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## Implementation of Managerial Competencies for PKBM Managers in Community Empowerment Program

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### Abstract

PKBM (Community Learning Activity Center) is a place to serve the learning needs of community. It is still found that the institution is in a state of between life and death and has not developed (stagnant). The purpose of this study is to describe the implementation of managerial competence for PKBM managers in community empowerment programs. This study used descriptive and quantitative approaches with survey methods. This study involved 10 institutions and each institution involved the leader, secretary and treasurer, so the number of respondents was 30 people. Data collection techniques used are tests, interviews and observations. Quantitative descriptive analysis technique with percentage. The findings show that managers' understanding of managerial competence is 55,34%. The achievement of this percentage proves that PKBM managers are categorized as lacking in community empowerment programs. For managers must have the abilities, namely: to describe the rules and regulations, and apply them to units; Plan and set program or activity targets for a certain period; Establish and regulate members involved in activities; Determine the details of tasks for members in the administration; Delegating some of the tasks of authority; Supervise the implementation of tasks carried out by members; Prepare and report the results of activities periodically; and Solve the problems encountered in the process of carrying out managerial duties.

Keywords: competencies, management, and empowerment.

### INTRODUCTION

The development of science and technology has an influence on human competence in meeting development needs. In the era of digitalization, every individual is required to keep up with the times in order to adapt to the development of needs. Institutional managers need renewal through competence, both knowledge, skills, language, and so on (Firmansyah, 2019). Institutional management requires the competence of managers to develop institutions in serving the learning needs of the community. Learning needs services can grow people who love to learn to continue to create a certain quality of human resources in dealing with increasingly complex life needs (Kamil, 2007).

People still think that learning is only done for children in formal education. This lack of understanding makes a number of people not interested in non-formal education programs that have been designed by the government or the private sector. This is because the management of educational

institutions for the community has not been maximized, so that the results felt by the community have not been seen. It should be noted that national education as regulated in Law Number 20 of 2003 has three <sup>33</sup>ways, namely formal education, informal education, and non-formal education (Sisdiknas, 2003). Non-formal education is an educational <sup>34</sup>path outside the formal structured and tier <sup>35</sup>pathway which is carried out independently through wider activities that are intentionally to serve <sup>36</sup>students in order to achieve their learning goals (Sudjana, 2000). The function of the existence of non-formal education as a complement, substitute and additio<sup>32</sup>n the context of life long learning (Kuntoro, 2006).

Judging from these three functions, non-formal education is a forum to meet the needs of increasing equality education that is commensurate with the function of formal education for the community. Because so far non-formal education, especially equality education, is still marginalized (Akbar, 2007).

A non-formal education unit that focuses on the community, namely the Community Learning Activity Center (PKBM). PKBM as an alternative that can be chosen as an effort to empower the community (Ibrahim et al., 2018). PKBM is a place for community learning in which there are activities to increase the potential by utilizing <sup>127</sup>ilities, infrastructure, local wisdom, and potential in the surrounding environment with the aim that people can have skills and knowledge that are used to improve their standard of living (Prasetyo, 2012). By institutionalizing PKBM, the potential of the community can be grown, explored and utilized th<sup>18</sup>gh learning activities.

The implementation of PKMB is managed by the community, by the community, and for the community ((Abdulhak & Suprayogi, 2012). Basically, the establishment of PKBM is a place to develop the potential of the community to form self-reliance, because the community is the founder, manager, and user of PKBM. PKBM has a variety of learning programs for the community that are not limited by the age of students, background, gender and social status (Septiani, 2015). All levels of society can participate in learning in PKBM, especially for people who do not get formal education opportunities. The governme<sup>38</sup>trives for the existence of non-formal education units as an alternative for the community to acquire knowledge and skills in order to achieve the goal of educating the nation's life.

