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The Relationship between Management and Learning Outcomes of Equality Education Package C Study at the Community Learning Activity Center (PKBM)

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Abstract: This study aims to clarify the relationship between the management of educational package C equivalence studies and learning outcomes at the Musi Banyuasin Thin Regency Community Learning Center (PKBM). This study is categorized as a quantitative study by research method. The respondents to this study were 90 students selected by random proportional stratified sampling from the 15 sub districts of the Musibanua sin Regency. The data collection method in this study used questionnaires, but the analytical method used to test the hypothesis was simple regression analysis. Based on the results of the hypothesis test, we can see that the control variable (X) has a tcount value of 4,344 and a significance of 0,000. The value of the t table is obtained from (n-k-1) of the t distribution table. This is 1.98729. Therefore, according to the decision of the t-test, that is, t-count> t-table or significant 1.98729 or 0.000 significant value & lt; 0.05. This indicates that the guide variables (X) in the Musi Banyuasin study package equivalence program at PKBM have a positive and partially significant effect on learning outcomes (Y). From the results of the study, we can conclude that the learning outcomes have a positive and significant effect.

Keywords: *Management, Learning Output; Equality Education; Paket C, PKBM*

education is one of the most important parts of human life. If there is no education, there will be ignorance and of course also social inequality. Education is the practice of acquiring knowledge and information that can lead a person to a positive future (Al-Shuaibi, 2014). Through education, a person will be responsible for developing the personality, social skills, and thinking of each individual. Through education too, one can supplement one's life experience as needed and enable that person to achieve a special position in society and develop good career choices. Meanwhile, according to Arias (2022), education is important because it can affect income, whereas since the Covid-19 pandemic hit the education sector, it has affected the lifetime income of young people worth $17 trillion or around 14 percent of current global GDP, due to school closures and economic shocks. . He added, the importance of education will also affect inequality that is increasingly widespread across generations, socio-economic groups, locations, and across countries.

Considering the importance of education for a person in any condition, many people make education the foundation of life. However, this does not guarantee that everyone can get the education they want and need. According to data released by the UNESCO Institute for

Statistics (UIS) in 2018, there were around 258 million children and adolescents out of school. This number includes 59 million children at primary school age, 62 million children at junior high school age (SMP) and 138 million children at senior high school age (SMA). Starting from the economy, marriage, work, etc. are the reasons they don't go to school. One solution that exists in Indonesia for people who cannot continue their education is that people can take non-formal education. As stated in Law no. 20 article 13 paragraph 1 of the 2003 national education system (SISDIKNAS), the education pathway in Indonesia is divided into: formal education, non-formal education, and informal education which can complement and enrich each other. Meanwhile, non-formal education is contained in Law no. 20 of 2003 Article 26 paragraph 6 which states that the results of non-formal education are equivalent or parallel to formal education will be accepted if it refers to the evaluation process by an institution appointed by the government. It states that it is parallel. In accordance with the National Education Standards (SNP), educational success is a shared responsibility within the family, state and society.

In non-formal education there are many types of education. One of them is equality education. Suryono & Tohani (2016) explained that equality education and literacy education in the non-formal education pathway can be an access to education that will continue to increase. This is supported by current conditions, where Covid-19 has become a worldwide pandemic, so Arias (2022) stated that the disaster of inequality is getting wider, starting from across generations, socio-economic groups, locations, to across countries. There are two main things that become educational problems in the world, namely learning losses and social and economic costs and their substance. The second is that urgent and ambitious action is needed to restore and accelerate learning so that equal education becomes the main point in supporting the solution of these two problems.

