

Management of Equivalent Education Package C Program in Non-Formal Education Unit Sanggar Learning Activity Study Unit of Southeast Minahasa Regency

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ABSTRACT

The purpose of this study was to analyze in depth the management of Equivalency Education Package C Program SPNF SKB Minahasa Tenggara Regency, especially regarding the planning, organization, implementation and supervision of the Package C Program at SPNF SKB Minahasa Tenggara Regency. This study uses a qualitative approach, which aims to describe the role of educational units in managing the management of equivalency education at SPNF SKB Minahasa Tenggara Regency. The results of the study prove that the management of Equivalency Education Package C program at SPNF SKB Minahasa Tenggara Regency is implemented through four main stages, namely: 1) Planning. Overall, the planning process has been carried out systematically, participatively, and responsively to the needs of the community. 2) Organizing. Overall, the organization of the Package C Program at SPNF SKB Minahasa Tenggara Regency has been carried out with a systematic, participatory, and needs-based managerial approach. 3) Implementation. Overall, the implementation of the Package C Program at SPNF SKB Minahasa Tenggara Regency has gone quite well and reflects the application of the principles of flexibility, active participation, and adaptation to the needs of students. 4) Supervision and Evaluation. Overall, supervision and evaluation in the Package C Program at SPNF SKB Southeast Minahasa Regency have a very important role in ensuring the quality and sustainability of the program.

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INTRODUCTION

Education is the right of every citizen as mandated by the 1945 Constitution. The Indonesian government has paid attention to people who have not completed formal education through an equivalent education program. The Package C program

as an alternative equivalent to high school/vocational school education aims to provide a second opportunity for students to gain knowledge and skills.

Equivalency Education in Indonesia is implemented on the grounds that all children are required to receive educational services, as explained in Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas) and Article 31 of the 1945 Constitution. This law guarantees the rights of every citizen, including children, to receive an education.

In 2023, based on the report of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), there were 76,834 children who...dropout. Then, the number of children dropping out of school at the elementary school level (SD) is 40,623 people. At the junior high school level (SMP) it is 13,716 people. Next, as many as 12,404 children dropped out of school at the vocational high school level (SMK). Meanwhile, as many as 10,091 children dropped out of school at the senior high school level (SMA).

So children who drop out of school are required to attend education, because if not they will face a bleak future, where they risk becoming unemployed or can only work as manual laborers. Especially for children from poor families or who live on the streets, they are forced to work to help their parents in order to meet their daily needs. This makes them lose the opportunity to go to school, play with their peers, and enjoy a happy childhood. More than that, they also have to give up their dreams and hopes for the future for the sake of the heavy demands of life.

Many parents of these children cannot afford to pay for books, uniforms, and other school supplies. As a result, these children are at risk of growing up with low levels of education or even becoming illiterate. This makes them very vulnerable to being trapped in poverty in the future and becoming a lost generation, trapped in various problems such as malnutrition, sexual exploitation at a young age that has the potential to be exposed to HIV/AIDS, and being involved in criminal acts. To overcome the increasing number of children dropping out of school, while minimizing the social problems that can arise, educational services are needed that are able to reach people at all levels, especially those who are less fortunate. This education is not only limited to formal channels, but must also include non-formal and informal education that is more flexible and easily accessible to all people. One of them is with equal education in which there is the Package C Program. Through the Package C Program, it is hoped that children from underprivileged families can still feel the importance of high school education. Even though their parents cannot afford to buy books, uniforms, or other school supplies, they still deserve the opportunity to learn, grow, and dream. This program is expected to be a bridge for them to escape the cycle of poverty, and prevent them from the risks that haunt them such as illiteracy, malnutrition, violence, exploitation, and the trap of bad company.

More than just a diploma, education from the Package C Program is expected to give them new hope, self-confidence, and better life provisions. So that they do not become a lost generation, but instead grow into a strong generation that is able to determine their own future, and bring positive changes to their families and their environment.

Equivalency education is a form of non-formal education service designed to provide opportunities for people who cannot access formal education (Sukmadinata, 2007). Its main objective is to provide skills, knowledge, and attitudes that are

equivalent to formal education, so that students are able to continue their education to a higher level or enter the workforce.

The Package A Equivalency Education Program is a special education program to provide learning opportunities for individuals who have not completed Elementary School (SD) education. Through this program, students also have the opportunity to obtain an Elementary School (SD) equivalent diploma, and can help them to continue their education to the next level, namely, Package B Equivalency Education or SMP/MTs.

