



Analysis of Supporting and Inhibiting Factors in Learning at Community Learning Activity Centers

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Abstract: This research is classified as qualitative case study research which aims to identify supporting and inhibiting factors for the formation of learning at the Community Learning Activity Center (PKBM) Sekolah Alam Rumah Matahari Sidoarjo. Data collection methods used were observation, interviews and documentation. Interviews were conducted with the principal, teachers, committee and students at Alam Rumah Matahari School. The data analysis techniques used are through the stages of data reduction, data presentation, and drawing conclusions. The results of this research show that there are factors that influence and inhibit nature-based learning at PKBM Rumah Matahari Nature School Sidoarjo. The supporting factors found were competent teachers, high enthusiasm from students, and adequate infrastructure. On the other hand, the inhibiting factors encountered include limited teaching staff, unfavorable weather conditions, and public perception of the PKBM learning method which is still underestimated.

Keywords: Supporting Factors, Inhibiting Factors, Learning of PKBM

INTRODUCTION

Education plays a very important role as the foundation for a country's development. The key to success is quality and equitable education, so that every individual has the same opportunity to access the knowledge and skills needed (Maesyaroh, 2024). The education pathway consists of formal, non-formal, and informal education, which can complement and enrich each other. The existence of non-formal education supports formal education where appropriate and remains connected to the overall education system (Syafi'i & Ikwandi, 2023). Non-formal education has specific objectives and learns in appropriate contexts. Nevertheless, non-formal education remains closely connected to the education system as a whole, especially in the context of lifelong education (Kamil, 2011).

As a provider of equivalency education outside the formal system in the form of a Community Learning Center (PKBM), Sekolah Alam Rumah Matahari focuses on community empowerment through innovation in environmentally oriented learning design. With this



approach, they integrate natural elements into the educational process, creating a holistic and sustainable learning experience(Sholeh et al., 2023). This is unique because the implementation of the education program is done by utilizing the natural resources owned by the local community. Rumah Matahari Nature School provides three levels of education, namely, package A, package B, and package C. Each program has its own teachers to ensure a quality learning process at each level, especially for the package A level which is comparable to elementary school which currently has a large number of students (Noor, 2019).

In the implementation of the equivalency education program, learning management plays an important role in managing all aspects of the learning activities carried out(Sabarudin et al., 2024). The implementation of learning at Rumah Matahari Nature School adopts an innovative approach by utilizing the natural environment as an integral part of the learning process. The learning approach that includes all subjects along with continuous facility support is believed to be able to produce maximum learning outcomes(M. I. Sholeh, Azah, et al., 2024). This is because the approach guarantees students' mastery of all aspects of learning supported by the accessibility of infrastructure and increasing curriculum innovation (Utami et al., 2020)

The achievements of students at Rumah Matahari Nature School show that they have the same level of socialization as students in other institutions. In addition, students are also able to interact well, even their graduates who continue their education in formal channels such as public schools show the same success. This proves that non-formal education can compete effectively with formal education. The Rumah Matahari Nature School education program proves that the package A equivalency program is beneficial for various groups, not limited to students with special needs (Rigianti, 2020).

Management is a typical process to determine a success that includes actions of planning, organizing, implementing, and monitoring carried out as a determination and achieving predetermined goals through the use of human resources and other sources (Noor, 2017). Learning is a deliberate activity that aims to create an atmosphere or condition that stimulates and encourages students in the learning process (Mazar, 2016). Learning management is the ability to organize components related to learning operationally and efficiently, with the aim of creating more value in accordance with applicable rules or standards (Wicaksono & Rachmadyanti, 2017).



The main programs in PKBM include equivalency education package A, package B, package C, playgroups, daycare, courses and training and literacy education. The non-formal education programs offered by PKBM play an important role in supporting the vision of Sekolah Alam Rumah Matahari which is committed to “Changing civilization by shaping self-character and giving meaning to the earth” through learning that is relevant and fun for students, the school utilizes a nature-based learning approach that allows students to learn directly from nature. Thus, the school aims to form a superior character that benefits the nation (Rasheed et al., 2020).

