



STRATEGIC MANAGEMENT IN ACHIEVING SERVICE STANDARDS AT THE CENTER FOR COMMUNITY LEARNING ACTIVITIES (PKBM)



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ABSTRACT

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Keywords

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This study aims to analyze the achievement of service standard at the Center for Community Learning Activities (PKBM). The focus of this research is: (1) What is the Community Learning Center formulation strategy in improving service quality? (2) What is the Community Learning Center implementation strategy in improving service quality? (3) What is the Community Learning Center strategy in improving service quality? In this study, the researcher used a qualitative approach with a case study design. Data collection is done by interview, observation, and documentation. Data were analyzed using data reduction techniques, followed by data presentation, and concluding. The results of research at Community Learning Center MitraBuruh Nusantara are through strategic management, Community Learning Center can improve the quality of learning services by expanding outreach not only with workers or factory employees but also with students at school age. The results of research in Community Learning Center Negeri 35 are through strategic management Community Learning Center Negeri 35 can improve the service quality through developing supporting facilities that continue to develop, develop learning plus life skills and skills so that it directly reaches two Community Learning Center service functions namely the learning function and the community empowerment function. The results of research at Faradika's Community Learning Center are through Faradika's Community Learning Center strategic management that can improve service quality by developing other programs besides Package A, B, C programs such as reading parks, homeschooling, and unstructured skills courses.

Contribution/ Originality: This study contributes to the existing literature by analyzing the achievement of service standard at the Center for Community Learning Activities (PKBM).

1. INTRODUCTION

Education is essentially a process of maturation of quality of life. Through this process, it is expected that humans can understand the meaning and nature of life are, as well as for what and how to perform the tasks of life and life correctly. That's why the focus of education is directed at the formation of superior personalities by focusing on the maturation process of the quality of logic, heart, morals, and faith. The peak of education is the achievement of the point of perfection of the quality of life.

The population in Indonesia in 2019 will reach 266.91 million. By gender, the number consists of 134 million men and 132.89 million women. Indonesia is currently enjoying a demographic bonus period where the number of productive age population is more than non-productive age, which is more than 68% of the total population. The population of the age group 0-14 years (children age) reaches 66.17 million people or around 24.8% of the total

population. Then the population of the age group 15-64 years (productive age) is 183.36 million people or 68.7% and the age group of more than 65 years (non-productive age) amounting to 17.37 million people or 6.51% of the total population. To achieve the goal of education from year to year, among the problems faced by the education sector in Indonesia is that not all Indonesian citizens can formally take education. Besides, there are still many students who drop out of school. Statistical data about students who have dropped out of school can be found in Table 1:

Table-1. Data of School Drop Outs for Elementary (SD), Junior (SMP), and High Schools (SLA) In 2017-2018.

No.	Province	Educational Level			Total
		SD	SMP	SLA	
1.	DKI Jakarta	793	1,757	570	3,120
2.	West Java	3,596	9,340	4,779	17,715
3.	Central Java	2,238	4,891	1,566	8,695
4.	D.I. Yogyakarta	151	420	143	714
5.	East Java	1,980	7,532	3,850	13,362
6.	Aceh	594	883	1,367	2,844
7.	North Sumatra	3,873	3,645	2,824	10,342
8.	West Sumatra	649	883	825	2,357
9.	Riau	1,357	1,149	757	3,263
10.	Jambi	655	609	454	1,718
11.	South Sumatra	2,134	1,855	1,599	2,137
12.	Lampung	1,212	1,786	1,162	4,160
13.	West Kalimantan	1,041	1,201	889	3,131
14.	Central Kalimantan	380	548	329	1,257
15.	South Kalimantan	464	451	305	1,220
16.	East Kalimantan	432	591	367	1,390
17.	North Sulawesi	145	191	278	614
18.	Central Sulawesi	574	504	290	1,368
19.	South Sulawesi	1,464	1,761	1,298	4,532
20.	Southeast Sulawesi	503	538	600	1,641
21.	Maluku	235	358	413	1,006
22.	Bali	177	270	198	645
23.	West Nusa Tenggara	450	1,054	970	2,474
24.	East Nusa Tenggara	1,181	2,402	1,617	5,200
25.	Papua	2,521	1,532	503	4,556
26.	Bengkulu	493	363	359	1,215
27.	North Maluku	209	208	582	999
28.	Banten	926	2,682	1,282	4,890
29.	Bangka Belitung Islands	207	394	186	787
30.	Gorontalo	313	215	111	639
31.	Riau Islands	245	232	145	622
32.	West Papua	266	389	250	905
33.	West Sulawesi	540	386	140	1,066
34.	North Kalimantan	129	170	115	414
	Total				110,998

Source: Center for Data and Statistics (2019).