This equality education is generally included in the non-formal education unit, namely the Community Learning Activity Center (PKBM). PKBM which is one of the non-formal education units (PNF) which is conceptually community-based and is always required to innovate to produce newer community empowerment programs with transformative characters and can be the best in practicing without leaving the characteristics of local wisdom and excellence as added value for educating and at the same time improve people's living standards (Setiawan, et al., 2020). In the implementation of this PKBM, there are usually equivalence education programs ranging from Package A for the SD/MI level, Package B for the SMP/MTs level and Package C for the SMA/MA level. This equality education can be one of the solutions to the government's problems in empowering the dropout community in Indonesia. The purpose of implementing this equality education is to emphasize the mastery of knowledge (cognitive), functional skills (psychomotor) as well as the development of attitudes and personality of learning citizens (affective). According to BAN PAUD PNF, PKBM also has characteristics such as a community learning center, a place for exchanging learning experiences, a place for public information, a place for community and community meetings, a place for co-learning resources, as a community research center and finally being a link in the co-learning network. learning.

Currently, the number of PKBM throughout Indonesia has reached 20,204 with private and public status. This proves that the government is very serious in solving the problem of dropping out of school in Indonesia. However, in its implementation, equality education still has its own polemics, especially during the implementation, namely in the management section that is not up to standard so that this has an impact on the learning outcomes themselves. According to Maryana, et al., (2013) management is defined as a process where a system is created and unites an activity in the work so that it is expected to be completed efficiently and

effectively. Management is an orderly and cyclical function: planning, organizing, directing, coaching, evaluating, and developing (Sudjana, 2014). Meanwhile, management in the context of education according to Danhas (2021) is an effort to manage or manage everything that exists and determine the educational process. Management has several principles in its implementation. According to Douglas in (Kristiawan, et al., 2017) there are several management principles, namely (1) Prioritizing or prioritizing common interests and the interests of work mechanisms over personal interests, (2) adjustment of each responsibility and authority, (3) Assignment of responsibilities to each school personnel (staff) according to the nature and responsibilities, (4) Sufficient knowledge of human psychological factors, and (5) Real values. So it can be concluded that the above can be concluded that the principles of management have essentially in practice must pay attention to goals, human resources (HR), tasks and values. Where the goals will be formulated in accordance with the goals of the organization being carried out, the development of time, and also the values that are still valid.

Meanwhile, according to Sudjana (2014), learning outcomes are defined as changes in behavior resulting from the results of the learning process which includes the concepts of cognitive, affective and psychomotor changes. Meanwhile, from the point of view of educators, learning outcomes are defined as the end result of the learning process, while from a student's point of view, learning outcomes are defined as the peak achievement of the learning process. In knowing the level of achievement of learning outcomes, an evaluation is needed. Hamalik (2011) argues that "learning achievement will show a learning success, while indicators of changes in student behavior are assessed from their learning achievements". From this it can be concluded that if there is a positive change in the behavior of the learning community, it can be said that there is a successful implementation of learning and learning outcomes can be evaluated using assessment. Slameto (2010) states that there are two factors that influence learning outcomes, namely factors that arise from the individual who is carrying out learning activities, or commonly referred to as internal factors and factors that arise from outside the individual itself or commonly referred to as external factors. In addition, indicators of learning outcomes are also divided into cognitive, affective and psychomotor domains. The cognitive domain consists of students' ability to reform concepts or principles learned by students, whether they are able to acquire, reason, understand, initiate, conceptualize, decide, or act in increased discussion. According to Bloom (1975), all learning objectives are in the cognitive (intellectual) domain, namely all activities involving the learner's brain, and this aspect is divided into six levels (Lowest-Highest). These levels are labeled 1-6 C (cognitive). In addition, in the affective domain, according to Kratwohl in (Purwanto, 2016) it divides aspects of affective learning outcomes into five levels, namely acceptance or response to a stimulus, participation or involvement, evaluation (the value of the stimulus), organization (connecting the value of the stimulus to the value obtained). studied by students), and internalization (values as a life guide for students). Aspects of affective learning outcomes are sorted from the lowest to the highest. From this it can be concluded that the aspect of the affective domain is the aspect of learning outcomes related to values related to attitudes and behavior. While the last aspect of learning outcomes is psychomotor. According to some experts, psychomotor aspects are grouped into several hierarchies or levels. Learning outcomes in the psychomotor aspect are the same as the previous two aspects, which will be arranged sequentially starting from the lowest or simplest order to the highest order, where this value can only be achieved if students have mastered lower learning outcomes. According to Simpson's opinion in (Purwanto, 2016) states that psychomotor learning outcomes are classified into six levels, namely, perception, namely students can distinguish symptoms or phenomena that occur, readiness, namely students can