PKBM seeks to serve disadvantaged learners such as those who have never been to school, have stopped school, dropped out of school, as well as those who are of productive age and want to improve their knowledge of life skills. The achievements of learners at Sekolah Alam Rumah Matahari show that they have the same level of socialization as learners in other institutions. In addition, students are also able to interact well, even their graduates who continue their education in formal channels such as public schools show the same success. This proves that non-formal education can compete effectively with formal education (W/ Head of PKBM/ Dec 1, 2023).

For nature schools, the environment is a learning space that provides a variety of authentic and enjoyable experiences for learners who may need variety and new stimuli in the learning process as well as providing opportunities for learners to explore the environment around them which can trigger new ideas and develop their creative potential (Mulyasa, 2012). The environment-based learning approach encourages the use of the surrounding environment as a learning resource. In this case, the teacher has the ability to link the learning delivered with the real world context, thus encouraging students to connect their understanding with its use in everyday life (Sholeh, et al., 2024). Nature-based learning at PKBM Sekolah Alam Rumah Matahari has its own uniqueness. The learning process does not only take place in the classroom, but also uses the surrounding natural environment as a source of knowledge. This is in line with the PKBM's goal to empower the community through learning programs that are contextual and in accordance with their local needs (Rasheed et al., 2020).

Referring to previous research illustrates that learning approaches that use environmental exploration can improve science skills, besides that children will also be more effective in learning and have high enthusiasm (K. R. Dewi et al., 2019). But on the other hand, natural schools can be ineffective because the implementation of curriculum supervision tends to be disrupted and needs



infrastructure as support (Purwanto, 2010). In addition, financial support and human resources are also important to consider for natural school organizers (Adriyani, 2024). Based on this description, researchers are interested in further exploring the learning management of nature-based PKBM at Rumah Matahari Nature School Sidoarjo.

METHOD

This research was conducted at PKBM Sekolah Alam Rumah Matahari located in Wilayut Village, Sukodono District, Sidoarjo Regency, East Java Province. This research uses a qualitative approach with a case study type to gain an in-depth understanding of social phenomena from the perspective of the participants involved, including individuals who participate in interviews, observations, and provide data and their views (Sugiyono, 2016).

Researchers collected primary data by conducting interviews with principals, teachers, committees, and students at Rumah Matahari Nature School. For secondary data, researchers use sources of information that are not obtained directly to researchers, but through intermediaries such as other people or documents (Sugiyono, 2016). For documentation data, researchers reviewed the vision and mission, organizational structure, teaching and learning activities, and other documents related to the learning process. After the data is obtained, it is analyzed interactively through the stages of data reduction, data presentation, and conclusion drawing related to what are the supporting and inhibiting factors of nature-based learning at PKBM Sekolah Alam Rumah Matahari Sidoarjo (Sugiyono, 2016).

RESULTS AND DISCUSSION

Based on data collection that provides information about the implementation of non-formal education learning management, PKBM Sekolah Alam Rumah Matahari can explain that in the nature-based learning process there are several factors that occur, both supporting and inhibiting factors as follows:

Supporting factors:

1. Teaching Factors

The teachers at PKBM Sekolah Alam Rumah Matahari have fulfilled the requirements for duties and responsibilities, with good personalities, authority, and are role models for



students. They have a high work ethic, work with sincerity, and pray for each other. Although not all of them have graduated from teacher education, they have passed the selection process and mastered the teaching method. Teachers must also understand students' individual needs and ensure mastery of the material. This shows that the role of the teacher is not only limited to teaching, but also has an important role in providing motivation, providing clear explanations, and evaluating student progress. In the teaching-learning process, the teacher acts not only as a teacher, but also as a guide and inspiration for students (Hamalik, 2010).

Educators should also implement a variety of learning methods to maintain student engagement and prevent boredom during the learning process by creating a dynamic and interesting atmosphere, students will be more motivated to actively participate in learning activities (Noor & Susanti, 2023).

2. Learner Factors

The high interest of students to attend PKBM Sekolah Alam Rumah Matahari is a supporting factor in learning there. Some of the research results from some students feel that learning is fun by innovating learning with this nature base, learning with nature is very fun for them. Although there are also students who live far from school, their parents are still enthusiastic and willing to take their children to this school, because parental support is very influential on child development. Specifically, the family environment is the earliest educational environment for each individual. In this context, parents act as fundamental teachers, providing guidance, teaching values, and being role models in various aspects of life. They not only educate, but also lead by example for their children to follow (Faizah & Noor, 2024).

