



Evaluation of Package C Equality Program at the Padel Community Learning Activity Center, Karueng Village, Enrekang District

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Abstrak

Tujuan utama evaluasi Program Pendidikan Kesetaraan Paket C pada Pusat Kegiatan Belajar Masyarakat (PKBM) Padel Desa Karueng Kecamatan Enrekang adalah untuk mengidentifikasi efektivitas kurikulum, metode pengajaran, dan tingkat kepuasan peserta. Model evaluasi yang digunakan adalah model evaluasi responsif dengan pendekatan penelitian kualitatif menggunakan teknik pengumpulan data melalui observasi, wawancara, dan analisis dokumen. Hasil evaluasi menunjukkan bahwa efektivitas kurikulum Paket C di PKBM Padel memiliki dampak positif terhadap pencapaian tujuan pembelajaran yang berorientasi pada kebutuhan dan tantangan pendidikan saat ini, Metode pengajaran interaktif dan variatif yang berorientasi pada partisipasi aktif warga belajar juga dinilai efektif dalam meningkatkan pemahaman konsep warga belajar. Selain itu, kepuasan peserta tergambar dari atmosfer inklusif dan dukungan Pamong Belajar serta keterlibatan secara aktif warga belajar dalam proses pembelajaran. Walaupun demikian, juga diidentifikasi sejumlah aspek yang perlu untuk ditingkatkan dan dikembangkan dalam penyelenggaraan program Pendidikan kesetaraan Paket C di PKBM Padel Desa Karueng Kecamatan Enrekang, diantaranya adalah PKBM Padel Desa Karueng perlu untuk mengintegrasikan lebih banyak kegiatan praktis dan diskusi kelompok dalam metode pengajaran, serta menyediakan sumber belajar tambahan. Langkah ini diharapkan akan meningkatkan keterlibatan dan kepuasan peserta didik, memastikan materi dipahami dan diterapkan dengan lebih baik.

Kata Kunci: *Evaluasi Program, Pendidikan Kesetaraan Paket C*

Abstract

The main purpose of the evaluation of the Package C Equality Education Program at the Community Learning Activity Center (PKBM) Padel Karueng Village, Enrekang District is to identify the effectiveness of the curriculum, teaching methods, and the level of participant satisfaction. The evaluation model used is a responsive evaluation model with a qualitative research approach using data collection techniques through observation, interviews, and document analysis. The results of the evaluation show that the effectiveness of the Package C curriculum at PKBM Padel has a positive impact on the achievement of learning objectives that are oriented to the needs and challenges of current education, Interactive and varied teaching methods oriented to the active participation of learning residents are also considered effective in increasing the understanding of the concept of learning residents. In addition, the

satisfaction of the participants was illustrated by the inclusive atmosphere and support of the Learning Teachers as well as the active involvement of learning residents in the learning process. However, a number of aspects that need to be improved and developed in the implementation of the Package C Equality Education program at PKBM Padel Karueng Village, Enrekang District are also identified, including the need to integrate more practical activities and group discussions in teaching methods, as well as provide additional learning resources. This step is expected to increase student engagement and satisfaction, ensuring that the material is better understood and applied.

Keywords: *Program Evaluation, Equality Education Package C*

Pendahuluan

Non-formal education is the main pillar in efforts to bring access to education closer to people who are outside the formal path (Muslim, A.Q., & Suci, I.G.S. 2020). In Karueng Village, Enrekang District, there is a Community Learning Activity Center called PKBM Padel which runs the Package C program as an integral part of the commitment to meet the educational needs of the community. This program not only offers learning opportunities, but also encourages the improvement of the quality of life and community empowerment (Sitorus, M. A., & Hutasoit, E. F. 2021).

The selection of the Package C program is not a coincidence, but a response to the specific needs of the community. Package C, known as equivalency education at the same level as high school, reopens opportunities for those who are unable to pursue formal education to gain essential knowledge and skills (Saraha, M. H. 2023). Through a specially designed curriculum, supported by good teaching methods that are oriented towards student satisfaction. It is hoped that this program will facilitate the development of residents learning in various aspects and understanding of scientific concepts.

