

Strategy for Improving the Quality of Non-Formal Education in the Field of Equality Programs in the Context of Policy and Implementation

Yayat Hidayat, Tb. Abin Syamsudin, Dede Khoeriah, Yosol Iriantara

^{1,2,3,4}Universitas Islam Nusantara Bandung, Indonesia

e-mail: hidayatuninuss3@gmail.com, abinsyamsudin@gmail.com, nenden195830@gmail.com, yosol.iriartara@gmail.com

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ABSTRACT. This research is motivated by the problems faced in implementing the equivalence program in non-formal education in the city of Bandung. The objectives of this research were: (1) to analyze the strategy for improving the quality of non-formal education equality programs in the context of policy and implementation; (2) assessing the implementation of the PNF equivalency program quality improvement in the context of policy and implementation; (3) knowing the effect of policies and implementation in order to improve the quality of the equality program PNF; (4) examines the problems faced to improve the quality of the equality PNF program in the context of policy and implementation; (3) knowing solutions and improvement efforts on how to improve the quality of PNF equality programs in the context of policy and implementation. This research uses mixed methods, extracting data through questionnaire techniques, interviews, observation, and documentation. The data analysis technique used in this study was parametric statistics consisting of multiple linear regression and significance tests with multiple correlations. The results showed that the strategy to improve the quality of the equality program PNF had been implemented but not maximized, not synergized, and not simultaneous. Strategies are implemented in coaching, training, courses, meetings, and outreach to PKBM managers, PKBM heads, and tutors. Policies in the form of regulations have been implemented, there is a correlation, but the contribution is not yet maximal. It can be seen from the implementation of coaching, which is sometimes carried out, partly because of the lack of funds for coaching programs. Based on the research results, it can also be seen that there is a positive effect of policies on improving the quality of the equivalence program, but the positive effect of increasing the quality is not yet maximal.

Keywords: *Policy, Equity, Quality, Strategy*

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INTRODUCTION

Education, health, and economy are three fields that have a strategic role in the development process of a nation. Education functions to develop abilities and shape the character and civilization of a nation with dignity to educate the nation's life by exploring the potential of students so that people who are faithful, devoted, noble, healthy, knowledgeable, capable, creative, innovative, independent and become citizens who can uphold democracy and be responsible. Education has a significant role in community development (Maunah, 2009). It

can occur through the empowerment and development of human resources to have competence, strong character, and be competitive and superior.

Education is an investment in developing human resources, which will benefit the individual community and nation in the future (Grauwe, 2005). In this framework, education is needed and is a basic need for individuals and increasingly dynamic society. Article 31, paragraph 1 of the 1945 Constitution states that "every citizen has the same right to get education." The implementation of this article is contained in the National Education System Law Number 20 of 2003 article 13 paragraph 1 concerning the national education system which states that "the education pathway consists of formal, non-formal and informal education which can complement each other. Article 26 paragraph 1 of the Law states that "non-formal education is provided for citizens who need educational services that function as a substitute (substitute), supplement (supplement) and complementary (complement) formal education in order to support education as long as life.

The function of non-formal education as a substitute (substitution) for formal education can completely replace formal education for students for various reasons why they cannot complete formal education. As a complement (complement), formal education means that non-formal education complements something. In this case, the subjects obtained informal education. In contrast, the function of non-formal education as a supplement means non-formal educational activities whose material/lessons are in addition to the material studied in formal education.

Through non-formal education, the community's need for knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, work independently, or continue their education to a higher level can be achieved. It makes human needs to continue to learn throughout his life, and his rights as citizens can be fulfilled. However, this function has not been fully achieved because there are still many problems in delivering non-formal education services.

The bargaining position of non-formal educators is relatively low, and no one has specifically regulated it. The position of educators in the non-formal education pathway has been recognized in Law Number 14 of 2005 concerning Teachers and Lecturers. Tutors of inequality education and society, as well as course teachers, are counted as non-formal educators. Non-formal educators are forced to refer to the law regulating labor, so they have to deal with the employing institution and find work agreements and rights that are not fulfilled under the labor law.

