

Increasing Management Effectiveness of Non-Formal Education Management in Community Learning Activity Centers

Feryln Joy Lausa¹, Afandi Rahman², Savira Widya Puspitasari², Abdurochman²

¹ Baguio School for the Deaf, Philippines

² Universitas Negeri Malang, Jl. Semarang No. 5 Malang, Jawa Timur, 65145, Indonesia

*Penulis korespondensi, Surel: baguioschoolforthe deafph@gmail.com

Abstract

Non-Formal Education is a solution for children and adults who have dropped out of school. Apart from that, with Non-Formal Education, educational services can serve anyone, because obtaining education, science and knowledge can be done in formal or non-formal ways. The education management process includes planning, organizing, implementing, monitoring and evaluating. Through good planning, it is hoped that Community Learning Centers (CLC) can become a truly effective forum for community empowerment, so that it can improve the quality of life of the community as expected and ultimately be able to improve the quality of human resources as a whole. The general aim of this research is to determine the effectiveness of CLC management. The specific aim of this research is to determine the effectiveness of planning, organizing, implementing, controlling and evaluating CLC. This research method is evaluative, collecting data through interviews, observation and documentation. The results of this research show that the effectiveness of management in CLC Sejahtera Insan Indonesia in East Barito Regency, South Kalimantan is effective, both from planning analysis, organization, implementation, control and evaluation due to management. In accordance with CLC management standards and based on analysis standards for CLC Sejahtera Insan Indonesia in East Barito Regency, South Kalimantan, it received a score of 100%, which means all aspects are effective. The management carried out at CLC Sejahtera Insan Indonesia is running according to initial planning.

Keywords: Management 1; Community Learning Activity Center 2

1. Introduction

Education is a conscious effort that is planned to create a learning atmosphere and learning process so that students are able to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, good morals, and the skills needed by themselves, society, nation and state. Education is a programmed learning experience for learning citizens, one of which is an ongoing non-formal education program and has the aim of optimizing the development of individual competencies in order to provide benefits for the survival of learning citizens. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education, job training education, equality education can be valued equivalent to the results of formal education programs after going through an equality assessment process by institutions designated by the government.

Non-formal education has the aim of equalizing access to adult education which has become a trend and achieving the Community Development Index (HDI), which includes economics, education and health (Ernawati & Mulyono, 2017). These three factors position

that education is the main thing that needs to be developed because with a quality educational process, knowledge will be of high quality. Education is one of the influential contributing aspects in the development of state and national life because the application of education is in direct contact with various things, including health progress and economic growth.

Nowadays, CLC has a trend of competing with each other in the field of non-formal education if it does not have good educational management. CLC management provides an effective, positive impact in facing global challenges in line with education management which aims at achieving organizational goals in an effective and efficient manner through planning, organizing, leadership and controlling organizational resources. The implementation of activities managed by CLC needs to be controlled by paying attention to continuous and continuous monitoring and evaluation activities in order to obtain quality and sustainable program results and follow-up for learning citizens (Noer & Laelasari, 2022). CLC is a means of developing human resources because CLC carries out activities: 1) monitoring and controlling the implementation of programs/activities, 2) measuring the level of achievement of the preparation objectives, 3) compiling recommendations for measurement results and input materials for preparing annual work plans and, 4) preparing annual reports implementation of CLC. CLC is a non-governmental organization, the majority of which was established with the strength of financial resources from the community, which then began to develop and meet the requirements to receive government assistance and then received assistance from the government as a form of appreciation and attention from the government to support non-formal education services formed by non-governmental organizations so that keep going. CLC is basically an independent institution because it is able to exist and is supported by the government to be able to develop institutions to provide better and better quality education to the community following global competition.

CLC management includes planning, organizing, implementing, monitoring and evaluating activities to stabilize, measure and test each program to run effectively, succeed/fail, and be useful(Neni, 2022). CLC with good management is able to organize the community by actively participating in every program implementation so that it is able to produce changes in attitudes, competencies and provide benefits to themselves to be more empowered so that they are able to solve their own problems. The aspects examined in this research are planning, organizing, implementing and supervising in increasing the effectiveness of CLC management. In general, the aim is to describe and analyze effective management in managing CLC.

