

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Education is the main foundation in efforts to develop a nation. Through education, it is hoped that quality human resources will be born, have global competitiveness, and be able to adapt to various challenges of the times. In Indonesia, the national education system includes formal, non-formal and informal education, each of which has an important role in forming individuals with character and competence.

The role of non-formal education is very strategic in meeting the diverse learning needs of society. This is especially felt by marginalized groups, such as people in remote areas, children out of school, informal workers, and groups with disabilities. Non-formal education not only provides an alternative, but also opens up opportunities to improve the quality of life, work skills and individual independence. Thus, non-formal education becomes an integral component in the national education system which is oriented towards lifelong education.

Based on Article 31 of the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 concerning the National Education System, the government has a program that requires students to attend school for 12 years or up to high school/equivalent level. However, in reality, based on data presented by the Semarang City Central Statistics Agency, cases of dropping out of school in the capital of Central Java are still quite high, at least the average length of school in

Semarang City has only reached 10.67 years, when compared to Yogyakarta City, where the figure is average. The average length of schooling will reach 11.89 and 12.11 years in 2022 & 2023 (BPS DI. Yogyakarta, 2024). One of the reasons is because the Semarang city government is only able to provide free schools up to junior high school level, while dropping out of school is generally caused by economic factors.

**Table 1. 1 Table Of Average Semarang City School Years 2021 – 2023**

<b>Region</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Semarang	10,78	10,80	10,81

*Source: Semarang City Central Statistics Agency, 2024*

<https://semarangkota.bps.go.id/indicator/26/33/1/rata-rata-lama-sekolah.html>

The high school dropout rate due to economic problems shows that access to and completion of the 12-year basic education program in the formal education system is still not evenly distributed in society. The Semarang City Government in overcoming the school dropout rate in the Regional Medium Term Development Plan (RPJMD) states that the most important mission and strategy is to improve the quality and capacity of superior and productive human resources to achieve prosperity, in the form of increasing access and improving welfare. quality of education. education and health services. In achieving this mission, the strategy is expressed in the form of efforts that will be made to improve and equalize the quality of education, namely through policies that lead to improving the quality of early childhood education, basic education and non-formal education; developing local content curriculum; and improving the quality of educators.

Poverty is often the main root problem that causes children to drop out of school. Economic limitations make parents unable to meet their children's educational needs, such as transportation costs, uniforms or stationery. In rural and remote areas, challenges are even greater due to difficult geographical conditions, a minimum number of schools, and a shortage of teaching staff. In addition, for some people, it is considered better for children to help their parents work to meet family needs than to continue their education.

This is in line with the research journal entitled "*Strategi Menjangkau Anak Putus Sekolah/ATS Melalui Program Indonesia Pintar (PIP)*" by Herlinawati and Arie Budi Susanto from the Center for Educational and Cultural Policy Studies, Ministry of Education and Culture. Information was obtained that the factors causing children to drop out of school/not go to school are mainly economic factors. This can be seen, for example, from the confession of one of their respondents who dropped out of high school class because he did not have enough money for transportation costs and other school needs. Likewise with respondents who want to go to school but their parents are economically and financially unable. Finally, the student decided to leave elementary school to help farm the fields and has not attended school since then. Then, there are other respondents who have elementary school education, are currently taking package B equivalency education at PKBM, but have not been able to receive *Program Indonesia Pintar (PIP)*.

So almost all out-of-school children are reluctant to go to school because they have to help their parents work in the garden, at home or do other household work to help the family's limited finances. Apart from economic factors, there are

also those who think that dropping out of school is also caused by unpleasant problems at school such as cases of bullying. There are also children who drop out of school because their parents are sick or die, so these children have to replace the function of their working father/mother. There are also children who drop out of school because they are lazy, sick, and due to family breakdown. Apart from these economic factors, geographical factors are also causes/causes because the distance between home and school is quite far, making them lazy to go to school. (Arie Budi Santoso & Herlinawati, n.d.).

Based on the results of the research above, there are at least 3 big factors that cause many children to drop out of school, of which the most influential is economic factors or conditions where a child has to replace the role of his parents to earn a living because his parents cannot afford it, the family does not get along as a social factor, and the distance between school and home as a geographical factor. This shows how poverty can greatly affect the quality of human resources in an area, because economic factors are the main cause of students dropping out of school. On the other hand, this problem must also be the main focus of the government to be able to run aid programs effectively and establish schools for communities in remote areas aimed at children who cannot continue their education, so that educational equality can be realized. achieved and realized 12 years of compulsory education.

Dropping out of school not only impacts the individual, but also society as a whole. Those who do not receive adequate education tend to have fewer opportunities to find decent work, increasing the risk of intergenerational poverty.

Furthermore, children who drop out of school are often vulnerable to various social problems, such as labor exploitation, early marriage, and involvement in criminal acts.

Law Number 20 of 2003 concerning the National Education System, education in Indonesia is carried out through three channels, namely formal, non-formal and informal education. In order to expand learning opportunities for people who cannot attend formal education, the government, in this case the Department of National Education, has opened non-formal education programs in the form of various educational programs that can be taken in non-formal education, such as courses and training, equality programs, and literature programs. These programs can really be used as an alternative for students who are less fortunate, so that in the future, they will still have the same opportunities as other students who even go to formal school.

Apart from that, according to Oktaviani & Soesiantoro, in 2023 in their journal entitled "Upaya Penanganan Anak Putus Sekolah Dengan Program Kejar Paket PKBM Di Kelurahan Pucang Sewu" it was stated that the problem of illiteracy is still a social problem involving some residents who cannot read and write, this shows that basic education for all ages is still not being implemented optimally. In this situation, non-formal education is starting to be seen as a solution that is more in line with society's needs, and now the government has integrated non-formal education with the aim of meeting society's educational needs (Ailsyah Putri Oktaviani & Adi Soesiantoro, 2023).

Non-formal education as part of the education system has the same tasks as other education or formal education, namely providing the best service to society. Alternative services or non-formal education programmed outside the formal school system which can function as a substitute, complement and/or complement formal education in the school system. This is done considering that there are still many Indonesian people, the majority of whom have the same background, namely poverty, which can have an impact on the low quality of education. With non-formal education that facilitates various skills, it is hoped that people will gain various abilities in the form of skills and experience that are useful for working in the future. This phenomenon has given rise to solutions or alternatives in the form of various non-formal education institutions managed by the community and government with the aim of facilitating people who cannot continue formal education so they can get the same opportunities in the future.

PKBM is a non-formal education institution or unit that facilitates local residents to obtain learning opportunities through educational empowerment. According to UNESCO, Community Activity Centers are educational institutions organized outside the formal education system aimed at all levels of society which are managed by the community itself and provide opportunities for them to develop community abilities and skills in order to improve their quality of life in the future(Zaifullah et al., 2023).

Like most PKBM in Indonesia, PKBM itself certainly has various problems that occur. These problems can occur due to limited infrastructure, limited funds, lack of motivation and enthusiasm for learning among residents, limited competent

educational staff, lack of public awareness in completing educational levels, and difficulty finding partners to collaborate. in order to improve the quality of PKBM. These are some of the basic problems that often occur in PKBM (Prahestiwi et al., 2022).In Semarang City, this is characterized by the large number of PKBMs that are lowly accredited or even not yet accredited, which shows that there are problems in their management. This can be proven by the table below.

The following is a list of PKBM in Semarang City in 2024 along with their accreditation. There are 34 privately owned PKBMs located in Semarang City, Central Java. If viewed from the accreditation status, **There are 2 private PKBMs in Semarang City that have been accredited A**, 7 private PKBMs are accredited B, 4 private PKBMs are accredited C and the rest are not accredited.