Another problem is the low budget allocation for non-formal education programs and activities. Then one of the obstacles to developing non-formal education in various regions is the existence of a community paradigm that is still oriented towards formal education. Formal education and non-formal education are mutually sustainable, informing human resources who are devout to God, intelligent and skilled, through various PNF channels, one of which is the education program in equality.

The above problems then impact the quality of education services provided by non-formal educational institutions such as the Community Learning Activity Center (PKBM). Quality education is education that can carry out the process of maturing the quality of students developed by freeing students from ignorance, inability, helplessness, untruth, dishonesty, and bad morals, from faith. Ideally, quality education is born from a sound planning system with good material and governance systems delivered by good teachers, with a quality education component, especially teachers.

In its implementation, the implementation of equality education conducted by the Community Learning Activity Center often finds problems. The reason is that equality education is implemented as long as the road is not well managed. As a result, the implementation of this program seems to have been carried out incorrectly and well programmed. Moreover, most of

the organizers do not yet have poor management competence in managing the institution. There is no good understanding of the institution's process following the technical guidelines for organizing the institution, starting from the recruitment, learning, and evaluation. The party responsible for implementing equality education inevitably has to take responsibility in overcoming problems that then have implications for the low quality of education. Coaching must be carried out by the official in the implementation of equality education. They can carry out coaching for non-formal education providers because they have a position as a leader (Tetik Semra, 2020).

Guidance for the implementation of equality education at the Bandung City Education Office falls under non-formal and informal education; the equality education section carries out are only four equality education observers, where each equality observer fosters an institution with an average of ten sub-districts. While the number of educational institutions that provide equality education in Bandung City, there are 96 institutions organized by community activity centers, Islamic boarding schools, community organizations, religious organizations, community social institutions, and study groups. Of course, this will make it very difficult for supervisors to carry out guidance to improve the quality of education. However, the number of coaching implementing personnel (Nurdin, 2019).

Various problems in the implementation of equality programs in non-formal education which have implications for the low quality of education, make the authors interested in further examining the strategies for improving the quality of non-formal education in the field of equality programs in the context of policy and implementation. Thus, this study aims to: (1) analyze the strategy for improving the quality of non-formal education equality programs in the context of policy and implementation; (2) assessing the implementation of the PNF equivalency program quality improvement in the context of policy and implementation; (3) knowing the effect of policies and implementation in order to improve the quality of the equality program PNF; (4) examines the problems faced to improve the quality of the equality PNF program in the context of policy and implementation; (3) knowing the solutions and efforts to improve how to improve the quality of the equality PNF program in the context of policy and implementation.

METHOD

This study uses mixed methods, namely a combination of quantitative methods and qualitative methods. *Mixed research methods* are defined as a scientific way of obtaining data for specific purposes and uses (Sugiyono, 2010). Mixed research methods are divided into two models: the sequential model (sequential combination) and the concurrent model (mixed combination). Furthermore, the sequential model is divided into sequential explanatory design, explanatory, and transformative design. This study uses a sequential explanatory design model (Sugiyono, 2010). The choice of mixed research methods is based on the consideration that the expected research objective is to obtain information relating to strategies for improving the quality of non-formal education.

The population of this study is elements of the Bandung City Education Office, which includes the Head of the Non-Formal Education Division of the Equality Program, an observer of equality, and the Chair of the Community Learning Center (PKBM) in the city of Bandung. Following the data needs, in this study, the sample is: Head of PNFI, two observers of equality, and three heads of PKBM associated with the strategy for improving the quality of PNF in the field of equality programs in the context of policy and implementation are priorities as informants. Data were collected using questionnaires, interviews, observation, and documentation. The data analysis technique used in this study was parametric statistics consisting of multiple linear regression and significance tests with multiple correlations.