Many non-formal education programs are held in PKBM. It should be emphasized that PKBM does not only focus on equality education but also other non-formal education studies, such as community empowerment<sup>18</sup>. Empowerment is an effort to develop community potential into competencies that include knowledge, skills and attitudes (Hidayat & Syahid, 2019). The potential of the community is developed through empowerment activities tailored to the needs and learning problems. Learning is a conscious effort to develop one's potential through knowledge transfer activities carried out individually or in groups to improve competence (Eraut\*, 2004). In community empowerment activities, learning activities are carried out by directly involving students from planning to evaluation. So it is necessary to place non-formal education to develop the potential of the community through empowerment activities. Community participation in empowerment can improve self-quality for living standards, and empowerment can form an attitude of independence. Empowerment activities involve a process of increasing and changing human resources to be able to independently develop the community and the surrounding environment (Kindervatter, 1979).

According to (E. S. Hasan, 2002) empowerment is an approach to community education to gain understanding of students in overcoming economic, social and political problems through 1) continuous training on all aspects related to teaching and learning activities, 2) learning knowledge and skills in accordance with needs, and 3) collaborate to meet needs and solve problems that arise in learning. Thus, it is necessary for managers to mobilize commu<sup>2</sup>ty participation by inviting them to be involved in making programs, so that the programs made are in accordance with the learning needs of the community. This capability is carried out for managers, because it is in accordance with the characteristics of PKBM as a community organization.

It is <sup>29</sup>ed that through community empowerment, people can adjust and even control economic, social and political forces in order to be able to improve the<sup>40</sup>status or position in society (Zaenudin, 2003). There are signs or characteristics of people who are able to improve their status or position in society, including 1) capturing high access or opportunities, 2) having high bargaining power, 3) the ability to choose with various options, 4) the ability to think critically and use experience. to assess competencies that provide benefits, 5) have high creativity by having a positive view of oneself and the environment (M. Hasan & Azis, 2018).

The condition of PKBM in Jombang Regency according to the observations, is still has a lot of concern, because most of them are in a condition of torpor between life and death, the condition does not experience development (stagnant), it is "on-of" (relying on financial assistance from the government). There are activities if they receive aid funds, and vice versa, there are no activities, if they do not get aid funds. The manager knows that the grant is only once a year. This condition is certainly very sad, because it is owned by about 5% of PKBM, from 53 PKBM in Jombang. The PKBM manager in Jombang Regency lacks a strong vision, mission, and commitment in organizational development, due to the limited insight of the manager, especially in managing the organization and managing adult learning, as well as mastering the competence of managers. Managers do not involve community leaders who have the potential to be involved in the socialization of programs and institutions to the community. PKBM Jombang Regency does not have a data base on the learning needs of the target students. It is not even known in the environment around the PKBM of Jombang Regency, so that learning cannot run sustainably in meeting the learning needs of the community. PKBM Jombang also does not yet have a vision of developing the local potential of the area and the surrounding community. PKBM Jombang Regency as an institution has not yet built a network with business partners and the industrial world, even related agencies, have not been able to seek superior products or services as the main funding support in providing services to the community. PKBM must play a social and economic role and function, so that it becomes a place for learning for the community. Most of the PKBM in Jombang Regency have not been able to carry out their functions as institutions, nor as a forum to serve the learning needs of the community, in realizing an empowered and learning community. This research is important and strategic to be carried out, with the hope of increasing the competence of managers in the form of knowledge, skills, and attitudes. Then it will lead to a change in the mindset and behavior of PKBM managers in managing the institution independently to serve the learning needs of the community.

The current management of PKBM in Jombang Regency, which is still traditional or conventional, can create its own problems, both due to internal factors and external factors, including the highly varied conditions of each institution. There is no clear categorization of PKBM yet, but in general this category can be observed in the field, especially in managing and implementing its programs, both regular and non-regular programs. Each region has a Communication Forum for Community Learning Activities Center (FK-PKBM), but so far in Jombang it has not been able to run effectively. The role of the Forum is very important, and is highly expected in fostering, and assisting institutions, as partners of local governments in fostering and facilitating the development of PKBM. The forum must be strived to be able to carry out its function in fostering and developing PKBM, especially institutions that are still experiencing problems in their development.