Planning can be defined as a basic managerial function. This is because the organization, staffing and supervision are first planned to be able to support the next, more mature activity steps(Hasibuan, 2020). Planning activities need to be carried out, namely the activity of designing the institutional program that will be implemented which is of course guided by the objectives of the institution. Whether the planning activities that have been designed are good or not will be known in the final results after carrying out the activities. In minimizing risk, the institution plans activities, actions to be taken, prepares standard operational work procedures, policies to be used and so on first.(Pradewi et al., 2019). Planning is an activity in selecting and sorting problems which will be adjusted to the objectives of several effective alternatives to achieve common goals(Kencana et al., 2021). If planning activities are not formed perfectly, it will have an impact on implementation activities so that the final results obtained are not as expected. Therefore, good planning activities are needed by analyzing

existing needs so as to minimize the risk of failure of activities that have been designed in the future.

Planning is an activity aimed at establishing work references or standard operational work procedures that must be carried out by members in order to achieve mutually agreed goals (Azhar et al., 2022). Planning activities include decision making activities because they include selecting and sorting decisions that are considered alternative and mutually agreed upon (Neneng Nurmalasari & Masitoh, 2020). Planning can be interpreted as a process that starts from setting the goals of the institution, determining steps or strategies in achieving the goals of the institution as a whole, determining policies or decisions that will be used if an incident occurs and developing an integrated program planning system that is able to accommodate or coordinate all work activities within the institution until it is able to achieve the institution's goals.

Planning activities include various activities which include determining needs, developing strategies to achieve goals, designing the content of educational programs to be implemented, and other activities (Sonedi et al., 2017). In planning activities, it is necessary to review the needs that are truly a priority to achieve the institution's goals, the institution also needs to determine strategies or steps to achieve these goals. Institutions also need to have SOPs or standard operating procedures for carrying out work (Khairiah & Syarifuddin, 2020). This is considered to facilitate monitoring and taking corrective steps in the work carried out.

Planning activities within the institution are carried out with careful thought. This of course pays attention to the needs of the institution itself, as well as paying attention to the social approach needed. Designing programs or designing activities is not an easy activity. So there is a need for a priority analysis of institutional needs which can be the main or supporting focus (Jhuji, 2020). Planning activities must also be accompanied by good communication with each other within the institution so that they are able to assess strengths and weaknesses and analyze future risks (Masrul, 2018). This will make it easier to find solutions and find other alternatives to continue achieving the agreed goals. This planning activity is not far from the deliberation process which requires time to match each other, complement each other and correct each other (Adzimah, 2016). The important thing that must be considered in preparing planning activities is that you must consider the activities objectively so that the institution's goals are achieved optimally. Planning activities generally include setting common goals, determining strategies or steps to be taken, developing plans to coordinate activities to be implemented.

Organizing

Organizing can be defined as the activity of dividing or sorting or grouping work so that it can then be carried out by other members of the CLC (Husaini & Fitria, 2019). Organizing is the activity of determining which resources are needed to achieve the institutional goals that have been formulated (Yani, 2019). Organizing can also be interpreted as the process of planning and developing an institution which in the future will lead to the final result, namely the institution's goals. In organizing, there is also delegation of authority, which is needed by the institution to be able to control each member of the institution in completing their respective tasks (Maulana, 2019). This activity is of course related to determining the division of work between members, which divides tasks according to main tasks and functions and according to the work environment, making it easier for members to carry out work. So that

organizing activities are one of the activities contained in the managerial function that needs to receive careful attention in order to support the planning activities that have been prepared previously and can lead to the institution's goals.

Organizing activities include activities that establish effective behavioral relationships between members, so that a good working environment is created with cooperative relationships between members who are able to form joint decisions in completing work and of course in harmony with achieving the goals of the institution. (Handayani & Ismanto, 2019). Organizing can also be interpreted as a process for determining or grouping tasks and regulations together regarding activities to be carried out with the aim of achieving common goals. This activity is also about determining the individuals who will carry out certain activities in accordance with their duties, assigning authority to each individual who will carry out these activities. Organizing activities also have steps that are carried out, namely as follows (Neni, 2022): 1) interpreting the goals of the institution, 2) identifying the design of various activities that are prioritized to achieve the goals of the institution, 3) grouping work groups based on similar work activities, 4) determining the terms of function, authority taken, work tasks and responsibilities for each members, 5) determine the quantity, quality and qualifications of each individual regarding work relations so that they are well established, and, 6) ensure the productivity of individual main tasks as the responsibility of each member of the institution in achieving the goals of the institution.

