

Life Skills Program Management in Package C: Equality Education in Improving the Quality of Human Resources

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ABSTRACT

Non-formal education plays a vital role in the development of human resources, particularly for individuals who are not optimally served by formal education. This study aims to describe the planning, organizing, implementation, evaluation, and challenges in the management of the life skills program within the Package C equivalency education as a means to improve human resource quality at Sanggar Actividades Belajar (SKB) 1 Samarinda City. This research employs a qualitative approach with a case study method. Data were collected through observation, documentation, and interviews. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings reveal that: (1) Program planning at SKB is flexible and participative, involving needs identification and learner characteristic analysis; (2) Program organization includes the assignment of tutors, preparation of facilities and infrastructure, and scheduling; (3) Program implementation is carried out using strategies and methods tailored to the learners, including practical simulations and mentoring during activities; (4) Program evaluation is conducted through tutor observations; (5) Identified challenges include low motivation, limited basic knowledge, a shortage of qualified tutors, the absence of standardized assessment formats resulting in less measurable evaluation outcomes, as well as time and commitment constraints from the learners. The implications of this research reinforce the importance of more structured life skills program management to enhance the effectiveness of non-formal education programs in the future.

INTRODUCTION

Education is a strategic means of building human beings. However, not all citizens have the opportunity to pursue education through formal channels due to various factors, such as economic, geographical, or social limitations. To answer these needs, non-formal education exists as an inclusive and flexible alternative in reaching marginalized groups of people from the formal education system. The importance of non-formal education has been recognized in Indonesia's national education system. This is affirmed in Law Number 20 of 2003 concerning the National Education System, Article 26 paragraph (1), which states that non-formal education functions as a complement, supplement, and substitute for formal education in supporting lifelong education. For this reason, non-formal education must be able to carry out these three functions to increase access to education for people who do not have the opportunity to get an education through formal channels (Rahmawaty, 2021).

One concrete form of non-formal education is the Package C Equivalency Program, which is designed to provide high school-equivalent learning opportunities for those who cannot access formal education. This program not only focuses on academic achievements, but also facilitates the formation of life skills as a provision for students to live social, economic, and personal lives independently. Equality education provides opportunities for underprivileged people, who do not have time to receive formal education, drop out of school, or those who are of productive age and want to improve their knowledge and life skills, to gain relevant learning, insights, and abilities through this alternative education program (Kamillah et al., 2023).

This research aims to examine how life skills program management can be applied optimally in the context of non-formal education to improve human resources. The focus of this research highlights the planning of life skills programs, the organization of life skills programs, the implementation of life skills programs, the evaluation of life skills programs, and the obstacles found in the process of managing life skills programs in SKB 1 Samarinda City. Thus, the results of this research are expected to be the basis for the development of better policies and practices in the implementation of non-formal education, especially in the Samarinda City area.

LITERATURE REVIEW

Management is a systematic process of organizing, coordinating, and directing the resources owned, be it humans, time, or materials, to achieve certain goals effectively and efficiently. Through basic functions such as planning, organizing, implementing, and controlling, management plays an important role in ensuring that every element in the organization can work optimally and in a directed manner. According to George A. Steiner (in Siagian, 2004), planning is "the process of determining objectives and outlining the steps necessary to achieve them." This means that planning is a process of determining organizational goals and developing steps that must be taken to achieve these goals. Steiner emphasized that planning is not just a preparation of a plan in a narrow sense, but involves the systematic process of thinking about the future, determining organizational direction, and making strategic

decisions that support the achievement of goals. Planning Theory by George R. Terry (1972) says that planning is the process of determining goals and steps to achieve them. In the management framework, planning is the first function and becomes the basis for the other functions (organizing, executing, and evaluating). According to Blanchard and Garry Ridge (in Tirtayasa, 2019), performance planning involves setting goals, objectives, and performance standards. Objectives are a statement of the results to be achieved, performance goals describe the specific outcomes to be achieved, and performance standards set benchmarks to measure performance effectiveness. Another opinion put forward by Briggs (1977) emphasizes that educational planning must include analyzing students' needs, setting goals, developing learning strategies, and allocating appropriate resources.