This condition affects the success or failure of the organization of the institution, besides that it also requires the ability of managers to plan, implement, evaluate and develop a non-formal education program (Hakim et al., 2020). In managing an institution, one's skills are needed to package an activity, in order to achieve the goals of the institution. Management is the ability and skill of a person to carry out activities with other people or through other people to achieve the goals of the organization (Sudjana, 2004). Then reaffirmed by Hersey and Blanchard (Hersey et al., 2007) management is an activity carried out together, both with individuals and groups to achieve the goals of the organization. Institutional managers should be able to cooperate with internal and external parties to make it easier to carry out their duties and functions in developing PKBM.

The main function of PKBM is as a forum for various community learning activities that can improve knowledge, skills and attitudes as an effort to develop self-quality. In addition to the main function, there are supporting functions in the implementation, there are at least four areas of activity that are managed, including (Saepudin et al., 2016), 1) education which includes counseling and mentoring. The institution does not only have equality programs, but also various learning activity programs, including counseling and mentoring. To form a learning community, extension activities have not been maximal enough, so assistance is needed so that the community can be independent of their welfare, 2) collect and provide information for the surrounding community. PKBM as a social institution can certainly provide information for the community, both in education, technology, public health, politics, and social. In addition, PKBM is also a collector of information, making it easier to find out the needs of the community. Managers can determine programs that are in accordance with community conditions. 3) develop and maintain information networks and partnerships. The

development of a PKBM cannot stand alone, but requires partnerships to improve its quality. For example, PKBM partners with the Course and Training Institute (LKP). Through this partnership, institutions can provide skills to students. Institutions should not only partner with one or two institutions but also need to be developed in the expansion of partnerships. It is hoped that this mutually beneficial relationship can develop non-formal education units. So it needs to be maintained so that they can contribute to each other. 4) coaching educators and education staff in order to improve the quality of performance independently or facilitated from outside. Professional staff are needed, both educators and education staff so that in the learning process students are not monotonous and bored. Coaching is in the form of training that is held regularly to improve the competence of educators and education personnel, so that the goal of educating the community is realized.

The implementation of PKBM requires the ability of managers to provide quality program facilities and services. Service quality will determine the success of a program by looking at the enthusiasm of the community. The existence of competent and qualified human resources plays an important role in improving service quality. Institutional managers who have competence are able to manage the implementation of PKBM. According to McAshan (1979) competence is an ability that is controlled by a person, both knowledge and skills that have become part of them to perform cognitive, affective and psychomotor behavior as well as possible. Then according to Anderson & Schalk (1998) competence is the basic character possessed by a person consisting of knowledge and skills, as well as other personal attributes that can distinguish good performance abilities and bad performance. Then there are five characteristics of competencies according to Spencer (2008), namely 1) Motive, which is a consistency that a person wants towards an action, or can be said to be a driver, and moves towards choices with the goal to be achieved, 2) Character, is a response to an attitude. consistent with certain situations or actions, 3) Self-concept, namely the attitude or value of a person who describes himself or herself towards an action, 4) Knowledge, is an information possessed by a person to make it easier to carry out an action, and 5) Skills, is the ability of someone to do a physical task by involving the coordination of the human senses.

Institutional managers must have competencies that are described through tasks and work that emphasize outputs and results in accordance with the objectives of the implementation. Competency standards that must be possessed by PKBM managers (BPPLSP, 2004) include 1) personality competence, which consists of the ability to live values, have an attitude towards the target group, master personal communication, and the ability to work together, 2) competency of social skills, consisting of the ability to plan programs, motivate community groups, organize programs, carry out coaching, carry out assessments, make reports, have an entrepreneurial spirit and master the field of administration, 3) professional competence, which consists of understanding the basic concepts of non-formal education described through educational programs non-formal, youth, Early Childhood Education (PAUD), community, skills expertise, basic concepts of adult education (andragogy), understanding of lifelong education, and non-formal education units, 4) managerial competence, consisting of outlining applicable rules, planning and set the target of each activity, assigning personnel and details of their respective duties.

