# IMPLEMENTATION OF EDUCATIONAL MANAGEMENT STANDARDS BY NON-FORMAL EDUCATION UNITS AT PKBM BANGKIT, NGALIYAN

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## *Abstract*

*Pusat Kegiatan Belajar Masyarakat (PKBM) play an important role in providing non-formal education. This research analyzes the implementation of management standards at PKBM Bangkit based on the Minister of Education Regulation No. 49 of 2007 as well as its supporting and inhibiting factors using Marilee S. Grindle's Implementation theory. The research method used is a qualitative approach. The results showed that PKBM Bangkit has implemented the management standards well, especially in the curriculum and learning system. However, obstacles are still found in administrative management, such as the absence of integrated guidelines and an organizational structure that has not been detailed. Policy implementation at PKBM Bangkit has been running quite well, especially in the aspects of coordination and supervision of education, which is a driving factor in the Content of Policy. This success shows that coordination between related parties has been effective in carrying out their responsibilities. However, in the Context of Implementation factor, there are still significant obstacles, such as limited funds, lack of infrastructure and the low quality of teaching staff. The main problem faced from the start was the lack of adequate resources to support education operations and management, which impacted on the overall effectiveness of policy implementation. PKBM Bangkit continues to improve its management system through policy evaluation and innovation. Recommendations from this study include the preparation of integrated administrative guidelines through the government and the education office. There should be cooperation with PKBM in improving the recruitment and training of educators to improve the quality of nonformal education.*

*Keyword: PKBM, management standards, work plans, non-formal education, policy implementation*

**Abstrak**

Pusat Kegiatan Belajar Masyarakat (PKBM) berperan penting dalam menyediakan pendidikan non-formal. Penelitian ini menganalisis implementasi standar pengelolaan di PKBM Bangkit berdasarkan Peraturan Menteri Pendidikan No. 49 Tahun 2007 serta faktor pendukung dan penghambatnya menggunakan teori Implementasi Marilee S. Grindle. Metode penelitian yang digunakan adalah pendekatan kualitatif. Hasil penelitian menunjukkan bahwa PKBM Bangkit telah menerapkan standar pengelolaan dengan baik, terutama dalam kurikulum dan sistem pembelajaran. namun, kendala masih ditemukan dalam manajemen administratif, seperti ketiadaan pedoman terpadu dan struktur organisasi yang belum terperinci. Implementasi kebijakan di PKBM Bangkit telah berjalan dengan cukup baik, terutama dalam aspek koordinasi dan pengawasan pendidikan, yang menjadi faktor pendorong yakni dalam Content of Policy. Keberhasilan ini menunjukkan bahwa koordinasi antar pihak terkait sudah efektif dalam menjalankan tanggung jawabnya. namun, dalam faktor Context of Implementation, masih terdapat hambatan yang signifikan, seperti keterbatasan dana, minimnya infrastruktur, dan rendahnya kualitas tenaga pengajar. permasalahan utama yang dihadapi sejak awal adalah kurangnya sumber daya yang memadai untuk mendukung operasional dan pengelolaan pendidikan, yang berdampak pada efektivitas pelaksanaan kebijakan secara keseluruhan. PKBM Bangkit terus berupaya memperbaiki sistem pengelolaannya melalui evaluasi dan inovasi kebijakan. Rekomendasi dari penelitian ini mencakup penyusunan pedoman administratif terpadu, harus terdapat kerja sama dengan PKBM dalam meningkatkan rekrutmen dan pelatihan tenaga pendidik untuk meningkatkan kualitas pendidikan non-formal.

