

- Submission: January, 7, 2023
- Review: March, 5, 2023
- Publication: May 18, 2023

The Effectiveness of the Community Learning Center Program for School Dropouts on the Development of Akidah Akhlak in Morowali Regency (Case Study of PKBM Ulumul Qur'an Ungkaya Morowali)

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Abstrak

Penelitian dengan rumusan masalah yaitu Implementasi Program Pusat Kegiatan Belajar Masyarakat Ulumul Quran Bagi Anak Putus Sekolah di Kabupaten Morowali. Jenis penelitian kualitatif studi kasus, dengan menggunakan instrumen pedoman wawancara dan alat bantu dokumentasi untuk mengumpulkan data pada sumber data primer dan sekunder yang diolah dan dianalisis dengan model Miles dan Huberman melalui tiga langkah yaitu reduksi data, penyajian data, dan kesimpulan data. Hasil penelitian yang diuraikan yaitu pendidikan nonformal memegang peranan yang sangat penting dalam mengembangkan kualitas sumber daya manusia, terutama di era yang semakin mengglobal ini. Untuk meningkatkan efektivitas Pusat Kegiatan Belajar Masyarakat (PKBM), sangat diharapkan adanya penyelenggara yang baik baik dari segi pengelola, warga belajar, maupun hal-hal yang berkaitan dengan PKBM.

Kata Kunci: Program Pusat Kegiatan Belajar Masyarakat; Anak Putus Sekolah; Akidah Akhlak

Abstract

Research with the formulation of the problem, namely the implementation of the Ulumul Quran Community Learning Center Program for School Dropouts in Morowali Regency. Case study type qualitative research, using interview guideline instruments and documentation tools to collect data on primary and secondary data sources which are processed and analyzed with the Miles and Huberman model through three steps, namely data reduction, data presentation, and data conclusions. The results of the research are described, namely, non-formal education plays a very important role in developing the quality of human resources, especially in this increasingly globalized era. To improve the effectiveness of the Community Learning Activity Center (PKBM), it is

highly expected that there be a good organizer in terms of managers, learning citizens, and matters related to PKBM.

Keywords: *Learning Activity Center Program; Dropout Children; Akidah Akhlak*

Introduction

Education is a factor that cannot be separated from the implementation of development in various countries. So many roles and contributions of education for a nation, not only for our country but for all countries in the world, especially developing countries. These countries never stop trying to improve the quality of education, to create quality human resources, so that later they will be able to develop the country. An education expert, K. Supriyono said in his writing "lack of education was a dangerous enemy to some extent as foreign innovation and poverty" meaning that neglecting education is a dangerous container, as well as colonization and impoverishment by other nations. From this opinion, it is clear to understand that education is so vital for a nation Social welfare problems indicate that there are citizens who have not fulfilled their rights to basic needs. According to Law Number 11 of 2009 concerning Social Welfare states that "social welfare is a condition of fulfilling the material, spiritual and social needs of citizens to live properly and be able to develop themselves so that they can carry out their social functions".¹

In this case, the government has the responsibility to carry out efforts to organize social welfare. The implementation of social welfare in question is social rehabilitation, social security, social empowerment, and social protection. Law No. 11 of 2009 concerning Social Welfare Article 9 Paragraph 1, "guarantees the poor, abandoned orphans, abandoned elderly, people with physical disabilities, mental disabilities, physical and mental disabilities, former sufferers of chronic diseases who experience problems of socioeconomic inability so that their basic needs are met". Handling the social welfare problems of school dropouts is a government obligation as stated in Article 34 of the 1945 Constitution that "the poor and abandoned children are cared for by the State". Many children experience neglect both physically, spiritually, and socially which causes them to become orphans, orphans, and orphans. Economic crises and natural disasters in various places cause parents to lose their jobs and many children lose their parents and families due to death, this can cause children to become neglected. There are still many children who experience neglect due to lack of attention from parents, children out of wedlock, and children from broken home families. For families who have economic problems or where one or both parents have died, this social rehabilitation effort is beneficial because apart from being free of charge it is also expected to benefit the lives of neglected children.

Under current conditions, the fact shows that formal education is not enough to answer the various problems faced by society. This can be seen from the high number of school dropouts in Indonesia. The high number of out-of-school children and dropout rates in the country have caused Indonesia to fall in the education for all development index of the world body in charge of education, UNESCO.

