Implementation of Management Standards

(Case Study of Management Standards in Accreditation Assessment at PKBM Sejahtera Pontianak East Institute)

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Abstract. This study aims to reveal information relating to (1) the leadership profile of the head of the management of the Community Learning Center (PKBM) Prosperous Center; (2) Work plan for accreditation management standards in PKBM Sejahtera institutions; (3) Organizing accreditation management standards in PKBM Sejahtera institutions; (4) Implementation of management of education units in PKBM Sejahtera institutions; (5) Supervision of education units in PKBM Sejahtera institutions; and (6) Reporting of the results of activities at PKBM Sejahtera institutions. The approach in this study uses a qualitative approach to the type of case study research. The results obtained from this study are the first chairman of the new prosperous PKBM has a D3 certificate in Civil Engineering and has 13 types of training/workshop / technical guidance certificates that are relevant to PKBM, and PKBM Sejahtera already has a community representative forum. Second, PKBM prosperous has clear and realistic vision, mission, and unit objectives, assisted villages / urban village that are in accordance with the vision, mission and objectives, long-term strategic plan (5-year work plan), operational plan (annual work plan) clear; plan for the use of funds for a period of 5 years, already carrying out identification of community learning needs (IKBM) before determining the type of service program, already using the IKBM results as the basis for determining the type of service program; has included community members / leaders / RT heads, RW leaders (representing the community) in each service program preparation. Third, PKBM Sejahtera already has an institution's board posted/posted on the front fence but, the standard size has not been fulfilled all elements/explanations of certain activities in it, and there is no Tut Wuri Handayani symbol and has a network with 4 or more partner institutions in Last two years. Fourth, PKBM Sejahtera already has an activity schedule for each structured activity and unstructured activities, already has a list of participants in each study group (groups of students) for each type of service program, and already has a continuous service program so that there is no free time in each year. Fifth, PKBM Sejahtera has carried out monitoring and evaluation of service programs that are held regularly, has carried out monitoring and evaluation of learning by periodic managers and PKBM prosper does not make monitoring and evaluation reports. Sixth, PKBM prosperous has made a report on the results of each activity's complete activities, making a complete financial report after each activity, making a report on the results of its activities and finances supplemented by four documents of financial transactions consisting of bank accounts, cash books, diaries, documents financial transactions. As well as prosperous PKBM has submitted periodic reports of activity and financial results to the Pontianak City Education Office, Ditjen PAUD and Dikmas as well as agencies that provide assistance.

Keywords**:** Implementation; Management Standards; Accreditation Assessment

I. INTRODUCTION

The main tasks and functions of BAN PAUD and PNF are to carry out program and unit accreditation in PAUD and PNF education. Accreditation is an assessment of the feasibility of PAUD and PNF units and programs based on predetermined criteria. To assess the feasibility, an accreditation instrument is prepared which refers to the National Education Standards (SNP) as stipulated by Government Regulation Number 32 of 2013 concerning Amendments to the Government Regulation of the Republic of Indonesia Number 19 of 2005, which "includes 8 (eight) standards, namely

1) Standard Graduate Competencies, 2) Content Standards, 3) Process Standards, 4) Standards of Educators and Education Personnel, 5) Facilities and Infrastructure Standards, 6) Management Standards, 7) Financing Standards and 8) Educational Assessment Standards ".

Of the 8 (eight) National Education Standards that are the focus of the attention of researchers is the management standard because management standards are the standard with the most major status in PKBM accreditation instruments. Major is a criterion that must be fulfilled because it significantly influences the achievement of 8 (eight) National Education Standards.

The researchers' considerations determine the focus of this research are:

a. Management standards are the most major standards for accreditation instruments;
b. Management standards involve a lot of human resources in non-formal education institutions (Chair of PKBM managers, educators/tutors, education staff (Secretary-Treasurer and staff), Community Representatives Forum, PKBM Communication Forum, etc.);
c. The progress of the withdrawal of a PKBM institution is largely determined by management standards, because in the management standard there are variables consisting of leadership, planning, organizing, implementing, monitoring and reporting;
d. Still, lack interest in students.
e. By the research profession, namely, as PKBM program assessors and members of BAN PAUD and PNF in West Kalimantan Province researching accreditation is more specifically on accreditation management standards.