The educational objectives, according to the three pillars of the development strategy announced by the President of the Republic of Indonesia in 2009-2014, include empowerment, entrepreneurship, and creative economic development (Center for Data and Statistics, 2019).

The era of globalization and modernization of development in Indonesia has given rise to demands: First, the existence of human resources (HR) who have the integrity of personality, thoughts, and skills. Second, there is an expansion and equitable distribution of the quality of continuing education through courses coaching programs,

business learning groups (KBU), internships, scholarships, and others. Third, the importance of non-formal education that pays attention to the field of skills integrated with global market demand.

Law Number 20 of 2003 concerning the National Education System emphasizes that the education system in Indonesia consists of formal, non-formal, and informal education channels that can complement and enrich each other. Each path has an education unit. Specifically, regarding non-formal education paths, there are some education units, include course institutions, training institutions, study groups, Community Learning Centers, and Taklim Assembly and similar education units.

PKBM as an institution, as well as a non-formal education approach that is directed at developing knowledge, skills, and attitudes in meeting the learning needs of the community, and the demands of the labor market, and the availability of other supporting resources, such as local potential and human resources in the community. The goal to be achieved is to improve the quality and the living standard of the community through productive economic business activities as a means of developing economic independence for students. PKBM is a forum for various community learning activities directed at empowering local potentials to drive development in the social, economic, and cultural fields. The purpose of PKBM is to expand the opportunities of citizens, especially those who are unable to increase knowledge, skills, and mental attitudes so that the mindset changes needed to change behavior to develop their potential and work for a living. The change in mindset that occurs in the community is expected to be able to move them to behave or try to meet their learning needs independently. PKBM is a means to intensify and coordinate various community learning activities. Implementation of learning is centered in various places, the status of management, and ownership is from, by, and for the community. The community feels that they own and are partly responsible for the education program that they run, even as an institution that is expected to have a presence and existence in the surrounding community.

Community participation is the key to the success of a program in social institutions. PKBM as one of the social institutions, and a forum that serves as a learning center for the community to develop their potential, as well as local natural potential, makes local excellence. PKBM is at the subdistrict level, even the *kelurahan* (urban village) as the basis for the community to carry out various learning activities. PKBM is expected to be able to develop the local potential of the community so that institutions and communities will develop and be empowered. Being empowered means having the ability to develop itself with prospective insights, attitudes, skills, and knowledge through training, mentoring, and coaching. Empowerment as a potential strategy to increase economic activity, social, and cultural transformation. Community participation is believed to be a very effective means of reaching out to the poor through efforts to generate enthusiasm for life to be able to help themselves, by doing to reach out to the poor through efforts to raise the spirit of life to be able to help themselves, by making fundamental changes, to touch changing mindset, so that changes in behavior occur in themselves. Poverty happens because they are trapped by their philosophy of life making they are shackled by their *mindset*. This shackled condition must be opened by the community program developers.

Discussing strategic management can be said to discuss the relations between the organization and its milieu, both internal and external milieu. The current organizational milieu is not only increasingly volatile in changing but is also more closely interconnected. This requires organizations to think strategically, be able to translate their inputs into effective strategies and develop the reasons needed to lay the foundation for implementing the strategy. All of which are expected to be able to provide instructions on how to deal with and cope with changes that occur in the environment, even give instructions to the leaders to be able to control the changes that occur in that environment, and not just to react to it. Thus, the focus of strategic management is to connect the organization to its milieu, formulate strategies to adapt to the milieu and ensure that the strategy implementation goes well. The organization is also expected to be able to improve the quality of the organization.