Furthermore, the Package B Equivalency Education Program is a form of non-formal education designed to provide educational services equivalent to Junior High School (SMP) to people who cannot access formal education (Sulastri, 2020). Through this program, the community/students also have the opportunity to obtain a Junior High School (SMP) equivalent diploma, and can help them to continue their education to the next level, namely, Package C Equivalency Education or SMA/MA/SMK.

Then the Package C Equivalency Education Program is a form of non-formal education designed to provide educational services equivalent to Senior High School (SMA) to people who cannot access formal high school education (Miarso, 2011). Through this program, the community/students also have the opportunity to obtain a diploma equivalent to Junior High School (SMP), and provide them with the opportunity to continue their education to a higher level such as college or vocational education (Rohani, 2005).

The equivalency of learning outcomes for equivalent education is regulated by Article 26 paragraph (6) of the National Education System Law 20/2003, which states that non-formal education can be valued as equal to the results of formal education programs after going through an equivalency assessment process by an institution appointed by the government or regional government with reference to national education standards.

In the Minahasa Tenggara Regency itself, based on the 2025 Dapodik management data from the Education Office, data shows that there are 372 children dropping out of school, including 49 children dropping out of elementary school (SD), 101 children dropping out of junior high school (SMP), and 222 children dropping out of high school/vocational school (SMA/SMK). This information shows how important community-based education is in ensuring that all levels of society can get adequate access to education.

In addition, community-based education is also a solution to complement the shortcomings in the formal education system. One real example of this is the Sanggar Kegiatan Belajar (SKB), which plays a major role in developing the potential of students through education managed by the community itself. SKB is here to meet educational needs that are more in line with the conditions and expectations of the community, which may not be covered by the formal education system which tends to be uniform and focused on certain interests (Siregar, 2021). However, in order for SKB to run effectively, the community must have the awareness and capacity to manage their education independently. Therefore, the role of the government should be more as a supportive partner, not as a party that intervenes in the management of SKB. One successful example in this regard is SPNF SKB Minahasa Tenggara, which continues to innovate and improve the quality of its educational services according to the needs and expectations of the community.

Good management is very important for Community-Based Education, especially in SPNF SKB Southeast Minahasa, which focuses on non-formal education

(Fathurrahman, 2013). Based on this, the main problem faced by SPNF SKB is the lack of quality planning and management of equivalency education management, especially the Package C program, which can meet the needs of the community (Terry, 2013). This problem shows that SPNF SKB needs to implement more effective management, starting from planning, organizing, implementing, to monitoring and evaluation. Currently, the management implemented actually makes the community lose trust in the existence of SPNF SKB as a non-formal educational institution. The expected management is one that has clear planning, neat organization, good communication, continuous motivation, and a clear monitoring system and regular evaluation. With such management, it is hoped that the programs and activities implemented can achieve the desired goals.

METHOD

This study uses a qualitative approach, which aims to describe the role of educational units in managing the management of equivalency education at SPNF SKB Minahasa Tenggara. This study was conducted at SPNF SKB Minahasa Tenggara.

The data collection techniques that will be used are: Interview, which aims to dig deeper information about their experiences, perceptions, and views related to the management of the Package C program education at SPNF SKB Minahasa Tenggara. Interviews will be conducted in a semi-structured manner, with a question guide that allows flexibility for informants to provide information openly and in depth. Observation, conducted with Participatory observation will be conducted to directly observe the implementation of the Package C program at SPNF SKB Minahasa Tenggara. Documentation Study, conducted with documentation study techniques used to collect various documents relevant to the implementation of the Package C Program, such as work plans, annual reports, student data, the curriculum used, and other documents about program evaluation. Narrative Analysis, used to compile information obtained from various sources into a story that fully describes the process and dynamics in the management of the Package C Program at SPNF SKB Minahasa Tenggara.

RESULT AND DISCUSSION

1. Package C Program Planning

Based on the Research Results and Analysis, it shows that Planning in the Package C Program at SPNF SKB Southeast Minahasa reflects the main managerial function as explained by Terry (2013:43), which emphasizes that planning is needed to set future goals and determine concrete actions to achieve them. In this context, SPNF SKB has shown real efforts in designing programs that not only aim to increase access to equal education, but also respond to the real needs of the school dropout community.

Determine Clear Goals

The purpose of SPNF SKB to expand the reach of education through the Package C Program is carried out in a structured manner with initial identification of students. This is in accordance with the views of Stoner (1996) and Koontz & O'Donnell (1972) who stated that planning is the initial process that determines the direction and goals of the organization. With the process of identifying dropouts and unschooled students, SKB actively determines program objectives based on local conditions.