Management Standards are criteria regarding the planning, implementation, and supervision of educator activities at the education unit level to achieve efficiency and effectiveness in the delivery of education. Management is part of 8 (eight) National Education Standards (SNP) which are used to assess the feasibility of a program in an education unit based on predetermined criteria called accreditation in formal and non-formal institutions as stipulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning Standards National Education.

The Management Standard is "National education standards relating to the planning, implementation, and supervision of educational activities at the level of education, district/city, province, or national level to achieve efficiency and effectiveness in the delivery of education."

In the National Education System Law Number 20 of 2003 Clearly in:

"Article 26 paragraph (1) non-formal education is held for citizens who need education services and function as substitutes, additions, and/or complementary formal education in order to support lifelong education; paragraph (2) non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills and developing professional attitudes and personalities. Non-formal education is a path of education outside formal education that can be implemented in a structured and tiered".

National Non-formal Education Accreditation Board (BAN PNF) based on the Government Regulation of the Republic of Indonesia, Number 13 of 2015 concerning the Second Amendment to the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, turned into the National Accreditation Board for Early Childhood Education and Non-Formal Education, which subsequently called BAN PAUD and PNF are independent evaluation bodies that determine program and/or unit feasibility by referring to the National Education Standards.

PKBM Sejahtera is a PNF institution established by the community of Parit Mayor Village, East Pontianak Subdistrict, by the Deed of Establishment of the Legal Entity of the Social Foundations Act Number 83, dated September 1, 1998. Since its establishment in 2000 it has a program: A / B Equality Package / C /, Early Childhood Education (PAUD), Kindergarten, Basic Literacy Education, Independent Literacy Education, Reading Gardens, Life Skills, and Assistance Villages/groups.

PKBM Sejahtera Pontianak Timur became the research locus, because:

a. One of the Non-formal Education Institutions that has been established for a long time, since its establishment until now, has never been stopped (on / off);
b. This institution is believed to be the sole implementer of the literacy village program in West Kalimantan starting in April 2017;
c. This institution organizes education and training on life skills/life skills both in its environment and in the wider community, even from PKBM in West Kalimantan;
d. This institution is located on the outskirts of Pontianak (Part Mayor Village, East Pontianak Subdistrict), so it can accommodate students from outside the city (especially from Kubu Raya District);
e. The head of the institution (chairman) PKBM Sejahtera is not a civil servant, but is often involved / involved in government activities, especially in the field of education (PAUDNI / PNF / PLS / DIKMAS), both at the central, provincial and city levels of Pontianak and often

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involved in management of social organizations / institutions in the community;

f. Researchers have conducted accreditation visitation at this institution in 2008-2009;

g. This institution is often visited and sampled by the monitoring team from the center.

h. In 2018 PKBM Sejahtera Tutors are assigned as compilers of USBN questions in 2018.

PKBM Sejahtera Pontianak Timur has carried out unit and program accreditation by BAN PAUD, and PNF in 2015 and 2016 programs that are accredited are PAUD Program (Play and Kindergarten Groups) and equality programs (Package B, and Package C).

If the consideration of the determination of Locus and Focus of the study above is considered, the programs and units of PKBM Sejahtera Pontianak Timur that have been accredited will get an A grade or a minimum of B grade, but in reality after being accredited by BAN PAUD and PNF Assessors in 2015 and years 2016, the PAUD (playgroup) program has just received an accreditation of C grade, the TK program has accredited B value. The Package C program gets the C and accreditation value of Package B. It receives accreditation from C.

On that basis, researchers are very interested in knowing the implementation process of accreditation management standards in PKBM East Pontianak Prosperous Institution.

II. RESEARCH METHOD

This research is qualitative research because researchers try to express and understand the facts or images by the reality in the field without intervening in the conditions that occur. The approach in this study uses a qualitative approach. Qualitative research examines the perspective of participants with multi-strategies. Qualitative research is used because the focus of the research attention is the place of research is very familiar to researchers. With the above approach, this research will also try to understand the meaning of the subject in a natural setting. In attracting this meaning, researchers enter the research setting and act as the main instrument.