**Keyword:** *PKBM, standar pengelolaan, rencana kerja, pendidikan nonformal, implementasi kebijakan.*

## INTRODUCTION

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 highly strategic in meeting the diverse learning needs of society, especially for marginalized groups such as people in remote areas, out-of-school children, informal workers, and individuals with disabilities. Non-formal education not

only serves as an alternative but also creates opportunities to enhance quality of life, work skills, and individual independence, making it an integral component of the national education system oriented towards lifelong learning. According to Article 31 of the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 concerning the National Education System, the government mandates a 12-year compulsory education program up to the high school or equivalent level. However, in reality, data from the Semarang City Central Statistics Agency shows that school dropout rates in the capital of Central Java remain high, with the average length of schooling in Semarang City reaching only 10.67 years. In comparison, the average length of schooling in Yogyakarta City was 11.89 years in 2022 and 12.11 years in 2023 (BPS DI Yogyakarta, 2024). One of the contributing factors is that the Semarang city government only provides free education up to the junior high school level, while school dropouts are generally caused by economic constraints.

| Region | 2021 | 2022 | 2023 |
|--------|------|------|------|
| Semarang | 10.78 | 10.80 | 10.81 |

**Table 1. Table Of Average Semarang City School Years 2021 – 2023**
*Source: Semarang City Central Statistics Agency, 2024*

The high school dropout rate due to economic problems highlights the uneven access to and completion of the 12-year basic education program within the formal education system. To address this issue, the Semarang City Government, in its Regional Medium-Term Development Plan (RPJMD), prioritizes improving the quality and capacity of superior and productive human resources to achieve prosperity by increasing access to and enhancing the quality of education and health services. This mission is pursued through strategies aimed at improving and equalizing education quality, including policies focused on enhancing early childhood education, basic education, and non-formal education, as well as developing local content curricula and improving the quality of educators. Poverty remains a major underlying factor contributing to school dropouts, as

economic constraints prevent parents from meeting their children's educational needs, such as transportation costs, uniforms, or school supplies. In rural and remote areas, these challenges are further exacerbated by difficult geographical conditions, a limited number of schools, and a shortage of teaching staff. Additionally, for some families, it is often perceived as more beneficial for children to help their parents earn a living rather than continue their education.

The research highlights three major factors contributing to school dropouts: economic difficulties, family conflict as a social factor, and the long distance between home and school as a geographical barrier. Poverty significantly impacts human resource quality, as economic struggles force many children to replace their parents in earning a living. This issue must be a priority for the government, ensuring aid programs are effective and schools are accessible in remote areas to achieve educational equality and fulfill the 12-year compulsory education mandate. Dropping out of school affects both individuals and society, limiting job opportunities and increasing the risk of intergenerational poverty. It also makes children more vulnerable to social issues such as labor exploitation, early marriage, and crime. According to Law Number 20 of 2003 on the National Education System, education in Indonesia is provided through formal, non-formal, and informal channels. To support those unable to attend formal education, the government offers non-formal programs, including courses, training, equivalency programs, and literacy education. These alternatives provide disadvantaged students with opportunities to build a better future, ensuring equal access to education.

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 role as formal

education in providing the best services to society. Designed as an alternative outside the formal school system, non-formal education serves as a substitute, complement, or supplement to formal education, addressing the educational needs of many Indonesians, particularly those affected by poverty, which often leads to lower education quality. By offering various skill-based programs, non-formal education equips individuals with practical abilities and experiences essential for future employment. This has led to the establishment of numerous non-formal education institutions managed by both the community and the government, ensuring equal opportunities for those unable to continue formal education. One such institution is PKBM (Community Learning Center), which provides educational empowerment by facilitating learning opportunities for local communities. According to UNESCO, Community Learning Centers operate outside the formal education system, catering to all societal levels, and are managed by the community to enhance skills and improve overall quality of life (Zaifullah et al., 2023). However, like many PKBMs in Indonesia, these institutions face several challenges, including limited infrastructure, insufficient funding, low motivation among learners, a shortage of competent educators, lack of public awareness about completing education, and difficulties in finding collaborative partners to enhance PKBM quality. In Semarang City, these challenges are evident in the high number of PKBMs with low or no accreditation, indicating ongoing management issues (Prahestiwi et al., 2022). 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.

