

IMPLEMENTATION OF THE WORK PROGRAM OF THE COMMUNITY LEARNING CENTRE (PKBM) IN EQUIVALENCY EDUCATION PACKAGE C AT PKBM IN GOWA REGENCY

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ABSTRACT

This study aims to analyse the implementation of the work program of the Community Learning Activity Centre (PKBM) in the implementation of Packages C equivalency education in Gowa Regency. This equivalency education provides opportunities for people who cannot complete formal education due to economic, geographical, or social constraints to obtain a certificate equivalent to SMA/MA and improve life skills. This research used a qualitative approach with the methods of in-depth interviews, participatory observation, and documentation studies to explore the perceptions and experiences of learners, tutors, and PKBM managers. Data was analysed thematically with a focus on challenges, social support and programme success. The results show that the successful implementation of the PKBM programme is influenced by the readiness of human resources, policy support, and the active involvement of the local community. However, the main obstacles faced are limited learning facilities, varying qualifications of educators, and the challenge of maintaining the motivation of learners with diverse age backgrounds and needs. The programme contributes significantly to providing inclusive and sustainable access to education, especially for marginalised communities. In conclusion, PKBMs in Gowa district play an important role in supporting lifelong education and empowering communities, but need to improve the quality of educators and learning facilities to ensure the long-term effectiveness of the programme.

Keywords: PKBM, equivalency education, programme implementation, Paket C.

1. INTRODUCTION

Equivalency education provides a solution for those who are unable to complete formal education due to various constraints, such as economic, geographical and social limitations. It allows individuals from marginalised groups to still gain access to proper and formally recognised education. By providing a flexible alternative pathway, equivalency education is key to increasing education participation rates in Indonesia, especially in areas with high dropout rates. Key Benefits: Reduce adult illiteracy, Reopen access to education for individuals who have dropped out, Improve the quality of human resources through education and skills training. Studies show that

equivalency education not only provides academic benefits, but also facilitates learners' social and economic mobility. With active engagement in the programme, individuals have a greater chance of improving their lives.

Community Learning Centres (PKBM) spearhead the implementation of non-formal education, including equivalency programmes. PKBMs are designed to reach marginalised communities, especially those who cannot access formal education. Main Functions of PKBM: Provision of Equivalency Education Programmes: Package A (primary school equivalent), Package B (junior high school equivalent), and Package C (senior high school equivalent). Life Skills Training: Provides local needs-based training, such as functional literacy, work skills, and entrepreneurship. Community Empowerment: Involving the community in programme planning and implementation to ensure relevance and sustainability. PKBM also plays an important role in bridging the education gap through its community-based approach, which allows for flexibility in learning times and locations.

Paket C equivalency education is one of the main components of a non-formal education programme designed to provide a second chance for individuals who are unable to complete formal high school education. The programme emphasises flexibility, both in terms of time and learning methods, making it suitable for those who have to work or have other responsibilities. Main Objectives of Paket C: Helping learners obtain a high school diploma, which can be used to continue their higher education or enter the workforce, Providing skills training relevant to labour market needs, Opening up opportunities for social and economic mobility. The Paket C curriculum includes basic academic subjects tailored to national standards, plus life skills materials designed to meet local needs. For example, in some PKBMs, the programme includes computer training, technical skills, or self-employment, which provides added value for learners.

The implementation of equivalency education in Gowa district, although showing great potential, faces some significant challenges, such as: Inadequate Facilities: Many PKBMs in Gowa do not have proper learning spaces, such as narrow classrooms, the absence of supporting facilities such as computers, and the lack of learning aids. This lack of facilities affects the effectiveness of learning and demotivates learners. Lack of Qualified Educators: Most tutors at PKBM Gowa are honorary teachers who teach in formal schools, so they have limited time. Many tutors do not have the appropriate educational background for the subjects taught in Paket C, The lack of training for tutors makes it difficult for them to apply learning methods that suit the needs of heterogeneous learners. Low public awareness: Some people do not understand the benefits of equivalency education, so participation is still low. The assumption that equivalency education is less prestigious than formal education is an obstacle in attracting participants. Limited Funding and Local Policy Support: Many PKBMs rely on limited funds, which makes it difficult for them to improve their facilities or increase the quality of their programmes. Support from local governments is often less than optimal, both in terms of funding and the provision of competent educators.