Weber (1922) stated that organizations must have a rational, hierarchical and based on a clear division of tasks. In the context of education, this means that the division of tasks should be based on each individual's specialization and competencies. In addition, Henri Fayol (1916), one of the great figures in management theory, stated that organizing is a managerial function that involves the division of tasks, grouping of tasks, and assigning authority to responsible parties. According to Robbins (2006), organizing is the process of determining what tasks must be done, who should do them, how these tasks are grouped, who reports to whom, and where decisions should be made. Organizing is the process of building an efficient and effective organizational structure to achieve organizational goals. Another opinion put forward by Daft (2010), organizing is the process of organizing and dividing jobs, as well as the development of organizational structures that allow organizations to achieve goals effectively. Organizing is not just about structuring, but also involves coordinating human and material resources to support the achievement of the organization's vision and strategy.

According to James M. Higgins (2005) in his book "The Management Challenge", organizing is the process of organizing various resources and work activities to achieve organizational goals efficiently and effectively. Higgins emphasized that organizing is one of the core functions in management that aims to create a structure that supports the implementation of organizational strategies. Policy Implementation Theory by Van Meter & Van Horn (1975). Van Meter and Van Horn developed a policy implementation model that emphasizes that the success of program implementation is greatly influenced by various factors, such as resources, inter-agency communication, and ongoing monitoring and evaluation.

In addition, James Stoner, in his book Management (1996), stated that operational management focuses on implementing strategies, managing resources, and supervising daily activities in achieving organizational goals. This has a lot to do with the implementation of the program, where managers need to ensure that all activities go according to plan. The same thing is also expressed by David A. Kolb (2014) in his work entitled "Experiential Learning: Experience as the Source of Learning and Development". Implementation is part of the experiential learning cycle, which consists of four main stages,

namely: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of program or activity implementation, implementation is a stage in which a pre-designed plan or concept is tested and implemented in the real world. Implementation is not just doing, but reflects an active learning process where the results of reflection and planning are realized into measurable, concrete actions. According to Stevenson (1986), implementation is a process to realize a plan that has been prepared into concrete actions in order to achieve the goals that have been set. He emphasized that the implementation involves the process of organizing, directing, and using resources optimally so that the plan can run effectively and efficiently. Stevenson explained that implementation is not only a matter of doing, but also ensuring that every activity carried out is in accordance with the plan, has clear objectives, and takes place in systematic coordination.

The responsive evaluation model was developed by Robert E. Stake (1975) as an alternative to objective evaluation models that tend to be rigid and number-oriented. In this approach, Stake emphasizes that evaluations should focus not only on quantitatively measurable results, but also on the context and real experiences of the program participants. Responsive evaluation is qualitative, contextual, narrative, and participatory, with the aim of capturing the meaning and impact of a program through the perception and direct involvement of the parties involved. According to Zins and Elias (2006), life skills are part of social-emotional education that aims to improve the well-being of individuals and their ability to function effectively in social life. The life skill program is designed to develop cognitive, affective, and social skills so that students can interact with the environment positively and productively.

In addition, Nagaoka (2015) stated that life skills programs are educational efforts that develop "non-cognitive skills" such as motivation, self-control, and social and emotional skills that support academic and social success. In the world of education, the development of these skills is very important as a provision so that students are ready to face future challenges. Another opinion put forward by Santrock (2011) explains that life skills are the ability that allows a person to manage the demands and problems faced in daily life healthily and productively. In education, life skills include interpersonal skills, decision-making, problem-solving, and self-management that support the personal and social development of students.