This study uses a type of case study research which is a study conducted on a "unified system." This unity can be a program of activities, events or groups of individuals related to a particular place, time or bond. Following the line of thought of Meredith Gall, Joyce & Borg (2003: 439) the purpose of case studies, generally in three ways: "to produce detailed descriptions of a phenomenon, to develop possible explanations of it, or to evaluate the phenomenon." Basuki Wibawa's view (2014: 4.31) that case studies are an important ethnographic type; a case may be one individual, several individuals separately or in groups, programs, events, or activities (for example, a teacher, several teachers, or

the implementation of a program). In the case study, several data collection techniques are used such as interviews, observation and documentary studies, but are focused on getting unity and conclusions. Because in this study the researchers did was describe, describe the conditions of the variables or real conditions. Based on the place, this research includes field research, namely research that is directly carried out in PKBM Sejahtera institutions or on respondents to make observations about a phenomenon in a natural state.

III. RESULT AND DISCUSSION

A. Result

From the results of interviews, observations and examinations of the documentation that we carried out during the study, we obtained six main findings, namely: First findings, leadership profile of Chairperson of East Pontianak PKBM Sejahtera manager: (1) academic credibility of a leader / chairman of PKBM manager should have an S1 diploma , while the diploma held by the head of East Pontianak PKBM Sejahtera has a D3 certificate in Civil Engineering, (2) the chairman of the PKBM manager is managed by a person who has 4 or more certificates of training/workshops/technical guidance relevant to PKBM, while the chairman of PKBM Sejahtera has as much 13 kinds/types of training/workshop/technical guidance certificates, (3) PKBM has a community representative forum which is a determinant.

The second finding relates to the work plan, (1) PKBM unit has a clear and realistic vision, mission and goals, PKBM prosperous has a clear and realistic vision, mission and goals, (2) PKBM units have assisted villages/urban village that are very suitable with unit vision, mission, and goals. PKBM Sejahtera already has a guided village / urban village, (3) PKBM unit has a clear strategic plan (5-year work plan). PKBM prosperous has a long-term strategic plan (5-year work plan). (4) PKBM units have clear operational plans (annual work plans). Prosperous PKBM already has an operational plan (annual work plan), (5) PKBM units have a plan to use funds for five years. PKBM prosperous already has a plan to use funds, (6) PKBM units should carry out the identification of community learning needs (IKBM). PKBM prosperous has done IKBM before determining the type of service program, (7) PKBM Unit uses the IKBM results as a basis for determining the type of service program, PKBM prosperous has used the results of identification of community learning needs, (8) PKBM Unit includes community members in each program preparation in PKBM, PKBM is prosperous in the preparation of a service program organized involving the RT head, RW leader who represents the community.

Third finding, Blessing with organizing, (1) PKBM Unit has an institution nameplate that is

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installed in a place that is easily read by the public. PKBM Sejahtera already has the name of an institution that is permanently installed in a place that is easy to read by the public, only the standard size has not been met and not all elements/explanations of certain activities in it and there is no Tut Wuri Handayani symbol, (2) PKBM unit has an organizational structure chart. PKBM Sejahtera already has an organizational structure, (3) PKBM units have a network of partnerships with 4 or more partner institutions in the past two years. Prosperous PKBM who collaborates with partners.

The fourth finding, relating to the implementation of the management of education units, (1) PKBM units have activity schedules for each structured activity and unstructured activities. Prosperous PKBM already has an activity schedule for each structured activity and unstructured activities, (2) PKBM units have a list of participants in each study group (group of students) in each type of service program. PKBM prosperous already has a list of participants in each study group (group of students), (3) PKBM units have a continuous service program so that there is no empty time in each year. PKBM prosperously organizes two main types of programs and supporting programs on an ongoing basis.

Fifth finding. In connection with the supervision of education units: (1) PKBM units carry out internal monitoring and evaluation (monev) by the manager for the programs submitted in half semester. PKBM Sejahtera has carried out internal monitoring and evaluation (monev) of service programs that are held regularly, (2) PKBM units make internal monev reports by managers for the programs submitted in each semester. Prosperous PKBM does not make monitoring and evaluation reports (monev), (3) PKBM Unit conducts periodic monitoring and evaluation of learning by managers. Prosperous PKBM has carried out periodic monev learning by managers.

