

# Analysis of the Need for the Development of a Digital Non-formal Educational Unit in the Era of the Bogor Regency Learning Activities

Abdul Karim Halim

Faculty of Teacher Training and Education, University of Ibn Khaldun, Bogor, Indonesia

[abdulkarimhalim414@gmail.com](mailto:abdulkarimhalim414@gmail.com)

**Abstract.** This study aims to explain; (1) Analysis of program development needs, and (2) Design of program development in the Non-formal Education Unit of the Bogor District Learning Activities Center. By using descriptive qualitative research methods and research subjects consisting of 10 managers and learning guides, assisted with data collection media in the form of observation, interviews and documentary studies. Analysis of the data used is the Miles and Huberman model including data reduction, data presentation and drawing conclusions. Researchers found; (1) From the analysis of the need for the development of the Non-formal Education Unit Program of the Bogor Regency Learning Activities Studio, it can be known as; (a) the input component, does not have adequate funding sourced. Quality and quantity of Human Resources are low, motivation and ability of managers are not innovative, facilities / inscriptions and learning media are inadequate, no continuous community empowerment program is found. Continuation of the Program (b) Composition of the process, mastery of instructional learning methods is not appropriate, the use of learning media is less innovative, presentation of student attendance is low. (c) Productivity component, there is no ongoing program that helps students become independent entrepreneurs, students cannot use their skills functionally, (d) Components of learning outcomes, people need knowledge and skills. Programs that can provide benefits. (2) Design development, namely; (a) Institutional management model, (b) Program development, and (c) Partnership.

**Keywords:** needs analysis, development and skb bogor regency

## 1. Introduction

National education mandated by law number 20 of 2003 is commonly known there lines: the non-formal education route, non-formal education track, and education path between complementary paths in development human resources. Non-formal education, as stipulated in article 26, paragraph 4 explained that non-formal education consists of training course institutes of study group learning center, Taklim community and similar education units [1].

*Sanggar Kegiatan Belajar* (SKB) is one of non-formal education services that established by city government which aims to plan, implement, coordinate, evaluate, foster, control quality and organise innovative program services [2]. SKB in Bogor Regency is located at 1 Karenanan Street, Bogor Regency, West Java. At the moment, non-formal education is encouraged to not only focus on internal matters such as curriculum, program format, and objectives, but also external images such as engaging local communities [3]. This is important

as community does not only perform as an objective of informal education but also performing as an agent of non-formal education. Maintaining a sustainability implementation becomes a gradual challenge. Bogor District's SKB is one of the non-formal educations that still participates and manages non-formal education services to improve the quality of education needed by the people of Bogor. Thus, it is considerably important to improve the quality of the Bogor District SKB teaching staff by setting requirements for teachers or tutors to have a Bachelor Degree [4].

Apparently, it is almost certain that SKB play an important role in contributing to non-formal education. SKB has a huge potential to contribute more to the local community, especially in this digital era. However, there are numbers of SKB which are not able to operate optimally due to various issues that involved stakeholders including educators and educational staff.

First step towards solving the issues is to analyze the needs and assessment of the organization. It is considerably critical to understand the state of where the organization is. By understanding the analysis, decisions can be made more straightforwardly. Analysis is considerably crucial in the digital era as it provides users with feedback and points where things need to be improved in the process of providing education services for the local community. This becomes important as education providers now faces the era of digitalisation which required high competency in technology. Prastyawati also suggested that SKB is required to modify its curriculum to be more student-centered rather than teacher-centered [5].

The purpose of this study is to (1) Describing the results of the analysis of Sanggar Kegiatan Belajar (SKB) in Bogor Regency Learning activity studio, (2) Describe the design of SKB's learning activity in the digital era.

## **2. Research Method**

This study focuses on qualitative research method which aimed to describe and illustrate how the needs for SKB's development in the digital age. The analysis is based on the actual needs by prioritizing research findings in the field. The approach used in designing SKB development is a strategic planning approach. Strategic planning is a disciplined effort to make important decisions and actions that define and recommend ways to become an organization. The strategic planning process in this study consists of general policy, direction, situation formulation, situation identification, and strategy development (Bryson, 2007). Determination of research subjects. This research subject involves internal parties of learning activity centers (managers, tutors, trainers, and learning residents) and external parties of SKB. The selection of subjects in this study utilizes purposive sampling technique, namely deliberate sampling. Researcher determines their own samples based on their own considerations and objectives [6]. The determination of the object of research is based on what fits the research purpose. Information collected from this research includes SKB input components, SKB process components, SKB output components, SKB outcome components. Furthermore, research time and settings took place at Bogor Regency SKB. Moreover, data collection technique applied as follows:

- 1) Observation: carried out physical and non-physical conditions. While physical condition includes facilities and infrastructure owned by Bogor Regency SKB, non-physical conditions include the process of implementing educational programs and the relationship with the community or other partnered institutions.
- 2) Interview: Interviews were conducted to obtain information from all stakeholders involved.

Document study to explore more information related to records of learning/student information, tutor information, and activity report is critical in conducting this study to provide in-depth information at the institution. Research instruments are the main tools that support researcher receiving additional assistance from other data collections tools such as observation guidelines, interview guidelines and document study guidelines.