In Semarang City, discussions about issues within PKBM remain limited, despite similar challenges occurring across Indonesia, particularly in efforts to reduce school dropout rates. One prominent issue is

the perceived discrimination in policies that prevent Package C students from entering state universities through the invitation/achievement route, unlike their peers in formal schools. The transition from non-formal to formal education requires academic processes and equivalency exams, as mandated by the Head of PAUD-PNF at the City/Regency Education Office. To assess PKBM implementation based on the management standards outlined in Minister of National Education Regulation No. 49 of 2007, this study focuses on PKBM Bangkit, one of the two A-accredited PKBMs in Semarang City. Aligning with Van Meter and Van Horn's implementation theory, which views policy implementation as actions taken by government and private entities to achieve set goals, this research examines how PKBM Bangkit adheres to established management standards as one of the best PKBMs in the city.

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 11 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.

The article *"Implementation of Educational Management Standards by Non-Formal Education Units at PKBM Bangkit, Ngaliyan"* aims to describe and analyze the process of implementing educational management standards in non-formal education at PKBM Bangkit. Additionally, it explores the supporting and inhibiting factors that influence this implementation.

**RESEARCH PROBLEM**

1. How is the implementation of education management standards by nonformal education at PKBM Bangkit?

2. What are the supporting and inhibiting factors in

implementing education management standards by non-formal education at PKBM Bangkit?

**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.

**LITERATURE REVIEW**

**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.

**Public Administration Paradigm**

Nicholas Henry formulated five paradigms based on the focus of interest and the locus where administration is institutionally practiced, namely:

1. Politics Administration Dichotomy (1900-1926)
2. Principles of Administration (1927-1937)
3. Public Administration as Political Science (1950-1970)
4. Public Administration as Public Administration Science (1956-1970)
5. Public Administration as Public Administration (1970-)

**Implementation Theory**

Merilee S. Grindle's model (1980), this model is determined by the content of the policy and the context of its implementation. 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.

   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.

   c. **Extent of change envisioned,** if a policy requires big changes, the more difficult it will be to implement it.

   d. **Site of decision making,** the success or failure of a policy being implemented really depends on where the decision is made.

   e. **Program 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.

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.

   b. **Institution and regime characteristics,** 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.

**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.

a) *Pusat* / **Center,** this means that the implementation of PKBM must be managed and institutionalized well.

b) *Kegiatan* / **Activity,** this means that at PKBM various activities are held that are beneficial to the lives of local communities.

c) *Belajar* / **Study,** this means that the various activities held at PKBM must be activities that can create a process of transformation and increasing the capacity and behavior of community members in a more positive direction.

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.

**PKBM Components**

These components play a crucial role in ensuring the effectiveness and sustainability of non-formal education programs.

1. Community Building/Target
2. Student
3. Educators/Tutors/Instructors/Technical
4. Organizer and Manager
5. *Mitra* / PKBM Partners

**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. Not much different from formal education, non-formal education has its own management standards which are more specifically specific to non-formal 42 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.

## RESEARCH METHODS

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 through interview, observation, and documentation. 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 Bangkit, Ngaliyan District, Semarang City, Central Java

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 Head of PKBM Bangkit, PKBM Bangkit Administrative Staff, Educators in the PKBM Bangkit Curriculum Section, PKBM Bangkit Subject Teachers, and PKBM Bangkit Students.

## RESULTS AND DISCUSSION
## Implementation of Program Planning Management Standards in PKBM Bangkit

In accordance with Minister of National Education Regulation Number 49 of 2007, the first standard for Education Management by Non-Formal Education Units is Program Planning which contains the Vision of the non-formal education unit, the Mission of the non-formal education unit, as well as the Goals and Work

Plans of the non-formal education unit. As an alternative education platform, PKBM is required to have systematic and structured management standards so that the programs implemented can meet community needs. PKBM Bangkit, as an institution that focuses on community-based education, realizes the importance of these management standards in ensuring that every activity is carried out effectively and efficiently.

PKBM Bangkit adopts a community needs-based approach in program planning, from identifying needs to evaluating sustainability. Aligned with national non-formal education standards, it develops impactful programs that empower the community. Research shows its goal is to produce globally competitive students, reflecting its vision and mission. This is outlined in the 2021-2025 Strategic Plan, focusing on life skills, science, and technology-based learning. Programs are collaboratively designed with stakeholders, ensuring a participatory approach. Following Minister of National Education Regulation No.