Problems faced by the Teaching and Learning Center before conducting strategic management are the lack of professionalism of tutors, low learning motivation of students, employee resources are not maximized, low discipline of

tutors and students, low standards of student competence of graduates, processes less effective learning, and less effective and efficient budget management processes. Therefore, in overcoming these problems, the head of the PKBM is trying his best to perform strategic management in improving the quality of education in the institution he leads.

2. THEORETICAL ANALYSIS

2.1. Strategic Management

Management according to the Indonesian Dictionary is the effective use of resources to achieve goals. Meanwhile, according to Rohiat in Mohammad Mustari in the Education Management book, that the management derived from the word *to manage*. Management is done through a process and managed according to the order and functions of management itself (Dendy, 2015).

According to the English-Indonesian dictionary the terms management derived from the word *to manage* which means to manage, administer, implement, arrange, and treat (Jhon and Hasan, 2006). In Arabic, the term management is defined as *idaarah*, which is derived from the word *adaara* that means regulating. In harmony with Ramayulis that is the nature of management in the Qur'an is *tadbir* (arrangement). This word is a derivation of the word *dabbara* (to regulate) (Ruchiyat, 2006).

This according to the Word of Allah SWT in Surah Al-Sajdah/32 verse 5:

يُدَبِّرُ الْأَمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ
سَنَةٍ مِمَّا تَعُدُّونَ

Meaning: He directed the ordinance from the heaven unto the earth, then it ascended unto Him in a Day, whereof the measure is a thousand years of that ye reckon.

This verse explains that, Allah is the regulator of nature (*al mudabbir/manager*), this order of nature is evidence of God's greatness in managing this nature. Therefore, humans who are trusted by Allah SWT as the khalifah (the caliph) on earth must regulate and manage this earth as well as possible, as Allah SWT governs this nature (Jawahir, 1983).

2.2. Strategic Management Model

a. Strategy Formulation

In the short, medium, or long term planning, it must really be implemented so that in all activities or affairs can be measured, observed, and evaluated properly and responsibly. The main key to planning activities is the process of planning activities themselves. The planning process is a logical perspective on what is done and how to know what is done, can help in decision making, and is rational. The above explanation according to the Word of Allah SWT in Surah Al Hashr verse 18:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Meaning: O ye who believe! Observe your duty to Allah. And let every soul look to what it sends forth for the morrow. And observe your duty to Allah; verily Allah is Well-Aware of what you do.

This verse explains the importance of planning both in human life as a person and also in every activity including in making strategic planning.

b. Strategy Implementation

The implementation function is an inseparable part of a group or organizational process. The terms that can be grouped in this function are directing, commanding, leading, and coordinating.

Al-Qur'an in this case has provided a basic foundation for the process of guidance and direction or provides a warning in the form of this implementation. The description according to the Word of Allah SWT in Surah Al Kahfi verse 2:

فَيَمَّا لِيُنذِرَ بَأْسًا شَدِيدًا مِّن لَّدُنْهُ وَيُبَشِّرَ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا حَسَنًا

Meaning: "He has made it a guardian, that I may give warning, of a grievous chastisement from Him, and that it may give the believers who do good deeds the glad tidings that they shall have a good reward.

"Thus, it can be understood that the *implementation* is to manage the organizational milieu that involves the milieu and other people with procedures the good one.

c. Strategy Evaluation

Evaluation in the context of strategic management is the process of ensuring that the activities performed are correct according to what is not in advanced planning. Evaluation in strategic management has two first limitations; the evaluation is a process/activity to determine the progress of programs compared to the stated objectives, second; The evaluation in question is an attempt to obtain information in the form of feedback from the activities performed. Evaluation in strategic management includes two activities, namely assessment, and measurement.

The Word of Allah in the Qur'an relating to the evaluation is contained in the Surah Al-Infitar verses 10-12 as follows:

وَإِنَّ عَلَيْكُمْ لَحَافِظِينَ كِرَامًا كَاتِبِينَ يَعْلَمُونَ مَا تَفْعَلُونَ

Meaning: "But there are guardians over you (10) honored recorders (11) Who know all that you do"(12).