Organizing can be defined as an important function to carry out. This is because to form an organizational structure, determine standard operating procedures (SOP) in each field, determine the duties and functions of each member, distribute authority and responsibility to each member according to their duties, determine and ensure facilities to support work (Ernawati & Mulyono, 2017). Organizing activities include 1) determining the tasks that must be carried out by each member and head of CLC to support the implementation of CLC activities, 2) division of tasks as to who carries out certain additional and voluntary tasks outside of the agreed main duties and functions of the position, 3) the division of tasks needs to be grouped, this is useful in determining the flow of work and tracking work results so that it makes it easier for the CLC head to carry out regular evaluations and monitoring, 4) in carrying out work and dealing with cases that occur, wise decisions from the CLC head are needed and good cooperative interaction between the head of CLC and its members and the head of CLC and the parties concerned (Munifah & Ardiyansyah, 2022). This is to prevent new, unwanted problems from occurring.

Organizing activities are declared effective if they meet organizational effectiveness, namely focusing on results, emphasizing the specification of development procedures that are consistent and actual to the needs of the institution, developing internal processes by strengthening relationships between individuals, and establishing good communication between individuals both in carrying out tasks and outside of tasks. .

Implementation

Implementation activities are activities that carry out all management components which carry out their respective tasks using facilities and infrastructure that are adapted to their respective functions and uses, which of course are in accordance with the allocation of funds needed to achieve the institution's goals. (Hayati et al., 2020). Implementation activities are actualization activities in accordance with previously designed activities. This activity

covers various elements within the institution which also requires good communication between each individual so that the activity can run smoothly (Hayati et al., 2020). In implementing activities, guidance is also needed for each individual to ensure that each individual will carry out their respective work tasks as agreed upon.

The activity directs all instructors and staff to foster enthusiasm and motivation in working together and working effectively to achieve goals using principles (Nazir et al., 2021). The implementation activity itself is an activity which realizes the activity plan in accordance with the organization that has been formulated. This is because it is able to provide encouragement to members to work together both consciously and voluntarily in achieving the goals that have been set (Kencana et al., 2021). Implementation or direction activities cannot be separated from the role of the head or chairman who acts as a good communicator, innovator and motivator for members. The principle of this activity is to mobilize all members to carry out their respective duties. These principles consist of treating members well, encouraging the growth and development of talent, the competence of each member with motivation, developing the enthusiasm of members so that they always try to increase their competence to be creative when working, respecting every work, effort and ability produced by members, and making efforts there is justice and wisdom towards each member.

Implementation activities that have been carried out will produce activity results which will be monitored and evaluated jointly. So in implementing activities it is necessary to realize the activity design to the maximum because it has an impact on the results that will be seen at the end of the program. So it is necessary to pay attention to the procedures for implementing activities so that they do not violate the rules or implementation strategies that have been previously designed.

Supervision

Supervision is an activity which involves reviewing and evaluating activities or programs that have been implemented. Supervision also means activities which review the realization of program activities at the institution and measure the level of achievement of the institution's predetermined goals (Azhar et al., 2022). This activity aims to dig up information about the program that has been implemented, which is the right action to achieve the institution's goals, as well as being able to see the problems and risks that exist after the program is implemented so that it can provide input to the institution in implementing the next program.

In supervision activities, there are three things that need to be carried out, namely: 1) activities in determining measuring tools or standards in carrying out supervision for evaluation and monitoring purposes so that the desired quality improvement can be achieved, 2) conducting assessments or evaluations to find out what problems are currently occurring, faced and able to find a solution to this problem, and 3) need to take action to correct, correct as a follow-up which is a CLC activity program that has been prepared to improve all kinds of aspects of the problems being faced and as a follow-up to improve there are also activities in next period to be carried out in order to reduce the problems currently being faced (Ernawati & Mulyono, 2017). Therefore, this monitoring activity has the aim of ensuring that the institutional program implemented is truly in accordance with the work procedures or actions that have been jointly determined so that the results of the institutional program that have

been realized can be reviewed and produce suggestions and input for the next institutional program.

In practice, managerial has main functions which consist of having interrelated activity programs and also having connections between members of the activity program.(Nazir et al., 2021). Overall managerialism requires an important role from the head or chairman of the institution, which requires an attitude of being able to supervise, evaluate, analyze and weigh the pros and cons of a decision to be made. The managerial process that has followed procedures since the activity program was first formulated will also be supported by the role of the leader which also has an effect on the level of success of the program.

The managerial concept also places members and leaders to be able to play roles according to their duties. This is like an instructor who acts as a leader in the class he teaches in order to achieve the institution's goals. In achieving the goals of the institution, it is necessary to organize and regulate the institution well which of course is in accordance with managerial principles. Institutional management is also related to ISO 21001, which is an educational organization management system. This is an international standard published in May 2018 where ISO 21001 applies to every organization that provides educational services such as schools, universities, CLC, and so on.(Abdullah, 2019).