**Table 1. 2 Table of PKBM Accreditation List in Semarang City**

No.	Subdistrict	Accredited A	Accredited B	Accredited C	Not yet Accredited	Total
1.	Genuk		<i>PKBM Bangun Bangsa</i>  <i>PKBM Bina Karya</i>  <i>PKBM Fatimah Az Zahra</i>	<i>PKBM Diponegoro</i>	<i>PKBM Tunas Mandiri</i>	5
2.	Banyumanik		<i>PKBM Anugrah Bangsa</i>  <i>PKBM Ngudi Kawruh</i>	<i>PKBM Wacana Mulya</i>	<i>PKBM Ulul Abshor</i>	4

3.	Candisari				<i>PKBM Budi Luhur</i>  <i>PKBM Al Barokah</i>  <i>PKBM Eduhouse</i>  <i>PKBM Upaya Mandiri</i>	4
4.	Gajah Mungkur				<i>PKBM Tunas Mekar</i>  <i>PKBM Victory</i>  <i>PKBM Pelita Hati</i>  <i>PKBM Tunas Mekar</i>	4
5.	Semarang Utara	<i>PKBM Tunas Harapan</i>	<i>PKBM Eagle School</i>			3
6.	Gunung Pati				<i>PKBM Tunas Mulia</i>  <i>PKBM Widya Bhakti</i>	2
7.	Pedurungan				<i>PKBM Mutiara Indonesia</i>  <i>PKBM Harapan Jaya</i>	2
8.	Semarang Timur		<i>PKBM Budi Lestari</i>		<i>PKBM Bina</i>	2

					<i>Harapan Bangsa</i>	
9.	Semarang Barat			<i>PKBM Tunas Melati</i>		1
10	Mijen			<i>PKBM Diponegoro</i>	<i>PKBM Bina Ilmu</i>	1
11.	Semarang Tengah			<i>PKBM Wacana Mulya</i>	<i>PKBM Bhakti Pandansari</i>	1
12.	Tembalang				<i>PKBM Pelita Mandiri</i>	1
13.	Tugu		<i>PKBM Tunas Bangsa</i>			1
14.	Gayamsari				<i>PKBM Nusa Bhakti</i>	1
15.	Semarang Selatan				<i>PKBM Dian Asih Montessori</i>	1
16.	Ngaliyan	<b><i>PKBM Bangkit</i></b>				1
	Total					34

Source: Ministry of Education and Culture Basic Education Data, Processed by Researchers, 2024

Apart from that, in Semarang City, there are not many topics that discuss problems in the PKBM environment which often occur at least in most regions in Indonesia and their implementation in an effort to reach and reduce the number of children dropping out of school. One of the topics that is developing regarding PKBM in Semarang City is the policy issue which gives the impression of discrimination between formal schools and package C students who cannot enter State Universities through the invitation/achievement route. Procedures for

transitioning from non-formal education to formal education must follow procedures in the form of academic processes and equivalency exams which are the implementation of the policy of the Head of PAUD-PNF at the City/Regency Education Office.

The description above shows the need to see the extent to which PKBM is implemented within the management standards set out in the Minister of National Education Regulation number 49 of 2007 concerning education management standards by non-formal education units. In this case the author chose PKBM Bangkit which is a non-formal education unit located on Jl. Raya Beringin, Ngaliyan District, Semarang City, Central Java to conduct research related to the implementation of PKBM Bangkit management standards on the grounds that this PKBM is one of the two best PKBMs with A accreditation in Semarang City.

This is in line with the implementation theory put forward by Van Meter and Van Horn (Turhindayani et al., 2016), that the implementation of public policy is an action carried out by individuals or groups of the government and the private sector which is directed at achieving predetermined goals. in previous policy decisions. Here, the author will analyze and observe how PKBM Bangkit is implemented as one of the best PKBM in Semarang City within the established PKBM management standards.

The success of an educational institution, especially education that comes from the community, is of course the responsibility of the community and the surrounding environment, not just the management of the institution. However, not all educational institutions are able to provide maximum service if it is not in line

with the expected implementation. As one of the institutions that plays a role in improving the quality of public education, research will be conducted discussing the implementation of PKBM Bangkit management standards.

## **1.2 Research Problem Formulation**

1. How is the implementation of education management standards by non-formal education at PKBM Bangkit?
2. What are the supporting and inhibiting factors in implementing education management standards by non-formal education at PKBM Bangkit?

## **1.3 Research Purposes**

1. To describe and analyze the process of implementing education management standards by non-formal education at PKBM Bangkit.
2. To describe and analyze the supporting and inhibiting factors in the process of implementing education management standards by non-formal education at PKBM Bangkit.

## **1.4 Benefits of Research**

### **1.4.1 Academic Benefits**

The results of this research can be used as a guide and reference to help students train and develop scientific thinking skills and the ability to write scientific papers by applying theoretical knowledge obtained from the Public Administration Study Program.

#### **1.4.2 Theoretical Benefits**

It is hoped that the results of this research can contribute to the development of understanding regarding the implementation of education management standards by non-formal education in PKBM Bangkit, Ngaliyan District, Semarang City, Central Java.

It is hoped that the results of this research can add knowledge and insight that is useful for the process of implementing education management standards by non-formal education in PKBM Bangkit, Ngaliyan District, Semarang City, Central Java, which is basically useful for researchers in particular and readers in general and can be a reference for further research.

#### **1.4.3 Practical Benefits**

##### **For PKBM Bangkit**

It is hoped that the results of this research can become reference material, information, or input and consideration for PKBM Bangkit as a policy maker in implementing education management standards by non-formal education in PKBM Bangkit, Ngaliyan District, Semarang City, Central Java.

##### **For Readers**

It is hoped that the results of this research will open insight and knowledge regarding the implementation of educational management standards by non-formal education in PKBM Bangkit and contribute to the elaboration and development of theory in PKBM Bangkit, Ngaliyan District, Semarang City, Central Java.

## **1.5 Theoretical Framework**

### **1.5.1 Previous Research**

Previous research is a summary of research journals/articles that have been conducted previously, generally related to the problem to be researched, including the researcher and year of research, research objectives, theory, methods and research results. Literature reviews are used to find out previous research that has the same problem so that later research gaps can be identified which can be the focus of further research.

**Table 1. 3 Previous Research**

<b>No.</b>	<b>Name of Researcher and Year of Research</b>	<b>Research Title</b>	<b>Research methods</b>	<b>Research result</b>	<b>Differences between previous research and the research to be conducted</b>	<b>Similarities between previous research and the research to be conducted</b>
1.	(Prahestiwi et al., 2022)	<i>Pengelolaan Pusat Kegiatan Belajar Masyarakat (PKBM) Ash-Shoddiq Desa Pagerwangi Kecamatan Lembang Kabupaten Bandung Barat</i>	The research method used is descriptive qualitative.	The research results show that the data obtained regarding: PKBM management includes managerial stages including the steps: (Planning), (Organizing), (Motivating), (Conforming), (Evaluating), (Developing). Programs implemented by PKBM include Kecimpring Entrepreneurship Life Skills, Functional Literacy, Equality, PAUD, TBM, Youth and Sports Development, Women's Empowerment, Ta'lim Council, TPA, and Rumah Tahfidz. PKBM has not yet carried out accreditation, because it has only graduated 3 classes of the equivalency education program.	The difference lies in the location of the research taken, in this journal the research was carried out in West Bandung Regency, while my research will be taken in Semarang City. Then, the PKBM in the journal is a PKBM that has not been accredited, whereas I chose	Similarities exist in the same discussion discussing the implementation of management standards which will then show the advantages and disadvantages of the PKBM in the management aspect.