2.3. Minimum Service Standards for Non-Formal Education

Understanding the Minimum Service Standards adequately for the community is very significant because it relates to the constitutional rights of individuals and community groups that they must obtain and must be fulfilled by the government, in the form of the availability of public services (basic services) that must be carried out by the government to the community. In the regional bureaucracy itself, the understanding of SPM, is still often confused with technical standards/prerequisites, work standards, public service standards. Basically, the two minimum service standards that must be carried out by non-formal educational institutions including PKBM are learning service standards and community empowerment service standards.

2.4. PKBMs in Indonesia

Since the World Declaration on "Education for All" in Jomtien, Thailand in 1990 by 155 countries, the idea of a *Community Learning Center* (CLC) began to be developed in various countries. CLC was initiated as a form of community participation in providing education for all groups, especially the community that cannot be reached by formal education.

PKBMs in Indonesia were initiated by the Ministry of Education and Culture, by first through various efforts and research to find the right model, in Indonesia, the CLC socialization began in 1997, then Indonesia called it as the Center for Community Learning Activities (PKBM).

Beginning in 1998, amid a very severe state crisis, some community groups in Indonesia welcomed the idea as a form of calling to do something for the development of a society that was in crisis. Each began organizing the PKBM in their community as a pure community initiative, in this case, the role of the government was only as an initial motivator. The establishment of these pioneering PKBMs was largely through several community institutions that had already existed but had carried out various activities and programs that were in accordance with the CLC/PKBM concept.

The concept of community-based education would be an important thing to do in the context of the democratization of education. Community-based education is a political struggle towards social transformation. Community-based education is part of a critical pedagogical agenda that constantly strives to free education from

the chains of power. When education has been freed from the hegemony of power, it means that the democratization of education can be realized.

Non-formal education provides information that essentially education is not only held in formal education but also non-formal education. In the Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System, especially in Article 1 paragraph (10) it is stated that the Education Unit is an education service group that organizes education in formal, non-formal and informal channels at every level and type of education; paragraph (11) Formal education is a structured and tiered education channel consisting of basic education, secondary education, and higher education; paragraph (12) non-formal education is an education channel outside of formal education that can be carried out in a structured and tiered manner; paragraph (13) Informal education is a path of family and environmental education.

3. RESEARCH METHOD

3.1. Research location

1. PKBM MitraBuruh Nusantara, Jl. TiparCakung No.01 KomplekMesjid Raya Al-AraafSukapura, CilincingSubdistrict, North Jakarta.
2. Public PKBM 35, Jl. KebagusanWetan Rt 11/Rw 5 Jagakarsa South Jakarta.
3. PKBM Faradika, Jl. Cipinang Kebembem V No. 32 Kelurahan Pisangan Timur, Pulogadung Subdistrict, East Jakarta.

3.2. Research Method

The research method is qualitative research with a case study design. Data collection is done by interview, observation, and documentation. Data were analyzed using data reduction techniques, followed by data presentation, and concluding.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Analysis of Research Results

From the results of the study it can be seen the similarities and differences made by the three PKBM:

4.1.1. Similarities

The similarity is that the three PKBMs in implementing programs to achieve service standards are the three implementing strategic management steps with stages of strategic formulation, strategic implementation, and strategic evaluation. Those three PKBMs in formulating strategic formulations such as in formulating a vision, mission, and goals always involve elements involved such as foundations, the Head of PKBM, tutors, administrative staff, and students. The similarity was also seen in the evaluation process, the three PKBMs evaluating by measuring by holding a meeting at the end of the program implementation.

4.1.2. Differences

The difference in the formulation stage of the strategy implemented by the Public PKBM 35 is by involving elements of the Regional Government as the Public PKBM 35 is the organization under the auspices of the DKI Jakarta Regional Government. The difference in planning the programs that will be carried out is seen due to differences in the location or status of the institution, PKBM MitraBuruh Nusantara plans a lot of equality programs for factory workers because the location of the PKBM MitraBuruh Nusantara in Cilincing which is an industrial area. The Public PKBM 35, which is part of the DKI Jakarta Education Agency, has developed many top-down programs but with interesting creations such as a skills-based equality program. PKBM Faradika which has many millennial learners plans many android and online-based programs.

Table-2. Comparison of research results PKBM in conducting strategic formulation, strategic implementation, and strategic evaluation.