place themselves to start a movement, guided movements, namely students can imitate models exemplified or simulated by educators, familiarized movements, namely students can do movements without models until they reach a new habit, complex movements, namely students can perform a series of movements in sequence, and creativity, namely students can make movements and combinations. original new movements or by students. From the explanation above, it can be concluded that the aspect of psychomotor learning outcomes is an aspect of learning outcomes that focuses on student achievement that emphasizes the practitioner or practical aspect.

Back to the focus of this research, there is a case that can be seen in one of the districts in South Sumatra Province, namely Musi Banyuasin. According to the Ministry of Education and Culture's reference data website, the number of community education units in Musi Banyuasin Regency is 18 PKBM. However, after tracing and confirming directly to the Education and Culture Office of the Musi Banyuasin Regency, the Head of the PAUD, TK and PNF development in February 2022, there were only 15 active institutions and the rest were inactive or could be said to be stalled.

After being identified, it turned out that the management carried out in the three PKBMs was not active due to the very small number of students due to the inappropriate implementation of equality education. Where many students do not take part in the process of teaching and learning activities as they should, in fact most of them only come to the institution just to take the exam and at the end only prioritize diplomas compared to the learning process. This is certainly very deviated from the main goal of implementing PKBM on equality education itself. So it can be concluded that when PKBM is managed properly, of course, it is hoped that it will also produce quality students accompanied by changes experienced by the students themselves. This opinion is in accordance with and is in line with previous research by (Putri, 2017) which stated that there was a relationship between management and learning outcomes of 74%. Where this indicates a high level of criteria. Based on the background of the problem above, the researcher will study further about the concept of previous research with different objects and main objectives of research. Through this research, it is hoped that it can be used as an evaluation material for every agency in improving services so that it can achieve the true educational goals of Package C equality and can have an impact on changing behavior to improve a better standard of living for its learning citizens.

METHODS

Rresearch Methods

In this study, the method used is categorized as a quantitative research approach through correlation studies and surveys. Correlation studies are descriptive methods commonly used to determine how two or more variables influence each other (Noor, 2011). While the survey method aims to determine the effect of certain treatments (Sugiyono, 2017). The survey method was used to obtain data from certain natural (non-artificial) locations where the researcher conducted this survey by distributing questionnaires to the target respondents.

While the population in this study were 952 learning residents from 14 PKBM in 15 sub-districts in Musi Banyuasin Regency. Where in determining the sample, this study uses a proportionate stratified random sampling technique. According to (Sugiyono, 2017) proportionate stratified random sampling is a sampling method that involves dividing the population into smaller sub-groups known as strata. To find out the number of each sample per sub-district, it can be done using the Slovin formula, which is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = Sample size

N = Population Size

E = Critical value (limit accuracy) used/margin of error max (10% or 0.1)

Based on the above formula, the following samples were obtained:

N = 952

e = 0,12 (10%)

Then it can be seen as follows

$$n = \frac{N}{1 + Ne^2} = \frac{952}{1 + 952(0{,}1^2)} = \frac{952}{1 + 9{,}52} = \frac{952}{10{,}52} = 90{,}49 = 90$$

So if the number of samples is known, then we will calculate the number of each sample strata/ cluster in the various sub-districts, namely the number of samples in 11 sub-districts in Musi Banyuasin Regency is 6 samples for Sangga desa sub-district, 6 samples for Sungai Keruh sub-district, 9 samples for the Sekayu sub-district, 11 samples for the Bayung Lincir sub-district, 27 for the Lais sub-district, 7 samples for the Batanghari Leko sub-district, 6 samples for the Keluang sub-district, 8 samples for the Plakat Tinggi sub-district, 0 samples for the sub-district Lalan, 4 samples for Tungkal Jaya subDistrict, and 6 samples for Babat Supat subDistrict.