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				The problems in PKBM are the lack of institutional facilities and infrastructure (lack of classrooms, teaching rooms and educational staff, limited land area) this is due to lack of financing, not commensurate with the location of the PKBM institution which is in the middle of the Punclut tourist spot, which is busy being visited by tourists both local and outside Bandung.	the PKBM that has been accredited A.	
2.	(Ahmad Suryadi & Diah Mutiara, 2020)	<i>Strategi Pencapaian Standar Layanan Pendidikan Non Formal Pada Pusat Kegiatan Belajar Masyarakat</i>	The research method used is descriptive qualitative.	Achieving service standards at the Community Learning Activity Center (PKBM) can be achieved with a good strategy. Accreditation is the process of assessing the suitability of educational programs and units/institutions, both formal and non-formal, including PKBM. The accreditation results show	The related journal focuses on discussing the strategies implemented so that the service standards included in the feasibility assessment can	Related journals both discuss management standards to provide better service.

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				that the strategy for managing non-formal education services has only reached 67.79% of education management standards. A good strategy can be carried out by carrying out the steps of strategy formulation, strategy implementation and strategy evaluation. Service standards can be measured by the ability of an institution to become an effective, viable, sustainable and strong institution.	be satisfactory, and this journal does not discuss implementation.	
3.	(Harahap & Br Hasibuan, 2023)	<i>Implementasi Standar Pengelolaan Pendidikan Anak Usia Dini (PAUD)</i>	The research method used is descriptive qualitative.	The research results show that the planning of Baitul Hikmah Al - Zain Kindergarten has a vision, mission and goals that are relevant and practical. includes detailed explanations and a clear organizational framework. A very comprehensive guide is available	The research conducted in this journal is research on the implementation of management standards for early childhood education, while	The research conducted in this journal has in common that it specifically discusses the implementation of management standards which

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				at Baitul Hikmah Al - Zain Kindergarten. The school too monitor student learning progress by conducting assessments in the form of learning activities (story notes, student observation sheets, etc.). The implementation of education management standards is going well, and then it needs to be improved in order to obtain accreditation by improving the quality of education and stable work programs.	the research I conducted is the implementation of management standards in non-formal education units.	will show whether it is good or bad and what things need to be improved.
4.	(Ahmad et al., 2022)	<i>Standar Pengelolaan Program Pendidikan Non - Formal Ditinjau Dari Perspektif Akreditasi</i>	The research method used is a literature review which originates from the results of the analysis	Non-formal education has a program unit that is useful for develop potential owned by its students. Implementing accreditation has become a necessity to find out how suitable	The difference is that the related journals do not discuss implementation and do not have specific research	Similarities are found in further discussion which specifically discusses management standards that

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
			Secondary data comes from the results of context analysis of program report documents, scientific articles, books reference as a source of information related.	the program unit is to be said to be good. The implementation itself must be of a nature objective, fair, transparent to ensure quality education. There are 8 National Education Standards (SNP) which serve as a reference for assessing educational units. If the eight standards are owned by an educational unit, then you can be sure that the educational unit has been certified and accredited.	locations, but rather focus on non-formal education management standards which are studied further from an accreditation perspective.	apply to non-formal education units to find out the feasibility of non-formal education.
5.	(Ahsani Taqwima et al., 2024)	<i>Implementasi Standar Pengelolaan Pendidikan di SDIT Buah Hati Padang</i>	The research method used is descriptive qualitative.	Standard implementation education management in SDIT Anak Hati Padang it's been going really well good, including its achievements; Have a vision, mission and goals	The only difference is in the research location and research targets, where the	Overall, the journals and research that I will examine both discuss the implementation

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				<p>realistic and work plan annual on part. Implementation includes curriculum development and daily activities, facility management, financial administration, and work program. Organizing, clear organizational structure. Implementation, has several guidebooks implementation of activities. Supervision, at SDIT Buah Hati Padang, they carry out supervision on student report cards, savings books, as well as supervision of teachers by the school principal. evaluation is carried out at SDIT Anak Hati Padang with several activities by assessing students</p>	<p>journal makes formal elementary school education the research target.</p>	<p>of management standards.</p>

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				, including social aspects, emotional, spiritual, and intellectual. Based on the findings above, has fully implemented it all management standards expected education.		
6.	(Dianasari et al., 2021)	<i>IMPLEMENTASI STANDAR PENGELOLAAN PENDIDIKAN SLBN KARIMUN</i>	The research method used is descriptive qualitative.	The implementation of educational management standards in the implementation of work plans at SLBN Karimun has not been 100% realized. Achievement of the implementation of the work plan includes 1). The KTSP program was 79% realized. 2). Education calendar 72%. 3). Utilization of educators and education personnel 92%. 4).	The biggest difference is in the research targets which make special schools the target of research on the implementation of management standards.	There is a similarity, namely a discussion regarding the implementation of management standards which will show the reality of its implementation.

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				<p>100% academic and student regulations.            5). Operational costs 80%.            6). completeness of facilities and infrastructure 80%.            Program planning at SLBN is in accordance with Education Management Standards because it includes the formulation and determination of the school's vision, mission and goals, preparation of four-year and one-year school work plans, as well as aspects of school planning and guidelines. Based on the research results, it is known that the school, until the time this research was conducted, had not carried out a SWOT analysis. Meanwhile, schools have school strategic plans, but school strategic plans</p>		

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				are not based on in-depth analysis first		
7.	(Negeri et al., 2019)	<i>Implementasi Standar Pengelolaan Pendidikan Sekolah Dasar Negeri 1 Jembe Kecamatan Janapria Tahun Ajaran 2019/2020</i>	This study used a qualitative approach. Data were obtained from principals, vice-principals, heads of administration, teachers, and students. The research data obtained by triangulation techniques through observation, interviews, and document research.	The results of this study revealed five findings are: 1) Planning program at SDN 1 Jembe are in accordance with the Education Management Standards but based on the research, SDN 1 Jembe not done a SWOT analysis. While the school has a strategic plan for the school, but the school strategic plan is not based on in-depth analysis in advance. 2) Implementation of the program at SDN 1 Jembe an aspect which is more dominant than the other standard component of education management. 3) Monitoring and evaluation at SDN 1 Jembe carried out in accordance with the rules on the implementation of management	The difference between this research and the research to be studied is the subject to be studied. This research uses formal education in the form of public elementary schools as the subject, while the research to be studied uses non-formal education through non-formal schools.	This research and the research that will be carried out both discuss the implementation of management standards, even though the subjects are different.

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				standards. forms of monitoring and evaluation at SDN 1 Jembe implemented through the preparation of a monitoring program on the aspects of the implementation of the SBC and the performance of educators by the school principal, 4) Leadership in SDN 1 Jembe is in conformity with the standards management of education because it consists of the principals assisted by four deputies, although supposed to be composed of five vice principals.		
8.	(Adinda Viola et al., 2024)	<i>Analisis Implementasi Standar Pengelolaan Pendidikan</i>	This research uses a literature study research method. Literature study is a series of	The result shows that low understanding of human resources causes difficulties in planning, implementation, monitoring and evaluation. Budget limitations make it difficult for schools to provide quality facilities and	This research and the research that will be conducted have differences in the approach to the research	The similarities related to previous research are closely related topics, so they help the author

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
			actions that include reading, recording, and processing research material. Data sources for this research are books, journals and articles related to the research topic.	infrastructure. Weak evaluation and supervision make it difficult to measure standard achievement. Low teacher quality causes difficulties in achieving graduate process and competency standards. Learning methods that do not vary make standard targets hampered and conflict with the process. Low student literacy is caused by internal and external factors. The researcher's hope is that this article can be a useful reference regarding the implementation of educational standards policies.	data collection method, where the research that will be conducted goes directly to the research subject, while previous research used the literature study research method which was written based on a number of books or journals related to the topic.	to read and analyze the research results obtained in relation to the research to be conducted..
9.	(Intan Patnur et al., 2021)	<i>IMPLEMENTASI STANDAR PENGELOLAAN PENDIDIKAN</i>	this research approach is a qualitative type	The results of this study indicate that the implementation of education management standards at SMAN 9 Makassar includes:	The difference between this research and the research to be	This research and the research that will be conducted both