This shows high enthusiasm from learners and strong support from parents to be involved in the learning process. High involvement and motivation from learners, coupled with commitment from parents to support participation in creating an effective learning environment in accordance with the objectives to be achieved. (Hajeni et al., 2022). The role of parents has the main control in the responsibility for the child's educational process and can provide insight for children as important. This is important because in the developmental phase of children, they are in the stage of imitating the attitudes and behavior of those around them (Noor, 2020).



3. Infrastructure Factors

The infrastructure factor is an important aspect in achieving quality output and good quality education through nature-based learning innovations. The availability of adequate facilities and infrastructure is necessary for an effective and conducive learning process. Facilities are direct tools used in the learning process, such as teaching aids, learning media, and other equipment that play an important role in clarifying material, conducting practicums and experiments, and stimulating the thoughts, attention, and interests of students. Meanwhile, infrastructure is an indirect tool that supports the learning process, such as school buildings and furniture that are available in good condition to create a comfortable and enjoyable learning atmosphere (Dewi & Noor, 2024). In this case, infrastructure is very important to support learning, because without adequate infrastructure, the learning process at school cannot run optimally (Ismail et al., 2018).

Inhibiting Factors:

1. Labor Factors

An excessive workload on the workforce due to the limitation of teachers, because who are not only responsible for teaching, but also have to take care of other tasks such as inputting data and organizing tuition payments, the number of teaching staff is still insufficient causing teachers to be forced to handle these administrative tasks. This is a challenge for the school to provide adequate and dedicated human resources.

There are education teachers, tutors and learning assistants in PKBM, but there is still a lack of expertise in this sector. Despite the variety of roles and responsibilities, limited human resources remain a problem that needs to be addressed to improve the effectiveness of non-formal education (Noor & Monita, 2021). This situation is caused by the placement of educators in schools that are not in accordance with the needs that occur while the number of teachers for other sections is considered inadequate (Sholeh, 2023).

2. Weather Factors

Weather conditions can affect students' psychology and motivation to learn. When the weather is sunny, students tend to be more excited and comfortable to learn in the classroom. However, when it rains, students' mood and concentration can be disrupted. Environmental factors also play a role (Sholeh, 2024). When it rains, students may feel influenced to play in



the water and do other activities outside the classroom. This may cause them to lose focus on the lesson. Unfavorable weather conditions also have an impact on outdoor learning activities. When it rains, outdoor learning activities have to be canceled or diverted to the classroom. This can reduce the effectiveness and quality of students' learning experience. When learning activities that have been planned or are in progress suddenly rain falls, this condition can disrupt and hinder the implementation of learning. (Martina et al., 2019).

3. Community Factors

Community perceptions that do not understand the concept of Community Learning Centers (CLCs) often raise questions and skepticism about whether CLC graduates can continue their education or get a job (Azah & Sholeh, 2024). Community opinion tends to give more recognition and value to graduates from formal education institutions than those from non-formal education institutions (Minarti et al., 2024). This is due to several factors, including a lack of public understanding of the role and function of PKBM as a non-formal education institution, the stigma that PKBM graduates have a lower quality of education compared to formal school graduates, and limited information and socialization about the equivalence of PKBM certificates with formal schools (Rafi et al., 2023).

With community perceptions that are still diverse and often conflicting, regarding education PKBM needs to be proactive in explaining to the community that this non-formal education institution has standards and quality equivalent to formal education in general. PKBM is committed to graduating students with competent skills and abilities, in accordance with the needs and demands of the current labor market (Kamil, 2011).

CONCLUSIONS

Based on the results of research and data analysis, it is found that there are supporting and inhibiting factors in the implementation of nature-based PKBM learning at Rumah Matahari Nature School Sidoarjo. These supporting factors are competent and dedicated teaching staff, high enthusiasm from students and parental support, and the availability of adequate facilities and infrastructure to support nature-based learning innovations. However, the obstacles faced in this nature-based PKBM learning are excessive workload on teaching staff due to the limited number of teachers, weather conditions that can affect student motivation and concentration, and



community perceptions that still do not fully understand the concept of PKBM and tend to give higher recognition to formal school graduates.

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