This study aims to analyse the implementation of the work program of the Community Learning Activity Centre (PKBM) in the implementation of Packages C equivalency education in Gowa Regency. This equivalency education provides opportunities for people who cannot

complete formal education due to economic, geographical, or social constraints to obtain a certificate equivalent to SMA/MA and improve life skills.

2. METHODS

This research uses a qualitative approach with a descriptive-analytical design. The qualitative approach was used to deeply understand the phenomenon of implementing PKBM work programs in Package C equivalency education. This research emphasises the exploration, understanding, and interpretation of data based on participants' perspectives, which cannot be measured quantitatively. Descriptive design is used to describe the facts, situations, and phenomena that occur in the field systematically, Analytical is done to interpret the data and explain the relationship between the elements found in the research. This approach is suitable because the focus of the research is to understand the processes, efforts, and factors that influence the implementation of PKBM work programmes.

The location of this research is Kabupaten Gowa, an area with 27 PKBMs running various equivalency education programmes, including Paket C. Kabupaten Gowa was chosen because it has demographic and geographic characteristics that reflect the challenges of implementing equivalency education in semi-urban and rural areas. The reason for choosing this area is because of the existence of PKBMs that are active in running equivalency education programmes and there are some unique challenges faced by PKBMs in Gowa, such as inadequate facilities, limited teaching staff, and low community awareness.

The data sources in this study include: primary data and secondary data, Primary Data, namely first, PKBM Managers, Providing information about management, planning, implementation, and evaluation of equivalency education programs. Second, Tutors or Educators: Provides insight into the learning process, constraints, and needs in teaching. Third, Learning Citizens: As beneficiaries, learners provide insights into their experiences of the equivalency education programme. Secondary Data: Firstly PKBM official documents, such as curriculum, evaluation reports, and government policies related to equivalency education. Secondly, Education statistics in Gowa district, including the number of learners and graduation rates.

Three main methods were used to collect data: in-depth interviews, observation and documentation. These three methods complemented each other in obtaining comprehensive information about the implementation of equivalency education programmes at Community Learning Centres (PKBM) in Gowa district.

The in-depth interview method was used to gather detailed and in-depth information from various research participants, including PKBM managers, tutors, and learners. These interviews were conducted in a semi-structured manner, where the researcher prepared a list of main questions but still provided space for respondents to provide free and in-depth answers according to their experiences. The aim was to understand the process of planning, implementing and evaluating the equivalency education programme. Identifying the constraints and challenges tutors face in teaching. Secondly, to get direct perspectives from the learners on the perceived benefits of the programme.

3. RESULTS AND DISCUSSION

1. Implementation Process of PKBM Work Programme on Equivalency Education Package C

A. Planning

Planning is a key component in the implementation of the Community Learning Activity Centre (PKBM) programme, which aims to provide access to equivalency education for marginalised communities. In the context of PKBM in Kabupaten Gowa, planning is done systematically and based on local needs. This process begins with a thorough education needs analysis. The analysis involves various methods, such as community surveys to understand the socio-economic conditions of learners, focus group discussions (FGDs) involving stakeholders, and coordination with village officials and community leaders. This step aims to ensure that the programme designed is truly relevant to the needs of the local community.

The analysis shows that flexibility in learning time and the provision of employability materials are top priorities in developing the schedule and curriculum. Many learners are already working, so a rigid learning schedule will make it difficult for them to follow the programme. In addition, learning materials that are relevant to the world of work, such as technical and entrepreneurial skills, are considered more interesting and useful because they can be directly applied in everyday life.