Competencies that must be possessed by managers related to PKBM management, namely managerial. This competency requires managers to be able to lead and run programs in utilizing human resources, creating habits that cultivate creative and innovative institutions for students, monitoring from planning to evaluation, making PKBM program reports in accordance with procedures, and planning follow-up to a program. (Kurniawan, 2018). With this, managers are expected to be able to manage potential resources needed to carry out managerial functions. Three important things must be owned by managers to carry out managerial duties, including knowledge, skills, ability to understand human behavior and organizational behavior (Himayaturohmah, 2017). Managerial competence is the main task that is owned by managers to regulate institutions, both internally and externally. According to Leithwood and Montgomery (Leithwood & Montgomery, 1982), said that as a manager must have skills related to, 1) Outlining the rules and regulations set by higher institutions to be applied to the PKBM education unit, 2) Planning and setting program targets or activities carried out during a certain period, 3) Determine and regulate members involved in PKBM activities, 4) Determine task details for members involved in PKBM implementation, 5) Delegate some of the duties of authority for members involved, 6) Supervise the implementation of tasks carried out by the members involved, 7) Prepare



and report the results of activities to the agencies above them periodically and 8) Can solve problems encountered in the process of carrying out managerial tasks.

In accordance with the results of research (Akbar, 2007) in Garut Regency, managerial ability in implementing empowerment programs has a direct effect on service quality and graduate productivity results. Thus, PKBM managers are obliged to understand and apply managerial competencies so that institutions can develop more and wider programs for the community in the form of empowerment. The existence of PKBM must show its existence through professional performance to the community in organizing empowerment programs so that the learning needs of the community are served. PKBM as a community education institution must be able to provide services to the community to develop human resources and natural resources. With the ability of managers to synergize human resources and natural resources into a force that produces products and services.

The tasks carried out by institutional managers in Jombang Regency are faced with obstacles, giving rise to difficulties in managing a program. This is due to the various educational backgrounds possessed by managers which allow there to be a gap between the competencies that should be possessed as managers and competencies that have been previously owned. An example of a PKBM manager with a bachelor's degree in economics, in managing the institution is not only related to financial administration, but is also involved in the community. Economics does not have knowledge of adult education (andragogy) which makes it difficult to determine adult learning needs. The difficulties experienced by a number of managers who have different educational backgrounds make the programs implemented cannot run optimally considering the characteristics of non-formal education are very different from formal education. There are characteristics in the implementation of non-formal education, including understanding community habits, empowerment, development models, community learning models, and management of non-formal education programs (Sulfemi, 2019). The characteristics of the implementation of the non-formal education program must be fully understood by the manager, so that the programs organized can run according to their objectives.

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## RESEARCH METHOD

This study uses a quantitative approach with a survey method. Survey research, according to Bernard & Bernard (2013) is a quantitative research, with researchers asking respondents about past or present beliefs, opinions, object characteristics and behavior. The purpose of this research is to describe the implementation of managerial competence for managers in community empowerment programs. The research location is in PKBM Jombang Regency. This research was conducted for six months. The population in this study were all PKBM in East Java. Then the sample in the research is all PKBM in Jombang Regency, because in quality it is more advanced and active with its programs both regionally and nationally, it even has a national ranking, empowering rank and institutional management. Respondents in this study, namely PKBM managers, consisting of the leader, secretary, and treasurer. The number of PKBM in Jombang Regency is 53. Of the 53 PKBM that are actually active, only 10 from the initial identification results, the number of respondents is 30 people.

Data collection techniques developed in this study: Tests, used to explore data regarding managerial competence in empowerment programs at institutions developed in the community. Interviews were used to complete the data collected through tests on the implementation of managerial competencies in developing community empowerment programs. Observations are used to observe the implementation of learning and community empowerment efforts through ongoing programs as a complement to test data.

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The data analysis technique in this study uses percentages. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, and performing calculations to answer the problem formulation. Descriptive statistical analysis with percentages is an analytical technique used to see the tendency of the frequency of respondents' answers and phenomena in the field. This step is also to see large and small respondents' answers, so that the results of the next data can be easily analyzed. In the percentage analysis, there are procedures, including: 1) Data Checking (Editing) Stage. At this stage, the researcher examines the data. This stage is very important to do to determine the level of validity of the data collected, 2) Coding Stage, at this stage the researcher provides a code to facilitate data analysis. The coding of respondents' answers is classified into certain codes, 3) Tabulation stage, at this stage the researcher performs tabulation, namely briefly and systematically grouping respondents'

answers based on the same category into tabular form, 4) Calculating the frequency of answers or data, 5) The stage of calculating the percentage using the percentage technique of each data obtained, 6) Stage of the results of the data made into tabular form, and 7) Stage of data analysis.