However, in addition to its positive potential, it is necessary to conduct a thorough evaluation of this Package C Program. Evaluation is a must in the context of the development of non-formal education, especially to ensure that the program meets educational quality

standards. (Rochayati, A.T.R., Rostini, D., & Supu, R. 2023).

The selection of the Package C Program in Karueng Village to be evaluated is based on an in-depth analysis of the needs of the community. Enrekang District, which is often faced with the challenge of accessibility to formal education, makes Package C a very relevant alternative (Mulyasa, H. E. (2021)). The program is designed to meet the needs of learning citizens who may have been cut off from the formal education system, but still have the passion and motivation to learn.

The level of equality offered by Package C provides a new spirit for the community, especially the residents of Karueng Village who may not be able to participate in a higher level of formal education. By understanding the local socio-economic and cultural conditions, PKBM Padel Karueng Village ensures that the Package C curriculum is in accordance with the needs and realities of the residents' lives. Thus, this program is not only an educational initiative, but also an instrument of community empowerment (Sumarni, S., Nasir, M., & Herlina, B. (2020).

Program evaluation is a critical step in ensuring the sustainability and effectiveness of non-formal education programs (Saidah, R. 2018). At the local level, the evaluation provides an in-depth understanding of the extent to which the Package C program meets the expectations and expectations of the community. Analysis of program performance, learning

community achievements, and the positive impact that has been produced is very valuable information for further improvement (Harmayanti, H., & Elihami, E. (2021).

Evaluation is also a means to detect potential improvements and improvements. By identifying obstacles and obstacles that may be faced by learning residents, PKBM Padel Karueng Village can develop a more effective strategy to empower its learning residents. In addition, evaluation helps in measuring the extent to which the program has achieved the overall non-formal education goals, so that it can provide guidance for decision-making at the policy level (Khairiah, K. 2022).

Program evaluation is a systematic process for assessing the effectiveness, relevance, and efficiency of a program. There are several types of evaluation models, including CIPP Evaluation Model, Discrepancy, CSE-UCLA, Countenance, Responsive and several other evaluation models. However, in this evaluation, the evaluation model used is a responsive evaluation model. Robert S. Stake's responsive evaluation model, known as "Responsive Evaluation," offers a unique and effective approach to measuring the impact and sustainability of a program.

Regarding the evaluation research, several previous studies were found that were also similar, including by Abidin and Hafsa with the title "The Use of the Responsive Stake Evaluation Model in the PPKN Class VII Learning Program MTs Labuan Bajo, West Manggarai Regency", where from the findings and research results show that the PPKn learning program at MTS Labuan Bajo, West Manggarai Regency, at the planning stage has been in accordance with the Minister of Education and Culture Regulation no. 22 of 2016 concerning process standards primary and secondary education, at the stage of implementing learning, is not in accordance with Permendikbud No. 22 of 2016 concerning standards for the primary and secondary education process, and learning

outcomes are in accordance with Permendikbud No. 22 of 2016 concerning standards for the primary and secondary education process. So the PPKn learning program at MTS Labuan Bajo, West Manggarai Regency as a whole is not in accordance with Permendikbud no. 22 of 2016 concerning standards for the primary and secondary education process. Also a study conducted by Kurniati and Zulfiati with the title "Evaluation of the Integrated History Learning Program in Social Sciences Subjects at SMPN 4 Bekasi City" where the results of the research showed that there were several problems in schools related to the history learning program that was integrated in social studies subjects at SMP N 4 Bekasi City, so that some suggestions were given to schools and learning teachers, MGMP, government, parents and the community.