However, the implementation of this programme also faces major challenges, one of which is the low level of public awareness of the importance of equivalency education. Many individuals do not understand the benefits of education, especially for improving their quality of life and employment opportunities. Therefore, PKBM needs to integrate communication and socialisation strategies to increase community participation in the programme.

The approach used by PKBM in Kabupaten Gowa is in line with the concept of community-based education, as proposed by Freire (1970). This approach emphasises the importance of designing education programs based on local needs and involving the community in the planning process. Thus, the programme is not only an adaptive solution but is also able to empower the community to overcome the educational obstacles they face.

B. Formulation of Vision, Mission, and Goals

Vision, Mission, and Goals of PKBM in Kabupaten Gowa

The Community Learning Centres (PKBM) in Kabupaten Gowa have a strong vision to empower communities through flexible, quality and local needs-based equivalency education. This vision is designed to address the challenges in providing education for marginalised communities, with a focus on increasing independence and inclusive access.

The process of formulating the vision, mission and goals is done in a participatory manner, involving various stakeholders such as tutors, PKBM managers, community leaders and learners. Through discussion and consultation, each party contributes to ensure that the vision, mission and goals of the PKBM reflect the aspirations and real needs of the local community.

PKBM's vision is: "Creating an independent and educated community."

This vision emphasises the importance of empowering individuals through education, with the ultimate goal of creating a community that not only has the knowledge but also the skills to improve their quality of life independently.

To achieve the vision, PKBM formulates a mission:

1. Providing flexible access to education: PKBM programmes are designed to adapt learning schedules to the conditions of learners, especially those who work or have time constraints.
2. Based on local needs: Learning materials and teaching methods are tailored to community conditions, such as providing vocational skills training relevant to their needs.

As a measure of success, PKBM sets clear and measurable goals, namely:

"Increase the graduation rate to 80% of learners every year."

This goal illustrates PKBM's commitment to providing education that is effective and has a direct impact on improving the education level of the community.

The participatory process used in the formulation of PKBM's vision, mission and goals shows how this approach is able to reflect the needs and aspirations of the community directly. Thus, the programmes designed are not only educational solutions but also inclusive community empowerment tools.

Through a structured vision, mission and goals, PKBM in Kabupaten Gowa is expected to become a pioneer of equivalency education that is responsive to local challenges. This strategy not only strengthens the community's belief in the importance of education but also becomes a learning model that can be applied in other areas.

C. Curriculum and Lesson Plan Preparation

The curriculum for Packages C equivalency education at PKBM in Gowa district is designed based on the 2013 curriculum but adapted to the local needs of the local community. This adjustment aims to increase the relevance and benefits of education, especially for learners who come from diverse socio-economic backgrounds. One of the main focuses in these adjustments is the integration of employability skills and strengthening character education to prepare learners to face real-life challenges.

The curriculum development process is collaborative, involving tutors who understand the specific conditions and needs of the learners. With this approach, the curriculum is designed not only to meet national education standards but also to provide solutions to local needs, such as the development of practical skills that can improve learners' competitiveness in the world of work.

Key Features of the Curriculum at PKBM Kabupaten Gowa

1. Integration of Local Content: Learning materials include employability skills, such as entrepreneurship, technical skills, and handicrafts, designed to help learners acquire abilities that can be applied directly in their daily lives or jobs.
2. Contextual Approach: The learning process uses a contextual-based approach, which aims to make learning more meaningful for learners. This method involves real-life problem solving,

group discussions, as well as case studies relevant to learners' experiences, so that they can understand and apply the material better.

Relevance to Education Theory

The designed curriculum is in line with the theory of cognitive, affective and psychomotor domains introduced by Bloom (1956).