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
		<i>DI SMAN 9 MAKASSAR</i>	of descriptive approach.	<p>1) educational program planning, namely compiling work programs involving educators &amp; education staff. In preparing the program, it is also necessary to pay attention to each task, the budget and the availability of human resources. In addition, it takes about 2 weeks to complete and verify all the programs that have been prepared.</p> <p>2) the implementation of the work plan has gone well, good cooperation and maintaining cohesiveness in the team is important. With the RKAS that helps the process of implementing activities run smoothly and structured.</p> <p>3) supervision and evaluation of the school to carry out academic supervision &amp; administrative supervision with the aim of</p>	<p>studied is the subject to be studied. This research uses formal education in the form of state senior high schools (SMAN) located in Makassar City as the subject, while the research to be studied uses non-formal education through non-formal schools located in Semarang City.</p>	<p>discuss the implementation of management standards, although the subjects and locations are different.</p>

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
				wanting to know how far the readiness of the educators & education staff is in achieving the success of a work program.		
10.	(Palettei et al., 2021)	<i>TINGKAT PEMAHAMAN KEPALA SEKOLAH, GURU, DAN KOMITE SEKOLAH TERHADAP IMPLEMENTASI STANDAR PENGELOLAAN PENDIDIKAN DI SEKOLAH DASAR</i>	This research uses a descriptive quantitative method. The data were obtained from accredited A and B elementary schools in urban areas in eight districts/cities in West Java, with the sampling technique	The results showed, firstly that the understanding of school principals and teachers of education management standard regulations was quite understanding, while the school committee had a lack of understanding of the education management standard regulations, secondly based on the results of data analysis that, principals and teachers considered the implementation of school governance. the category was sufficient according to the education management standard, while according to the school committee, the implementation of	Previous research and the research to be studied have different perspectives in the implementation of management standards, the research wants to know the level of understanding of school administrators in the management	Similarities can be found in topics related to the implementation of management standards carried out in the scope of education.

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
			<p>using purposive sampling. The primary data in this study were the knowledge of school principals, teachers, and school committees of education management standards, while secondary data were documents of the implementation of education management</p>	<p>school governance was in the poor category. Thus, the main factor in the implementation of school governance is the understanding of individual school members who must be precise with the education management standards, in what is this, the education management standards, and how they play a role in its implementation, as well as the impact of school governance, does not run according to education management standards.</p>	<p>standards carried out while the research to be carried out wants to know how the implementation is carried out.</p>	

No.	Name of Researcher and Year of Research	Research Title	Research methods	Research result	Differences between previous research and the research to be conducted	Similarities between previous research and the research to be conducted
			standards. Data analysis using descriptive statistics.			

The previous studies described above have similarities and differences with the research to be studied. A similar thing also happened in research related to non-formal education units, especially PKBM, which has management standards that have been determined by the Minister of National Education Regulation number 49 of 2007 concerning education management standards by non-formal education units. Apart from that, several previous studies have quite significant similarities, namely discussing management standards. However, there have been no management standards by non-formal units, especially PKBM. In this case, several previous studies had different research targets, such as management standards at the level of early childhood education, formal schools, and special schools. This can be a difference between previous research and research currently being conducted. Currently, this research focuses on management standards in non-formal education units, especially in PKBM Bangkit, Ngaliyan District, Semarang City. Apart from that, this research also wants to look at supporting and inhibiting factors in the implementation of management standards in PKBM Bangkit, Ngaliyan District, Semarang City.

## **1.5.2 Literature Review**

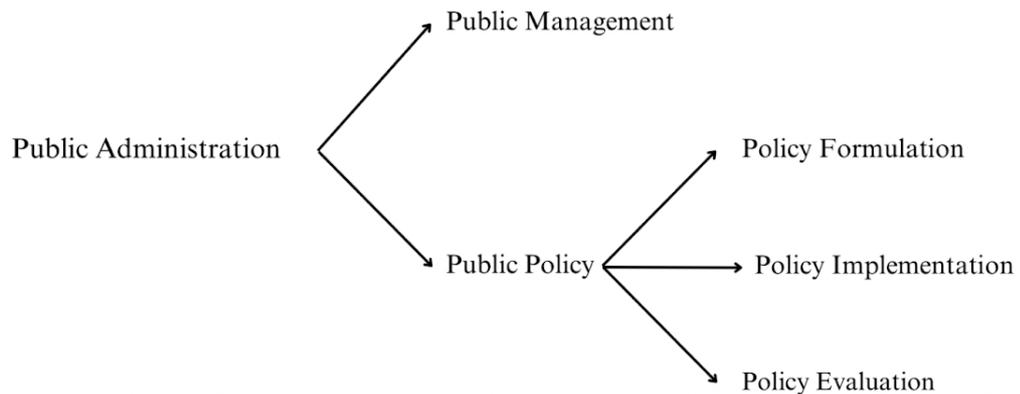
### **1.5.2.1 Public Administration**

The definition of Public Administration according to Nicholas Henry in (Aneta, n.d.) defines public administration as a varied and asymmetrical combination of theory and practice that seeks to advance knowledge of government in relation to society and to stimulate the development of more effective and

efficient systems. public. policy. Chandler and Plano (1988: 29-30) in (Asharri & Sunu Astuti, n.d.), define public administration as the process of organizing and coordinating public resources and personnel to make, implement and manage public policy decisions. Meanwhile, other experts, namely Elix A. Nigro and L. Loyd G Nigro in (Meutia, 2017) stated that public administration refers to collaborative efforts in the public domain and includes the executive, legislative and judicial branches which have an important role in formulating public policies. policy, thus being part of the political process and very different from private administration, which is concerned with private groups and individuals providing assistance to the general public.

From the definition above, it can be concluded that public administration is a relationship between government and society which aims to increase responsibility and accountability through providing public services to the community by providing for the community's needs, as well as forming an effective and efficient government. efficient government institutions.

**Figure 1. 1 Chart of Relationships with Public Administration Studies**



### **1.5.2.2 Public Administration Paradigm**

Nicholas Henry formulated five paradigms based on the focus of interest and the locus where administration is institutionally practiced, namely: Politics-Administration Dichotomy, Principles of Administration, Public Administration as Political Science, Public Administration as Public Administration Science, and Public Administration as Public Administration.

The focus of the Political-Administrative Dichotomy paradigm (1900-1926) was the separation of political affairs from administrative matters in the main functions of government, where the substance of political science only covers political, governmental and policy issues, and the substance of administration covers issues of organization, personnel and budget preparation in the government bureaucratic system. Apart from that, the Political-Administrative Dichotomy

paradigm also indicates the importance of management to contribute its scientific analysis to administrative science, the need for public administration to be a value-free science, and that the mission of administrative science is economic and efficient. The political locus includes the legislative and judicial bodies with the main task of making policies or giving birth to the wishes of the state, while the administrative locus is in the executive bodies and their duties involve matters relating to the implementation of these policies (Goodnow, 1900: 10-11). Scientists and intellectuals who can be classified in this paradigm include Woodrow Wilson, Leonard White, Frank Goodnow, and Dwight Waldo.