The evaluation of the Package C program at PKBM Padel Karueng Village, Enrekang District, made a significant contribution to improving the quality and relevance of non-formal education (Pangestu, L.F., Yuliani, L., & Darusman, Y. 2021). By involving learning residents, learning teachers/learning teachers, and local stakeholders, this evaluation results in an in-depth understanding of the effectiveness of the curriculum, teaching methods, and the level of satisfaction of learning residents. Its main contribution is to create a reliable database for better program adjustments according to the needs of the local community. By highlighting successes and constraints, evaluation enables informed decision-making, supports innovation in teaching approaches, and strengthens community involvement in the educational process (Ma'arif, A. C. 2023). In conclusion, the evaluation of the Package C program not only provides an accurate picture of the program's achievements, but also stimulates continuous improvement to ensure that non-formal education in PKBM Padel Karueng Village remains relevant and empowering.

Method

The evaluation of the Package C program at PKBM Padel Karueng Village adopts a qualitative approach to gain an in-depth understanding of the implementation, perception, and impact of the program at the local level (Azhari, M.T., Al Fajri Bahri, M. P., Asrul, M.S., & Rafida, T. 2023). This approach allows researchers to explore the unique context and dynamics of interaction in non-formal education settings.

Data collection techniques and research instruments are one of the determinants of success in research or evaluation. Which is usually used, among others, interviews, observations, and documentation (Jailani, M. S. (2023). In this evaluation, the data collection tools used are as follows.

1. In-depth interviews were conducted with seven study residents, five study leaders, and one chairman and secretary of PKBM each. In-depth interviews provide an opportunity for informants to share their personal experiences, perceptions of learning, and the impact of the program on daily life.
2. Participatory Observation involves researchers directly in learning activities at PKBM Padel. Participatory observation provides direct insight into classroom dynamics, learning citizen interactions, and the effectiveness of teaching methods.
3. Document Analysis involves *reviewing* PKBM's internal documents, such as curriculum, participant progress records, and activity reports. Document analysis helps understand program design, target achievement, and other important notes.

To ensure the quality and reliability of the evaluation data, the data analysis technique used is data coding, where data obtained from interviews, observations, or document analysis are coded so that they can be organized and analyzed more systematically. Then conduct thematic analysis by identifying patterns or themes that emerge from the data to explore a deeper understanding of participants' experiences and perceptions. Furthermore,

conduct narrative analysis by describing the findings in a narrative manner, relating the findings to the context, and providing in-depth interpretations. As for testing the validity of the data obtained by triangulating by comparing data from several sources (e.g., interviews, observations, and documentation) to ensure the consistency and reliability of the findings. Then conduct member checking by confirming the findings with participants, related parties or program stakeholders to ensure an accurate representation of their experience. Furthermore, a contrast analysis is carried out, namely by identifying differences or inconsistencies between data obtained from different sources to check the validity of the findings.

Results of Evaluation and Discussion

Table 1. Matrix of Description and Considerations

Rational	Purpose	Observation		Standard	Results
Evaluation of Package C Program at PKBM Padel	Curriculum Effectiveness	a. Package C program managers are still limited in making curriculum adjustments to current educational needs and challenges. b. It has aligned the curriculum with national education standards. c. It has been able to recognize and appreciate the diversity of learning residents, including cultural background, age, and skill level. d. There is no balance between theoretical understanding and practical application in learning materials. e. An evaluation mechanism is available to measure the achievement of learning objectives.	Anteseden	a. Adapting the curriculum to current educational needs and challenges b. Align the curriculum with national or local educational standards applicable to Non-Formal Education. c. Recognize and appreciate the diversity of learning citizens, including cultural backgrounds, ages, and skill levels. d. Provides a balance between theoretical understanding and practical application in learning materials. e. Provide formative (during the process) and summative (final) evaluation mechanisms to measure the achievement of learning objectives. a. Involve local communities,	a. It is necessary for program managers to make curriculum adjustments to the current educational needs and challenges. b. Managers need to strike a balance between theoretical understanding and practical application in learning materials. c. Managers need to maximize the involvement of related parties in curriculum development and evaluation.