Data Analysis is carried out when all data sets have been collected. Data collected through observations then will be interpreted descriptively. Data analysis model used in this study is Miles & Huberman model which also involved including data reduction, data display, and conclusion [6,8].

- 1) Reducing data, summarizing, selecting, and looking for themes and patterns. This is to ensure the data presented can provide a clearer picture and simplifying the process for researchers to conduct further data collection.
- 2) After the data has been reduced, the next step is to display the data. Presentation of data can be done in the form of brief descriptions, charts, or relationships between categories [6]. The most frequently used in terms of data presentation qualitative research is narrative text
- 3) Drawing conclusions and verification are the last step. The initial conclusions are temporary and will most likely change if there is no evidence. Conclusions need to be supported by valid and consistent evidence when researchers return to the field to collect data [6].

Data Validation testing uses data analysis techniques. The purpose of this step is to find out exactly how field findings are truly represented. The technique for finding triangles in this study is to find its source. Source identification is achieved by examining data obtained from various sources [6,9]. Data described in qualitative research are categorized with the same, different, and specific views from the source. The main consideration when receiving information from a respondents is they are required to be verified between one data to another to ensure that the information received are relevant in the real case study.

### **3. Results and Discussion**

In conclusion, based on the data obtained by researchers in interviews, observations, and documentation in Bogor Regency SKB, e-learning is applicable and considered an improvement in SKB Bogor Regency. Gradually, SKB in bogor is moving towards the digital transformation which involve all stakeholders and students [7].

SKB in Bogor Regency is a community organization engaged in education that has been operating programs since 2007. SKB is aimed to improve skills and knowledge for the local community as well as improving the welfare of the local community and citizens. The outcome of the study from interviewing stakeholders, tutors, and students the needs of SKB to analyse requirements analysis in developing towards digital era and revising a program or organisation. Through analysis, direction can be obtained for the management of the organization, especially SKB to produce a program which is suitable.

Strategic analysis of development needs will be reviewed using the SWOT matrix design development program including SKB management, recommendations from the UPT education office or PNF talent inspector promoting SKB to improve the quality of management and program development. Moreover, broadening managers' understanding with education, seminar, workshop, and training for SKB managers are considered to improve the quality. According to the characteristics of the program and students, SKB education program needs to start introducing the implementation of life skills and entrepreneurship programs by

organizing sustainable programs that have been implemented previously namely Basic Literacy (KD) continued by implementing the Independent Business Literacy program (KUM). Possessing the ability to promote SKB collaborating with companies for entrepreneurs in the global industry will support SKB program to be more attractive and beneficial to the local community and citizens in general.

#### 4. Conclusion

Formulating objectives, namely the purpose of the needs analysis by SKB for making decisions which aligned to people's interests and needs. Conclusion can be drawn as follows analysis of the need for the development of SKB:

- a. Factors of productions in institutional decision namely, initially the lack of funds in SKB and it gradually increase of the time as well as the motivation. Though, SKB management still struggled with using a computer.
- b. Tutor learning method is not on target yet using the media. In general, there is still a lack of motivation and low percentage of participation.
- c. There is no sustainability program that can help citizens learn as independent entrepreneurs.

Knowledge and skills of program activities possessed can provide benefits to the community people in need of education services at cost. SKB is suggested to use the program more precisely and flexibly.

#### 5. References

- [1] Mendiknas Republik Indoensia. *UU RI No. 20 Tahun 2003*. Jakarta : Sinar Grafika.
- [2] Solihin A, (2018), Pengertian Sanggar Kegiatan Belajar (SKB) dan Pengembangannya, Retrieved from <https://visiuniversal.blogspot.com/2018/02/pengertian-sanggar-kegiatan-belajar-skb.html>.
- [3] Kamil M. (2007), *Mengembangkan Pendidikan Nonformal melalui PKBM di Indonesia, Center for Research on Internasional Cooperation in Educational Development*, Universitas of Tsukuba.
- [4] Susilowati T.(2019), *SKB Kabupaten Bogor Menyelenggarakan Uji Kompetensi*, Retrieved from <https://beritabogor.com/sanggar-kegiatan-belajar-skb-kabupaten-bogor-akan-menyelenggarakan-pelatihan-uji-kompetensi-bagi-guru-paud/>.
- [5] Henny Prastyawati, S. P. (2019). *Pembelajaran di Era Industri 4.0*, Retrieved from <https://radarkudus.jawapos.com/read/2019/08/06/149655/pembelajaran-di-era-industri-40>.
- [6] Sugiyono (2012). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- [7] Kompasiana (2019). *Tren Pembelajaran di Era Digital*, Retrieved from <https://www.kompasiana.com/altip/5d11d195097f3668d07f3b82/tren-pembelajaran-di-era-digital?page=all>
- [8] Bryson (2007). *Perencanaan Strategis Bagi Organisasi Sosial* (Translated by Mansour Fakih), Yogyakarta: Pustaka Pelajar.
- [9] Efgivia, M, G (2019), Pengaruh Media Blanded Dan E-Learning Terhadap Hasil Belajar Mahasiswa Pengembangan Media Audio Mahasiswa Semester IV TP UIKA Bogor, *Jurnal Educate : Teknologi Pendidikan*, 4(2), pp.85–96.