Strategic Management	Mbun Pkbn	Public Pkbn 35	Faradika Pkbn
Strategic Formulation	<p>1. In formulating the PKBM's vision, mission and, objectives, the first formed the PKBM development team, managers, PKBM Heads, and tutors. Hold meetings with the elements above. Decide on the formulation of vision and mission and then socialize it.</p> <p>2. The elements involved in the formulation of the vision, mission, and goals are the foundation, the manager, the Head of PKBM, the tutor, administrative staff, parents, and students.</p> <p>3. Analysis of internal and external factors in achieving service standards is done by analyzing the strengths and weaknesses that originate from within and outside the organization.</p>	<p>1. In formulating PKBM's vision, mission, and goals formulating the vision first after that followed by formulating the mission, after the vision and mission were formulated then formulated the objectives.</p> <p>2. The elements involved in the formulation of the vision, mission, and goals are the head of PKBM, tutors, and students.</p> <p>3. Analysis of internal and external factors in achieving service standards is done by analyzing internal PKBM factors by taking the conditions and internal milieu of PKBM into account. In analyzing external factors by paying attention to everything that happens outside the PKBM environment.</p>	<p>1. In formulating the vision, mission, and goals is carried out through joint meetings between the foundation, the Head of PKBM, and other managers.</p> <p>2. The elements involved in the formulation of the vision, mission, and objectives involve various parties, consisting of the foundation, the Head of the PKBM, the manager, and the tutor.</p> <p>3. Internal and external factor analysts in achieving service standards are conducted by holding meetings every time they carry out activities or events.</p>
	<p>4. The elements involved in analyzing internal and external factors are the foundation, the Head of PKBM, tutors, and staff.</p> <p>5. The formulation of the short-term plan is carried out at the beginning of each semester, the medium-term plan at the beginning of the year, and the long-term plan is carried out every two years.</p>	<p>4. The elements involved in analyzing internal and external factors are elements of the Regional Government, the Head of PKBM, tutors, staff and students.</p> <p>5. Formulation of short, medium and long-term plans by evaluating the implementation of last year's program by linking the next program.</p>	<p>4. The elements involved in analyzing internal and external factors are the Head of PKBM through discussion by involving foundations, tutors, staff, and other managers.</p> <p>5. Formulation of short, medium, and long-term plans by evaluating the implementation of last year's program by linking the next program. The short, medium, and long-term formulation process is carried out in meetings at the beginning of the year.</p> <p>6. The formulation of</p>

	<p>6. The formulation of the strategy adopted is to provide maximum opportunities for prospective students to participate in teaching and learning activities with costs that can be reached but can provide good services for students.</p>	<p>6. The formulation of strategies in achieving service standards is to coordinate with local government elements and tutors.</p>	<p>strategies in achieving service standards is carried out at the meeting at the beginning of the year and determined the superior products and who is the coordinator and who is involved in these activities.</p>
<p>Strategic Implementation</p>	<p>1. The policies determined are following the government's policies and making its policies.</p> <p>2. The way to motivate tutors and staff to improve work professionalism through coaching and direction during meetings, comparison with other superior PKBM institutions.</p> <p>3. The way to allocate human resources to fit the capabilities in their respective fields is through their educational history and certificates.</p>	<p>1. The policies set to achieve service standards are open management policies and policies to improve PKBM personnel competence through periodic focused discussions, training, workshops, etc. Other policies such as conducting android-based learning, Edmodo learning, learning with the teacher's room, and implementing the Dapodiknas system.</p> <p>2. The way to motivate tutors and staff to improve performance professionalism by encouraging personnel to have specialized technical competencies according to their area of work.</p> <p>3. The way to allocate human resources to fit the abilities in their respective fields by placing HR in accordance with the education they have without ignoring the expertise or habits that are the policies set to achieve service standards are online learning, friendly learning, and an android-based assessment.</p>	<p>1. The policies set to achieve service standards are online learning, friendly learning, and an android-based assessment.</p> <p>2. The way to motivate tutors and staff to improve work professionalism through a heart-to-heart approach, giving awards and increasing tutor competence.</p> <p>3. The way to improve human resources to suit their abilities is through observation and interviews.</p>