		a. It has not been maximally involved with related parties in curriculum development and evaluation.		parents, and other stakeholders in curriculum development and evaluation.	
	Teaching Methods	<p>a. Has actively encouraged residents to learn in the learning process</p> <p>b. Have applied various methods in learning</p> <p>c. Has been able to adapt learning materials to the needs and backgrounds of learning residents</p> <p>d. Limited availability of facilities and a comfortable learning environment</p> <p>e. Pamong Learning is still limited in integrating various fields of science to present learning materials in an integrated manner</p> <p>f. It has actively encouraged residents to learn to communicate clearly and effectively</p>	Transaction	<p>a. Strengthening the active participation of learning residents in the learning process</p> <p>b. Use multiple learning methods, such as group discussions, simulations, and projects</p> <p>c. Adapting learning materials to the needs and backgrounds of learning residents</p> <p>d. Provide comfortable and supportive learning facilities and environments</p> <p>e. Integrate various disciplines and present learning materials in an integrated manner</p> <p>f. Encourage citizens to learn to communicate clearly and effectively</p>	<p>a. Program managers need to provide comfortable learning facilities and environments</p> <p>b. It is necessary for learning leaders to integrate various fields of science in presenting learning materials in an integrated manner</p>

	Participant Satisfaction	<ul style="list-style-type: none"> a. Learning residents have acquired learning that is relevant to their needs and daily lives b. In learning, residents learn to be actively involved in the process. c. The availability of facilities in learning is still limited d. Learning residents feel they have effective guidance and support e. Still limited in obtaining learning methods that suit the learning style of the residents f. Learning residents have the opportunity to give feedback in the evaluation process 	Result	<ul style="list-style-type: none"> a. The learning materials are relevant to the needs and daily lives of residents studying in Package C. b. Active involvement of learning residents in the learning process c. There are adequate and conducive learning facilities, including textbooks, teaching materials, and supporting equipment. d. Obtain effective support and guidance for residents to learn e. Getting teaching methods with individual learning styles of residents f. Gain the opportunity to provide feedback in the evaluation process 	<ul style="list-style-type: none"> a. Program managers need to provide facilities to support learning b. It is necessary for Learning Teachers to use learning methods that are in accordance with the learning style of the learning community.
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A. Evaluation Results

The following are the results of research related to the evaluation of the Package C program at PKBM Padel Karueng Village, Enrekang District which includes aspects of curriculum effectiveness, teaching methods and participant satisfaction by containing the results of observations, interviews, and documentation:

1. Curriculum Effectiveness

Regarding the effectiveness of the Package C Program curriculum at PKBM Padel, Karueng Village, Enrekang District, based on the results of an interview with the Chairman of PKBM who stated that "So far, we see that the Package C curriculum is quite effective in meeting the needs of students. The material taught is very relevant to their daily lives, and we always strive to update the content to keep it current and useful. However, we recognize the need to increase variety in teaching methods to keep student interest high." The results of the interview were reinforced by the results of interviews with learning leaders who stated that "As a learning teacher, I feel that this curriculum has been well designed. We have clear guidelines on what to teach and how to deliver it. However, the biggest challenge is adapting the teaching method to the individual needs of the learners. Some of them prefer an interactive method, while others are more comfortable with the traditional approach." The data from the interview with the head of the PKBM management is also in line with the results of an interview with one of the residents who stated that "The curriculum is good, but sometimes I feel that the material is too theoretical. I would prefer if there were more concrete examples or case studies that are relevant to everyday life. In addition,

more group discussions will be very helpful for us to learn from each other and exchange experiences."

Document analysis at PKBM Padel Karueng Village includes learning plans, activity reports, and periodic evaluations. The lesson plan shows that the curriculum is designed with clear objectives, including materials that are relevant to the needs of the learners. Activity reports record participants' active participation in various sessions, indicating high engagement and interest. Periodic evaluations show adjustments and improvements made based on feedback from facilitators and learners. Overall, the documents reflect that the curriculum is implemented effectively, with continuous efforts to improve the quality of learning and the relevance of the material. Continuous improvement based on evaluation shows PKBM's commitment to developing a curriculum that is adaptive and responsive to the needs of students."