According to UNESCO, non-formal education is an organized and systematic education outside of the formal education system designed to serve the learning needs of individuals and groups. One of the main focuses is the development of life skills, such as entrepreneurial skills, social skills, and vocational skills, to support individual empowerment and improve quality of life. In addition, Prasetyo et al. (2021) in their research entitled "The 21st Century Life Skills-Based Education Implementation at the Non-Formal Education Institution" explained that life skills education aims to improve the quality of human resources in order to be able to overcome various problems in daily life in the 21st century era. The implementation of this program in non-formal educational institutions involves the development of knowledge and

practical skills that are relevant to the needs of the community. Therefore, it can be concluded that life skills programs are a series of educational activities that are systematically designed to equip individuals, especially in non-formal education, with personal, social, and vocational skills that are useful in facing various life challenges. The program aims to improve independence, decision-making skills, and active participation in community life and the world of work, with a contextual, practical, and responsive approach to local needs.

Package C Equivalency Education is a non-formal education program equivalent to Senior High School (SMA) or equivalent. The program is designed to provide educational services to people who do not have the opportunity to participate in formal education, with an emphasis on mastery of science, technology, and the development of professional attitudes and personalities. Package C graduates are entitled to a diploma that is recognized as equivalent to a high school diploma and have the same eligibility rights to continue to college or enter the workforce. The quality of human resources is an individual's ability that includes knowledge, skills, attitudes, and values that are owned and developed continuously in order to be able to make an optimal contribution to the achievement of organizational goals and overall development. The quality of human resources also reflects the ability to adapt to change as well as a commitment to improving self-quality and professionalism (Noe, Hollenbeck, Gerhart, & Wright, 2015).

In addition, Mulyasa (2007) explained that indicators of effective human resources in education include the technical and pedagogical abilities of educators, attitudes and behaviors, the ability to communicate with students and other stakeholders, the ability to adapt to changes, and flexibility in dealing with the development of curriculum and educational technology. Lukman Hakim (2023) states that human resources are the only resources that have intellect, feelings, desires, skills, knowledge, encouragement, power, and work. HR is considered a source of competitive excellence that is able to face various challenges in the future. Quality in this context is defined as quality that meets or exceeds customer expectations. Furthermore, Rivai and Basri (2005) emphasized that HR indicators in the context of education consist of the level of formal education of teachers or educators who meet the standards, length and quality of teaching experience they have, expertise in managing learning and developing curriculum, enthusiasm and dedication in carrying out educational tasks as well as physical and mental conditions that support teaching and learning activities.

METHODOLOGY

This study uses a qualitative approach with a case study method. The research was conducted at the Learning Activity Studio (SKB) 1, Samarinda City, which is located at Jl. A lot of RT Drives. 16 Samatinda District, north of Samarinda city. The instruments in this study are in the form of: (a) the researcher is the main data collection tool, (b) interview guidelines in the form of a list of questions, and (c) documentation to complete the data source and provide an overview of activities in the field.

The data collection techniques used by the researcher consisted of several observations, interviews, and documentation techniques. In this study, the analysis technique model by Miles and Huberman (1994) was used, and the triangulation technique was considered effective in qualitative research because triangulation allows researchers to compare and confirm data from various points of view.

RESULT AND DISCUSSION

Through this analysis, SKB 1 Samarinda City created a life skills program for skill activities, namely Vocational Village Activities. Vocational Village activities provide training using simple materials that are easy to reach and relevant to the local community. Analyze the character of students/learning residents so that the program can determine learning models or strategies, such as students of productive age, gender, adolescents who have dropped out of school, or housewives. Training materials and methods can be adjusted to the characteristics, interests, and abilities of the participants. If residents who have an interest in the field of beauty study, it will be more effective if it is directed to cosmetology training, considering that skills programs have many options that allow residents to learn to develop their potential according to their interests, talents.

Based on the results of the interviews, the researcher assumes that in the planning stage, the identification of students' needs is the main thing in the formation of life skills programs, with consideration of residents' learning abilities and relevance to local conditions and job opportunities. The stage of organizing the division of tasks, preparing tools and materials, scheduling activities, socializing with learning residents, to documenting activity agendas are the main things before carrying out the implementation stage of the life skills program.