49 of 2007, PKBM Bangkit integrates structured planning with stakeholder involvement. Regular evaluations ensure program relevance, adaptability, and alignment with policy and community needs.

Policy implementation activities at PKBM Bangkit not only involve teaching, but also character building of students. Based on the Strategic Plan, PKBM Bangkit seeks to build the personality of learning citizens who uphold the values and norms of the institutional and community environment. This shows the connection between policies and local socio-cultural values. The policy results expected by PKBM Bangkit are students who are critical, creative, independent, and able to compete in the global era. This is in line with the policy objectives expressed by informant, where students are expected not to give up easily and be able to face global challenges. These results also reflect the success of policies in achieving the desired impacts for individuals and society.

PKBM Bangkit follows Minister of National Education Regulation No. 49 of 2007 to ensure

education quality meets national standards. By integrating technology and science-based learning, it adapts to globalization and enhances student competitiveness. Regular evaluations involving key stakeholders ensure programs align with the institution's vision and produce relevant outcomes. However, PKBM Bangkit faces challenges like limited funding and qualified teaching staff. To achieve its goals, it must optimize fund allocation for operations, technology, and educator training.

Coordination between stakeholders is also the key to successful policy implementation in PKBM Bangkit. Program planning meetings involving various parties are a good step to ensure that each policy component can be implemented effectively. Implementation of standards-based learning life skill at PKBM Bangkit shows that this institution does not only focus on academic aspects, but also on developing the character of learning citizens. This is in accordance with the vision of forming individuals who uphold the values and norms of society, as stated in the PKBM

strategic document. Life skills-based learning that fosters critical thinking and creativity supports learning citizens to become individuals who can solve problems and innovate in their social environment.

Scientific and technology-based learning at PKBM Bangkit also strengthens the relevance of education to the needs of the globalization era. The integration of technology in the learning process helps citizens learn to master the skills needed to compete in the modern world of work. Periodic evaluations carried out by PKBM Bangkit provide room for improvements and policy adjustments based on implementation results. This shows the importance of the monitoring process as part of a sustainable policy cycle. Thus, PKBM Bangkit not only designs strategic programs, but also continues to ensure that these programs can be implemented effectively according to the initial objectives.

The challenges faced, such as limited resources, serve as a reminder that the successful implementation of policies requires comprehensive

support from various parties. A community needs-based approach and a focus on life-skill-based learning have been demonstrated by PKBM Bangkit as a commitment to providing relevant and quality education. In the implementation process, synergy between vision, mission, and strategic goals is prioritized. The planning and execution of policies are carried out through collaboration with various parties, ensuring effective coordination among stakeholders and facilitating successful policy implementation.

**Implementation of Management Standards for Work Plan Implementation at PKBM Bangkit**

Implementation of management standards for the implementation of work plans at PKBM Bangkit is an important aspect in ensuring the success of non-formal education programs organized by this institution. As a center for community learning activities, PKBM Bangkit is expected to be able to provide structured educational services that suit the needs of students. The work plan designed each year functions as

the main guide in implementing teaching and learning activities, including resource management, curriculum and administration. However, challenges such as limited human resources, student regeneration, and the absence of integrated administrative guidelines indicate the need to strengthen a more efficient and integrated management system.

In teaching and learning activities, PKBM Bangkit has demonstrated successful policy implementation through operational curriculum documents and clear teaching modules. This document serves as a guideline for implementing learning activities in class and has been utilized optimally by students. This shows that even though there are challenges in administrative management, PKBM Bangkit is able to provide operational tools that support the implementation of learning.

PKBM Bangkit promotes inclusivity by accepting students from diverse backgrounds, including those with disabilities. However, the lack of specialized teaching staff remains a

challenge, highlighting the need for capacity building to meet students' diverse needs. The institution follows government regulations on curriculum implementation, ensuring compliance with graduation and competency standards. According to Grindle (1980), programs aligned with regulations and community needs are more likely to succeed. In the Package C class, PKBM Bangkit emphasizes quality education and service improvement, as mandated by Ministerial Regulation No. 49 of 2007. With cooperative and motivated adult learners, a participatory learning atmosphere is fostered through active methods like discussions and presentations. This approach enhances critical thinking, creativity, and independence, aligning with PKBM Bangkit's mission to provide relevant, practical, and sustainable education.