In the Principles of Administration paradigm (1927-1937) focus was considered the most important, while locus was not an issue. Public administration is seen as having a universal nature, meaning that it can be implemented in all administrative settings without regard to culture, function, environment, mission or institutional framework. Principles are seen as an important element for administration as a science. Other theorists who can be categorized in this paradigm are Willoughby, Henry Fayol, Mary Parker Follet, James Mooney and Alan Reiley, Frederick Taylor, and Luther Gulick and Lyndall Urwick who are famous for the POSDCORB principle.

The main focus of the Public Administration as Political Science paradigm (1950-1970) was the return to existence of public administration as a part of political science because public administration basically serves power and has full power to carry out its service in assisting the authorities in governing more efficiently. The locus of public administration is also clear, namely the government

bureaucratic environment. Figures who fall into this paradigm include Chester Barnard, Herbert Simon, Allen Schick, Frederick Mosher, Robert Dahl and Dwight Waldo.

In the paradigm of Public Administration as a Science of Public Administration (1956-1970), the most important thing is focus, while locus is not a requirement. With this principle, management science techniques and organizational theory began to be developed as part of public administration science, and often require expertise and specialization. But where and in what institutions these techniques should be applied is not the concern of this paradigm. Noted public administration figures fall into this paradigm, including Keith Henderson, James March and Herbert Simon.

The Public Administration Paradigm as a Science of Public Administration (1970-) is a renewal of the previous paradigm. In this connection, administrative locus is not only limited to the field of administration, but is starting to spread to organizational theory. The focus of administration also developed into administrative theory which is more concerned with how an organization should run, people behave, and decisions taken. In this paradigm, public administration is then largely oriented towards theories and techniques of administration, modern management, political-economics, as well as the process of creating, analyzing and measuring methods for the results of public policy.

### **1.5.2.3 Implementation Theory**

Merilee S. Grindle's model (1980), this model is determined by the content of the policy and the context of its implementation. In the policy implementation model, Grindle (1980: 11) named his capital "Implementation as a Political and Administrative Process". This model shows that there is a link between policy objectives, action programs and individual projects that have been structured and financed, policy implementation activities, and policy outcomes.

According to Grindle (1980: 11), the factors that influence policy implementation are the "content" and "context" of the policy.

1) Content or contents of the policy, consisting of:

a. Interest affected

The success or failure of a policy really depends on the interests of the policy. In this case, whether the policy represents the interests of certain people or represents the interests of the wider community. A policy will be successful if it receives broad support from the community as the target group. A policy will receive broad support from its target group if the policy represents their interests, and vice versa.

b. Type of benefits

The success of a policy is if the policy provides many benefits to the target group and the policy will receive broad support from the target group. This also happens the other way around, if a policy only provides little benefit to the target group.

c. Extent of change envisioned

If a policy requires big changes, the more difficult it will be to implement it. In this case, if major changes are the goal of a policy, there will be difficulties in achieving the goal.

d. Site of decision making

The success or failure of a policy being implemented really depends on where the decision is made. The further away the location of decision making, the greater the possibility that policy implementation will not be successful and vice versa.

e. Program implementers

One thing that determines the success or failure of policy implementation is the implementers. Implementers who have strong capabilities and commitment will certainly be successful in their policies.

f. Resources committed

The availability of resources to support policy implementation will greatly influence the success of the policy. Of course, a lack of supporting resources will make it difficult to successfully implement a policy.

2) Context or policy environment, consisting of:

a. Power, interests, and strategies of actor involved

The success of a policy is if the actors involved in implementing the policy have the strength, interests and strategies in implementing a policy.

b. Institution and regime characteristics

The success of the policy will also be determined by the support of the institutions and regime in power. This support varies depending on the characteristics of the regime in power.

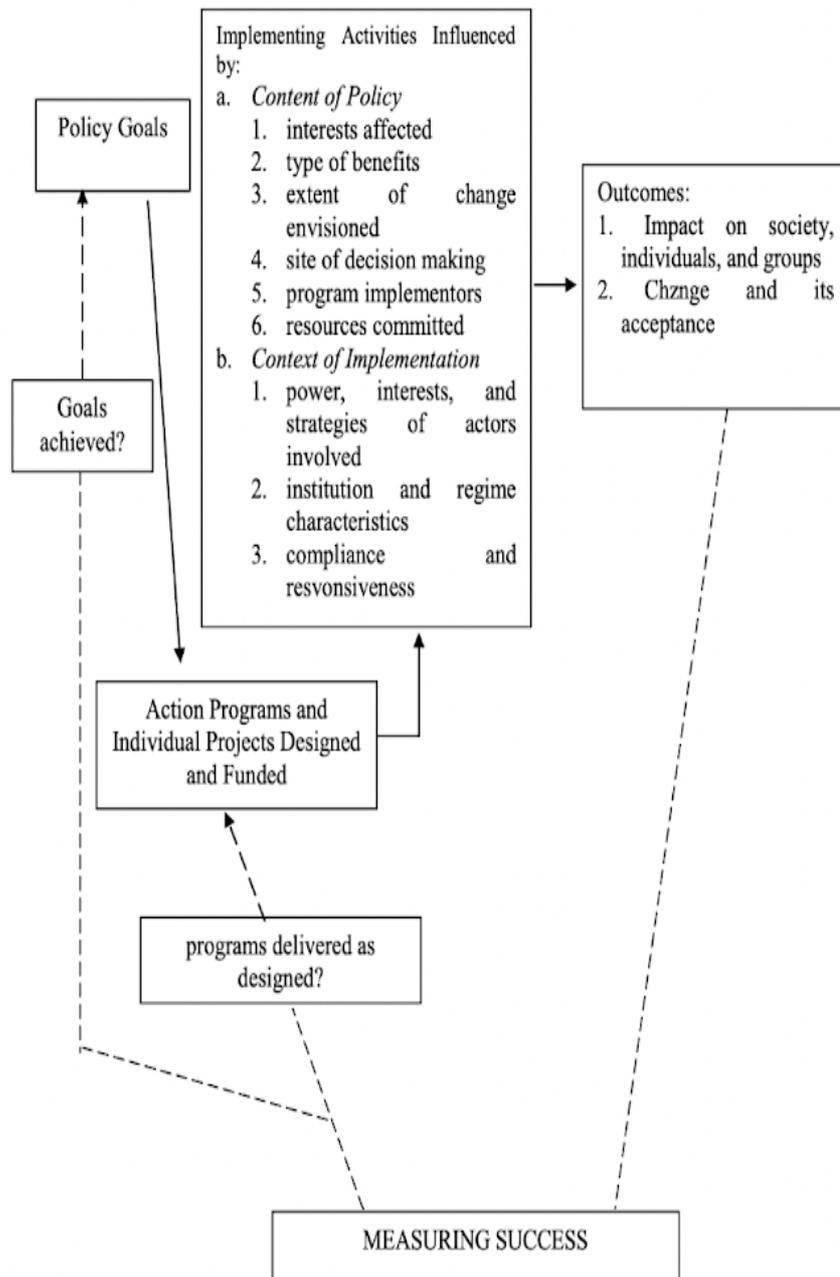
c. Compliance and responsiveness

The policy will be successful if there is a match between the goals and form of the program. The same thing applies if implementors are responsible for implementing policies.

The relationship between concepts that influence policy implementation, as stated by Grindle. Based on the policy implementation process model proposed by Grindle, it can be seen that its advantage is its ability to identify and explain not only the characteristics of the bureaucracy as the implementer, but also the power and interest groups related to the implementation of the policy. The weakness is

that it is unclear which variables have a direct influence and which variables have an indirect influence on policy outcomes.