Based on the results of the interviews, the researcher assumes that in the implementation stage of implementation strategies, practice simulations, mentoring by tutors, evaluation, and reflection on learning residents are the main things in the process of implementing life skills programs. Based on the results of the interview above, the researcher assumes that in the evaluation stage of monitoring during the implementation of activities, implementation evaluation, assessment of learning outcomes, evaluation of program impact, feedback and recommendations from the Samarinda City Education Office, it is important and always carried out to measure the extent of the achievement of the program and become material for improvement for future programs.

Overall, the planning stages carried out by the manager of SKB 1 Samarinda City in this study show significant alignment with various planning concepts that have been discussed. The main focus is to create materials that are relevant to the needs of participants and the world of work. HR indicators related to planning are knowledge and education, as well as work skills and competencies. For example, the material designed must be able to increase participants' understanding of the field of skills taught and prepare them to have skills that are in accordance with the needs of the job market Overall, the

organizing stage in the management of the life skills program at SKB 1 Samarinda City has been tried to be carried out systematically through the formation of an implementation team, preparation of activity schedules, management of facilities and infrastructure, as well as the implementation of coordination and preparation of activities. This organization is related to HR indicators such as work ethic and discipline, which can be seen from how participants follow the schedule and rules in the program. Good organization also encourages the creation of a disciplined and committed work climate, which is important for the quality of human resources.

At the implementation stage, relevant HR indicators are the ability to adapt to changes and attitudes, and productive work behaviors. For example, participants who quickly adapt to new material and show initiative in undertaking hands-on practice, such as digital skills or entrepreneurship, show improvements in attitudes and behaviors that support productivity. Through program evaluation, it will be seen to what extent educational goals are achieved, especially in improving the human resources of participants. Indicators used to evaluate the impact of the program on human resources include physical and mental health, which is measured through observation of changes in participants' attitudes, motivation, and ability to face challenges. This is important to measure whether participants are ready for the world of work or entrepreneurship after participating in the program.

CONCLUSIONS AND RECOMMENDATIONS

1. Life skills program planning at SKB 1 Samarinda City is designed in a flexible and participatory manner. The planning process involves analyzing the needs of learning residents and considering socio-economic conditions and the potential of the surrounding environment to provide training programs that are in accordance with the needs of learning residents and relevant to the demands of the world of work and community life. Planning also includes the selection of skill types, the allocation of learning time, the determination of teaching staff, and the preparation of activity schedules. The life skills programs developed include gastronomy, makeup, fashion, graphic design, religious training, and other activities related to physical, intellectual, and psychological aspects as an effort to form skilled and moral human resources.
2. The organization of the program is carried out by involving all components in SKB 1 Samarinda City, including the head of the education unit, the person in charge of the program, tutors, and administrative staff. Each party has a structured role to ensure the implementation of the program runs according to plan. This organizing stage includes the formation of a program implementation team, scheduling and management of supporting facilities, and documentation.
3. The implementation of the life skills program at SKB 1 Samarinda City is going quite well. The training activities are carried out in a conducive atmosphere with a hands-on approach so that participants' skills can be honed optimally. The training material covers technical aspects according

to the skill field, as well as soft skills such as discipline, teamwork, and work ethics. Based on the results of observations and documentation, training activities such as catering, hair makeup, fashion, and religious activities are carried out regularly and involve the active participation of learning residents.

4. Evaluation was carried out through tutor observation of the results of learning residents' products, reflection sessions, and group discussions. Although it does not use a written standard evaluation instrument, this method is effective in assessing the achievement of basic skills, such as product neatness, creativity, and the ability to explain work processes. The results of the evaluation became the basis for revising the training method and adjusting the material. This process contributes to improving the quality of human resources in terms of education, knowledge, skills, work ethic, and abilities, because it involves residents to learn in the process of reflection and self-development sustainably.
5. The main obstacles include low motivation to learn, limited reading and numeracy skills, and limited professional tutors relevant to the skill field. In addition, the absence of a standard evaluation format makes it difficult to measure training results objectively. Residents' time commitment to study is also a challenge because most have family responsibilities or daily work.

FURTHER STUDY

This research has limitations, so further research on this topic is still needed.

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