	<p>4.The solution performed if there are human resources that are inconsistent with the capabilities in their field is to improve their abilities and expertise through training/workshops.</p> <p>5.The culture is carried out to support the strategy of professionalism, discipline, and responsibility.</p>	<p>owned by each HR.</p> <p>4.The solution taken if there are human resources that are inconsistent with the capabilities of their fields is to provide training, courses, and include tutors in the competency test.</p> <p>5.The culture performed to support the strategy is a culture of kinship, responsibility, discipline, and mutual respect.</p>	<p>4. The solution taken if there are human resources that are not in accordance with the capabilities in their field is through evaluation and then directed to the fields controlled by the person concerned.</p> <p>5. The culture performed to support the strategy is a family culture, open to each other, complementing deficiencies and spirit of togetherness.</p>
Strategic Evaluation	<p>1. The way to monitor the entire results of the planning and implementation of strategic management in achieving service standards is to hold meetings once a week with tutors and staff, monitoring every activity that is carried out.</p> <p>2. The way to measure individual and institutional performance is done through supervision of the learning process and tutor performance evaluation and self-evaluation.</p>	<p>1.The way to monitor the entire results of the planning and implementation of strategic management in achieving service standards is by formative evaluation and summative evaluation.</p> <p>2.The way to measure individual and institutional performance is carried out through supervision of the learning process, conducting tutor performance assessments, and self-evaluation.</p>	<p>1.The way to monitor the entire results of strategic management planning and implementation in achieving service standards is to use online performance records.</p> <p>2. The way to measure the performance of individuals and institutions is done through supervision of the learning process, assessing the work of tutors and self-evaluation.</p>
	<p>3. The corrective measures to overcome the problem when planning and implementing management through self-evaluation, evaluating the implementation of last year.</p>	<p>3. The corrective measures to overcome the problem when planning and implementing management are through a meeting to discuss the results of the activities at the end of the program implementation and analyze it.</p>	<p>3. The corrective measures to resolve the problem at the time of planning and implementing management is through formative assessment i.e. the assessment done at the end of the learning program.</p>

4.2. Achievement of Service Standards by PKBM

The achievement of learning service standards based on Dikmas data implemented by PKBM MitraBuruh Nusantara, Public PKBM 35, and PKBM Faradika targets for 2016-2018 can be seen as follows:

Table-3. Achievement of learning services for PKBM MitraBuruh Nusantara in 2016-2018.

No.	Events	Number of participants								
		2016			2017			2018		
		MBUN	N 35	Faradika	MBUN	N 35	Faradika	MBUN	N 35	Faradika
1.	Education Equality of Package A	20	27	17	12	48	8	14	110	10
2.	Equality Education of Package B	40	96	19	40	101	27	41	117	30
3.	Equality Education of Package C	85	91	55	86	92	58	88	111	60

Community empowerment services provided by PKM MitraBuruh Nusantara are as follows:

1. Skills Program

The skills program developed is a computer skills program, with this program it is expected that all students cannot only get an equalization diploma but also have other supporting skills to get or develop their work.

The community empowerment services performed by the Public PKBM 35 are as follows:

1. PKW Skill Program

Entrepreneurship Skills Education Program (PKW) is an education service program through courses and training to provide knowledge, skills, and entrepreneurial attitudes in accordance with the needs and business opportunities that exist in the community.

The PKW program at the Public PKBM 35 has the following objectives: 1) providing the students with entrepreneurial knowledge, 2) providing the students with skills in the production of goods/services, 3) instilling the students with mindset and entrepreneurial attitudes, 4) encouraging and creating new business start-ups so they can create employment.

2. Caring Program Through KJP and PIP Programs

PKBM students in DKI Jakarta mostly come from disadvantaged people, apparently more fortunate compared to PKBM outside Jakarta. The Public PKBM 35 can access assistance for underprivileged families through the Jakarta Smart Card (KJP) program. KJP is a strategic program to provide access for citizens of DKI Jakarta from the community who are unable to receive a minimum of education until graduating high school/vocational school/Package C with full funding from the DKI Jakarta Provincial Budget.

