Review of Community Learning Activity Center Service Quality

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Abstract: *The Community Learning Activity Center (PKBM) functions to provide educational services to every member of the community. The aim of this research is to describe a review of the quality of PKBM services. This research uses qualitative methods with a descriptive approach and literature study. Data analysis uses a content approach. The research results show that there are two supporting factors in the service quality improvement strategy: internal and external. The research results have also identified inhibiting factors in service quality improvement strategies: internal and external factors. PKBM and related stakeholders need to respond to the results of this research by paying attention to internal and external factors that support and hinder the quality of PKBM services.*

Introduction

Indonesia has a high school dropout rate (Cerelia et al., 2021). In fact, since 2009 the government has set aside 20% of the State Revenue and Expenditure Budget (APBN) for education (Dur et al., 2023). Apart from that, the impact of the scholarships distributed is still felt to be inadequate (Kharisma et al., 2017). For this reason, the role of parents, schools, communities and government is needed so that this problem can be overcome (Fatimah et al., 2021). In detail, the number of out-of-school children in Indonesia can be seen in Table 1. elementary school

Table 1. Development of the Number of Students Dropping Out of School for the 2020/2021-2022/2023 Period

Year	Elementary School	Junior High School	Senior High School	Vocational School	Amount
2020/2021	44.516	11.378	13.879	13.951	83.724
2021/2022	38.716	15.042	10.055	12.063	75.876
2022/2023	40.623	13.716	10.091	12.404	76.834
Avarage	41.285	13.379	11.342	12.806	78.811

Source: Hakim & Khotimah (2023).

Table 1 shows that the school dropout rate is dominant at the elementary school level with a total of 44,516 (2020/2021), 38,716 (2021/2022), and 40,623 (2022/2023). The number of school dropouts reached 83,724 people (2020/2021), 75,876 people (2021/2022), and 76,834 people (2022/2023). On average, the number of dropouts per year from elementary school reaches 41,285 people, from junior high school 13,379 people, from high school 11,342 people, and from vocational school 12,806 people..

According to several researchers e.q. Asmara & Sukadana (2016), Hakim (2020), and Saepuloh & Suherman (2019), there are many factors that cause children to drop out of school. identified three factors that cause children to drop out of school: a weak community economy, a lack of effort from parents in persuading their children to continue their education, and unequal data collection from local governments in responding to education programs so that many less fortunate people do not receive these programs. Furthermore, Mujiati et al. (2018) have also identified four causes of children dropping out of school: parents' education level, children's access

to education, perceptions of education; the environment where children live who consider education not a top priority in life. As a result of many children dropping out of school, the number of unemployed is increasing, disrupting public security, and can become subjects and objects of crime (Darmawan, 2019). Therefore, the school dropout rate needs to be of concern to various parties.

The Community Learning Activity Center (PKBM) is related to non-formal education units established by the community from the community and for the community (Almaidah, 2017). PKBM is also a forum for accommodating community learning activities (Raharjo et al., 2016). PKBM as a form of non-formal education has an important role in human resource development (Susanti, 2014). For this reason, services need to be an important concern for PKBM.

However, the picture of the quality of PKBM services has not been depicted optimally. This condition is caused by the need for a comprehensive picture of the quality of PKBM services. Finally, the picture of PKBM service quality is not optimal. An overview of the quality of PKBM services is needed to provide an overview and suggestions for improving the quality of PKBM. One effort that needs to be made is to conduct a review of the quality of PKBM services.

Various analyzes discuss the quality of PKBM services. Istiqomah et al. (2017) discusses evaluating the quality of PKBM services. Furthermore, research results Saepudin et al. (2016) discuss strengthening PKBM management. Meanwhile, comprehensive discussion regarding reviews of PKBM service quality is still limited. In line with this information, research on reviewing the quality of PKBM services needs to be carried out because it can provide comprehensive information about reviewing the quality of PKBM services. Apart from that, the findings obtained can be used as a basis for research in improving the quality of PKBM services. The results can also be used by the Government and related stakeholders who want to overcome problems related to the quality of PKBM services. Therefore, this research aims to review the quality of PKBM services.