In the module Concepts and Strategies for the Development of Community Learning Centers issued by the Communication Forum for Community Learning Centers, it is stated that to increase the effectiveness of the success of non-formal education, various evaluations

¹ Undang Undang No. 11 Tahun 2009 tentang Kesejahteraan Sosial

have been carried out on the work of non-formal education so far. Countries that are members of UNESCO concluded that the development of non-formal education should be as participatory as possible, carried out by the community itself and the role of the government is positioned more as a facilitator. One of the concrete efforts to implement this idea is to encourage and motivate the realization of the Community Learning Activity Center (PKBM). The Community Learning Activity Center (PKBM) can be used as a place to shape the character of children who drop out of school with coaching that is closer to the creator so that the morals of these dropouts can be better, especially in Aqidah.

Literature Review

Education is a fundamental right for children who are not yet in school, children who are currently in school, and even children who have dropped out of school. The right must be fulfilled with the cooperation of at least the parents of students, educational institutions, and the government. Education will be able to be realized if all components, namely parents, community institutions, education, and government are willing to support the course of education. Without distinguishing between children who are not yet in school, children who are currently in school, and children who have dropped out of school. Education should be the responsibility of all communities, not just the responsibility of schools.²

Consequently, all citizens have a moral obligation to save education. So when there are members of the community who cannot go to school simply because they do not have money, then people who are rich or classified as prosperous have a moral obligation to become foster parents for the continuity of schooling for children who drop out of school this year reaching tens of millions of children throughout Indonesia. Education begins in the family. This paradigm is important for all parents to have to shape the human character of the future of this nation. The family is the first and main environment experienced by a child, even from the womb. Therefore, education in the family that is enlightening and able to shape the character of a pious and creative child is an important asset for the child's success in the future.

Tackling School Dropout

The issue of school dropouts is a challenge for social workers. Data from suspend states that hundreds of thousands of students are in danger of dropping out of school, they come from poor families. These school-age children from poor families have the potential to leave school before they have a diploma. A good solution to help poor dropouts is:

1) Package System The package system referred to is that out-of-school students are enrolled in a Study Group program, which is Package A for those who have not graduated from primary school and B for those who have not graduated from junior high school. The Department of National Education (Depdiknas) also provides alternative education for the disadvantaged. The name is equivalency education. Equivalency education is aimed at supporting the completion of the nine-year basic education course and expanding access to secondary education that emphasizes functional skills and professional personality. 2)

² Sondang Siagian P. *Organisasi Kepemimpinan Dan Perilaku* (Jakarta : PT. Gunung Agung. 1982). h. 44



Open Junior High School is a formal school that is based on the nearest regular junior high school, both public and private, which qualifies in the form of open education and distance education. Open Junior High School emphasizes independent learning and there are still face-to-face activities but they are limited.

The concept is that the learning process is not bound by place and time. Open Junior High School is one of the subsystems of school pathway education that uses the principle of independent learning, namely learning with the minimum possible assistance from others. In Open Junior High School, the time and place of learning are more open and flexible according to the students' conditions. Indonesia's vast territory with various difficult geographical conditions, the economic conditions of some communities that are still weak, and various other factors that result in limited educational services for children aged 13-18 years. Through this Open Junior High School, they can obtain the necessary educational services.

Open Junior High School aims to provide wider learning opportunities to children who have graduated from primary school or equivalent and intend to continue but are unable to attend Regular Junior High School due to socio-economic conditions and/or geography. Open Junior High School consists of one or more Learning Activity Centers (TKB) and in its operation is based at the State Junior High School. TKBs that are managed directly by the parent junior high school are called regular TKBs, while TKBs that are managed by communities that care about education are called Independent TKBs (TKBM).

Method

Qualitative research of the case study type, using interview guideline instruments and documentation tools to collect data on primary and secondary data sources which are processed and analyzed using the Miles and Huberman model through three steps, namely data reduction, data presentation, and data conclusions.

Result and Discussion

This research discusses the effectiveness of the Community Learning Activity Center (PKBM) as a non-formal educational institution in the context of alleviating the nine-year compulsory education, starting from the history of the establishment of PKBM to the learning process at PKBM because this is where we can later see how the effectiveness of the PKBM.

Based on observations and interviews conducted at PKBM, it can be concluded that the background of the establishment of PKBM is First: the number of people who drop out of school in the region, Nagari, the neighborhood in the Wita Ponda sub-district. Second, the absence of Non-formal institutions both institutionally and independently, so that people who need Non-formal education services are very difficult to get. Third, there is environmental potential that can be managed in the form of study groups, for example, agricultural products, plantations, livestock, fisheries, and so on.³

Furthermore, PKBM in terms of infrastructure, students, educators, and managers was not so adequate at the beginning of its establishment. The beginning of the development of PKBM occurred in 2018, in this year PKBM can be said to be completed in terms of

³ Robianto (33 Tahun), Plt. Kepala PKBM Ulumul Quran Kec, Wita Ponda Kab, Morowali.

infrastructure, learning citizens, students, programs, and managers. There are already PKBM graduates who continue to college for those who take package programs and entrepreneurship for those who take part in entrepreneurship programs.