The sixth finding, relating to the reporting of the results of the activity: (1) the PKBM unit makes a complete report on the results of each activity. PKBM Prosperous Unit has made a complete report on the results of each activity. Periodic finances. PKBM prosperous has made periodic financial activity report results, (4) PKBM unit submits its activity and financial report to all parties concerned. Prosperous PKBM has already submitted an activity and financial report to (a) Pontianak city education office, (b) Dikmas Directorate and (c) assistance agencies.

B. Discussion

The following is a review and discussion of the six formulations of research findings themes, namely (1) leadership profile of PKBM management

chair, (2) accreditation management standard work plan for PKBM institutions, (3) organizing accreditation management standards in PKBM institutions, (4) implementation management of education units in PKBM institutions, (5) supervision of education units in PKBM institutions, (6) reporting the results of activities in PKBM institutions, we will present the following:

1. The leadership profile of the chairman of the PKBM manager.
   a. Academic qualification of the manager.

   PKBM units are managed by leaders who have adequate academic qualifications. In the Book of Standards and Procedures for the Implementation of PKBM published by the Directorate of Community Management Directorate General of PNFI in 2012, no mention of qualifications for PKBM leadership diplomas, but within the scope of National Education Standards (8 standards) in standard 6 is management standards, on management standards 6.1.1. The manager's academic qualification states that "PKBM Unit is managed by someone who has a minimum S1 degree.
   b. Management competency.

   PKBM units are managed by leaders who have the adequate competence, or someone has 4 or more training/workshop / technical guidance certificates that are relevant to PKBM. A person who will lead a PKBM institution must have management and several skills related to PKBM management.
   c. Community representative forum.

   PKBM Unit has a community representative forum which is a determinant of policy direction. According to Minister of National Education Regulation No.49 of 2007 concerning the Role of Communities and Partnerships:

1) Non-formal education units include non-formal education unit citizens and people concerned about non-formal education in managing education.
2) The participation of residents of non-formal education units and communities concerned with non-formal education is aimed at certain activities that are determined.
3) Each non-formal education unit establishes partnerships with other relevant institutions, both government and private institutions.
4) The non-formal education unit partnership system is established by written agreement.

PKBM Sejahtera already has a community representative forum to supervise and protect institutional implementation. Community representative forum is a group of people or community members around PKBM who are chosen by the community who have

responsibility for planning, establishing, organizing, and developing PKBM programs.

d. Determination of leadership

The PKBM Unit has a leader chosen by the forum for representatives of the local community through open deliberation.

2. Work plan

a. Vision Ownership

Non-formal education units formulate and define the vision and develop it. PKBM unit has a vision that contains four elements as follows: (1) future reach, (2) service quality, (3) student competency, (4) service area.

By Minister of National Education Regulation number 49 of 2007, that the vision of a non-formal education unit:

1) It is used as an aspiration together with all interested parties in the future;
2) Able to provide inspiration, motivation, and strength to citizens of non-formal education units and all interested parties;
3) Formulated based on input from members of non-formal education units and interested parties, in line with the vision of national education;
4) Decided by managers and non-formal education providers by taking into account input from various parties;
5) Socialized to all interested parties;
6) Periodically reviewed and reformulated by the development of the community.

b. Ownership of mission

Non-formal education units formulate and establish missions and develop them. PKBM Unit has a clear and realistic mission formula. The mission of non-formal education units:

1) Provide direction in realizing the vision of the non-formal education unit by the objectives of national education;
2) Is an activity that will be carried out within a certain period;
3) Become the basis for determining the main targets, programs, and activities of non-formal education units;
4) Emphasizing the quality of service of students and the quality of graduates expected by non-formal education units;
5) Contains general and specific statements relating to non-formal education unit programs;
6) Provide flexibility and space for developing activities in the implementation of non-formal education units;
7) Decided by managers and non-formal education providers by paying attention to input from various parties;
8) Socialized to all interested parties;

9) Periodically reviewed and reformulated by the development of science and technology and community needs.