- Cognitive domain: Learning is designed to improve learners' critical thinking skills, such as solving problems and making decisions relevant to their lives.
- Affective domain: Character education is an important part of the curriculum to shape positive attitudes, such as honesty, responsibility and co-operation.
- Psychomotor domain: Practical skills programmes give learners the opportunity to develop physical and technical abilities that can be directly applied in the world of work.

The development of a locally-based curriculum by PKBM Gowa Regency shows a strategic effort in creating equivalency education that not only follows national standards, but is also relevant to the needs of the community. The curriculum is designed to equip learners with knowledge, attitudes and skills that can help them become more independent and productive. With a contextualised and collaborative approach, PKBM is able to become a pioneer in presenting equality education that is inclusive, adaptive and empowering.

2. Implementation

A. Learning Preparation

The learning preparation stage is a very important first step in ensuring the success of the equivalency education programme at PKBM Gowa Regency. This preparation includes several key activities, such as the preparation of locally-based lesson plans, the distribution of teaching materials, and the organisation of learning facilities. This process is designed to provide flexibility and convenience for learners who have diverse backgrounds and needs.

Steps in Learning Preparation

1. Preparation of Local and Contextual Based Lesson Plans: Tutors at PKBM in Kabupaten Gowa develop lesson plans that are contextualised and in line with the needs of the learners. This is done by considering the condition of the participants who are mostly workers or come from marginalised communities. The lesson plans are designed so that the learning materials can be applied directly in everyday life, with a problem-based learning approach and relevant case studies.
2. Distribution of Teaching Materials: Learners are provided with teaching materials in the form of printed modules that have been adapted to the curriculum and local needs. These modules are designed to make it easier for participants to learn independently if they are unable to attend face-to-face learning. In addition, participants also receive a flexible study schedule to help them organise their study time without disrupting their daily activities, especially for those who work.

3. Arrangement of Learning Facilities: PKBM ensures that learning facilities, such as classrooms, stationery, and other learning media, are well stocked. These facilities are customised to create a conducive learning environment, despite limited resources.

Flexibility is one of the top priorities in learning preparation at PKBM Kabupaten Gowa. Learning schedules are designed to fit around participants' activities, especially for those with work or family responsibilities. This reflects PKBM's adaptability in dealing with the unique challenges faced by learners from various socio-economic backgrounds.

This learning preparation shows how PKBM Kabupaten Gowa is able to adapt its education programmes to respond to the challenges faced by learners. By developing contextualised and needs-based lesson plans, PKBM ensures that the learning provided is not only theoretically relevant but also applicable to participants' daily lives. Providing independent teaching materials, such as printed modules, also reflects an inclusive strategy to reach participants with limited time or access.

These preparatory steps reflect the adaptability of the equivalency education programme, where every element of learning is designed to support the success of learners, without ignoring the individual challenges they face. Thus, PKBM not only provides education but also becomes a real solution in supporting the transformation of the lives of its learners.

B. Learning Process

The learning process at PKBM Kabupaten Gowa is designed using a blended learning approach, which combines online and face-to-face learning. This approach aims to provide flexibility for learners, especially those who work or have other responsibilities, without compromising the quality of learning provided. With the combination of these two methods, learners can adjust their learning time to suit their needs, so that participation in the programme can remain optimal.

Blended Learning Implementation

1. Online Learning: In online learning, PKBM utilises simple and accessible platforms such as WhatsApp and Google Meet. WhatsApp is used for daily communication, group discussions, and sending learning materials in the form of documents, videos and assignments. Meanwhile, Google Meet is used for interactive learning sessions that involve tutors and learners directly. With this approach, learners can follow the learning from anywhere as long as they have access to a device and internet connection.
2. Face-to-Face Learning: Face-to-face learning is conducted periodically to deepen the material that has been learnt online. In this session, tutors provide more detailed explanations, answer participants' questions, and conduct direct evaluation through discussions, practice exercises, or practical simulations. Face-to-face learning is also an opportunity to build social interaction between learners and tutors, which is important for maintaining motivation.