2. Method

by collecting data from interviews, field notes, personal documents, memos and other documents. The aim of this qualitative research is to describe the empirical reality behind the phenomenon in depth, detail and completeness. Therefore, the use of a qualitative approach in research is to match the reality in the field with the applicable theory using descriptive methods. Qualitative research is a research method that fundamentally relies on the process of observing people in their environment and relating to the people around them(Creswell, 2016).

This study is being conducted at CLC Sejahtera Insan Indonesia. As an example, CLC Sejahtera Insan Indonesia has successfully implemented an efficient loan management system and has provided significant benefits to the general public. The sum of the research data is the two CLC. In this study, the researchers used a few data collection techniques to gather the necessary data. One such technique was participatory observation, in which the researchers observed the subject matter being studied or compiled into the study's data set. While doing observations, researchers note what is happening with the aggregate of data. Wawancara is a method used to gather data or information from CLC members, CLC employees, and the local community that recognizes the value of CLC membership.

The documentation method is the process of capturing data by utilizing written materials such as books, documents, or articles that have something to do with the discussed issues. As a result of the data's naratif quality, the data analysis in this study employs a theory-based uji analysis. The data analysis technique can be applied as follows: There are four types of data: (1) pengumpulan, (2) reduksi, (3) pemutaran, and (4) verifikasi. The technique of data mining is very important to understand how to determine whether a given set of data is genuine or not. There is a need for a pemeriksaan technique to detect data tampering. The development of the pemeriksaan technique was based on a few specific criteria. Credibility, transferability, ketergantungan, and confirmation are the first four. Data collection is carried

out by researchers using several research instruments, namely: (1) observational notes, (2) questionnaires, and (3) activity documentation.

3. Results And Discussion

3.1. Planning

rise to various changes in various fields that can have a direct impact on human life. The development of the world is increasingly global. As with learning, learning has four pillars, namely, learning to know, learning to do, learning to live together, and learning to be. (Gunartin et al., 2018). Learning to know contains the meaning of learning, learning to do contains human life skills, learning to live together contains multicultural life, and learning to be contains learning to know one's identity, one's weaknesses and the competencies that are mastered to build a complete and sustainable life.

The four pillars of learning according to UNESCO are learning to know, learning to do, learning to live together and learning to be to give birth to the concept of a learning revolution (Gunartin et al., 2018). The modern learning flow above has been implemented in CLC Sejahtera Insan Indonesia. CLC Sejahtera Insan Indonesia carries out an educational approach that is based on learning needs, learning resources to form a learning system. The CLC Sejahtera Insan Indonesia learning system is built from five components, namely learning needs, learning resources, learning programs, learning groups and facilitators.

CLC's programs will be effective if they are planned according to community needs and the benefits of the program (Neni, 2022). CLC has a role in carrying out program planning activities, namely by preparing work program plans systematically and completely covering early childhood education programs, community reading garden programs, Al'Qur'an education garden programs, literacy programs, equality programs, courses and skills.

The results of the interview with the chairman of CLC Sejahtera Insan Indonesia were that the chairman and CLC management had carried out the planning of the CLC program with the discovery of documentary evidence to the implementation of programs that were implemented such as early childhood education programs, community reading park programs, Al-Qur'an education park programs, literacy programs, equality programs, course programs and skills programs. CLC Sejahtera Insan Indonesia has many choices of educational service programs aimed at the community so that people can choose according to their learning needs.

Based on the results of observations and interviews, CLC Sejahtera Insan Indonesia is an educational component that aims to develop non-formal education with the understanding that non-formal education has the same importance as formal education. CLC is a non-formal education unit that demands better or at least equivalent quality to formal education.

CLC has the aim of providing benefits in the form of educational services to students according to their learning needs and providing the view that non-formal education is as important as formal education. (Ernawati & Mulyono, 2017). CLC is a center and source of information for learning citizens to carry out various learning activities and skills activities needed by the community to develop their potential (Astuti, 2022). CLC is a forum for sharing and caring for skills and experiences by applying the principle of mutual learning between students. CLC is considered a meeting place for managers and tutors both internally and with

other parties who collaborate with CLC to support non-formal education programs (Hasibuan, 2020). CLC as a learning location is used continuously by the community in various forms, because the function of CLC is not only as an educational service but also as a community service to continue learning in any learning package.

