The Plan-Do-Check-Action Approach Model for Quality Management in Community Learning Activity Centers

Suyadi Murdi Wiharjo¹, Dian Wulandari²
¹Univesitas Pakuan, E-mail: cikyadi888@gmail.com.
²Univesitas Pakuan, E-mail: dianwulandari@unpak.ac.id

Abstract: Quality management is essential for the Community Learning Activities Center (PKBM) as an entity that runs out-of-school education programs in packages A, B and C. One approach to quality management is the Plan-Do-Check-Action (PDCA) model. This study aims to describe the PDCA model for PKBM quality management. The method used in this study is qualitative, with a descriptive approach and a literature study. Data were obtained from Google Scholar reference journal articles in the 2011-2022 publication period. Articles were searched using the Publish or Perish application with the "PDCA PKBM" keyword. The study results show that the PDCA approach is related to the quality management of an entity. PKBM has applied the PDCA concept in improving the quality management of its entities. The government must support improving PKBM quality management by implementing the PDCA approach. It is an effort to increase the effectiveness of monitoring and quality control activities and PKBM's contribution to increasing the Human Development Index (IPM).

INTRODUCTION
Since Indonesian independence was proclaimed on August 17, 1945, Indonesia has had an educational platform. It is contained in the Preamble of the 1945 Constitution in the fourth paragraph it is stated that "... to form an Indonesian state government that protects the entire Indonesian nation and all of Indonesia's bloodshed and to promote public welfare, educate the nation's life, ...". Furthermore, Article 31 Paragraph 2 also states that, "Every citizen is obliged to attend basic education and the government is obliged to finance it." In fact, Indonesia first had the 1947 Study Plan Curriculum (Arisanti, 2022). It is just that, according to some researchers, e.g. Alhamuddin (2014); Arisanti (2022); and Raharjo (2020), the curriculum content in that year was politically oriented and adopted the Dutch education system.

Even though education is a human right for every citizen (Indriyani, 2017; Khakim, 2018; Muhtaj et al., 2020), children still drop out of school. The 2020-2024 RPJMN has stipulated the handling of school-age children who are not in school (ATS) through the accelerated implementation of the 12-year Compulsory Education program (BPS 2022). The dropout rate by education level is related to the percentage of students who in the current school year did not continue their studies before graduating from a certain level of education to students who, in the previous school year, were still attending school at the same level of education (BPS, 2022). BPS (2022) notes that 1 in 1,000 residents drop out of school at the
SD/equivalent level. Furthermore, 10 out of 1,000 residents drop out of school at the SMP/equivalent level, and 13 out of 1,000 residents drop out at the SM/equivalent level.

One of the community’s contributions to accelerating the implementation of the 12-year Compulsory Education to reduce dropout rates and eradicate ignorance is holding a Community Learning Activity Center (PKBM) (Safitri, 2020). PKBM is a non-formal education unit that meets the community’s learning needs (Koswara et al. 2022). Safitri (2020) identified three objectives for establishing a PKBM. First, PKM aims to empower the community to be independent (powerful). Second, PKBM was established to improve the community’s quality of life in social and economic aspects. Third, PKM aims to increase sensitivity to community problems and be able to become the solution. Based on data from the Director General of PAUD-DIKMAS, PKBM in Indonesia 2017 reached 10,551 entities (Ridwan, 2017). One of the approaches used for PKBM quality management is the PDCA approach.

However, the PDCA approach model for quality management in PKBM has yet to be optimally described. This condition is due to the limited comprehensive description of the PDCA approach model for quality management in PKBM. Therefore, an overview of the PDCA approach model for quality management in PKBM is needed to provide quality assurance in PKBM in Indonesia. This PKBM quality management is a form of contribution to increasing the Human Development Index (IPM). As an illustration, HDI includes three combined indicators: economy, health, and education (Pamungkas, 2018). Therefore, one of the efforts needed is to describe the PDCA approach model for quality management in PKBM.

Various analyzes discuss the PDCA approach model for quality management in PKBM. Riyantini (2017) discusses the PDCA approach in quality control monitoring activities at Course and Training Institutions. Furthermore, the results of the study by Febriyanto et al. (2020) discuss introducing the Kaizen method to increase the efficiency and productivity of PKBM. Meanwhile, a comprehensive discussion of the PDCA approach model for quality management in PKBM still needs to be completed. In line with this information, research on the PDCA approach model for quality management in PKBM needs to be carried out because it can provide comprehensive information about the importance of the PDCA approach model for quality management in PKBM. In addition, the findings obtained can be used as a basis for research in the development of PKBM. The results can also be utilized by the Government and related stakeholders who wish to optimize the role of PKBM. Therefore, this study provides an overview of the PDCA approach model for quality management in PKBM.