Observations at PKBM Padel Karueng Village show that the curriculum is implemented effectively. Facilitators use a variety of teaching methods, including group discussions, lectures, and practical activities, to suit different learning styles of learners. Students looked active and involved in the learning process, with high enthusiasm in participating in the sessions held. The interaction between facilitators and participants is also positive, creating a conducive and supportive learning environment. However, in terms of interactive methods in learning, it is still necessary to get attention.

2. Teaching Methods

Regarding the teaching method in the Package C Program at PKBM Padel, Karueng Village, Enrekang District, based on the results of an interview with the Chairman of PKBM, he said, "We always try to ensure that the teaching

methods applied here are diverse and in accordance with the needs of the participants. Our learning staff are trained to use a variety of approaches, including group discussions, lectures, and practical learning. This is important to keep learners engaged and ensure they understand the material being taught." The results of the interview were reinforced by the results of interviews with teaching and learning teachers who stated that "As a learning teacher, I use a combination of teaching methods to reach all students. I often start with a short lecture to explain basic concepts, then move on to group discussions or practical activities. This approach helps participants better understand the material and makes them more active in the learning process. We also often use concrete examples and case studies to make the material more relevant to the participants' daily lives." The data from the interview with the manager is also in line with the results of an interview with one of the learning residents who stated that "I feel that the teaching method here is very helpful. Facilitators often use relevant examples and make it easier for us to understand the material. However, there are times when I feel that the lecture is too long and I would prefer if there were more interactive activities. Group discussions and practical projects have been very beneficial to me."

Analysis of documents at PKBM Padel Karueng Village revealed that the teaching methods used included lectures, group discussions, and practical activities. The lesson plan demonstrates the use of diverse teaching strategies to cover a variety of learning styles. Activity records indicate that students are actively involved in various learning activities. Periodic evaluations show that there is a continuous effort to adjust teaching methods based on feedback

from students, with the aim of increasing participants' understanding and involvement in the learning process.

Observations at PKBM Padel Karueng Village show that facilitators use various teaching methods, including lectures, group discussions, and practical activities. Students were seen to be active and engaged in the learning sessions, with many participating in discussions and activities. These diverse teaching methods help students understand the material better and create a dynamic and interactive learning environment.

3. Participant Satisfaction

The following is an excerpt of an interview with a learning teacher regarding the satisfaction of participants in the Package C program at PKBM Padel Karueng Village, stating that "Most of the participants were happy with the classroom atmosphere we created. They feel listened to and cared for. We strive to always adapt teaching methods to their needs. For example, if there is a difficult topic, we use more concrete examples and practical exercises." In line with what was conveyed by the learning residents related to the satisfaction of participating in the learning stated that "This program really helps me in improving my knowledge and skills. I feel comfortable with the teaching methods used. The facilitator was very kind and patient. They explain the material in an easy-to-understand way. I hope there are more practical projects that we can work on together."

Analysis of the documents, including participant satisfaction surveys and activity reports, showed a high level of satisfaction among the participants of the Package C program. Activity reports record active participation and positive feedback from students. Some of the suggestions for improvement that emerged included increasing the number of practical activities and group

discussions. Overall, these documents reflect that the program successfully meets the needs and expectations of learners.

Observations at PKBM Padel Karueng Village show that facilitators use various teaching methods, including lectures, group discussions, and practical activities. Students were seen to be active and engaged in the learning sessions, with many participating in discussions and activities. These diverse teaching methods help students understand the material better and create a dynamic and interactive learning environment.

1. Discussion

1. Curriculum Effectiveness

The results of the evaluation of the effectiveness of the Package C program curriculum at PKBM Padel Karueng Village, Enrekang District resulted in an in-depth understanding of the strengths and potential for improvement to ensure a more quality and relevant Non-Formal Education. The evaluation showed that the curriculum in Package C at PKBM Padel Karueng Village, Enrekang District has been able to align the curriculum with national or local education standards applicable to Non-Formal Education, be able to recognize and appreciate the diversity of learning residents, including cultural background, age, and skill level, and have provided formative (during the process) and summative (final) evaluation mechanisms to measure the achievement of learning objectives.