The community empowerment services provided by Faradika PKBM are as follows:

1. *Acrylic* training every 3 months, with the aim of providing life skills proficiency.
2. The computer training is held 10 times of meeting for each program of activities with the aim of providing life skills.
3. The training for creating various foods and cakes which are held every 3 months with the aim of providing life skills.
4. The training for creating various items from ice cream sticks which is held every 3 months with the aim of providing life skills.

4.3. Analysis of Research Results

As a discussion of various theories and research findings of the Strategic Management in Achieving the PKBM

Service (A Case Study on PKBM MitraBuruh Nusantara in North Jakarta, Public PKBM 35 in South Jakarta, PKBM Faradika in East Jakarta, this research strengthens Wheelen's Theory and Hunger on strategic management; the strategic management is a set of managerial decisions and long-term decision making actions in an organization. According to Wheelen and Hunger, the stages of strategic management consist of strategy formulation, strategy implementation, and strategy evaluation. In this study found that it turns out that the stages of strategic management are strategy formulation, strategy implementation and strategy evaluation have been performed by each PKBM to achieve PKBM service standards, although the forms and applications in each PKBM have similarities and differences. The similarity is that every PKBM in compiling strategy formulation is always through meetings and involving all elements at PKBM. The difference is in the elements such as PKBM MitraBuruh Nusantara and PKBM Faradika involving elements of the Foundation because the PKBM is under the auspices of the Foundation. Whereas for the Public PKBM, since it is part of the educational institution under the DKI Jakarta Regional Government, the Public PKBM 35 involves the DKI Jakarta Regional Government. In applying the strategic implementation, from the results of this study, each PKBM has different policies in implementing the PKBM development strategy. The similarity is that the three PKBM place great emphasis on developing learning programs. Meanwhile, the difference is in the different learning program models of each PKBM.

In applying strategic evaluation, from the results of this study, each PKBM conducts an evaluation process to analyze the success of a program implemented. The difference is that the evaluation forms are different for each PKBM. PKBM MitraBuruh Nusantara performs an evaluation once a week as a basis for analyzing the program implemented. The Public PKBM 35 conducts evaluations through formative and summative evaluations, while Faradika PKBM conducts evaluations with online performance records.

Through the implementation of the strategic management steps, each PKBM can reach service standards, this is evidenced that the three PKBMs which are places of research to date continue to grow in line with the times and do not lag behind formal education. Another thing that is noted by researchers is that non-formal educational institutions are now the people's choice and no longer as a supplement, the community has found confidence in non-formal educational institutions. In this research, the PKBM that can carry out good strategic management can certainly provide a service standard for students and the user community. The function of PKBM in providing service standards is in accordance with the PKBM service standards, include learning services and community empowerment services. The results of this study revealed that of the 3 (three) PKBMs that became the places, all performed the learning service function well, but for community empowerment services, only two (2) PKBMs were able to carry out well, included the Public PKBM 35 and PKBM Faradika while PKBM MitraBuruh Nusantara will only develop the community service empowerment activities in the form of computer courses.

5. CONCLUSION

Based on the results of research and discussion in the previous chapter, the researchers can conclude as follows: The implementation of the strategic management performed by the PKBM includes the activities of the Strategy Formulation in the form of formulating the vision and mission activities. In formulating the PKBM's vision, mission, and goals, it involves the relevant parties. Analysis of internal and external factors in achieving service standards is done by analyzing the strengths and weaknesses that originate from within and outside the organization.

Furthermore, the steps for implementing the strategy at PKBM are performed by describing the strategies formulated in the form of activities. The technical implementation is referred to as the activity coordinator while continuing to coordinate with the head of the PKBM. The supervision system is carried out by implementing intensive communication and routine control to the activity coordinator. The strategy evaluation step at PKBM is done through informal and formal meetings. The formal meetings are held routinely both at the internal and overall level. The strategic evaluation can also be done through evaluating the learning program performed by the Head of PKBM, staff and, tutors to find out the abilities that have been obtained by the learning community, and the

implementation of services that have been provided, program evaluation is conducted to all planned program implementation.

In the three PKBM that are the research locations, those three have been able to implement service standards, namely learning services and community empowerment services. The achievement of this service standard is evidenced by the achievement of activities in the learning program and the community empowerment at PKBM in the three research locations that have been able to run effectively, sustainable, (and have endurance), and strong.

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