Place and time of research

This research was conducted in Musi Banyuasin district from February to June 2022. In this study, the focus of this research is in 15 sub-districts, each of which has a Community Learning Activity Center (PKBM). Meanwhile, the subjects of this research are 90 students who are currently taking the equivalent of Package C education in various sub-districts in Musi Banyuasin Regency.

Research procedure

According to (Sugiyono, 2017, p. 38) research variables are everything in any form determined by the researcher to be studied so as to obtain information about the things to be studied so that conclusions can be drawn. There are two kinds of variables, namely variable X and variable Y. It was also explained that Variable X is an independent variable or often referred to as stimulus, predictor and antecedent variables. While the variable Y is the dependent variable or commonly called the output variable, criteria, and consequences. In this study, 2 research variables were used, namely the management variable (X) and learning outcomes (Y). The sampling technique in this study used proportionate stratified random sampling. The steps taken in this research are; (1) Creating data collection instruments, (2) Testing the validity and reliability of research data, (3) Performing classical assumption tests, (4) performing simple regression analysis tests, and (5) Performing partial hypothesis testing. The benchmark in testing the hypothesis in this study is H0 to state if it is suspected that there is no relationship between X and Y variables, while Ha states if it is suspected that there is a relationship between X and Y variables.

RESULTS

Descriptive data on the relationship between management (X) and learning outcomes (Y) of the Package C Equality Education Program Study at Teaching and Learning Centers (PKBM) throughout Musi Banyuasin Regency are presented in table 1.

Table 1. Description of data

Research variable	Average	Lowest data	Highest data
Management(X)	59,01	43,00	69,00
Learning Outcomes (Y)	69,28	52,00	85,00

Based on the table above, it can be seen that the highest value of the management variable (X) is 69 while the lowest value is 43 with an average of 59.01 and a standard deviation of 6.1489. For data on learning outcomes (Y), the highest value data is 85 while the lowest value is 52 with an average of 69.28 and a standard deviation of 6.5175. Each question for the variable X is 15 and for the variable Y is 17 questions.

The next step after the descriptive statistical analysis is done is the correlation analysis between the X and Y variables. The results of the data normality test are presented as follows in table 2 below;

Table 2. One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			90
Normal Parametersa,b	Mean		.0000000
	Std. Deviation		5.91416831
Most Extreme Differences	Absolute		.100
	Positive		.080
	Negative		-.100
Test Statistic			.100
Asymp. Sig. (2-tailed)			.027c
	Sig.		.304d
Monte Carlo Sig. (2-tailed)	99% Confidence Interval	Lower Bound	.293
		Upper Bound	.316

The guidelines used to see whether the data are normally distributed or not are based on if the resulting Monte Carlo Sig (2-tailed) value is greater than 0.05 then the residuals are normally distributed (sig > 0.05) and vice versa if the Monte Carlo Sig value is the resulting (2-tailed) is smaller than 0.05, it can be said that the residuals are not normally distributed (sig < 0.05). Where the significant value from the Kolmogrov Smirnov table must be above the standard error of 0.05 or 5%. In the table it can be seen that the p-value in the asim column. Sig Sig Monte Carlo (2-tailed) of 0.304 > significant level (α = 0.05), it can be concluded that the data is normally distributed.

The next step is to perform a simple regression correlation analysis carried out with the help of SPSS 25.0. Where based on the calculation results obtained correlation results, namely r = 0.420 one unit or equal to 42.0% which indicates that the independent variable, namely management (X) is able to explain a positive relationship to the dependent variable, namely Learning Outcomes (Y) of 42.0% . What is meant by a positive relationship is if the management variable increases or increases, the learning outcome variable will also increase or increase and vice versa if the management variable decreases, the learning outcome variable also decreases. Then the remaining 58.0% is explained by other variables that are outside the research model.