The management of CLC Sejahtera Insan Indonesia has met the minimum management standards by having a chairman, secretary, treasurer, head of each program, who have their own job desks. CLC managers are involved in preparing the vision and mission of each program and institution (Pradewi et al., 2019). CLC Sejahtera Insan Indonesia has a systematic and complete planning preparation including vision and mission, program determination, goals and educational program work programs

3.2. Organizing

Organizational standards in CLC are viewed from the division of tasks of CLC managers which is based on the CLC structure (Pamungkas et al., 2018). The minimum CLC structure is a chairman, secretary and treasurer. However, CLC Sejahtera Insan Indonesia has a structure such as CLC chairman, CLC secretary, CLC treasurer, head of early childhood education program, head of community reading park program, head of Al-Qur'an education park program, head of literacy program, head of equality program, head of course program, and head of skills program.

The CLC Manager Sejahtera Insan Indonesia has determined the duties of each CLC manager as the duties of the CLC chairman, some of which are: 1) as the person responsible for all activities in the CLC institution, 2) as the determiner and determiner of the main policies carried out by the institution, 3) as program evaluator, 4) as submitter of program accountability reports to supervisors. Some of the duties of the CLC secretary include: 1) implementing organizational implementation policies, 2) managing the smooth administration and activity reports, 3) compiling letters, 4) archiving letters, 5) distributing letters and securing CLC inventory. The CLC treasurer's duties include receiving and recording finances, 2) distributing funds according to needs, 3) consulting on the expenditure of funds to the organizers, 4) archiving proof of money going in and out, and 5) securing the CLC institution's cash. Some of the duties of the program head include: 1) compiling the work program of the CLC service education program, 2) acting as a determinant and determining policy for the education program, 3) compiling educational program reports, 4) submitting program accountability reports to the CLC chairman. And the overall task is to participate in coordinating, preparing program plans, reducing program implementation needs, controlling program quality, evaluating program implementation and the results of educational programs at CLC.

The standard for CLC administrators is to have a minimum of three administrators consisting of a chairman, treasurer and secretary (Rukmana et al., 2021). Each manager who has this task has their own duties which must be carried out with full responsibility and loyalty to CLC. The division of tasks refers to determining the task that must be done, who does it, how to do it, how to report the results of the work and to whom the results of the work are reported (Sugiyanto & Ruknan, 2020).

The CLC chairman as supervisor is someone who distributes work to his members (Nazar, 2020). Organizing is the activity of gathering and coordinating CLC managers,

finances and other resources needed to achieve organizational goals.(Zulfitra et al., 2020). Organizing activities are attracting people into the organization by determining job responsibilities, grouping types of work, arranging and allocating resources aimed at achieving common goals.

Organizing has a function, namely to create a dynamic organization. Organizing is an activity that creates an organization by identifying tasks, building cooperative relationships, building work mechanisms and having specific tasks in preparing plans and certain programs.(Firdani, 2016). CLC Sejahtera Insan Sejahtera has a program service schedule starting Monday – Sunday. The learning schedule implemented by CLC Sejahtera Insan Indonesia is the result of joint formulation between CLC managers and learning residents. This aims to ensure that students can participate optimally in teaching and learning activities. A full learning schedule for a week does not mean that 1 educational program will be held for 7 full days but with the following division:

Table 1. program service schedule

No	Day	Learning Schedule
1	Monday	Early Childhood Education Program Al-Qur'an Reading Park Program Equality Program
2	Tuesday	Early Childhood Education Program Al-Qur'an Reading Park Program Equality Program
3	Wednesday	Early Childhood Education Program Al-Qur'an Reading Park Program Equality Program
4	Thursday	Early Childhood Education Program Al-Qur'an Reading Park Program Equality Program
5	Friday	Early Childhood Education Program Al-Qur'an Reading Park Program Equality Program
6	Saturday	Literacy Program Equality Program Community Reading Garden Program Course Program Skills Program
7	Sunday	Literacy Program Equality Program Community Reading Garden Program Course Program Skills Program

3.3. Implementation

CLC has the meaning of being the center of service programs owned by CLC. CLC is the center of management of the educational program under its auspices and plays a role in organizing, solving problems, and utilizing resources. Teaching and learning activities at CLC are carried out in accordance with the learning needs of the community and implement fun learning situations and mutual learning between tutors and learning residents. Learning for

students is carried out by applying humanist learning and emphasizing critical reasoning to encourage students to be able to solve problems in everyday life.

The community is the main goal or main target of the service programs organized by CLC. The community referred to in this case is the learning community whose involvement in teaching and learning activities is utilized to strengthen their ability to play an active role as 1) organizers of meeting learning needs, 2) determinants of decision making regarding learning needs, 3) initiators and motivators themselves to make changes in the surrounding environment (Sulistiyorini, 2021). CLC is present in the community to provide educational services based on community learning needs projected in community education using a Community Based Education approach.