Mission formulation which contains five aspects as follows: (1) Development of institutions, (2) addition of service programs, (3) improving service quality, (4) improving the quality of human resources, (5) improving human resource welfare.

c. Ownership of goals

Non-formal education units formulate and set goals and develop them. A clear and realistic goal formulation is compatible with all aspects, as follows: (1) institutions, (2) service quality, (3) infrastructure, (4) student competencies, and (5) service areas. The objectives of non-formal education units are:

1) Describe the achievement of the level of quality that should be achieved in a learning program;
2) Referring to the vision, mission, and goals of national education and relevant to the needs of community empowerment;
3) Decided by managers and non-formal education providers by paying attention to input from various parties;
4) Socialized to all interested parties.

d. Determination of assisted villages/urban village

Every PKBM has a community that is the goal or target of its development. This community can be limited to a particular geographical area or community with certain social and economic conditions and conditions, for it is limited at the village or urban village level. Therefore the PKBM unit has a guided village / urban village that is by the unit's vision, mission, and objectives.

PKBM Sejahtera already has an assisted village / urban village, namely Tanjung Hulu Village, The plan for determining the assisted villages / urban village is: - There is a manager, - there is a building, - the availability of tutors. The implementation of the target villages / urban village has been running for four years, the East Pontianak Pearl Landfill. Evaluation of the determination of the assisted villages / urban village in PKBM Sejahtera is evaluation: Number of students, number of tutors (with evaluation standards).

e. Five-year work plan

PKBM Unit has a clear strategic plan (5-year work plan). PKBM Sejahtera already has a strategic plan (5-year work plan) for a long-term plan, a five-year work plan in PKBM Sejahtera is carried out by managers and meeting tutors to make plans. Those who carry out the work plan are all PKBM Sejahtera managers and tutors. Evaluation of the five-year work plan in

PKBM Sejahtera is carried out at the end of each year, evaluating the implementation of the planning results discussed in the form of discussion.

f. Annual work plan

PKBM units have clear operational plans (annual plans). PKBM Sejahtera already has an operational plan (annual work plan) in the form of SOP (Implementation Operational Standards), the one who prepares the operational plan is the PKBM manager Based on Technical Guidelines from the Directorate of Dikmas.

g. Plan for the use of funds.

PKBM Unit has a plan to use funds for five years. PKBM Sejahtera already has a plan to develop funds to support its programs, Plan the use of funds in PKBM Sejahtera with the establishment of a fish cultivation business group. The implementation of the plan for the use of funds in PKBM Sejahtera, by making cages, conducting cultivation, marketing/selling in Plamboyan market and evaluating the planned use of funds in PKBM Sejahtera carried out at the time of harvest (profit or loss) of fish production.

h. Identification of community learning needs (IKBM)

PKBM Unit identifies community learning needs (IKBM). PKBM Sejahtera has conducted IKBM before determining the type of service program, by collecting data from the urban village and picking up directly to the parents of the learning participants.

IKBM's plan in PKBM Sejahtera is to coordinate with the urban village to get data on non-school children and socialization by placing banners on PKBM. While the implementation of IKBM in PKBM Sejahtera is collecting data from the urban village and meeting the people who are recorded as not attending school. Evaluation of IKBM on Prosperous PKBM using observation, target data evaluation (data is reached or not).

i. Utilization of IKBM results

PKBM units use the IKBM results as the basis for determining the type of service program. The IKBM results used as the basis for determining the type of service program held in PKBM Sejahtera are: those who do not graduate from elementary school mean sitting in Package A, who do not graduate from junior high school means sitting in Package B and those who do not graduate from high school mean sitting in Package C.

The plan for the utilization of IKBM results in PKBM Sejahtera is the plan of IKBM results to be channeled from the program according to the needs of the community. The utilization of the IKBM results in PKBM Sejahtera is (1) the implementation of data collection by managers and (2) recruitment of learning citizens. Evaluation of the utilization of IKBM results on PKBM Sejahtera is (1) evaluation of the target (whether the data is fulfilled), and (2) Whether the cause is not met.

j. Community involvement.

PKBM units include community members/leaders in each program preparation in PKBM. PKBM Sejahtera in preparing a service program that was held involving the head of RT, RW leader (representing the community) in the form of input in education/program services in PKBM Sejahtera.