RESULT AND DISCUSSION

Result

Qualitative Data

Strategies to Improve the Quality of Education Equivalency Programs

As an effort by the government to improve the quality of the education equity program, strategic policies are implemented at the national level. Meanwhile, the task of local governments is to implement central policies and regulate implementation to conform to the national level, meaning that they must refer to the Minimum Service Standards. The implementation is carried out in stages. In addition, there is the provision of assistance to students, such as writing tools or learning media. The assistance provided to students is in the form of grants. Strategic policies from the center must be supported by various elements from the regional level so that there is a smooth, efficient, practical, suitable, sustainable, and compatibility between central and regional programs. Therefore, socialization activities to the internal and external environment need to be carried out to improve learning in institutions.

In addition, both internal and external socialization to the environment is to improve learning to achieve the expected quality. These activities, such as recruiting tutors and approaching students' parents. It is in line with Government Regulation number 17 of 2010 concerning institutional management, which refers to the minimum service standards of Government Regulation number 2 of 2018. Furthermore, it provides policy directions to tutors, including particular directions on the surrounding environment. It is done so that the tutors have the experience to deal with students, both administratively and practically, in the field.

Besides that, Dedi Sihabudin, as the Supervisor, stated that the strategy included an oversight. In this case, the Supervisor was said to be super active, always providing information related to the activities of the Education Office or from the Directorate. The Education Office is usually scheduled for one year, including the management of PKBM or LKP management, which is usually put together, but the implementation is different. Furthermore, from management, there is an increase in tutors, including seminars. So these activities care about non-formal education, including this PKBM.

Furthermore, Dede Sulaeman as an observer, stated that the innovative steps to improve the quality of education were carried out with six pillars. The first pillar of technology governance. With this activity, efforts are made to have an orderly Dapodik system, including student identification numbers, institutional numbers, teacher identification numbers, and foundation identification numbers, which is the first pillar regarding technology-based governance. Second, namely law enforcement, an institution must contain an operating license for a notary, the office. The third is the management of the teaching staff. It is done in order to obtain professional educators. These personnel are both administrators and teachers, provided they have a linear diploma and a minimum of S.1 education. Fourth, governance of the learning process, for students with lower-middle-class economies, their education gap must learn conventionally to get more direction and approach from tutors/teachers. Fifth, evaluation (report card). This activity refers to the 2013 curriculum, for example, summative exams, semesters, computer-based exams, and paper-based exams. As for packages B and C, they have been directed to an online exam; the problem is that they can be accessed through the Ministry of Education and Culture's website. Finally, the sixth graduate management. With this activity, each graduation can be administered efficiently and effectively. Graduates of each alumnus can be recorded to continue anywhere the number of each graduate. The existence of a group or group here we have a group, last year there were 218 graduates, 4 of which continued their studies intending to go to private universities.

The opinion expressed by Minda as the Chairperson of PKBM Minda Utama regarding the strategy to improve the quality of the equality program PNF, namely by providing policy directions to tutors and particular directions to the surrounding environment. Meanwhile, Linda Marlina's answer as the head of PKBM Karya Pemuda about the strategy to improve the education quality of the equality program, namely by increasing socialization to the environment, increasing institutional learning, for example, we recruit tutors, then we work with tutors and approach the parents of students. As for Pudjianto's answer as the head of PKBM Bina Mandiri regarding the strategy to improve the quality of education in the equivalence program, namely by providing directions to tutors to always follow the guidance carried out by the education office so that professional tutors can be realized so that they can improve the quality of PNF in the equality program.