The establishment of this PKBM certainly has a Vision Mission and purpose of the establishment. The vision of PKBM is "Making PKBM a Quality and Competitive Nonformal Education Unit".⁴ To realize the Vision, the Mission is carried out by inviting the community to participate in programs held by PKBM, because it has the Vision to become a quality Nonformal education unit, PKBM provides good service to the community. Furthermore, competitively, PKBM has the desire to excel among PKBMs in Wita Ponda and excel in the field of education and skills.

Non-formal education is education that is carried out outside the school path or formal education. The characteristic that distinguishes formal education from non-formal education is that it has flexibility both in terms of the age of students or learning citizens, learning time, and the place of learning used.

The Community Learning Activity Center (PKBM) as one unit of non-formal education was originally designed as a center, place, and or community learning arena so that a community of learners is formed. Therefore, for PKBM to truly foster a community of learners, it is very necessary to strengthen institutions, increase the capacity of educators and education personnel, improve the feasibility of facilities and infrastructure, and organize transparent and accountable finances. A good PKBM will be more responsive in carrying out its functions optimally, flexibly, and neutrally. Flexible means providing opportunities for the community to learn anything according to their needs; while neutral means providing opportunities for all communities without distinguishing social strata, culture, religion, gender, and others to obtain educational services at the Community Learning Activity Center (PKBM). To manage the various diversity that exists and to improve the quality of services to condition the various diversity that exists and to improve the quality of educational services in the community, PKBM must work hard and be able to design the desired standard of learning needs democratically, effectively, efficiently, and quality.

This is very necessary for PKBM to do because the demands of future educational changes lead to the concept of community needs-based learning. Indeed, PKBM is currently not only a place of learning but also a center of information and community empowerment activities. In the prevailing rules and regulations related to the implementation of regional autonomy, the authority of the central government (education affairs) on the establishment of norms, standards, procedures, and criteria; monitoring and evaluation; supervision; facilitation; and government affairs related to national externalities.

The research results were obtained from the Ulumul Quran Community Learning Center Program on School Dropouts in Morowali Regency. According to Abdul Muis, one of the community leaders, this program is very helpful for the community, especially for children who drop out of school. In addition, the existence of this program has an impact on parents who are less able to send their children to school. ⁴ At the beginning of its establishment, the facilities and infrastructure at PKBM were still lacking. But as the PKBM

⁴ Abdul Muis (49 Tahun), Tokoh Masyarakat Ungkaya Kec. Wita Ponda Kab. Morowali, *Interview*, 3 September 2022.

progressed, it finally received funds from the APBN and APBD of the Wita Ponda district. In 2015 the funds obtained were used to buy learning equipment and secretarial equipment. In 2018 again got funds and used them to buy a computer. And today PKBM has secretarial facilities and learning facilities. The learning curriculum used at PKBM is the education curriculum and skills curriculum. For the education curriculum, namely using the 2013 curriculum, the PKBM Education Unit Level Curriculum is developed and managed based on established principles.

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Hasarudin Husaini, one of the parents of children who dropped out of school, stated that this program is very helpful for parents, including himself, who are at an underprivileged level of welfare so that their children have to stop going to school and help parents in meeting household needs.⁵

The guidance of moral creed aims to form a good person in acting and behaving. This program provides support for children who drop out of school so that they do not lose their grip due to changing times and influences that are not good for their formation. The program intended for school dropouts is expected to reduce the delinquency of children who usually drop out of school due to the inability of their parents. This program is particularly engaged in the formation of children's morals.

The implementation of the Ulumul Quran Community Learning Center Program has a positive effect on fostering moral creed in Out-of-School Children in Morowali Regency is carried out based on cooperation with the community to carry out continuous coaching.

Conclusion

The role of non-formal education is very important in developing the quality of human resources, especially in this era of globalization. To increase the effectiveness of the Community Learning Activity Center (PKBM), it is desirable to have a good organizer in terms of managers, learning citizens, and matters related to PKBM. PKBM is one part of the Non-formal Education Institution in Morowali Regency. PKBM already has a Vision and Mission, establishment objectives, strategies, legality, tutors, students / learning citizens, work program design, management / organizational system, secretarial facilities, learning facilities, and partners / mou with outside organizations. PKBM can be said to be effective as a non-formal education institution in Wita Ponda because it has met the criteria for the effectiveness of an educational institution and continues to improve.

⁵ Hasarudin Huasaini, Orang Tua Wakil Anak PKBM Ulumul Quran Ungkaya Kec. Wita Ponda Kab. Morowali, *Interview*, 4 September 2022.

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