The data analysis technique in this study used descriptive statistics with percentages and used descriptive statics frequencies with the help of *SPSS 22.0*. In this study, data analysis in percentage form used the following formula (Sudijono, 2007): Analysis formula per item:

$$P = \frac{f}{N} \times 100\%$$

**Information:**

F :Frequency (respondents' answers)

N: Total Number of Respondents

Q: Percentage figures

Variable analysis formula:

$$P = \frac{\Sigma \text{Empirical Score}}{\Sigma \text{Expected Score}} \times 100\%$$

The answers from respondents in the questionnaire were analyzed using the percentage formula above using the percentage category benchmark as follows.

**Table 1.1 Managerial Competency Criteria  
PKBM Jombang Regency**

Answer Percentage	Classification
81%-100%	Very Good
61%-80%	Good
41-60%	Bad
21-40%	Very Bad

**Source:** (Riduwan, 2015)

## RESULTS

This study used a survey method, which was carried out at 10 PKBM in Jombang Regency. The reason: Jombang Regency is geographically divided into two parts, namely the northern and southern regions. North Jombang is a flat and urban area, while South Jombang is a highland area towards the mountains, as an agricultural and plantation area. The northern area they call the 'abang' (red) area, because it is inhabited by most of the immigrants from various ethnic groups in Indonesia (ethnic Chinese, Arabs, and ethnic Indonesians), who live from labor, labor, entrepreneurship, and trade. Meanwhile, South Jombang is called the 'ijo' (green) area, because it is inhabited by most or even almost all of the indigenous natives who choose to move aside to agricultural areas of the highlands and mountains to live as farmers. From history, the condition of the "ijo and abang" area has become Jombang to this day.

In the initial research with a survey approach, the researcher carried out two activities, namely conducting FGD (focus group discussion) activities followed by giving tests on managerial competencies, and conducting field visits to PKBM. Researchers chose PKBMs that have been established for more than five years (between 5-10 years), as many as 10 PKBMs, so that they have experience in running the wheels of management. All of them have also received aid funds from the government, some even received it more than once, some received it three times. The development of program activities in institutions is highly dependent on the creativity of the managers.

Qualification level of education of PKBM managers in Jombang Regency, it can be stated that most (70%) of the 10 PKBMs, managers are undergraduate (S1) and even postgraduate (S2) from various fields of science, especially education by (30%). In terms of gender, the managers (70%) are managed by men, and the rest (30%) are managed by women. Judging from their work there are elementary school teachers (20%), entrepreneurs (30%), domestic workers (10%), and purely in PKBM (40%). They are entrepreneurs from PKBM, by establishing institutions and starting various businesses. Some of them are purely active in the field of non-formal education. Managers seen from their age are classified as young between 25-35 years (50%), 36-45 years old (40%), and 46-55 years old (10%). Institutional managers are of productive age, so the willingness to advance PKBM is still quite high, so a touch of coaching in the form of training is important.

The education level of all managers (100%) is undergraduate, even three people (30%) have a postgraduate degree (S2). The level of education has a positive impact on the pattern of managing PKBM, although this is not always the case. However, it is not yet known in relation to knowledge about the competence of institutional managers. Their age is classified as productive age (100%), which is between (30-45 years), meaning that they are still very enthusiastic and long in making it possible to achieve success, as long as they are given regular coaching. It is possible, if touched with the right training, they will become reliable managers for PKBM. In every training there will be motivation, but not all participants have strong motivation to their place of origin. Strong motivation during the training, after the completion of the training has disappeared again. Some of them still have strong motivation until they return to the institution, so the spirit to make changes, especially changes in mindset or belief in success that moves them towards the progress of the institution.