Advantages of Blended Learning Approach

This blended learning approach provides several advantages:

- **Flexibility:** Learners can organise online study time according to their personal schedule, while face-to-face sessions provide space for in-depth understanding of the material.
- **Accessibility:** By utilising commonly used technology platforms, online learning is accessible to most participants even with limited devices or infrastructure.
- **Balance of Theory and Practice:** Online learning allows for effective delivery of theoretical material, while face-to-face meetings focus more on practical application and evaluation of participants' skills.

The blended learning approach applied by PKBM Kabupaten Gowa is in line with Garrison & Vaughan's (2008) theory, which emphasises the importance of flexibility in technology-based education. According to this theory, technology-based learning can increase learner engagement, as long as the learning design considers the needs of participants and integrates online and face-to-face experiences in a balanced way.

Blended learning at PKBM reflects an effort to create an inclusive and relevant learning process. With a combination of simple technology and direct interaction, PKBM ensures that every participant, despite time or access constraints, can remain actively engaged in learning and gain maximum benefit from the equivalency education programme.

Through the implementation of blended learning, PKBM Kabupaten Gowa is able to provide adaptive and innovative education solutions. This approach not only increases flexibility but also allows learners to develop academic and practical skills in a balanced manner. This learning process demonstrates that technology, if applied appropriately, can be an effective tool in supporting equality education for marginalised communities.

C. Evaluation

Evaluation is an important part of the learning process at PKBM Kabupaten Gowa, designed to measure the success of learners and ensure that learning objectives are achieved. PKBM applies two types of evaluation, formative and summative, with various methods, such as written exams, group projects, and observation. These evaluations not only aim to assess participants' learning outcomes, but also to provide constructive feedback to support future learning improvements.

Types and Methods of Evaluation

1. **Formative Evaluation:** Formative evaluation is conducted continuously throughout the learning process. Forms include:
 - a. **Practice questions:** Learners are given practice questions to measure their understanding of the material that has been taught.
 - b. **Discussion:** Tutors facilitate group discussions to explore participants' understanding while encouraging interaction between individuals.
 - c. **Immediate feedback:** Tutors provide real-time feedback to improve participants' understanding of certain concepts.

This evaluation serves as a monitoring tool that helps tutors and learners identify strengths and weaknesses during the learning process.

2. Summative Evaluation: Summative evaluation is conducted at the end of the learning period to measure learners' final achievement. Forms include:
 - a. Written exam: Used to assess individual understanding of concepts.
 - b. Group project: Participants work in teams to complete tasks that reflect the application of the material in a real context. The project assesses not only cognitive aspects, but also co-operation skills and creativity.

PKBM Kabupaten Gowa's evaluation approach supports continuous learning and is aligned with lifelong learning principles. Formative evaluation helps learners to continuously improve their abilities during the learning process, while summative evaluation provides a clear picture of their final achievements. These various evaluation methods create a system that focuses not only on results but also on the process, so that learners can learn from the feedback received and improve their abilities gradually. This approach also helps tutors to design more effective learning strategies based on the evaluation results.

Through the implementation of formative and summative evaluations, PKBM Kabupaten Gowa ensures that learning does not only end with mastery of the material but also includes continuous skill development. These evaluations provide opportunities for learners to self-evaluate, get feedback, and continue learning, in accordance with the concept of education that supports lifelong development. With this approach, PKBM not only acts as an education provider but also as a facilitator of continuous individual growth.

This discussion confirms the main finding that the implementation of the PKBM work programme in Kabupaten Gowa contributes significantly to improving access to education and empowering marginalised communities. The programme not only opens up opportunities for individuals who were previously constrained in accessing formal education but also becomes an effective empowerment tool for local communities.