**Figure 1. 2 Picture of the Relationship between Variables that Influence Policy Implementation by Grindle**



Source : (Kasmad, 2018)

#### **1.5.2.4 Pusat Kegiatan Belajar Masyarakat (PKBM)**

According to UNESCO, the meaning of PKBM is that a community learning activity center is an educational institution organized outside the formal education system aimed at rural and urban communities, managed by the community itself and providing opportunities for them to develop various learning models with the aim of developing the community's abilities and skills so that they can improve their quality of life. The strategic meaning of PKBM itself is as follows;

##### *A. Pusat / Center*

This means that the implementation of PKBM must be managed and institutionalized well. This is very important for the effectiveness of achieving goals, the quality of implementation of activities, efficient use of resources, synergy between various activities and the sustainability of the existence of PKBM itself. This is also related to the ease of being known and accessed by all members of the community to communicate, coordinate and collaborate with various parties both in the area where PKBM is located and with various parties outside the region, for example the government, national and regional. international institutions, and so on.

##### *B. Kegiatan / Activity*

This means that at PKBM various activities are held that are beneficial to the lives of local communities. This also means that PKBM is always dynamic, creative and productive in carrying out various positive activities

for the local community. These activities are the core of PKBM's existence. These activities are of course also very dependent on the context of the needs and conditions of the local community.

#### C. *Belajar / Study*

This means that the various activities held at PKBM must be activities that are capable of creating a process of transformation and increasing the capacity and behavior of community members in a more positive direction. Learning can be done by everyone throughout their life at every opportunity. Learning is not only the monopoly of the younger generation, but also from babies to parents. Learning can also be done in various dimensions of life. Learning can be carried out in arts, religion, sports, customs and culture, economics, social, political and so on. The dimensions of learning are as broad as the dimensions of life itself. Thus, PKBM is a leading institution that is present directly in the midst of society which manages and implements the concept of lifelong learning.

#### D. *Masyarakat / Community*

This means that PKBM is a joint effort by a community to advance itself together in accordance with the community's own idealization standards regarding the meaning of life. Thus, the characteristics of a community will greatly color a PKBM, including objectives, selection, program design and activities carried out, as well as the culture developed and instilled in the leadership and management of the institution. This also means that in heterogeneous societies PKBM will reflect multiculturalism more, whereas

in relatively more homogeneous societies PKBM will also better reflect the unique culture of that society.

#### **1.5.2.5 PKBM Components**

a. Community Building/Target

Each PKBM has a community that is the goal or target of its development. These communities can be limited to certain geographic areas or communities with certain problems and socio-economic conditions.

b. Student

Students are part of the target community or from other communities who with high awareness take part in one or more learning programs at the institution.

c. Educator/Tutor/

Educators/tutors/instructors/technical resource persons are some members of the community or from outside who are directly responsible for the learning process or community empowerment at the institution.

d. Organizer and Manager

PKBM organizers are a group of local community members elected by the community who are responsible for planning, implementing

and developing programs in PKBM and are responsible for all program implementation and institutional assets. Program/activity managers are those appointed to carry out certain technical/operational program activities in PKBM.

e. Mitra / PKBM Partners

PKBM partners are parties from outside the community or institutions who have agents or representatives or activities or interests or activities within the community who with awareness and willingness have participated and contributed to the sustainability and development of a PKBM.

#### **1.5.2.6 Education Management Standards by Non-Formal Education Units**

Based on the regulations of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia regarding management standards for early childhood education, basic education levels and secondary education levels, it is stated that Management Standards are minimum criteria regarding the planning, implementation and supervision of educational activities carried out by Education Units so that the implementation of education is efficient and effective. Education Management Standards are used as guidelines for Education Units in managing educational potential and resources effectively and efficiently to optimally develop the potential, initiative, abilities and independence of students.

Not much different from formal education, non-formal education has its own management standards which are more specifically specific to non-formal

education such as SKB (*Sanggar Kegiatan Belajar*), PKBM, and other non-formal education institutions or units. This is regulated in the regulation of the Minister of National Education of the Republic of Indonesia number 49 of 2007. The standard management regulations issued by the Minister of Education contain program planning, implementation of work plans, monitoring and evaluation, leadership, and management information systems. In this research, the author will explain the implementation of management standards by non-formal education units in the work plan section, implementation of work plans, as well as monitoring and evaluation carried out at PKBM Bangkit.

**A. Program Planning, consisting of;**

1. Vision of the Non-formal Education Unit
2. Mission of the Non-formal Education Unit
3. Objectives of the Non-formal Education Unit
4. Non-formal Education Unit Work Plan

**B. Implementation of the Work Plan, consisting of;**

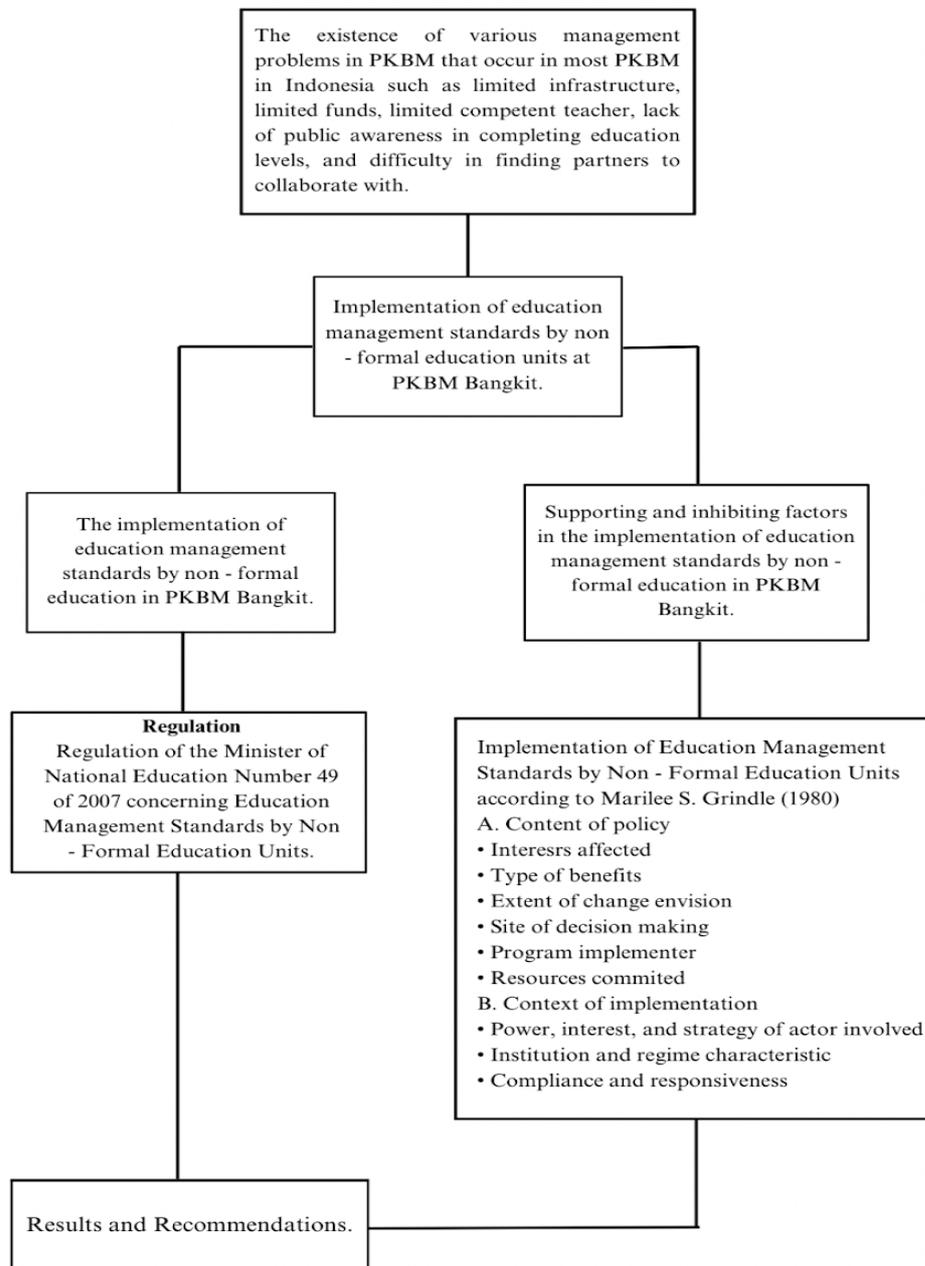
1. Guidelines for Non-formal Education Units
2. Organization of Non-formal Education Units
3. Implementation of Non-formal Education Unit Activities
5. Student Field
6. Field of Curriculum and Learning Plans
7. Field of Educators and Education Personnel
8. Facilities and Infrastructure Sector