Compile Strategy to Achieve Goals

As emphasized by Wheelen and Hunger (2008), planning includes the formulation of policies and actions. SPNF SKB has developed a strategy for recruiting learners through cross-sectoral collaboration (education office, village, community), as well as designing an adaptive and contextual curriculum that is tailored to the conditions of the learners. This proves that strategic steps have been taken systematically to ensure the success of the goals of equal education.

Arrangement Efficient Use of Resources

Coordination in the planning of Tutors, the preparation of the School Activity and Budget Plan (RKAS), and the utilization of BOSP and DAK funds show that there is a measurable arrangement of resources, in accordance with Terry's idea of the importance of efficient use of resources in the planning process. Although faced with the constraints of the limited number of Tutors and the adequacy of facilities, SKB still prepares priority steps based on the urgency of needs.

Anticipate Challenges That May Arise

The planning carried out by SPNF SKB also contains elements of anticipation of challenges, such as the lack of Tutors and budget constraints. This reflects an understanding of the risks that may occur and the need for adaptive responses, as emphasized by Terry that planning must include the ability to anticipate future challenges.

Overall, the planning of the Package C Program implemented by SPNF SKB Southeast Minahasa is in line with the planning concepts of management experts. Both in terms of goal setting, strategy formulation, resource allocation, and anticipation of obstacles, all are carried out within a logical and structured framework. This shows that planning at SPNF SKB is not only administrative, but is a strategic process that requires situation analysis, cross-sector collaboration, and effective resource management.

2. Organizing Package C Program

Based on the results of research and analysis, it shows that the organization of the management of the Package C equivalency education program at SPNF SKB Minahasa Tenggara has implemented important principles from various management theories.

According to Terry (2013), organizing includes grouping activities and giving authority appropriately so that each individual knows their duties, so that the implementation of work becomes orderly and efficient. This can be seen in the clear organizational structure of SPNF SKB, consisting of the Head of SKB, Sub-Section of Administration, and Tutors, where each has a role and responsibility that does not overlap. The purpose of organizing as explained by Terry, namely a clear division of tasks, avoidance of duplication of work, granting appropriate authority, and good coordination, has been described. This can be seen in the determination of study groups, subject teachers, and the creation of assignment decrees carried out through routine deliberations, showing cooperation and synergy between sections.

Furthermore, the elements of organization according to the general theory of organizational structure, division of tasks, delegation of authority, and coordination are also reflected in field practices. The placement of learning facilitators and students is adjusted to the background and assessment results, while coordination is carried out periodically through meetings. This is in line with Stoner's (1996) view that organizing aims to ensure that everyone understands their roles and responsibilities in the organizational structure.

Meanwhile, Koontz and O'Donnell (1972) emphasized the importance of designing effective working relationships, and SPNF SKB demonstrated this through collaborative sharing of schedules and teaching materials between units. Robbins (2009) also highlighted the importance of clarity in reporting and decision-making. In this case, the role of the Administration as the manager of administration and documentation has been running quite well, although in terms of organizing facilities and infrastructure, weaknesses are still found, such as the absence of a special technical team and less systematic manual documentation.

Overall, the organization of the Package C Program at SPNF SKB Minahasa Tenggara has been in line with the principles of modern management. The structure and coordination have been running well, but it is still necessary to strengthen the management of facilities and infrastructure and add teaching staff so that the system runs more optimally and supports the quality of equivalency education services.

3. Implementation of Package C Program

Based on the results of the research and analysis conducted, it shows that implementation is a managerial phase in which previously prepared plans are carried out in the form of real actions. George R. Terry stated that implementation is an effort to motivate members of the organization to be willing to work in line with the goals and plans that have been set, through proper direction and motivation (Terry, 2013). Meanwhile, Luther Gulick (1937), in the principle of "POSDCORB", identified implementation as part of Directing and Coordinating, namely the process of giving direction and aligning activities to run according to plan (Gulick & Urwick, 1937).

The results of the study indicate that the implementation of the Package C Program at SPNF SKB Minahasa Tenggara has accommodated these principles. Learning activities are carried out through several methods, such as face-to-face, virtual/online tutorials, and independent learning. This method was chosen to overcome the limitations of time, distance, and socio-economic conditions of students, in line with the principles of coordination and flexibility emphasized by Gulick.

In its implementation, SPNF SKB uses the 2013 Curriculum of Equivalency Education with a project-based learning approach that encourages students to be active and involved in real projects. This is in accordance with Terry's direction that successful implementation must be able to encourage active and responsible participation of members towards their duties.

However, based on observations, several obstacles were found in the implementation, such as low attendance rates of students, limited teaching aids/media, and difficulties in dividing time between studying and working. Nevertheless, the learning facilitators showed high commitment by providing assistance, using personal resources such as laptops and projectors, and creating an interactive and enjoyable learning atmosphere.