Implementation of Education Quality Improvement Strategies for Equality Programs

According to Abdul Gaos, the implementation of strategies to improve the quality of education inequality programs is as follows: (1) Optimizing main tasks and functions, personally optimizing main tasks and functions only to achieve educational quality so that they have synergy with managers of package A, package B, and also package C as a program in PKBM. (2) All equivalency participants must be registered in the primary education data, meaning that if a package participant whose name is listed in the Dapodik data, that person has the right to take the exam. If declared to have passed, the person concerned has the right to get a certificate following the package he has taken; (3) There is a meeting. It means developing a variety of multi-learning when compared to 20% in the past face-to-face. Now can access online services in the equality program. It can occur optimally when the Covid 19 pandemic occurs (Basilaia & Kvavadze, 2020).

The opinion expressed by Dedi Sihabudin as the observer regarding the implementation of coaching to improve the quality of the equality program carried out by the education office was up to nine times. There are various kinds of coaching, and there are management coaching on PKBM, briefing on the socialization of the National Examination (UN) or National Standard Final Examination (UASBN), then UNBK itself as well as various information via Android at least being able to understand and use technology in a positive way. So as not to miss the information. PDF, Excel, Word are all included in the program. The opinion expressed by Dede Sulaeman as the observer regarding the implementation of coaching to improve the quality of the equality program carried out by the education office, namely by increasing the value of the accreditation of the institution, be it the equality program for Paket A, B or C. Whereas Minda's answer as Chair of PKBM Minda Utama We discuss the implementation of coaching twice a week on average, but due to space constraints, we have two classes a week on Monday, Wednesday, Friday. If Monday afternoon, Wednesday morning, Friday morning, and evening.

As for the opinion of Linda Marlina as the head of PKBM Karya Pemuda about coaching, sometimes only once a year, but also several times if something is needed. Such as having to improve the quality and quality of coaches/tutors. As for Pudjianto's opinion, as the head of PKBM Bina Mandiri regarding coaching, he follows coaching by sending tutors to increase professionalism to implement them to students at PKBM to become quality and competitive students.

The Effect of Policy and Implementation on Improving the Quality of the Equality Program PNF

Every program, including educational programs, is organized based on a policy. It makes policies also affect the implementation of education programs (Natesan & Marathe, 2015). The effects of policy and implementation in improving the quality of the PNF equivalency program include (1) Percentage of test-takers. According to H. Abdul Gaos, as Head of PNFI, Bandung Education Office stated that only about 60% of the exam participants passed now, now it reaches

more than 80%. Statistically, the scores achieved by PKBM participants are relatively the same as those who took formal education. (2) Accountability. It means that with the dynamics of changing times, the existence of PKBM can be more accountable to the community. Theoretically, changes made by an organization will also make changes to how people perceive an organization (Groves Kevin S., 2006). (3) Earned value. It means that PKBM students who are diligent and tenacious can actively ask questions and get above-average values. (4) Continued studies. Based on the data tracing of PKBM alumni, some alumni can enter the New Student Admissions (PPDB) to state formal schools, namely from package B (equivalent to SMP) accepted to Public SMAs, as well as from package C (equivalent to SMA) accepted to UPI, Unpad, and Unisba.

Problems Faced in Coaching to Improve the Quality of the Equality Program PNF

The PNFI head answers questions about what problems are faced in coaching to improve the quality of the PNF equality program; Like their fellow organizers or PKBM, sometimes they compete to recruit a lot. If the recruits fit, that is fine. Nevertheless, it must also be sorted first. Some people are less fortunate than it is necessary to answer the budget procurement to the government. Furthermore, the equality budget is still below formal education than equality. So there are three inhibiting factors. First, the quality of the participants, the two communities, and the third, the funds. Dedi Sihabudin answers as observers to questions about what problems are faced in coaching to improve the quality of the equality program PNF; The barrier to improving the quality of the human resources itself. For example, many PKBMs do not have permanent tutors, meaning they are still from agencies; they usually have time on Saturdays. However, once there are activities at their parent's location or time clashes, they find it difficult to divide their time. Dede Sulaeman's answer as an observer to questions about what problems are faced in coaching to improve the quality of the equality program PNF; Limited facilities and infrastructure, and lack of community support.