Programme Contribution

The success of the programme is characterised by several key factors, namely:

1. Flexibility of Learning: PKBM provides flexible learning schedules, allowing learners to balance education with work or other responsibilities. This flexibility is a major attraction for people with limited time or access.
2. Local Relevance: With curriculum adjustments based on local needs, such as the integration of employability skills and character education, the programme succeeds in providing direct benefits that are relevant to learners' lives. Contextualised materials make learners more motivated and able to apply learning in their daily lives.
3. Community participation: The involvement of community leaders, village officials and parents of learners is an important pillar in supporting the success of the programme. Community participation creates a sense of ownership of the programme, increases community trust and promotes collective awareness of the importance of equivalency education.

Impact and Implications

The programme has had tangible positive impacts, such as increased work skills, learner confidence and social participation. In addition, the community has begun to value equivalency education as a way to improve their quality of life and open up employment opportunities. PKBM also plays a role in strengthening communities by creating more empowered and independent individuals.

Recommendations for Sustainability

To ensure the sustainability of the programme, there are several things that need to be prioritised:

1. Improving the Quality of Human Resources: Training for tutors needs to be continuous to ensure that the teaching methods applied are always relevant, innovative and adaptive to the times.
2. Improved Facilities and Infrastructure: The provision of adequate learning facilities, such as proper classrooms, access to technology, and quality teaching materials, should be the main focus to support the effectiveness of the learning process.
3. Strengthening Cooperation with Communities and Government: Close cooperation with the government, private sector, and local communities needs to be strengthened to ensure the programme is sustainable and even expanded.

With flexibility, local relevance and community participation as the main foundations, PKBM's work programmes in Kabupaten Gowa have proven their effectiveness in improving access to education and empowering marginalised communities. To meet the challenges of the future, the programme must continue to innovate and adapt, making it a model of equality education that is inclusive, sustainable and capable of creating meaningful social change.

3. Challenges and Solutions

In implementing the equivalency education programme, PKBMs in Gowa district face a number of significant challenges. The main challenges include limited facilities, diverse tutor qualifications and low learner motivation. These conditions become obstacles in providing an optimal learning experience for learners. However, PKBMs have designed and implemented various strategic solutions to overcome these challenges and ensure programme sustainability.

Challenges Faced

1. Limited Facilities: PKBMs face constraints in providing adequate learning facilities, such as classrooms, stationery, and other learning media. This affects the comfort and effectiveness of the learning process.
2. Diverse Tutor Qualifications: Tutors involved in the programme have different qualification backgrounds. This has an impact on the quality of teaching which is not always consistent.
3. Low Learner Motivation: Some learners have low motivation to participate in the programme due to various factors, such as work demands, lack of awareness about the importance of education, and time constraints.

Solution Applied

1. Cooperation with community leaders: PKBM involves community leaders to increase learner participation and motivation. With the support of local figures, the community becomes more trusting of the PKBM programme, and learners feel supported by their community.
2. Tutor Training and Development: PKBM organises training to improve tutor competencies. This training covers teaching techniques, use of learning media, and classroom management, so that tutors can provide more effective and relevant learning.
3. Schedule Flexibility: PKBM implements a flexible learning schedule to accommodate the needs of learners, especially those who work or have family responsibilities. This flexibility allows participants to stay engaged in learning without having to leave their main activities.

These strategies demonstrate the ability of PKBM Kabupaten Gowa to adapt to local challenges with an inclusive and solution-orientated approach. Support from government policy as well as local community participation are key to the success of this programme. By creating synergy between the community, tutors and learners, PKBM is able to create a conducive learning environment despite the limitations.

Through identifying challenges and implementing strategic solutions, PKBM Gowa district demonstrates its commitment to providing quality equivalency education. This adaptive approach not only helps overcome barriers but also builds community trust in the importance of education. With an integrated strategy, PKBMs not only act as education providers but also as agents of social change that empower local communities.