The results of the managerial competency test of managers who were used as respondents in the study hoped that they would be able to provide a more detailed description of the condition of that competence. There are four managerial competencies, namely personality competence, social competence, professional competence, and managerial competence. The results of data analysis in more detail and full regarding the condition of the managerial competence of institutional managers are outlined in the following table.

**Table 1.2**  
**Managerial Competency Test Results of Respondents Research**  
**In Jombang Regency 2012**

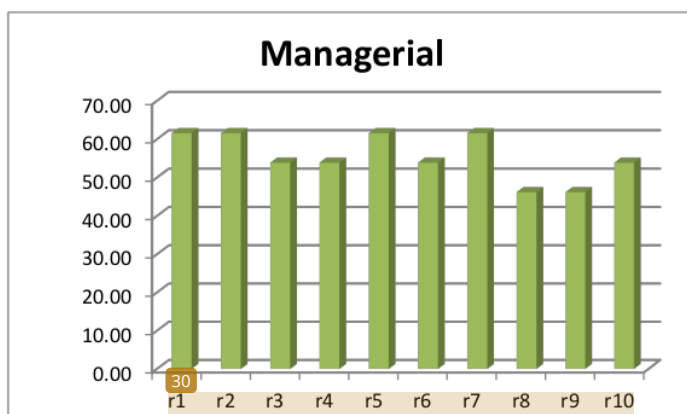
Respondent	Managerial Competency Score	
	Managerial	
	Frequency (f)	Percentage (%)
r1	8	61,5
r2	8	61,5
r3	7	53,8
r4	7	53,8
r5	8	61,5
r6	7	53,8
r7	8	61,5
r8	6	46,2
r9	6	46,2
r10	7	53,8
Items:	13	
Average	55,34	

Achievement of managerial competency score (55.34%) is categorized as bad. This means that managers have not been able to develop strategies to foster creative, innovative, and productive behavior or vice versa be able to develop strategies to generate creative, innovative, and productive ideas. Even must be able to integrate between strategy and behavior.



Weaknesses or weaknesses obtained from respondents in managing the institution so far include: not forming a work team, meaning that the manager works alone, the institution is founded by the family so that it automatically works alone; lack of communication with fellow managers, so less motivated by the achievements of friends; less seeking information either through electronic media, socializing, or reading; lack of identification of targets on a regular basis to create a database, so that they are less well known in their environment; less involvement of community leaders in socializing the program to the community; lack of promotion and socialization of programs and products, so that there are village chiefs who do not know that there is PKBM in their village; do not make plans for superior programs or priorities, so that they are not easy to be recognized by the public; has not been able to serve all the learning needs of the community; the manager is less active in visiting friends who have succeeded, product promotion is also very less, so that the marketing falters; has not been able to carry out functional cooperation with the business world and the industrial world (DuDi); have not demonstrated a high work ethic and responsibility; has not shown a solid work discipline; have not done creative ideas; has not demonstrated the ability to lead the implementing staff; has not been able to create a conducive working situation; has not carried out monitoring and evaluation of personnel and programs; have not set targets for each activity; do not yet have the details of the duties of each personnel; have not carried out problem solving when problems occur; has never delegated some of his duties and authorities to subordinates.

Explanation of graphic images can be read more easily below. This graph describes the respondent's achievement in managerial competence.



Graph: 1.3 Conditions of Respondents Managerial Competence.

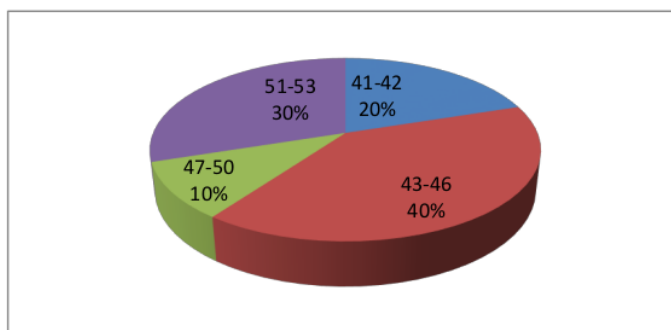
The results of the analysis using interval, frequency, and percentage classes, in order to see the range of scores, numbers, and percentages of each respondent, so that the level of knowledge about the managerial competence of managers can be known. Managers' knowledge of these competencies underlies them in managing PKBM so far, by developing programs based on an analysis of community learning needs with local potential and local wisdom. The manager's insight and knowledge will determine the variety of programs developed in the community. PKBM as a community institution, the manager must have a higher concern than the general public. It will be seen once the ability of a manager in managing the PKBM.