Planning community involvement in PKBM Sejahtera is sometimes invited to meetings and programs delivered at the meeting socialization in the village.

The implementation of public order is (1) there are several RTs that deliver their citizens to join the program, (2) in the form of reports of people who need PKBM services.

Evaluation of community involvement depends on how community participation is done through each RT.

3. Organizing

a. Institution nameplate ownership

PKBM Unit has a nameplate that is permanently installed in a place that is easy to read publicly which contains all elements/explanations of certain activities in it. PKBM Sejahtera already has an institution nameplate, the one that makes/installs is PKBM manager.

Planning the making of the name board of PKBM Sejahtera institution, with (1) design by PKBM standards, (2) message nameplate by the provisions.

The implementation of the nameplate of PKBM Sejahtera institutions: (1) after the institution's nameplate was created and installed in PKBM Sejahtera page, (2) the nameplate was installed on the fence wall in front of PKBM Sejahtera institution.

The evaluation of the making of the PKBM Sejahtera institution's signboard: (1) after being installed can be seen easily for everyone to read, (2) the standard nameplate and font size are by PKBM management standards.

b. Ownership of Organizational structure

PKBM Unit has an organizational structure chart consisting of (1) daily management, (2) productive business units, (3) partner institutions, (4) field coordinators, (5) learning residents.

PKBM Sejahtera Institution already has an organizational structure that shows the involvement of community members/figures made by PKBM Sejahtera managers.

Planning the making of the organizational structure in PKBM Sejahtera institution is planning begins with a meeting between PKBM Sejahtera managers to create an organizational structure. The implementation of the organization in the PKBM Sejahtera institution, starting with the making of the design, preparation and installation/attachment on the wall and then re-examined the writing is appropriate or not.

c. Partnership cooperation

PKBM Unit has cooperation with partners in the last two years. PKBM Sejahtera who cooperates with partners, with (1) Education Office of Pontianak City, (2) Agriculture and Fisheries Service of Pontianak City,

Planning cooperation with PKBM Sejahtera by coordinating programs and identifying program needs in PKBM Sejahtera.

The implementation of partnership cooperation in PKBM Sejahtera is (1) recruiting participants / learning citizens, (2) approaching the people who need services, (3) implementing partnership cooperation activities as needed.

Evaluation of cooperation predictions in PKBM Sejahtera is (1) timely activities, (2) evaluation of students/learning citizens, (3) evaluation of absorption capacity of the given program (output).

4. Implementation of management of Education units

According to Minister of Education Regulation No. 49 of 2007 on the Implementation of Non-formal Education Unit Activities:

a. Non-formal Education unit activities:
   1) Implemented Based on the annual work plan;
   2) Implemented by the person in charge of activities based on the availability of resources.

b. The implementation of non-formal education unit activities based on plans that have been established, evaluated, and developed according to needs.

c. Managers of non-formal education units account for the implementation of management to interested parties.

1) Ownership of activity schedules for each activity

PKBM units have activity schedules for each structured activity and unstructured activities. PKBM Sejahtera already has an activity schedule for each structured activity and unstructured activities prepared by managers, tutors, and instructors.

Planning the preparation of activity schedules for each activity is: inviting managers, tutors, and instructors to the meeting to arrange activity schedules for each activity in PKBM Sejahtera.

The implementation of the activity schedule for each activity is (1) inviting the managers, tutors and instructors to the meeting to arrange the activity schedule, (2) holding a meeting of the preparation of activity schedules for each activity in PKBM, (3) involving all elements in the preparation of each activity schedule activities in PKBM Sejahtera.

2) Ownership of the list of participants in each study group

PKBM units have a list of participants in each study group (groups of students) in each type of service program. PKBM Sejahtera already has a list of participants in each study group (group of students) in each type of service program that is made by the manager/typist. The registration part of the participants is the tutor while the training is an instructor.

Planning to create a list of participants in each study group by (1) data collection of students, (2) preparation of socialization. Learning groups.

The implementation of making a list of students in each study group in each service group is as follows: (1) designating data collection officers, (2) conducting activity socialization, (3) making flat students in each study group.

Evaluation of making a list of participants in each study group is to find out whether the participants recruited need program services implemented.