Community Based Education is an approach to society that emphasizes the understanding, character, needs, weaknesses and disadvantages of the community or students themselves (Musaddad, 2020). In its implementation, CBE is a method that emphasizes problem solving by the community, by utilizing the potential of the environment (to help people to help themselves). Community Base Education was developed based on several conceptions as follows: Lifelong education, critical education which emphasizes improving the basic abilities of the community, increasing existing abilities, as well as participation in every activity, Andragogy, and Learning Organization.

CLC Sejahtera Insan Indonesia is a non-formal educational institution that provides educational services to the community which is equipped with institutions with quality educational services. CLC is generally an equality education program, early childhood education program, course and skills education program, and other community education which is organized in accordance with the needs and potential of the surrounding community. However, on average CLC does not fully provide education according to national education standards. This is because not all CLCs are suitable from the aspects of implementation management, standardization and administrative order and the physical suitability of the institution as an education provider.

The presentation regarding management at CLC Sejahtera Insan Indonesia is in line with efforts to develop national education through non-formal education which needs to be improved continuously. Non-formal education is the government's commitment to providing quality and equitable education to all Indonesian people. As stated in the 1945 Constitution, as well as Constitution No. 20 of 2003 concerning the "National Education System". Therefore, the implementation of non-formal education through CLC must receive better attention from the government as an educational institution capable of empowering the community through educational services that are tailored to the community's learning needs.

The basic principles of reference used to develop and compile the PKM program are 1) it has a broad scope, 2) it carries the principle of balance of learning, 3) the relevance of the program to community needs, 4) it has the principle of difference by emphasizing that the services provided will be different from one to another others but still within the corridor of the needs of each learning community (Kurniawan, 2019).

CLC Sejahtera Indonesian People in carrying out planning activities is coherent and well managed. The learning outcomes for CLC students are 1) preparing learning outcome assessment standards, 2) socializing learning outcome assessment standards to educators and

students, 3) assessing learning outcomes in accordance with assessment standards, 4) carrying out learning outcome assessment activities objectively. and transparent, 5) carry out documentation of learning outcomes assessment activities by proving the score list book, and the attendance list of learning residents, 6) assessment of learning outcomes includes all elements of competency from the material that has been taught to learning residents, 7) assessment results are conveyed to learning residents and other parties who need it, such as related agencies.

The types of assessment of learning outcomes carried out by educators or tutors at CLC Sejahteran Insan Indonesia are 1) written assessment in the form of essays, multiple choice, and short essays, 2) assessment through observation and experimentation, 3) assessment through independent and group assignments, 4) portfolio assessment, 5) other assessments tailored to learning needs such as character assessment and so on.

3.4. Supervision

Supervision activities or supervision standards are activities carried out by the CLC chairman based on the results of field assessments regarding the implementation of learning and a comprehensive assessment of the institution in providing educational services. Supervision activities are carried out regularly to ensure the quality of the institution remains high and further increases learning innovation. Another aim of this monitoring activity is to properly manage the obstacles experienced by the institution so that they can immediately find solutions to continue serving community education optimally.

Supervision activities are one of the activities of management to maintain and encourage learning activities to be carried out and run effectively and efficiently in accordance with the plans and rules in force in the laws that regulate them as well as the policies of the relevant education services.

3. Conclusion

In general, the conclusion of this research is to obtain an overview of the management of community learning activity centers in increasing the effectiveness of CLC management. Even though there are obstacles, the obstacles in question are only micro obstacles that are not very significant and can be immediately resolved.

Based on the research results obtained and the discussion, it can be concluded as follows. First, CLC management planning has been said to be very effective, considering several interview results and observations regarding CLC planning if it is seen that it is in accordance with existing standards and assessment guidelines, for example in terms of preparing work program plans, vision and mission, as well as the objectives of each CLC. arranged systematically, completely and innovatively. So this CLC planning can be said to be effective because all programs have been well planned and efficient without any obstacles. Second, the organization of CLC management so far has been well structured. This can be seen from the division of work management, the division of tutor expertise, the existence of each community study group and the scheduling which has also been well structured, in this case the area of organization is also very effective. Third, the implementation of management carried out at CLC is running according to the initial planning. This is said to be very effective because based

