progress which depends on individual potential. Successful individuals can contribute to CLC by being a resource, instructor, and donating funds for operational costs of learning.

Fig. 4. Individual Entrepreneur model for creating new entrepreneurs

Fig. 5. The Organizing Entrepreneur model makes CLC a business workshop.

Individual entrepreneurs created will be valuable learning resources for CLC institutions and an example for other learning participants.

5) Organizing Entrepreneur Model

This model maintains the continuity of the NFE program by creating business on the CLC. CLC is a learning institution and at the same time a place for economic businesses that can accommodate learning citizens in the form of the types of businesses they run.

The management of this model CLC seeks to turn institutions into 'companies' that can carry out NFE programs with financial support from created economic ventures. learning outcomes (leaners) can be partners, workforce, or become an NFE program ouwner. Organizing entrepreneur model as follows.

Some NFE management models in CLC are the result of research involving 8 institutions. The NFE program that has been organized by CLC involves the community as learning citizens to strengthen institutions. The success of the NFE program combined with life skills is an effort to empower the community as learning citizens [7].The condition of empowered societies has the characteristics of being able to turn fear into challenges and adventures, from a sense that learning is boring to learning is an adventure of all time, from dependency to independence, from lack of initiative to initiative in solving problems, providing solutions , from avoiding change to welcoming change, from not having a vision to having a strong and focused vision, from closed communication to being open [7]. Good management of NFE is able to direct the community towards empowerment, and this will have an impact on the CLC [14].

The management model is implemented to maintain the sustainability of the NFE program and to have a significant impact on community empowerment. Community empowerment is very important as the end result of the learning process of the NFE program. So that it can directly feel the impact of learning, as well as being a solution to community problems. Likewise with the operational funding of the NFE program, the entrepreneurship program as an effort to empower learning citizens needs to be developed by CLC. Entrepreneurship and business units are needed to sustain the NFE program at CLC [15]. NFE management that can empower the community must be managed professionally. As a form of professionalism in managing NFE programs in CLC is to follow the rules and stages of the program [8].

a) The preparation stage is the stage of identifying the needs and learning resources of the surrounding community. This includes community culture, values, potentials, what learning needs they want, patterns of community interaction, group cohesiveness, and so on. So at this stage

the CLC understands the needs and resources of learning, as well as the characteristics of the target community of empowerment. An equality education program can be implemented if it is a need of the community.

b) *The preparation stage is the stage of preparing by identifying the needs and learning resources of the surrounding community.* This includes community culture, values, potentials, what learning needs they want, patterns of community interaction, group cohesiveness, and so on. So at this stage the CLC understands the needs and resources of learning, as well as the characteristics of the target community of empowerment. An equality education program can be implemented if it is a need of the community.

c) *This assessment stage is still in a conceptual framework based on information and data obtained to realize the NFE program.* CLC conducts in-depth reviews of results at the identification stage of community learning needs and resources.

d) *The planning phase of the NFE program that is accessible to the community.* Develop a variety of NFE programs based on the conceptual that has been prepared, then prioritize the program implemented first.

e) *The program implementation phase is implementing the selected NFE program.* The implementation of the NFE program includes, literacy education, equality education, life skills, youth, entrepreneurship, community empowerment which is participated in by the community. CLC continues to develop patterns of interaction that excite, motivate and encourage the achievement of the goal of strengthening CLC's institutions by implementing the program.

f) *The evaluation phase of the program is towards achieving work results*, whether there has been community empowerment or not, how much community empowerment has been achieved, what is the problem, what are the potential supports in achieving the results of community empowerment. All can be answered in the evaluation phase. So the program can run well.

g) *Termination Phase*, i.e. program termination or program closure with results that can empower the community with the NFE program.

IV. CONLUSION

CLC is an NFE unit organized with the principles of, by and for the community in managing the NFE program. There are five NFE management models in CLC in the context of community empowerment, namely; (1) the Raw Input-Process-Output (RIPO) model, which is a simple process-oriented NFE management, (2) the Input-Process-Output-Outcome (IPO-O) model that is oriented towards the use of learning outcomes, (3) E&B model, namely NFE management that emphasizes the impact and benefits obtained by the institution, (4) IE model (Individual Entrepreneur), which is management for the development of entrepreneurship for each learning citizen, and (5) OE model (Organizing Entrepreneur) for the development of entrepreneurship for CLC institutions for the sustainability of the NFE program. The management of NFE in CLC in providing education services leads to community empowerment with life skills.

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