Minda's answer as the Chairperson of the PKBM Minda Utama to the question about the inhibiting factors in improving the quality of the equality program; Among them is the family environment; among others, there is no support from the family. Some are even allowed not to continue their education. Linda Marlina's answer as the head of PKBM Karya Pemuda to questions about inhibiting factors in improving the quality of the equality program; Most of the time, the participants were hampered because they were working and had an impact on attendance. Or indeed because of behavioral and disciplinary factors. There are also some because of the economy and partly because of unknown backgrounds. Pudjianto's answer as the head of PKBM Bina Mandiri to questions about inhibiting factors in improving the quality of the equality program; The finances that are obtained from learning citizens and government assistance are likely to be lacking so that it is not optimal to make teachers' welfare and provide adequate infrastructure.

Solutions to Problems in Coaching to Improve the Quality of Equality Education

According to H. Abdul Gaos, efforts made in dealing with coaching issues to improve equality education are increasing alternative education, expanding equality education, not in conventional ways. Furthermore, improving alternative education, for example, if needed via online Besides, some feel tired because of work, but if they feel they need it, they can manage their time. So they do not seem to feel very, very much in need and are not yet very aware of equality. Participated in turns according to their field expertise. However, tutors must be able to distinguish between formal and non-formal schools.

The opinion of Dedi Sihabudin as a Solution observer about overcoming the inhibiting factors of improving the quality of equality education, indeed as an inspector it may be gradual, and we are also improving, and want to inform that recruiting tutors as permanent employees in addition to activities in the teaching and learning process is also involved in managing PKBM.

Opinion of Dede Sulaeman as a Solution observer about overcoming the inhibiting factors of improving the quality of equality education, fostering educators and educators to continue to a higher level of S.1 or S.2. Meanwhile, Minda's answer as Chair of PKBM Minda Utama was about solutions to overcome inhibiting factors to improve quality, namely taking an approach to find out who could be role models and could be invited to collaborate in improving quality.

Meanwhile, Linda Marlina's answer as the Chairperson of PKBM Karya Pemuda about solutions to overcome the inhibiting factors to improve the quality of the equality program, namely; seeking support from the local community and government to distribute free form brochures to residents so that people do not send their children to school for various reasons, such as those related to economic constraints. Meanwhile, Pudjianto's answer as the Head of PKBM Bina Mandiri was about solutions to overcome inhibiting factors to improve the quality of the equality program, namely always holding outreach to residents and alumni for the recruitment of new students. It is done in order to recruit a large number of students, thereby increasing financial resources.

Quantitative Data

Based on the results of testing, the proposed hypothesis can be significantly accepted. It can be explained as follows:

The Correlation Level of Non-Formal Education Quality Improvement Strategies

The results of testing the correlation hypothesis of the equality program PNF quality improvement strategy with linear pattern implementation have a positive and significant direction and have a coefficient of $r_{y1} = 0.857$ and a coefficient of determination of $r_{y12} = 0.735$. It means that the program strategy for improving the quality of the PNF equivalency program has an impact of 73.5 percent with the ups and downs of implementation. This impact is indicated by the results of the partial correlation coefficient r_{y12} of 0.863, the coefficient of determination of 0.7344 or 73.44 percent. Based on these findings, it can be seen that the strategy to improve the quality of the PNF equality program provides a correlation of 73.44 percent. Thus, the more effective the strategy for improving the quality of the PNF equivalency program will also affect the implementation.

Level of Correlation in Policy Context of Implementation

The results of testing the correlation hypothesis between the policy context and its implementation with a linear pattern have a positive and significant direction and have a coefficient of $r_{y2} = 0.691$ and a coefficient of determination of $r_{y12} = 0.477$. It means that the policy context impacts 47.7 percent with the ups and downs of implementation. This impact is indicated by the results of the partial correlation coefficient r_{y12} of 0.966, the coefficient of determination of 0.933 or 93.3 percent. It turns out that based on these findings, the policy context provides a correlation of 93.3 percent. Thus it can be concluded that the more conducive and positive a policy context is, the more it affects its implementation, and conversely, the less conducive a policy context is, the less it affects implementation.