After performing a simple correlation analysis, the next step is to perform a t-test to determine whether the variable is significant or not. The criteria in this test is to compare the results of t-count with t-table which is based on a significant level of 0.05 and 2 sides with degrees of freedom df (n-k-1) = 90-1-1 = 88 (n itself is the number of samples and k is the sum of X or Independent variables). Based on the criteria described above, an r-table of 1,98729 one unit was obtained. It can be concluded that if t count < t table then H_0 is accepted, whereas if t count > t table then H_0 is rejected.

Table 3. Correlation test results

Coefficients						
	Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	43.006	6.083		7.070	.000
	Management	.445	.103	.420	4.344	.000

(Source: Data processed by SPSS 25.0)

Based on the results of the hypothesis test above, the management variable (X) obtained a t-count value of 4.344 while significant was 0.000. The t-table value is obtained from (n-k-1) in the t-distribution table, which is 1.98729. So based on decision making on the t-test, namely t arithmetic > t table or significant < 0.05 with a value of 4.344 > 1.98729 or a significant value of 0.000 <0.05. This shows that the management variable (X) has a positive and partially significant effect on Learning Outcomes (Y) in the Package C equivalence program of study at the Se Musi Banyuasin PKBM center.

The F-test was used to test the overall significance level of the management variables on learning outcomes. This test uses a statistical test using Fisher's method (F test) obtained from calculations using the SPSS 25.0 application, at a significant confidence level of 0.05. The test criteria are by comparing the F-count with the F-table which can be known by calculating df1 (total number of variables – 1) = 2 – 1 =1, and df2 (n-k-1) = 90 – 1–1 = 88 (n is the number of samples and k is the number of variables X or Independent in the study). Based on the criteria, the F-table value from the statistical table is 2.708 one unit. Decision making is done if F-count > F-table then H_0 is rejected, whereas if F-count < F-table, then H_0 is accepted. The results of statistical tests (Anova Test or F Test) are shown in the table below;

Tabel 4. ANOVA[a]

	Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	667.501	1	667.501	18.869	.000b
	Residual	3112.987	88	35.375		
	Total	3780.489	89			

(Source: Data processed by SPSS 25.0)

Based on the results of the ANOVA table above, the F-count value = 18,689 one unit with a significant level of 0.000, so that the F-table values df1=1 and df2=88 obtained 3.949 one unit from the statistical table. From this it can be concluded that the F-count > F-table (18.869 > 3.949) with a significant level of 0.000 <0.05. Therefore, based on the calculation criteria, it can be concluded that the management variable has a major influence on learning outcomes.

DISCUSSION

Education management is a systematic activity that includes planning, organizing, implementing, controlling, and developing all components in the education system, especially the human resource component, including facilities and infrastructure aimed at achieving the goals and nature of education. According to (Danhas, 2021) means that management is aimed at targeting educational problems using the perspective of management science. So that it can be interpreted that the management of education means applying the principles and functions of management into the world of education. The management principle itself is the fundamental principles and values or, say, the core of the effective and efficient implementation of management efforts. That is, the success of a management effort within a scope is determined once by the basis or values applied. Of course, this management principle is dynamic, flexible and adaptive. But in terms of function, management still refers to planning, organizing, then implementing or implementing and finally controlling. In the context of the focus of this research, management will be linked to learning outcomes. This is because learning outcomes are one of the outputs of implementing management in schools, starting from the main part of management to the

management sub-section, namely educators. Learning outcomes according to (Nursalim, 2020) are the effects of each learning activity carried out by students. Student learning outcomes are influenced by various factors, both internal and external. Through external factors, student learning outcomes can be affected, such as classroom management, learning planning, facilities and infrastructure, institutional management and much more. So from here the researchers will focus on the relationship of management to learning outcomes.