Therefore, the implementation of the program at SPNF SKB shows that the implementation has been quite effective, although it still needs strengthening in terms of providing learning facilities and increasing the presence of students. The active involvement of learning facilitators in directing and coordinating the learning process reflects the principles of managerial implementation outlined by Gulick and Terry.

4. Supervision and Evaluation of Package C Program

Based on the results of research and analysis, it shows that supervision in the context of educational management is an important function that ensures that program implementation runs according to plan and achieves the goals that have been set.

Terry (2013:9) emphasizes that supervision aims to measure the achievement of goals, identify deviations, and take corrective action if necessary. In line with that, Siang Tan & Ivancevich (1989) stated that supervision is the process of collecting information on work implementation compared to the initial plan to ensure the effectiveness and efficiency of goal achievement.

When associated with the research results at SPNF SKB Southeast Minahasa, the implementation of supervision of the Package C Program has been carried out as part of the managerial function that follows the principles of the theory:

Measuring Goal Implementation and Achieving Results

Supervision is carried out by the Education Office through monitoring, evaluation, and reporting activities aimed at measuring the extent to which the implementation of the program has been in accordance with the plan. This process includes monitoring the attendance of students, the implementation of learning, to the results of the final evaluation such as semester exams and graduation standards. This is in line with Terry's view that supervision must focus on measuring the achievement of program objectives.

Identification of Operational Deviations and Problems

In practice, the education organizers through reports and supervision can identify obstacles faced during the implementation of the program, both in the technical aspects of learning and administration. The absence of functional supervisors is a real example of structural deviations which are then followed up with the involvement of the Office as a replacement for the role.

Corrective Action and Program Improvement

The evaluation results obtained from various instruments such as Google Form, Quizizz, and feedback forums are used to develop steps to improve learning strategies, curriculum, and improve the competence of Tutors. This reflects the function of corrective action as stated by experts, while also showing how supervision functions as a dynamic and solution-oriented management tool.

Comparison between Implementation and Plan

Supervision should also involve a comparison between actual results and the initial plan. The results of the observation show that although the supervision plan has been prepared, the implementation of supervision is still in the "lacking" category. This indicates a gap between the plan and the reality in the field that needs to be fixed. This function is carried out through evaluation forums, minutes of work meetings, and semester LPJ reports that compare program implementation with success indicators.

Supervision as an Integral Part of Management

The monitoring and evaluation process carried out in SPNF SKB does not stand alone, but is an integrated part of the entire management cycle, from planning, implementation, to follow-up. This strengthens the statement of Siang Tan & Ivancevich that monitoring is an integral part of management to ensure the effectiveness and efficiency of program implementation.

CONCLUSION

Based on the description of the research results and previous discussions, it can be concluded that the management of the Package C Equivalency Education program at SPNF SKB Minahasa Tenggara is implemented through four main stages, namely:

- 1) Planning, Overall, the planning process has been carried out systematically, participatively, and responsively to the needs of the community. Planning

begins with identifying the needs of students, recruiting tutors, compiling the curriculum, and planning the budget, all of which reflect the application of comprehensive educational management principles.

- 2) Organizing. Overall, the organization of the Package C Program at SPNF SKB Minahasa Tenggara has been implemented with a systematic, participatory, and needs-based managerial approach. An organizational structure that refers to official regulations has been implemented with a clear division of tasks between the Head of SKB, the Administration Sub-Section, and the Learning Supervisor. This shows the clarity of the workflow and coordination between program implementing units.
- 3) Implementation. Overall, the implementation of the Package C Program at SPNF SKB Minahasa Tenggara has been running quite well and reflects the application of the principles of flexibility, active participation, and adaptation to the needs of students. The 2013 Curriculum for Equivalency Education used is implemented contextually through direct face-to-face methods, tutorials, and independent learning, which are adjusted to the socio-economic conditions and time of students who are mostly working.
- 4) Monitoring and Evaluation. Overall, supervision and evaluation in the Package C Program at SPNF SKB Minahasa Tenggara have a very important role in ensuring the quality and continuity of the program. Despite facing obstacles, such as the unavailability of Supervisors as functional supervisors, coordination between the Education Office, Head of SPNF SKB, Learning Facilitators/Tutors, and students continues to run well. Evaluations carried out in stages and based on technology are not only focused on learning outcomes, but also become an important foothold in designing improvements and development of the program in the future. This shows a shared commitment to continue to maintain the quality of equivalency education so that it is equal to formal education.

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