Correlation of the Quality Improvement Strategy of Equality Programs, Policy Context of Implementation

Testing the correlation hypothesis of the strategy of improving the quality of equality, and the policy context, with the implementation of a linear pattern, has a positive and significant direction and has a coefficient of $r_{y3} = 0.745$ and a coefficient of determination $r_{y21} = 0.555$. It means that the strategy to improve the quality of the equivalence program and the policy context has an impact of 55.5 percent with the ups and downs of implementation. This impact is shown by the results of the partial correlation coefficient r_{y12} of 0.863, the coefficient of determination of 0.744 or 74.4 percent. It turns out that based on these findings, the strategy for improving the

quality of the equivalence program and the policy context provides a correlation of 74.4 percent. Thus, the strategy to improve the quality of the PNF equivalency program and the policy context affects implementation.

Discussion

The research discussion focuses on research problems reinforced by experts' opinions, namely as follows: First, strategies to improve the quality of PNF in the equality program. Quality improvement is carried out by guiding training, courses, meetings, socialization, and policy direction to managers, PKBM heads, and tutors, including special briefings on the surrounding environment. It is done so that the tutors have the experience to deal with learning citizens or students, both administratively and practically, in the field. In addition, socialization to the environment, both internal and external, improves learning methods to achieve the expected quality. These activities such as recruiting tutors who match the qualifications and approaches with the parents of students. It is in line with Government Regulation number 17 of 2010 concerning institutional management, which refers to the minimum service standards of Government Regulation number 2 of 2018.

Furthermore, referring to the Minimum Service Standards, the implementation is carried out in stages. Assisting students such as stationery or learning media, the assistance provided to students grants. Strategic policies from the center must be supported by various elements from the regional level so that there is a smoothness, efficiency, effectiveness, suitability, sustainability, and compatibility between central and regional programs. Therefore, outreach activities to the internal and external environment need to be done to improve learning in institutions.

In this case, the observers are said to be super active, always providing information related to the activities of the Education Office or the Directorate. Programs from the Education Office are usually scheduled for one year, including PKBM or LKP management, which is usually put together, but the implementation is different. Furthermore, from management, there is an increase in tutors, including seminars. This innovative step to improve the quality of education is carried out with six pillars. The first pillar of technology governance. With this activity, efforts are made to have an orderly Dapodik system, including student identification numbers, institutional numbers, teacher identification numbers, and foundation identification numbers, which is the first pillar regarding technology-based governance. Second, namely law enforcement, an institution must contain an operating license for a notary, the office. The third is the management of the teaching staff. It is done in order to obtain professional educators. These personnel are both administrators and teachers, provided they have a linear diploma and a minimum of S1 education. Fourth, governance of the learning process, for students with lower-middle-class economies, their education gap must learn conventionally to get more direction and approach from tutors/teachers. Fifth, evaluation (report card). This activity refers to the 2013 curriculum, for example, summative exams, semesters, computer-based exams, and paper-based exams. As for packages B and C, they have been directed to an online exam; the problem is that they can be accessed through the Ministry of Education and Culture's website. Finally, the sixth graduate management. With this activity, each graduation can be administered efficiently and effectively. Each graduate can be recorded to continue anywhere the number of each graduate. The existence of a group or group here we have a group, last year as many as 218 graduated, four people continued their studies to private universities.

The opinion of the PKBM chairman on the strategy to improve the quality of the PNF equivalency program, namely by providing policy directions to tutors. And also particular directions on the surrounding environment. Youth about the strategy to improve the quality of education inequality programs, namely by increasing socialization to the environment, increasing learning in institutions, for example, recruiting tutors then collaborating with tutors and approaching students' parents. By providing direction to tutors to always follow the coaching

carried out by the education office in order to create professional tutors to improve the quality of the PNF equivalency program.