on the results of observations and interviews regarding the implementation of CLC management, several of the results of the questions refer to existing indicators, namely implementing the learning process, implementing the learning assessment process, and CLC Sriwijaya also carrying out the final evaluation. However, there is one obstacle that often occurs among students who are often absent during learning time. However, the CLC chairman has followed up on this by reminding them about the importance of science. Fourth, supervision of CLC management based on CLC supervision standards is very effective. It is written that every CLC must carry out supervisory activities. This has been carried out by the CLC Chairs who always carry out routine supervision at the beginning, middle and end of the program, this is carried out by the CLC Chair with The aim is to improve things that will become obstacles in the progress of the CLC. And fifth, at the evaluation stage of CLC management, it can be seen that almost all of the planned programs can be said to be successful. The evaluation stage is also included in the very effective criteria. This can be seen from the various results obtained. However, the CLC administrators only need to fix some of the obstacles that have occurred, and improve the programs that must still be maintained in accordance with existing management standards.

Furthermore, the general implication based on the results of this research is that the effectiveness of managing the Community Learning Activity Center (CLC) has the following implications. Firstly, preparing plans that are not programmed will hinder the program's sustainability process from being properly realized. Because basically a program goal can be implemented and achieved if there is structured planning as well. Second, in the field of organization, the division of management will make administrators reluctant to work together in teams, because they only want to do what they do according to their duties. This triggers an attitude of solidarity for the progress of an organization to be reduced. Third, in implementation there are indeed obstacles and solutions are needed to overcome these obstacles. There needs to be action or solutions to overcome existing obstacles so that management implementation runs better. Fourth, CLC institutions need supervision, in order to improve, maintain and increase the implementation of existing programs in CLC institutions so that the objectives of CLC implementation can be realized well. Fifth, the assessment evaluation given is not in accordance with the learning process meetings received. thus making the evaluation process unbalanced with what was obtained. solutions are needed for effective assessment.

By referring to the analysis of the effectiveness of CLC management which has been presented above. So researchers provide several suggestions for CLC, namely: first, CLC institutions need to carry out the latest innovations to improve the quality and progress of CLC itself. Second, the CLC chairman should carry out monitoring techniques not necessarily according to a routine schedule to see real conditions in the field. Because if you only supervise the schedule that has been set, there will be preparations from the management and CLC tutors. Third, there needs to be fast and best possible follow-up to the results of supervision for the progress and sustainability of CLC. Fourth, the CLC chairman should provide training to tutors to be more professional and more skilled in providing instruction to students, and always improve programs according to community needs.