Assessments at PKBM Bangkit are conducted systematically and continuously to accurately monitor student progress. Standardized assessment techniques enhance learning effectiveness and education quality management, but their success depends on adequate teacher training. To address this, PKBM Bangkit provides biannual training based on environmental survey findings, ensuring continuous improvement. This aligns with Ministerial Regulation No. 49 of 2007, which emphasizes structured management involving educators, technicians, and support staff. Additionally, PKBM Bangkit strengthens its programs through partnerships with various institutions, including correctional facilities, Islamic boarding schools, and private businesses like coffee shops for barista training. Community involvement in activities such as bazaars further enhances collaboration, expanding educational opportunities and aligning learning with workforce demands.

PKBM Bangkit faces challenges in organizational management, particularly in integrating administrative guidelines and structuring tasks effectively. While necessary documents exist separately, the lack of a comprehensive documentation system hampers efficiency. The

general organizational structure also lacks a detailed division of responsibilities, making task management inconsistent. Frequent staff turnover further complicates policy implementation, highlighting the need for better human resource management. Additionally, meeting students' diverse needs, especially those with disabilities, remains a challenge due to limited resources. Facility maintenance is prioritized, but funding constraints hinder development efforts. Relying on operational assistance (BOSP) for educational activities, PKBM Bangkit depends on foundation funds and initial fees for infrastructure needs, often facing financial limitations.

Despite facing various challenges, PKBM Bangkit shows a commitment to continuing to evaluate and update policies. Periodic evaluation of program implementation and student responsibilities is an important part of the ongoing policy implementation process. The operational curriculum implemented at PKBM Bangkit is one of the strengths in supporting the learning process. This curriculum provides clear guidelines for students and helps ensure that the teaching and learning process runs in accordance with the stated objectives. This shows that even though there are challenges in administrative management, PKBM Bangkit is still able to provide operational tools that support effective policy implementation.

**Supporting and Inhibiting Factors for Implementing Education Management Standards in Non-Formal Education Units (PKBM)**

**1) Content of Policy**

The implementation of Education Management Standards in the Bangkit Non-Formal Education Unit (PKBM), Ngaliyan is influenced by factors that support or hinder its implementation. One of the main factors is content of policy, which includes aspects of affected interests, policy benefits, expected level of change, location of decision making, program implementers, and availability of resources. The successful implementation of this policy depends on the extent to which the policy can represent the interests

of the wider community, provide significant benefits, and is supported by adequate resources.

Various stakeholders, including the government, educational institutions, local communities, and the private sector, have different interests in improving education quality, but a unified goal with proper management standards is essential. Effective communication and coordination can accelerate policy implementation, ensuring accessibility and student convenience. PKBM Bangkit adopts online-based policies to provide flexibility for students with time constraints, aligning with society's increasing mobility needs. However, reliance on technology must be managed through teacher training and a stable system. Clear management standards also enhance transparency in fund usage, such as Education Operational Assistance (BOP), ensuring efficient and structured learning.

The implementation of management standards positively impacts the professionalism of teaching staff by providing regular training, fostering innovative teaching methods, and encouraging collaboration through discussion forums. This approach enhances both student learning and teacher quality, though ensuring the sustainability and effectiveness of training remains a challenge. Policy type influences implementation, as seen in PKBM Bangkit's online-based education management and financial transparency, which promote inclusive access and collective benefits. However, challenges such as uneven implementation and varying standards among other PKBMs highlight the need for clear supervision and effective policy mapping to ensure long-term success.

Successful implementation really depends on the active role and good coordination between the head of PKBM, student staff, administrative staff, and related

parties such as the government. With a clear understanding of the responsibilities of each party, as well as proper supervision, this policy can be more successful in creating more inclusive and quality education. Overall, implemented policies that provide collective benefits can encourage broader demand and support more structured management. However, to achieve effective implementation, it is important to identify and address more particularistic demands, which may arise in non-formal learning contexts with different learner conditions.