Second, the implementation of a strategy to improve the quality of education equivalency programs. Implementing strategies to improve the quality of education inequality programs, as follows: (1) Optimizing main tasks and functions, personally optimizing main tasks and functions only to achieve the quality of education to have synergy with equality program managers; (2) All equivalency participants must be registered in the primary education data, meaning that if a package participant whose name is listed in the Dapodik data, that person has the right to take the exam. If declared to have passed, the person concerned has the right to get a certificate following the package he took; (3) There is a meeting, which means developing a variety of multi-lessons, compared to 20 percent in the past through face-to-face, now Equality online services can be accessed.

Implementation of quality can be used and viewed as something absolute and relative (McLarney C. & Rhyno Shelley, 1999). The conception of quality in an absolute meaning is only given to something considered to have the highest value and is unique, which in reality it is sporadic for people to reach it. Therefore, people who have quality are high prestige. The absolute quality expression is also closely related to the measure of goodness, beauty, truth, and ideality, as heard from the expression of noble values (Sauri et al., 2019). In other words, in general, someone appreciates quality, and many want it, but only a few people can have it, that is the absolute meaning of quality, and if interpreted like that quality seems not easy if applied in an educational context (Hill Frances M., 1995).

In order for the quality control program to be successful, it is necessary to observe the following four criteria: (1) it must be based on a quality orientation and a quality mindset in all activities, at all times in every process and product; (2) having solid humanistic characteristics, in order to instill quality and treat; (3) is based on a decentralized approach which gives delegation of authority to the personnel involved, so that total participation is a reality and not a slogan; and (4) must be applied as a whole (Bessant et al., 1994).

The lack of funds dramatically affects the quantity and quality of the implementation of activity; in this case, the implementation of coaching carried out by the equality program PNF sector to improve the quality of the equality program. In addition, coaching that involves human resources who have good abilities from within the education office, especially involving human resources from outside, is required to have competencies and abilities following program objectives. So it is hoped that after the program in the form of coaching is implemented, human resources with superior, professional, and competitive capabilities and competencies can be realized (Rozak et al., 2020).

Third, the effect of policy and implementation on improving the quality of the equality PNF program. The effects of policy and implementation in improving the quality of the PNF equivalency program include: (1) The percentage of test-takers, in the past, only about 60% of the test takers passed, now it is over 80%. Statistically, the scores achieved by PKBM participants are relatively the same as those who took formal education; (2) Accountability, which means that with the dynamics of changing times, the existence of PKBM can be more accountable to the public. It is proven by the recognition of certificates from the community, not just a package of equality but also recognition; (3) Obtaining value, for PKBM students who are diligent and tenacious, can actively ask questions and get a score above the average; (4) Continuation of the study, based on tracing PKBM alumni data, some alumni can enter the New Student Admissions (PPDB) to state formal schools, namely from package B received to SMA Negeri, as well as from package C received to UPI, UNPAD, and UNISBA.

The policy aims to ensure equality education meets the needs of learners in terms of intellectual and vocational, and livelihood competencies. The three types of education

equivalency are Pure Academic Equivalence Education (80 percent academic and 20 percent vocational skills); Integrated Academic-Vocation Equivalence (50 percent academic and 50 percent vocational skills); and Pure Vocation Equivalence (20 percent academic and 80 percent vocational skills). In 2010, this new policy was promulgated and published in the Guidelines for implementing equality education. The Directorate prepares a standardized curriculum structure and content for equality education, along with implementation-related guidelines. However, the policy's implementation must be complemented by restructuring formal and non-formal education final exam subjects. Suppose non-formal education is seen as public education. In that case, the forms, goals, and activities of non-formal education should touch all dimensions of community life, as the concept of lifelong education emphasizes that all activities of human life can be interpreted as learning or educational activities.