9. Funding Sector

10. Community Participation and Partnership

## 1.6 Theoretical Framework

Figure 1. 3 Theoretical Framework



### 1.7 Operationalization of The Concept

The main research language that will be discussed is how to implement education management standards by non-formal education units which will be studied further referring to the regulations set by the government through the Minister of National Education Regulation Number 49 of 2007 concerning education management standards by non-formal education units as well as the driving and inhibiting factors that occur in this implementation with the continuation of the study using Merilee S. Grindle's Policy Implementation Theory (1980).

**Phenomenon 1**, Implementation of Education Management Standards by Non-Formal Education Units at PKBM Bangkit based on Ministry of National Education Regulation Number 49 of 2007.

**Table 1. 4 Concept Operationalization**

Phenomenon	Dimensions	Sub - Dimensions	Parameter
Implementation of Education Management Standards by Non-Formal Education Units at PKBM Bangkit based on Ministry of National Education Regulation Number 49 of 2007	Program Planning	Vision, Mission and Goals of the non-formal education unit	- the vision, mission and objectives of PKBM Bangkit as the basis and ideals of PKBM.
		Work plan	- availability of intermediate work plans - availability of annual work plans
	Implementation of the Work Plan	Guidelines for non-formal	- availability of guidelines that regulate various aspects of

Phenomenon	Dimensions	Sub Dimensions	Parameter
		education units	management in writing
		Organization of non-formal education units	<ul style="list-style-type: none"> <li>- management and administration systems that are clearly and transparently described</li> <li>- availability of PKBM organizational structure according to each program</li> <li>- there is a periodic evaluation to see the effectiveness of the management work mechanism</li> </ul>
		Implementation of non-formal education unit activities	<ul style="list-style-type: none"> <li>- implementation is based on the annual work plan</li> <li>- Implementation is based on plans that have been established and evaluated</li> </ul>
		Learners	<ul style="list-style-type: none"> <li>- there is a determination of operational implementation instructions for the student admission process according to each program (requirements &amp; procedures)</li> <li>- Student acceptance is based on criteria</li> </ul>

Phenomenon	Dimensions	Sub Dimensions	Parameter
		curriculum and learning plans	<ul style="list-style-type: none"> <li>- designing learning plans to comply with established standards</li> <li>- adapting learning methods to meet student needs</li> </ul>
		educators and educational staff	<ul style="list-style-type: none"> <li>- availability of programs for the utilization of educators and education personnel</li> <li>- the appointment of educators and educational staff is carried out based on the provisions of national education standards</li> <li>- development of educators and education personnel according to curriculum and PKBM needs</li> </ul>
		facilities and infrastructure	<ul style="list-style-type: none"> <li>- availability of written program policies regarding the management of facilities and infrastructure</li> <li>- completeness, maintenance and evaluation of facilities for each program</li> <li>- there is socialization regarding the management of</li> </ul>

Phenomenon	Dimensions	Sub Dimensions	Parameter
			facilities and infrastructure to educators, teaching staff, and students
		Funding	- availability of funding management guidelines
		community participation and partnerships	- there is community participation in managing education in the form of certain activities - there are partnerships with other institutions, both government and private

Source: Processed by Researchers, 2024

**Phenomenon 2**, Supporting and inhibiting factors in the implementation of education management standards by non-formal education units (PKBM) using Merilee S. Grindle's Policy Implementation Theory (1980)

**Table 1. 5 Concept Operationalization**

Phenomenon	Dimensions	Sub Dimensions	Parameter
Supporting and inhibiting factors in the implementation of education management standards by	Content of Policy	Interest Affected	- interests that influence education management standards - Parties that influence the implementation of non-formal

Phenomenon	Dimensions	Sub Dimensions	Parameter
non-formal education units (PKBM) using theory Merilee S. Policy Implementation Grindle (1980)			education management standards
		Types of Benefit	<ul style="list-style-type: none"> <li>- Benefits of implementing management standards for PKBM Bangkit</li> <li>- Benefits of implementing management standards for students at PKBM Bangkit</li> </ul>
		Extent of Change Envision	<ul style="list-style-type: none"> <li>- Expected changes or targets in improving good management standards in PKBM Bangkit</li> </ul>
		Site of Decision Making	<ul style="list-style-type: none"> <li>- Policy accuracy</li> <li>- Accuracy of policy targets</li> </ul>
		Program Implementer	<ul style="list-style-type: none"> <li>- Competent implementation of management standards</li> <li>- Clear communication and coordination as program implementer</li> </ul>
		Resources Committed	<ul style="list-style-type: none"> <li>- Resources allocated in support of</li> </ul>

<b>Phenomenon</b>	<b>Dimensions</b>	<b>Sub Dimensions</b>	<b>Parameter</b>
			management standards
	Context of Implementation	Power, interest, and strategy of actors involved	<ul style="list-style-type: none"> <li>- Clear authority in implementing management standards</li> <li>- The strategies and interests implemented by those implementing management standards</li> <li>- There are external parties who have influence on the implementation of management standards</li> </ul>
		Institution and regime characteristic	<ul style="list-style-type: none"> <li>- The influence of environmental characteristics in the implementation of management standards</li> </ul>
		Compliance and Responsiveness	<ul style="list-style-type: none"> <li>- Carry out the implementation of management standards in accordance with regulations</li> <li>- Consistency in implementing management standards</li> </ul>

Source: Processed by Researchers, 2024

## **1.8 Research Methods**

### **1.8.1 Types of Research**

There are two types of research methods, namely:

#### **Qualitative Method**

Qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process. In this research, the researcher is involved in the situation and setting of the phenomenon being studied. Researchers are expected to always focus on facts or events in the context being studied. (Adlini et al, 2022)

Lexy J. Moleong (2005:6) states that qualitative methods aim to understand the phenomena experienced by research subjects. Including explaining behavior, perception, motivation, behavior, etc. as a whole, in language and in a specific natural context, using various natural methods.

#### **Quantitative Methods**

(Sugiyono, 2013) suggests that quantitative methods are research methods that are based on real conditions, using certain populations or samples to collect data and analyze statistical data to test previously established hypotheses.

The type of research used in this research is qualitative research in the form of case studies and observations related to

research that is directly or indirectly related to the implementation of Education Management Standards by Non-Formal Education Units in PKBM Bangkit. This qualitative research was conducted to deepen understanding of problems in the implementation process.

### **1.8.2 Research Location**

The research location is the place where research is conducted. Determining the research location is a very important stage in qualitative research, because determining the research location means that the object and purpose have been determined, making it easier for the writer to carry out research. (Lafaifa Wibawa et al., 2022)

Based on the background explanation above, the focus of this research is the implementation of non-formal education services at one of the Community Learning Activity Centers (PKBM) in Semarang City, so that the locus or location taken is the Community Learning Activity Center (*Community Learning Activity Center*) Bangkit, Ngaliyan District, Semarang City, Central Java.