**Table 1.4**  
**Results of Interval Class Analysis in Preliminary Research**  
**In Jombang Regency 2012**

No	Pre test model		
	Interval Class	Frequency	Persentase
1	41-42	2	20

2	43-46	4	40
3	47-50	1	10
4	51-53	3	30
	Total	10	100

In the table above, it can be stated that the range of values obtained is the lowest of 10, and the highest value of 40, then the interval class is arranged. The interval class (43-46) with the highest frequency is (4) or equal to (40%), followed by the interval class (51-53) with a frequency of (3) or equal to (30%), then the interval class (41-42) with frequency (2) or spread (20%), and class interval (47-50) with frequency (1) or equal to (10%). Depicted in the graph below.



Graph: 1.5 Interval Class and Percentage

## DISCUSSION

The results of data analysis showed that managers' understanding of managerial competence reached 55, 34%. The achievement of this percentage proves that PKBM managers are categorized as lacking in mastery of managerial competence. Managerial competence requires managers to be able to lead and run programs in utilizing human resources, creating habits that cultivate creative and innovative institutions for students, monitoring from planning to evaluation, making institutional program reports in accordance with procedures, and planning follow-up to a program. (Kurniawan, 2018).

Understanding of managerial competence is categorized as lacking, which means that managers do not yet have mastery of managerial competence in carrying out the wheels of institutional activities, such as; create strategies to foster behavior that embodies creative, innovative, and productive ideas. Institutions must be strengthened by implementing these ideas or ideas in the PKBM development program plan, so that between strategies and behaviors that grow and develop into an activity to achieve goals. Recruitment of personnel is an important thing in achieving the progress of an institution. The role of human resources is very dominant in the progress achieved in the course of the institution. Moreover, the manager is able to organize everyone involved with a detailed division of tasks and responsibilities operationally.

Respondents who have a good managerial competency assessment category are (61.5%). This shows that the respondents already have and master the managerial competence in managing the PKBM they lead. Although not fully mastered, such as the ability to describe applicable rules, plan and set targets for each activity, assign personnel and details of their respective duties, be able to delegate some of their duties and authorities, supervise personnel duties, compile periodic activity reports, and solve problems encountered in carrying out their duties. Managers still need training to improve managerial

competence, in order to be able to advance the institution in managing independent PKBM. Managers lack and mastery of managerial competence, so that institutions are still weak in competitiveness, and run their programs for the community. Lack of confidence (mindset) is successful in finding strategies that are expected to be able to grow creative, innovative, and productive ideas.

The implementation of the empowerment program is not optimal in its implementation. Many people who are involved in the learning process at PKBM Jombang only want to get a diploma, not the expected skill. The motivation given by managers to students is only limited to completing compulsory education set by the government. In addition, the manager in making the program does not match the needs of the community, because the educational qualifications of the manager have nothing to do with the implementation of PKBM. Not found non-formal education graduates as managers of PKBM institutions, especially in Jombang Regency. Although graduates of PKBM managers in Jombang Regency have taken education (S1) or (S2), they have not been able to become reinforcement for the success of the program implementation. Moreover, in the implementation of empowerment programs, according to Leithwood and Montgomery (Leithwood & Montgomery, 1982), said that the implementation of managerial competence for PKBM managers or managers must have abilities related to, 1) Outlining the rules and regulations set by higher institutions, to be applied to educational units, 2) Planning and setting targets for programs or activities carried out in a certain period, 3) Establishing and managing members involved in activities, 4) Establishing task details for members involved in organizing activities, 5) Delegating some tasks authority for the members involved, 6) Supervise the implementation of the tasks carried out by the members involved, 7) Prepare and report the results of activities to the agencies above them periodically and 8) Can solve problems encountered in the process of carrying out managerial tasks.