The influence of policy with implementation in the form of coaching, training, courses, meetings, and outreach has been carried out by the equality program in the PNF sector, but the influence of the strategy and policy is minimal because it has not matched the expectations of the realization of graduates who have job skills competencies. It is following the provisions of the Directorate of Equality Education to introduce new policies on three types of Equality Education. Pure Vocation Equivalence (20 percent academic and 80 percent vocational skills). In 2010, this new policy was promulgated and published in the Guidelines for implementing equality education. The Directorate prepares a standardized curriculum structure and content for equality education, along with implementation-related guidelines. However, the policy's implementation must be complemented by restructuring the final exam subjects for non-formal education equivalency programs.

Fourth, the problems faced in coaching to improve the quality of the equality program PNF. The problems faced in efforts to improve the quality of PNF equivalency programs include the equality program budget, which is still below formal education, the quality of participants, and limited personnel. In addition, many PKBMs do not have permanent tutors, limited facilities and infrastructure, and a lack of community support. Then one of the obstacles to developing non-formal education in various regions is the existence of a community paradigm that is still oriented towards elementary non-formal education. Formal education and non-formal education are mutually sustainable, informing human resources devoted to God Almighty, intelligent and skilled, through various non-formal education channels, one of which is equality education.

Fifth, solutions in order to improve the quality of the equality program PNF. Efforts to improve the quality of the equivalence program, namely by increasing the quality of human resources, are carried out through guidance to PKBM supervisors, organizers, or managers. Besides that, alternative education is not carried out conventionally but is done online. Another solution to improve the equality program is to be included in turns according to the expertise of the field following coaching organized by the education office. In addition, educators and educators with solid awareness and motivation continue to a higher level of education S.1 or S.2.

Meanwhile, another solution is to seek support from the local community and government through RT or RW administrators to distribute free educational form brochures to residents so that they want to send their children to school without obstacles such as economic problems or others. In order to properly optimize the development and improvement of the quality of the PNF equality program, it is necessary to formulate the principles of education quality assurance which include: (1) education for all that is inclusive and does not discriminate against students based on any background; (2) lifelong learning centered on learners; (3) facilitate and encourage students to become independent learners who are creative, innovative, and entrepreneurial; and (4) education for sustainable development, development, and development, namely education that is capable of developing quality and competitive students. The actualization of these principles must be accompanied by efforts to provide supporting facilities to implement non-formal education (Sui Pheng Low, 1996). That is because various changes will very likely occur when

various facilities support these changes (Rizal & Nurjaya, 2020). In this case, the PKBM leadership must be the party that fully supports the fulfillment of the required facilities. It is because the various efforts made by each member of the organization will be determined mainly by the support from the leadership, especially those related to providing support in the procurement of facilities (Rozak et al., 2020).

CONCLUSION

Strategies to improve the quality of the equality program PNF have been implemented but not maximized, not synergized, and not simultaneous. Strategies are implemented in coaching, training, courses, meetings, and outreach to PKBM managers, PKBM heads, and tutors. Policies in the form of regulations have been implemented, there is a correlation, but the contribution is not yet maximal. It can be seen from the implementation of coaching, which is sometimes carried out; this happens partly because of the lack of funds for coaching programs. Based on the research results, it can also be seen that there is a positive effect of policies on improving the quality of the equivalence program, but the positive effect of increasing the quality is not yet maximal. This positive influence includes the low number of graduates who are independent and continue their studies. The results also show that the problems faced in improving the quality include low non-formal education funds for the equality program, less supportive government policies, limited human resources to manage the equality program, less supportive PKBM facilities and infrastructure, low participation. Society and the existence of tutors with diplomas that are not linear. The solution to improving the quality of the PNF equivalency program is by guiding various activities to PKBM managers, PKBM heads, and tutors with varied learning methods. In addition, increasing alternative education, with the learning process of equality education, not in a conventional way, but online.

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