## 2) Context of Implementation

PKBM Bangkit, as a non-formal educational institution, faces various supporting factors that strengthen the implementation of education management standards. One of the main factors that supports policy implementation in PKBM Bangkit is the presence of a context of implementation or the content of the policy itself. This can be seen from collaboration with external parties, both from the government and the business world. In the research that has been carried out, it can be seen that PKBM Bangkit collaborates with the education department through an education unit coordinator whose job is to supervise and monitor the continuity of PKBM activities, especially during end-of-semester exams. This support from the education office provides objective supervision and ensures that education management standards are in accordance with applicable policies. Apart from that, collaboration with the business world, such as partnerships with coffee shops, also provides financial support and facilities.

The government and education department oversee PKBM Bangkit, ensuring educational standards through monitoring, evaluations, and regular meetings. Their involvement highlights a strong commitment to quality, while students rely on effective policy

implementation for their academic success. Issues like unnotified student absences indicate management weaknesses that need improvement. However, while adaptability supports dynamic educational needs, it can also hinder discipline and structure, creating challenges in maintaining effective policy execution, particularly in addressing absenteeism.

Compliance with policies and responses to existing challenges are also important factors in policy implementation. PKBM Bangkit has shown it responsiveness good response to incoming complaints and input, with an internal mechanism to correct problems that arise, such as the absence of students and other problems. Speed and accuracy in responding to small or short-term problems shows awareness of improving the quality of learning on an ongoing basis. However, in terms of compliance, there are challenges related to less consistent student discipline. For example, absence

without notice is a problem that must be faced in policy implementation. This indicates that even though there is a quick response to small problems, compliance with larger policies, such as work discipline, still needs to be improved so that policy implementation can run more effectively.

There are still challenges faced, such as limited resources and the quality of teaching staff, which are obstacles in optimizing policy implementation. Therefore, closer collaboration, increased resources, and continuous evaluation of the management structure are expected to increase the effectiveness of policy implementation in PKBM Bangkit.

**CONCLUSION**

The implementation of Non-Formal Education Management Standards at PKBM Bangkit has been effective, aligning with the Indonesian Minister of National Education Regulation Number 49 of 2007. With a structured foundation, participatory decision-making, and a

balance between academic achievement and character development, PKBM Bangkit has successfully created programs that equip students with life skills, science, and technology. Regular evaluations ensure adaptability, while partnerships strengthen program support. However, challenges such as limited human resources, financial constraints, and administrative weaknesses need to be addressed. Strengthening management strategies, hiring specialized teaching staff, and securing better funding will be crucial for optimizing the quality and sustainability of PKBM Bangkit's non-formal education programs.

The implementation of education management standards at PKBM Bangkit is influenced by policy content and implementation context, showing both achievements and challenges. Positive impacts include improved online-based learning quality, better collaboration with external parties, and effective policy implementation by program implementers. However, obstacles remain in providing incentives for human resources, standardizing

teaching staff recruitment, and involving students in decision-making. Limited financial resources also hinder infrastructure improvements, such as classroom and facility development. While strong collaboration and strategic planning support policy execution, challenges in institutional characteristics and compliance still need to be addressed. To ensure sustainability and effectiveness, PKBM Bangkit must strengthen resource management, enhance partnerships, and improve facilities, enabling the education management policies to have a long-term, positive impact on students.

## RECOMMENDATIONS

Based on the findings of this study, several recommendations are proposed to improve the quality of learning at PKBM Bangkit.

1. **Training for Teachers,** the management of PKBM Bangkit, in collaboration with the local education office and the Ministry of Education, should take the lead in organizing regular teacher training programs focused on literacy, character

education, entrepreneurship, and technology use in teaching.

2. **Preparation of PKBM Implementation Guidelines**, these guidelines should cover curriculum, the educational calendar, organizational structure, task division, learning rules, regulations, and operational costs to create a structured framework that enhances efficiency and decision-making.

3. **Better Selection and Recruitment of Teacher Personel,** recruitment should include structured assessments, interviews, or background evaluations, along with outreach programs to attract potential learners, particularly those needing alternative education due to economic or social challenges.

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