The results of these percentages still have managerial competence in the good category, this is a supporting factor in the implementation of managerial competence for institutional managers in community empowerment programs in Jombang Regency. Factors that can support implementation include the educational level of PKBM managers equivalent to a bachelor's degree, some even have a master's degree (S2), the institutional infrastructure is adequate, the institution has been established for more than 10 years as a provision of experience in running the institutional wheel, the existence of the institution already has strong legal legitimacy has been proven to have a notarial deed, a license to operate an institution from the local Education Office, the area has potential that can be developed through its programs. Programs that can be developed include functional literacy.

As stated by (Ruchiyat, 2006) that PKBM is a place of learning and a source of information, which is formed and managed directly by the community that contains various types of functional skills that lead to the empowerment of local potentials to improve knowledge, skills and attitudes in the social, economic and cultural fields as local superior program for the community. The supporting factors that are owned by the institution are quite a lot, they must be able to use it for the development of the institution and its programs in developing the potential of the community so that they become competencies, so that they can be used in everyday life. Communities need drivers in developing their potential to become competencies, according to their respective talents and interests.

Factors inhibiting the implementation of managerial competence in community empowerment programs in Jombang Regency, namely managers are not serious in managing their institutions, managers are not yet in the form of work teams, even still managed by one family, low institutional insight of managers, because they are shackled by the mindset of managers in developing institutions depending on aid funds from the government, lack of communication between institutions, PKBM forums, the Education Office, and related agencies, do not yet have a superior program that can elevate the dignity of the institution to a wider extent, and the lack of institutional partnerships with the industrial world as stakeholders in accepting graduates and institutional products.

Strengthening PKBM institutions is carried out in stages, because strong institutions will be able to develop and be able to seize more and wider opportunities. Such as preparing qualified human resources (technical personnel) and having a strong commitment in line with the goals of the institution, forming teamwork, compiling data bases, building functional cooperation networks, creating superior programs and products, actively hunting for information to related agencies. Managers are also looking for cooperation with other institutions or agencies, apart from the Education Office, as a cross-sectoral program. Managers can cooperate with related agencies: agriculture, fishery, plantation, animal husbandry, health, religion, industry and trade, social, or other institutions; other bodies such as; Center

for the Development of <sup>1</sup> Early Childhood Education and Community Education, Community Empowerment Agency, Women's Empowerment Agency, and others. Even today, almost every region is tracing history, culture, figures, civilizations, to develop batik designs, as regional icons. For example: Lumajang Regency developed the Great Banana Batik Design, because the area produces bananas, Mojokerto Regency designs batik with the nuances of Majapahit history, especially areas that previously did not have batik, but now they are developing creativity.

## CLOSING

### Conclusion

The results of data analysis and discussion show that managers' understanding of managerial competence reaches 55,34%. It means that PKBM managers reach the category of less in the mastery of managerial competence. These results prove that managers do not yet have the mastery, understanding and application of managerial competence in carrying out activities, including: create strategies to foster behavior that embodies creative, innovative, and productive ideas. Managers lack the ability related to: 1) Elaborating on the rules and regulations set by higher institutions to be applied to the unit, 2) Planning and setting targets for programs or activities carried out in a certain period, 3) Establishing and regulating members involved in activities, 4) Determining the details of tasks for members involved in the implementation, 5) Delegating some of the tasks of authority for the members involved, 6) Supervising the implementation of tasks carried out by the members involved, 7) Compiling and reporting the results of activities to the above agencies on a regular basis. periodic and 8) Can solve problems encountered in the process of carrying out managerial tasks.

### Suggestion

The results of this study are expected that PKBM managers in Jombang Regency apply a lifelong learning process to improve managerial competencies in developing knowledge, skills, and mental attitudes. Managerial competency training needs to be held to be more detailed in solving problems faced by institutional managers, so that PKBM institutions in Jombang Regency are strong and resilient by applying minimum management standards and managerial competencies for managers.

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