Methode

In this research, qualitative methods were used. Qualitative methods are used as a first step to explore the quality of PKBM services (Murdiyanto, 2020). The approach to this research is descriptive and literature review. A descriptive approach is used to describe the quality of PKBM services. Next, a literature review approach was used to obtain research supporting literature (Kusumastuti & Khoiron, 2019). Data were analyzed using descriptive and content approaches

Result and Discussion
Definition PKBM

Borrego (2021) defines PKBM as an institution that operates in the world of non-formal education which has the aim of being a light in community learning activities. Furthermore, Fajri (2020) defines PKBM as an educational institution that is developed and managed by the community. Fajri (2020) explains that the implementation of PKBM is outside the formal education system in urban and rural areas. Ultimately, PKBM aims to provide learning opportunities for all levels of society so that they are able to develop themselves independently so that they can improve their quality of life (Fajri 2020).

PKBM Service Quality

According to Hendarman (2012), quality is a philosophy and methodology that helps institutions to plan changes and set agendas in the face of excessive external pressures (Halimah et al., 2022). Quality, also called quality, is a research process with established standards to assess the results of an activity (Ibrahim, 2014). Furthermore, service is the spearhead in providing services (Ibrahim, 2014). Ibrahim (2014) also explains that service can be used as a benchmark in assessing the extent to which the services we provide can be targeted or focused on customers.

Gaspersz (2002) identified ten dimensions in improving service quality: timeliness of service, accuracy of service, politeness and friendliness in providing services, responsibility, completeness, ease of obtaining services, variety of service models, personal service, comfort in obtaining services, and attributes supporting other services (Ibrahim, 2014). The research results of Putera & Ikatrinasari (2023) also found that the quality factors that must be improved by PKM are the availability of documents on the type and number of learning equipment, the availability of documents on the existence of study room and office infrastructure, the availability of syllabus documents for each program, and the availability of Learning Implementation Plan (RPP) documents.

The research results (Istiqomah et al. 2017) found that there were two supporting factors in the strategy to improve service quality: internal and external. Istiqomah et al. (2017) explained that internal factors consist of adequate facilities with assistance from related agencies, the status of the building as the personal property of the founder which is borrowed for all equality activities, as well as programs and institutions that are accredited by BAN-PNFI. Furthermore, external factors are that many formal teachers are still concerned about joining non-formal education and the community's need for upper secondary education for academic qualifications and employment.

The research results Istiqomah et al. (2017) also identified inhibiting factors in service quality improvement strategies: internal and external factors. Internal factors consist of less effective learning time because many students work, lack of awareness among students in participating in learning, and lack of appropriate honorarium for tutors. Meanwhile, external factors include many people's negative views regarding equality education (package C) just to get a diploma without going through the learning process.

Conclusion

This research has described a review of the quality of PKBM services. This was done using qualitative methods with a descriptive approach and literature study. Furthermore, in this research data analysis has been carried out using a content approach. The results of this research found that there are two supporting factors in the service quality improvement strategy: internal and external. Internal factors consist of adequate facilities with assistance from related agencies, the status of the building as the founder's personal property which is borrowed to use for all equality activities, as well as programs and institutions that are accredited by BAN-PNFI. Meanwhile, external factors are that many formal teachers are still concerned about joining non-formal education and the community's need for upper secondary education for academic qualifications and employment.

The research results have also identified inhibiting factors in service quality improvement strategies: internal and external factors. Internal factors consist of less effective learning time because many students work, lack of awareness among students in participating in learning, and lack of appropriate honorarium for tutors. Meanwhile, external factors include many people's negative views regarding equality education (package C) just to get a diploma without going through the learning process. PKBM and related stakeholders need to respond to the results of this research by paying attention to internal and external factors that support and hinder the quality of PKBM services.

Acknowledgements

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