3) Continuity of activities

PKBM units have a continuous service program so that there is no empty time in each year. PKBM Sejahtera organizes two main types of programs and supporting programs on an ongoing basis, namely:

The main programs are (1) Early Childhood Education, (TK and KB), (2) Package B equality and C Package Equality.

Supporting programs namely (1) Community Reading Parks (TBM), (2) Life Skills (fish ponds). Managers and tutors support the implementation of the main programs and supporting programs in PKBM Sejahtera.

5. Supervision of Education units

a. Monitoring Program.

Minister of National Education Regulation No. 49 of 2007 concerning Standards for Management of Education by Non-Formal Education Units states that:

1) Non-formal education units compile monitoring programs on management and programs that are carried out objectively, responsibly and sustainably.

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2) The preparation of a monitoring program for non-formal education units is based on SNP.

3) Monitoring program

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The main programs are (1) Early Childhood Education, (TK and KB), (2) Package B equality and C Package Equality.

Supporting programs namely (1) Community Reading Parks (TBM), (2) Life Skills (fish ponds). Managers and tutors support the implementation of the main programs and supporting programs in PKBM Sejahtera.

b. Monitoring and evaluation report (monev)

PKBM Unit makes a monitoring and evaluation report. Internal by the manager for the program submitted in each semester. PKBM Sejahtera Unit does not make internal reports for programs that are carried out as observations, which are carried out by the manager every six months. Because there is no internal monitoring and evaluation report, there is no Planning, implementation, and evaluation of the making of the monitoring and evaluation report in PKBM Sejahtera.

c. Technical implementation of monitoring and evaluation

PKBM units carry out periodic monev of learning by managers. Prosperous PKBM unit conducts a learning monev by periodic managers of the following three techniques: (1) class visits, (2) interviews with educators (tutors), (3) interviews with students.

6. Reporting on the results of activities

a. Report on the results of activities

PKBM Unit makes a report on the results of each activity after complete activities. PKBM Sejahtera Unit reports the results of activities after each activity, which is made by the activity manager.

Planning for the preparation of the activity report after each activity is: (1) referring to the technical activities, (2) preparing report completeness materials.

The preparation of the report on the results of the activities completed by the activities is: (1) conducting the initial meeting (2) preparing the administration and completeness of the report (3) preparing the report.

Evaluation of the making of the activity report after each activity, by: (1) seeing the completeness of the required documents, (2) supporting administrative data.

b. Financial Reports

PKBM Unit makes financial statements after each activity. PKBM Sejahtera makes a financial report after the completion of activities made by the manager/finance.

Planning financial statements after each activity is completed: (1) collecting all necessary data, (2) collecting supporting evidence, (3) preparing the submission of reports.

The implementation of the financial statements for each completion of activities is: (1) meeting managers, (2) preparing reports, (3) submitting reports to aid fund suppliers.

Evaluation of the making of the financial statements after each activity is completed: (1) the target allocated is right on target, (2) the time of implementation.

c. Completeness of financial statements

PKBM Unit has prepared its activity and financial report which is completed with four documents as follows: (1) Bank Account, (2) Cash Book, (3) Daily Notes, (4) Financial transaction documents. PKBM Sejahtera has activity and financial results reports that are equipped with: Bank accounts, cash books, diaries and financial transaction documents. Planning for preparing financial statements in PKBM Sejahtera is: meeting PKBM managers, preparing report material.

The preparation of financial statements in PKBM Sejahtera is to prepare reports, correct/complete the attached documents, send financial statements.

Evaluation of financial statements PKBM Sejahtera is correcting the completeness of documents (complete or not), whether effective and efficient use.

d. The party gave the report

PKBM Unit submits periodic reports of activity and financial results to (1) Kota Pontianak Education Office, (2) Ditjen PAUD and Dikmas, (3) Institutions that assist.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, it can be concluded that the Accreditation Management Standards in PKBM Sejahtera Pontianak East institutions are as follows:

1. The leadership profile of the chairman of the PKBM prosperous manager:

a. PKBM is managed by a leader who has adequate academic qualifications of at least S1; the new PKBM prosperous head has a Diploma in Civil Engineering.

b. PKBM Sejahtera leaders already have 13 types of training/workshop /

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technical guidance certificates that are relevant to PKBM.

c. PKBM Sejahtera already has a community representative forum which is a determinant to oversee and protect institutional implementation.

d. PKBM Sejahtera already has a leader; only the management chair is not chosen by the local community representative forum.