Nonetheless, the evaluation also highlights several aspects that need to be improved to improve the effectiveness of the curriculum. Among them is that program managers need to make curriculum adjustments to current educational needs and challenges, managers need to balance theoretical understanding and practical applications in learning materials and managers need

to maximize the involvement of related parties in curriculum development and evaluation.

2. Teaching Methods

The results of the evaluation of the teaching method in the Package C program at PKBM Padel Karueng Village highlight the success of the learning approach that has been implemented, as well as opening the door for further improvement. Teaching methods, which emphasize active participation and practical experience, are considered very effective by learning residents and learning teachers. It was found that the learning community in the Package C program has actively encouraged residents to learn in the learning process, has applied various methods in learning, has been able to adapt learning materials to the needs and backgrounds of learning residents and has actively encouraged learning residents to communicate clearly and effectively.

Although several positive evaluation results were found, it also identified potentials that need improvement and development, including the program manager needs to provide comfortable learning facilities and environments to support learning and the Learning Center needs to integrate various fields of science in presenting learning materials in an integrated manner to learning residents.

3. Participant Satisfaction

The results of the evaluation of the satisfaction of the participants of the Package C program at PKBM Padel Karueng Village illustrate a good level of satisfaction, it is indicated by the statement that the learning community has obtained learning that is relevant to their needs and daily life, feels actively involved in the learning process, feels that they get effective guidance and support, and has the opportunity to give feedback in the evaluation process.

Learning residents expressed a positive level of satisfaction with the program, highlighting the satisfying learning experience and support provided by the learning community. An inclusive classroom atmosphere and an interactive pedagogical approach were assessed as key factors that increased participant satisfaction.

However, it was also identified that a number of aspects that need to be improved in the management of the Package C program in Karueng Village, Enrekang District, are that program managers need to provide facilities to support learning and it is necessary for Learning Teachers to use learning methods that vary according to the learning style of each learning resident.

Conclusion

The evaluation of the Package C program at PKBM Padel Karueng Village, Enrekang District indicates success, it is shown through the aspect of the curriculum that is able to increase literacy and understanding of the concept of participants in accordance with national education. The interactive and varied teaching methods by Pamong Belajar received high appreciation, as well as participant satisfaction as reflected in the inclusive atmosphere and support of Pamong Belajar as well as the active involvement of learning residents in the learning process.

However, there are recommendations on several aspects that need to be improved in an effort to make the Package C program more effective, including the need to pay attention to the quality of the adaptive curriculum, varied and integrative teaching methods, and provide meaningful learning experiences to learning residents.

To increase student understanding and involvement, it is recommended that PKBM Padel Karueng Village increase the number of practical activities and group discussions in the curriculum. Practical activities relevant to participants' daily lives

will help them apply the theories learned, while group discussions will allow for the exchange of ideas and collaborative learning, thus enriching their learning experience.

Providing more additional learning resources, such as reading materials, learning videos, and access to online resources, will support self-paced learning and deepen learners' understanding. With a variety of learning resources, participants can choose the method that best suits their learning style, thereby increasing learning effectiveness and overall student satisfaction.

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Profil Penulis

Penulis bernama Arif Efendi A.S. yang lahir pada tanggal 17 Februari 1988 di

Desa Labuku Kecamatan Maiwa Kabupaten Enrekang. Beragama Islam dan saat ini bekerja sebagai Dosen di Program Studi Pendidikan Nonformal (PNF) Fakultas Kepamong belajaran dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Enrekang. Saat ini beralamat di Jalan Industri No. 9 kukku Kelurahan Lewaja. Riwayat Pendidikan, SDK Labuku tamat tahun 2001, SMPN 1 Maiwa tamat tahun 2004, SMAN 1 Maiwa tamat tahun 2007, S1 di Universitas Muhammadiyah Enrekang tamat tahun 2011, S2 di Universitas Negeri Makassar tamat tahun 2018.