In this research, the first thing to do is to test the quality of the data by testing the validity and reliability. This data quality test uses data outside the sample which has the same characteristics as the sample, namely having residents studying package c and being outside the Musi Banyuasin district. Based on the data that has been generated, for the variable X, all the question components from X1-X15 are declared valid because the r-count value is greater than the predetermined r-table value. Meanwhile, for variable Y, all question components from Y1-Y17 are declared valid because the r-count value is greater than the r-table value. Furthermore, a reliability test was also carried out, which resulted that the value of Cronbach's alpha on the X variable was 0.946 one unit with a total of 15 questions. While the r-table is 0.4438 one unit. Then the cronbach alpha value > r-table. Thus, the value of Cronbach's alpha is 0.942 > 0.4438. So it can be concluded that the questionnaire tested is reliable. While the result of Cronbach's alpha is 0.910 one unit with a total of 17 questions. While the r-table is 0.514 one unit. Then the cronbach alpha value > r-table. Thus, the value of Cronbach's alpha is 0.910 > 0.514. So it can be concluded that the questionnaire tested is reliable.

In this study, before testing the hypothesis, multicollinearity and heteroscedasticity tests were also carried out. The multicollinearity test was conducted to determine whether there was a significant correlation (correlation) between independent variables. The reference used is if the independent variable is said to have no correlation if the tolerance value is more than 10% (tolerance > 0.01) and has a VIF value of less than 10 (VIF < 10). The result is that Management (X) = 1,000 of the X variable can be concluded that it is greater than the specified value of 0.01. For VIF value less than 10 (VIF < 10) where Management variable (X) = 1,000. So it can be concluded that there are no symptoms of Multicollinearity. While the heteroscedasticity test was carried out with the aim of testing whether in the regression model there was an inequality of variance from the residuals or one other observation. The basis for decision making to find out whether there are symptoms or not is if the significant value is more than 0.05 then there are no symptoms and vice versa. The resulting significant value of Management (X) = 0.246 where the above variable is greater than the significant standard value of 0.05. So it can be concluded that the value does not occur heteroscedasticity symptoms

The last step in this research is to test the hypothesis, where based on the results of hypothesis testing that has been explained in the results, it is obtained that the management variable (X) has a t-count value of 4.344 while significant is 0.000. Where the t-table value is obtained from (n-k-1) in the t distribution table, namely 1.98729. Then according to the decision making on the t-test, namely t-count>t-table or significant <0.05 with a value of 4.344> 1.98729 or a significant value of 0.000 <0.05. This shows that the management variable (X) has a positive and partially significant effect on learning outcomes (Y) in the Package C equivalence program of study at PKBM Se Musi Banyuasin. So Ha is accepted and H0 is rejected, which means there is a relationship between the management variable (X) and learning outcomes (Y). Based on the results of the study, it can be concluded that the relationship between the management variables (X) has a positive and significant effect on the learning outcomes variable (Y). Thus, if the value of management increases, the value of learning outcomes will also be higher or increase.

The results of the study are in accordance with and in line with the results of previous research proposed by (Putri, 2017), namely poor management will affect student learning outcomes. This can also mean that the level of management will affect student learning outcomes.

CONCLUSIONS AND SUGGESTIONS

Conclusion

From the results of research that has been carried out regarding the management of educational outcomes of equivalence education Package C studies in PKBM Se Musi Banyuasin Regency, it can be seen that the management variable (X) appears to have a partial positive effect, it can be concluded. Students have learning outcomes (Y). This is indicated by the result that the t-count value is greater than the t-table value (4.344>1.98729) and the significant level is less than 0.05 (0.000<0.05). When management has a high value, the learning outcomes will also have a high value, and vice versa. So it can be concluded that H0 is rejected and Ha is accepted, which means that there is a relationship between the management variable (X) and the learning outcome variable (Y).

Suggestions

From the results of the research that has been described above, the suggestions that the authors can propose are as follows: To PKBM Managers in Musi Banyuasin Regency, It would be nice if the management during learning could be improved. So that this will help residents learn and be able to follow the learning well and not be left behind in learning materials. To other researchers, It is hoped that other researchers can conduct further research on the factors that become problems in the management of the Community Learning Activity Center (PKBM), especially the issue of equality education in non-formal learning. In addition, there are many other factors that clearly affect learning outcomes and require further research, including the support of supporting facilities and infrastructure, the availability of learning media, and the empowerment of learning citizens in participating in the equality education program at the Community Learning Activity Center (PKBM) in non-formal education.

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