4. Impact Evaluation

The equivalency education programme organised by PKBM Gowa Regency has a significant positive impact on both learners and the community. These impacts include improved work skills, self-confidence and higher social participation. The programme is not only successful in educating individuals but also contributes to building the collective awareness of the community on the importance of equivalency education as an empowerment tool.

Impact on Learners

1. Improved employability skills: Learners who have completed equivalency education programmes show increased proficiency in a range of practical skills. This makes it easier for them to get a job or even start an independent business.
2. Continuing Education: Many PKBM graduates are motivated to continue their education to higher levels, such as advanced skills training programmes or other formal education.
3. Self-confidence Enhancement: Through this programme, learners not only gain knowledge but also the confidence to interact in society, whether through work or social activities.

Impact on Society

1. Awareness of the Importance of Equality Education: Communities are beginning to understand that equivalency education is not only an alternative but also an opportunity to improve quality of life. This can be seen from the increasing community support for PKBM programmes.

2. Increased Social Participation: Learners who have graduated from the programme are more active in community activities, showing that education not only enhances individual capabilities but also strengthens social cohesion in the community.

An evaluation of the impact of this programme shows that PKBM Gowa district has been a significant agent of change for marginalised communities. By providing inclusive and sustainable education, the programme not only opens up opportunities for individuals but also creates a positive domino effect for their communities. This impact is in line with the goal of equivalency education, which is to empower communities to actively contribute to social and economic development.

Through its impact, PKBM Gowa Regency has proven that equivalency education can be an effective empowerment tool for marginalised communities. The programme not only provides individual benefits but also raises collective awareness of the importance of education, strengthens communities and creates sustainable opportunities for the future. With its growing commitment, PKBM plays an important role in building a more inclusive and empowered society.

4. CONCLUSION

This discussion confirms the main finding that the implementation of the PKBM work programme in Kabupaten Gowa contributes significantly to improving access to education and empowering marginalised communities. The programme not only opens up opportunities for individuals who were previously constrained in accessing formal education but also becomes an effective empowerment tool for local communities.

Programme Contribution

The success of the programme is characterised by several key factors, namely:

Flexibility of Learning: PKBM provides flexible learning schedules, allowing learners to balance education with work or other responsibilities. This flexibility is a major attraction for people with limited time or access.

Local Relevance: With curriculum adjustments based on local needs, such as the integration of employability skills and character education, the programme succeeds in providing direct benefits that are relevant to learners' lives. Contextualised materials make learners more motivated and able to apply learning in their daily lives.

Community participation: The involvement of community leaders, village officials and parents of learners is an important pillar in supporting the success of the programme. Community participation creates a sense of ownership of the programme, increases community trust and promotes collective awareness of the importance of equivalency education.

Impact and Implications

The programme has had tangible positive impacts, such as increased work skills, learner confidence and social participation. In addition, the community has begun to value equivalency education as a way to improve their quality of life and open up employment opportunities. PKBM

also plays a role in strengthening communities by creating more empowered and independent individuals.

Recommendations for Sustainability

To ensure the sustainability of the programme, there are several things that need to be prioritised:

Improving the Quality of Human Resources: Training for tutors needs to be continuous to ensure that the teaching methods applied are always relevant, innovative and adaptive to the times.

Improved Facilities and Infrastructure: The provision of adequate learning facilities, such as proper classrooms, access to technology, and quality teaching materials, should be the main focus to support the effectiveness of the learning process.

Strengthening Cooperation with Communities and Government: Close cooperation with the government, private sector, and local communities needs to be strengthened to ensure the programme is sustainable and even expanded.

With flexibility, local relevance and community participation as the main foundations, PKBM's work programmes in Kabupaten Gowa have proven their effectiveness in improving access to education and empowering marginalised communities. To meet the challenges of the future, the programme must continue to innovate and adapt, making it a model of equality education that is inclusive, sustainable and capable of creating meaningful social change.

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