2. Work plan

a. Prosperous PKBM has a clear and realistic vision, mission, and unit objectives.

b. Prosperous PKBM already has a built village / urban village that is by the vision, mission, and goals.

c. PKBM prosperous has a long-term strategic plan (5-year work plan).

d. Prosperous PKBM already has a clear operational plan (annual work plan).

e. Prosperous PKBM already has a plan to use funds for five years.

f. Prosperous PKBM has carried out the identification of community learning needs (IKBM) before determining the type of service program.

g. PKBM prosperous has used the identification of community needs (IKBM) as the basis for determining the type of service program.

h. PKBM prosperous has included community members/leaders / RT heads, RW leaders (representing the community) in each service program preparation.

3. Organizing

a. Prosperous PKBM already has an institution name board attached/attached in the front fence, only the standard size has not been fulfilled all elements/explanations of certain activities in it, and there is no Tut Wuri Handayani symbol.

b. PKBM already has a network of partners with 4 or more partner institutions in the last two years.

4. Implementation of Education Unit Management

a. Prosperous PKBM already has an activity schedule for each structured activity and unstructured activities.

b. Prosperous PKBM units already have a list of participants in each study group (group of student groups) for each type of service program.

c. PKBM Sejahtera already has a continuous service program, so there is no free time in each year.

5. Supervision of Education Units

a. Prosperous PKBM has carried out monitoring and evaluation of service programs that are organized regularly.

b. Prosperous PKBM does not make monitoring and evaluation reports.

c. Prosperous PKBM has carried out periodic monitoring and evaluation of learning by managers.

6. Reporting on Activity Results

a. Prosperous PKBM has made a report on the results of each activity after complete activities.

b. Prosperous PKBM has made a complete financial report after each activity.

c. PKBM Sejahtera has made its activity and financial report which is equipped with four financial transaction documents, as follows: (1) bank account, (2) cash book, (3) daily record, (4) financial transaction document.

d. Prosperous PKBM has periodically submitted activity and financial results reports to (1) the City of Pontianak Education Office, (2) Ditjen PAUD and Dikmas, (3) agencies that assist.

B. Suggestions

To increase the accreditation value from C to B or A in the future, we will submit some suggestions to the chairman of PKBM Sejahtera manager for improvement of accreditation management standards in PKBM Sejahtera as follows:

1. Leadership profile of PKBM manager:

a. The head of the East Pontianak PKBM prosperous manager is advised to attend an education equalization to the S1 level.

b. Community representative forums which are the determinants to supervise and protect the organization of institutions, reshape/re-elect the head of the PKBM prosperous management.

2. Work plan

a. The vision, mission, and objectives of the existing units to be improved again.

b. The existing target villages / urban village are to be developed again.

c. The strategic plan (work plan five years) of the existing long-term plan to be improved again.

d. PKBM is prosperous to further enhance the participation of members/leaders of the surrounding community in every service program preparation.

3. Organizing

a. The nameplate of the existing Prosperous PKBM institution that is installed/pasted in the front fence, to be full in size. And equipped with all the elements/explanations

of certain activities in it and given the Tut Wuri Handayani symbol.

b. PKBM is prosperous to enhance the network of cooperation with partner institutions further.

4. Implementation of Education Unit Management

a. PKBM is prosperous to improve the continuous service program further so that there is no empty time each year.

5. Supervision of Education Units

a. Prosperous PKBM enhances monitoring and evaluation (more) of service programs that are organized regularly;

b. Prosperous PKBM immediately makes monitoring and evaluation (monev) report;

c. Prosperous PKBM improves the implementation of monitoring and evaluation (monev) learning by the investigator manager.

6. Reporting on Activity Results

a. Prosperous PKBM further enhances the making of activity reports every complete activity.

b. PKBM is prosperous to improve the making of financial statements after each activity.

Prosperous PKBM makes its activity, and financial results report completed with four financial transaction documents, as follows: (1) bank accounts, (2) cash books, (3) daily records, (4) financial transaction documents.

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