METHOD
This study was conducted using a qualitative method with a descriptive approach. In research with qualitative methods, a document review can be carried out (Kusumastuti & Khoiron, 2019). Furthermore, qualitative research can also use a descriptive approach. Document review aims to obtain data related to the research theme. Data were obtained through literature studies from reference journals. The data collected includes journal articles related to the study theme: PKBM Plan-Do-Check-Action (PDCA). The data that has been obtained is then analyzed using a descriptive approach.

RESULT AND DISCUSSION
PKBM Program Description
The Community Learning Activity Center (PKBM) is a forum/facilitator for meetings between learning needs and resources, a meeting facilitator between people with learning needs and learning resources so that as many learning events occur as possible (PNF, 2021). PKBM

JOURNAL OF MULTI-DISCIPLINES SCIENCE (ICECOMB)
is an institution that grows from the community intending to help the community (Fauzi & Siregar, 2021). Based on the Minister of Education and Culture Regulation Number 81 of 2013, PKBM is one of the five non-formal education units. Five non-formal education units in Indonesia consist of (1) Course and Training Institutions, (2) Study Groups, (3) PKBM, (4) Taklim Assembly, and (5) similar PNF Units consisting of Smart Houses, joint learning centres, tutoring institutions and other forms that develop in the community and are determined by the Director General of Early Childhood Education, Non-formal and Informal.

Furthermore, PKBM has five functions, namely: as a motivator, innovator, dynamic actor, facilitator of learning and community empowerment in a particular community/region, as an information centre for the local community/region in meeting the learning needs and community empowerment. The National Accreditation Board for PAUD & Non-Formal Education (2021) identified seven main PKBM programs: 1. Package A Equality Education 2. Package B Equality Education 3. Package C Equality Education 4. Playgroups 5. Daycare Centers 6. Courses and Training, and 7. Literacy Education. Furthermore, Kamil et al. (2023) also identified seven program input components developed by PKBM: raw input, instrumental input, environmental input, process, output, other input, and impact.

**PDCA Models**

According to Isniah et al. (2020), PDCA is a quality management system used as a continuous improvement tool widely used in the service and manufacturing sectors. Isniah et al. (2020) explained that PDCA activities include four steps: Plan, Do, Check, and Action, with repeated stages forming a circle. In detail, the PDCA cycle can be seen in Figure 1.

![PDCA Cycle](image)

Figure 1. The PDCA Cycle (Patel and Deshpande 2017)

Based on Figure 1, the PDCA cycle has four steps: Plan, Do, Check, and Action. In the Plan phase, problems are identified and understood. Next, potential solutions are generated and tested on a small scale in the "Do" phase. In the next stage, the results of this test are evaluated during the Check phase. Ultimately, the "Do" and "Check" phases can be repeated as needed before the complete, polished solution is implemented in the "Act" phase.

**PDCA for PKBM**

The PDCA approach has been implemented in PKBM. The study’s results by Debt et al. (2018) illustrate that PKBM Baitul Muslimin has used the PDCA management strategy (Plan, do, check, action) in fostering non-formal education programs. Debt et al. (2018) explained that PDCA management begins with a Plan in the form of planning programs related to learning, coaching, funding, evaluation and targets achieved. Then, the Do phase includes implementing the program according to the plan that has been made. Furthermore, the Check phase is in the form of supervision, which aims to control whether the implementation follows the plans. Finally, in the end, the Action phase is in the form of corrective actions to bring the program according to the plan.
Based on this study's results, PDCA implementation in PKBM is still limited. PDCA is useful for providing PKBM quality assurance. The better PKBM quality management, the more significant its contribution to HDI. It is in line with the results of research (Pamungkas, 2018), which explains that education is one of the three composite indicators in HDI: economy, health, and education. Thus, the Government needs to support the implementation of PDCA in PKBM. It is a contribution to advancing PKBM. In the end, PKBM can also contribute to increasing HDI.

CONCLUSION

This study has described the PDCA approach model in PKBM. This study has used a qualitative method with a descriptive approach and a literature study. The study results show that the PDCA approach is related to the quality management of an entity. PKBM has applied the PDCA approach model in improving the quality management of its entities. Therefore, the government must support improving PKBM quality management by implementing the PDCA approach. It is an effort to increase the effectiveness of monitoring and quality control activities and PKBM's contribution to increasing the Human Development Index (IPM).

REFERENCE