References

- Abdullah, A. (2019). Efforts of LKP Andi Jaya Management to Improve Graduates Through the Work Skills Program. *Comm-Edu (Community Education Journal)*. <https://doi.org/10.22460/comm-edu.v2i1.2471>
- Adzimah, W. (2016). LEARNING STRATEGIES IN SEWING TRAINING AT THE EKA MULYA COURSE AND TRAINING INSTITUTION (Case Study at the Eka Mulya Course and Training Institute, West Ungaran District, Semarang Regency). *Journal of Chemical Information and Modeling*. <https://doi.org/10.1017/CBO9781107415324.004>
- Azhar, A., Hutagaol, AL, Manurung, SRR, Nazri, E., & Amiruddin, A. (2022). Public Relations Management in Developing Educational Institutions. *EDUCATIVE: JOURNAL OF EDUCATIONAL SCIENCE*, 4(1). <https://doi.org/10.31004/edukatif.v4i1.2167>
- Biesta, G. (2022). Reclaiming a future that has not yet been: The Faure report, UNESCO's humanism and the need for the emancipation of education. *International Review of Education*, 68(5). <https://doi.org/10.1007/s11159-021-09921-x>
- Creswell, J. W. (2016). *Research Design (Qualitative, Quantitative and Mixed Methods Approach)*. In Indonesian Translation.
- Ernawati, & Mulyono, SE (2017). Learning Management for Package C Program at CLC Bangkit Semarang City. *Journal of Nonformal Education*, 3(1).
- Handayani, B., & Ismanto, B. (2019). EVALUATION OF MARKETING MANAGEMENT OF NONFORMAL EDUCATION SERVICES CENTERS FOR COMMUNITY LEARNING ACTIVITIES (CLC). *Journal of Educational Management and Supervision*, 4(1). <https://doi.org/10.17977/um025v4i22020p083>
- Hasibuan, J. (2020). Tutor Competence and Education Management at CLC Hanuba in Achieving Learning Goals. *Journal of Millennial Communities*, 2(2). <https://doi.org/10.24114/jmic.v2i2.21192>
- Hayati, FA, Asmalah, L., Arianto, N., Kencana, PN, & Noviyanti, I. (2020). DIGITAL MARKETING MANAGEMENT TRAINING FOR CITIZENS LEARNING CLC INSAN KARYA. *PKM DEDICATION*, 1(3). <https://doi.org/10.32493/dedasipkm.v1i3.6688>
- Husaini, H., & Fitriah, H. (2019). LEADERSHIP MANAGEMENT IN ISLAMIC EDUCATIONAL INSTITUTIONS. *JMKSP (Journal of Educational Management, Leadership and Supervision)*, 4(1). <https://doi.org/10.31851/jmksp.v4i1.2474>
- Jhuji, Et. al. (2020). Definition, Scope of Management and Leadership in Islamic Education. *Indonesian Journal of Educational Literacy*, 1(2).
- Kencana, PN, Noviyanti, I., Munadjat, B., Wardani, WG, & Chasanah, U. (2021). MANAGEMENT TRAINING TO INCREASE TEENAGE PRODUCTIVITY DURING THE COVID 19 PANDEMIC AT CLC INSAN SATYA GUNA (CLC INTAN). *Abdimas Tri Dharma Management Journal*, 2(1). <https://doi.org/10.32493/abmas.v2i1.p112-119.y2021>
- Khairiah, K., & Syarifuddin, S. (2020). The Role of Educational Management in a Multicultural Society. *Nuansa: Journal of Islamic and Social Studies*, 13(1).
- Kurniawan, AF (2019). Philosophy of Educational Leadership. *RI'AYAH*, 4(2).
- Masrul, E. (2018). Community Empowerment Management. *De La Macca*, 01(1).
- Maulana, Moh. HA (2019). Public relations management in Islamic boarding school educational institutions. *Itqan*, 10(1).
- Munifah, M., & Ardiyansyah, B. (2022). Mentoring Synergy as Learning Capital for Inclusive Education in CLC Yogyakarta. *INCLUSION*, 8(2). <https://doi.org/10.14421/ijds.080205>
- Musaddad, A. (2020). Principal Leadership Perspective of Behavioral Leadership Theory. *Nusantara Journal of Islamic Studies*, 1(1).
- Nazir, A., Nizar, NI, Putranto, I., Eliyani, C., & N, AY (2021). ENTREPRENEURSHIP MANAGEMENT IN THE INDUSTRIAL ERA 4.0 AT CLC CIPTA TUNAS KARYA. *PKM DEDICATION*, 2(1). <https://doi.org/10.32493/dedasipkm.v2i1.8681>
- Neneng Nurmalasari, & Masitoh, I. (2020). Social Media Based Education Marketing Strategy Management. *Jurnal.Unigal.Ac.Id*, volume 4(3).

- Neni. (2022). The Influence of Implementing the Community Learning Activity Center (CLC) Policy on CLC Management in Realizing the Performance of CLC Institutions in Garut Regency. *Public Journal*, 16(01). <https://doi.org/10.52434/jp.v16i01.102>
- Noer, ZM, & Laelasari, I. (2022). THE ACADEMIC MANAGEMENT INFORMATION SYSTEM AT CLC WANOJA BINA AKSARA SUBANG IS BASED ON ANDROID. *JOURNAL OF INFORMATICS MANAGEMENT (JUMIKA)*, 8(2). <https://doi.org/10.51530/jumika.v8i2.559>
- Pradewi, GI, Wijayanti, W., & Sukowati, S. (2019). Student Management in Nature-Based CLC Study at the Nature Children's Studio (SALAM). *Manage: Journal of Educational Management*, 6(2). <https://doi.org/10.24246/j.jk.2019.v6.i2.p193-205>
- Sonedi, S., Jamalie, Z., & Majeri, M. (2017). Community Sourced Education Financing Management. *PHENOMENON*, 9(1). <https://doi.org/10.21093/fj.v9i1.702>
- Sugiyanto, S., & Ruknan, R. (2020). The Influence of Leadership, Managerial Skills, and Decision Making on Employee Performance of the Directorate General of Early Childhood and Community Education... *Central Education Lantern Journal...*, 5(1).
- Sulistiyorini, ZA (2021). Leadership and Leadership Capacity Development in Islamic Education. *Journal of Shautut Tarbiyah*, 27(1).
- Yani, M. (2019). TRAINING AND DEVELOPMENT OF EMBROIDERY AND EMBROIDERY AS INTERIOR DESIGN PRODUCTS IN PAYAKUMBUH CITY. *Barelang Community Service Journal*. <https://doi.org/10.33884/jpb.v1i3.1398>.