### **1.8.3 Research Subjects**

Research subjects are people or groups who can provide information about the situation and conditions of the research location (Moleong, 2010). Then according to (Prof. Dr. Sugiyono, 2013) research subjects are parties related to the topic being researched as informants so they can obtain information related to research data. Thus, research subjects are parties who are expected to have the ability to provide information related to something related to the phenomenon being studied.

In this case, the research subjects are individuals or groups, as informants who can provide valid information related to the phenomenon being studied to support the research. Determining the research subject is related to the implementation of the educational equality program in non-formal education services at the Bangkit Community Activity Center (PKBM). The informants in this research are all stakeholders involved in its implementation, including:

**Table 1. 6 Research Subject**

No.	Informant	Reasons for Selection of Informants	Number of Informants
1.	Head of PKBM Bangkit	The school principal is an actor who knows and is responsible for all educational management at PKBM Bangkit.	1 person
2.	PKBM Bangkit Administrative Staff	Administration teachers are actors who have an interest in all documents related to management standards.	1 person
3.	Educators in the PKBM Bangkit Curriculum Section	Curriculum teachers are actors who have knowledge about how the curriculum formulation process will be determined.	1 person
4	PKBM Bangkit Subject Teachers	Subject teachers are actors who carry out learning activities, implement learning regulations, assess student results, and use facilities and infrastructure at PKBM Bangkit.	1 person
5.	PKBM Bangkit Students	Students are actors who experience all the benefits, services and facilities from the management standards that have been set.	2 people

Source: Processed by researchers, 2024

#### **1.8.4 Types of Research Data**

The type of data used in this research uses qualitative data, where Lofland & Lofland (2009:157) explain that words, documents and other information are sources of qualitative data. In this research qualitative data includes, among others; geographical location, objects, subjects in the form of data and profiles of all stakeholders involved, results of interviews with informants regarding the implementation process, whether the process was successful or not, as well as inhibiting and supporting factors.

#### **1.8.5 Research Data Sources**

According to Lofland in Moleong (2013), words and actions are the main data sources in qualitative research, the rest is additional such as documents and other forms. Data sources contained in research are anything that has data, which will be used to support the continuity of research. Data sources can be grouped into two:

1. Data Primer

(Prof. Dr. Sugiyono, 2013) Stated that the definition of primary data according to Sugiyono is data obtained directly from the source and provided to data collectors or researchers. The primary data source is interviews with research subjects either by direct observation or documentation, in this case what is relevant to the problem under study, namely regarding the Implementation of Education Management Standards by Non-Formal Education Units at PKBM Bangkit, Ngaliyan, Semarang City, Central Java. Primary data in this research includes:

- a. Direct observations carried out by researchers regarding the implementation of Education Management Standards by Non-Formal Education Units at PKBM Bangkit, Ngaliyan, Semarang City.
- b. Results of interviews with parties involved in the implementation of Education Management Standards by Non-Formal Education Units at PKBM Bangkit, Ngaliyan, Semarang City.

## 2. Data Seconds

According to Hasan, 2002 in (Mawaddah Inadjo et al., n.d.) Secondary data is data obtained or collected by people conducting research from existing sources. This data is used to support primary information, where the data can be obtained, namely from library materials, literature, previous research, books, and so on. The supporting documents that researchers can obtain are:

- A. Vision, Mission and Goals of PKBM Bangkit
- B. PKBM Bangkit Organizational Structure
- C. Strategic Plan
- D. Annual Work Plan
- E. Operational Implementation Instructions for New Students (in the form of a brochure)
- F. Curriculum/Learning Plan
- G. Education Calendar
- H. Standard Guidelines for Assessment of Learning Outcomes

- I. Learning Rules
- J. Infrastructure Inventory
- K. Instructions for Using Barista Tools
- L. Learning Outcome Assessment Criteria
- M. Funding Guidelines
- N. Technical Guidelines for Funding

### **1.8.6 Data Collection Techniques**

Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data (Prof. Dr. Sugiyono, 2013). In this research, the data collection techniques used are as follows.

#### **1. Interview**

Nazir (1999) in (Hardani et al., 2020) explains interviews as a process of obtaining information about research objectives through questions and answers as well as direct meetings between interviewers and respondents using a technique called interviews. This interview was conducted using an interview guide or through direct question and answer. This research also uses photo documentation with research informants in collecting data and observations at PKBM Bangkit.

#### **2. Observation**

To identify and study nonverbal actions, data collection can be done using observation techniques. This is in accordance with the concept of observation according to (Rachman, 2015)

who says that observation is a data collection technique that involves systematic observation and recording of symptoms that appear and appear on the research object. Researchers will conduct direct observations at the Bangkit Community Learning Activity Center, Ngaliyan District, Semarang City, Central Java to analyze and record everything related to the process of implementing Education Management Standards by Non-Formal Education Units at PKBM Bangkit as well as supporting and inhibiting factors.

### 3. Documentation

This technique is used to collect secondary data in the form of information, notes, reports and so on sourced from written documents, which of course relate to the research problem. In this case, the data collected by researchers is data that is relevant to the implementation of Education Management Standards by Non-Formal Education Units at PKBM Bangkit.

#### **1.8.7 Data Analysis and Interpretation**

According to Patton, data analysis is the process of organizing data, organizing it into patterns, categories and basic units of description. Meanwhile, data analysis, according to Lexy J. Moleong, says that data analysis is an analytical activity in research which is carried out by reviewing all data from various research instruments such as notes, documents, test results, recordings, and so on. Huberman in (Prof. Dr. Sugiyono, 2013) said that data analysis is carried out before or after

data collection over a certain period of time and then interpreted (gives meaning) to patterns or regularities in a study. The stages of data analysis and interpretation in this research are:

1. Data collection

Data collection is a process used by researchers to obtain information or materials that will be needed, which comes from the results of interviews, observations, documentation and literature reviews related to the implementation process of implementing Education Management Standards by Non-Formal Education Units at PKBM (Community Learning Activity Center) Bangkit.

2. Data reduction

Data reduction according to (Prof. Dr. Sugiyono, 2013) is the process of focusing and simplifying important data and basic things to provide a clearer picture according to the research topic so that it can facilitate further data collection. then, data reduction is the process of focusing attention and simplifying important data and providing a clear picture of the phenomenon being studied. Thus, the data used is data that is truly related to this research regarding the implementation of Education Management Standards by Non-Formal Education Units at PKBM (Community Learning Activity Center) Bangkit

3. Data presentation

According to (Prof. Dr. Sugiyono, 2013), data presentation is a process of presenting data that can be done using graphs, descriptions,

tables or flow charts so that the data can be arranged more neatly. In this way, the presentation of the data on the phenomena studied is arranged in the form of descriptions, graphs and tables that have patterns so that they are easy to understand and research.

#### 4. Conclusion

The conclusion according to (Prof. Dr. Sugiyono, 2013), is in the form of an answer to the problem formulation made from the start, but it may or may not be because the qualitative research problem formulation is still temporary and will change after the researcher enters the field. Therefore, drawing conclusions is a finding that is proven by valid and consistent data which can be in the form of a picture or description of an object and may be able to answer the problem formulation and can be used as reference material for further research.

#### **1.8.8 Data Quality**

Data triangulation is a data collection technique that combines various existing data and sources. Triangulation aims to improve researchers' understanding of the data and facts they have. There are three types of triangulation, namely sources, techniques, and data collection. This research uses source triangulation techniques to explore the truth of information and data obtained from various sources in order to produce quality data. Source triangulation is used to explore the credibility of data by viewing and reviewing data that has been obtained from various sources so that conclusions can be drawn during analysis.

