

## Planning of the Equality Program Package C for Improving the Quality of Education at PKBM Aditya Karawang

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### Abstract

Planning is an important aspect of educational implementation because it serves as the foundation for determining the direction, objectives, and implementation of educational programs. In nonformal education, particularly the Equality Education Program Package C, planning needs to be adjusted to the diverse conditions and needs of learners in order to improve educational quality. This study aims to describe and analyze the planning process of the Equality Education Program Package C in improving the quality of education at PKBM Aditya Karawang. This study uses a qualitative approach with a descriptive method. Data are collected through interviews, observations, and documentation involving the head of the learning center, tutors, and learners as research informants. Data analysis is conducted through data reduction, data presentation, and conclusion drawing, while data validity is tested using source triangulation and method triangulation. The results show that the planning process of the Equality Education Program Package C at PKBM Aditya Karawang is conducted systematically, participatively, and based on community needs. The planning process includes identifying learning needs, identifying learners and tutors, preparing learning instruments, providing facilities and infrastructure, and implementing blended learning adjusted to the learners' conditions. The involvement of various parties in the planning process also supports the improvement of educational service quality. However, learning flexibility still faces challenges related to the low learning motivation of some learners. Therefore, program planning needs to be accompanied by strategies to improve learning motivation so that educational quality can be achieved optimally.

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### INTRODUCTION

Planning is one of the management functions that has a fundamental role in the implementation of education because it is the main foundation in determining the direction, goals, strategies, and steps that will be taken by an educational institution. The success of an educational program is not only determined by good implementation, but also greatly influenced by the quality of the planning that is prepared in advance. Careful planning allows educational institutions to identify the needs of students, allocate resources effectively, set realistic targets, and anticipate various challenges that may arise during the program implementation process. On the other hand, less targeted planning can result in

mismatches between the objectives and the implementation of the program so that the results achieved are less than optimal. Therefore, planning cannot be understood simply as the preparation of documents or annual work programs, but as a strategic process that determines the effectiveness and sustainability of education in the long term.

In the context of non-formal education, planning has a higher level of complexity compared to formal education. Non-formal education serves students with very diverse characteristics, both in terms of age, educational background, socioeconomic conditions, and life experiences. This diversity requires education institutions to develop programs that are flexible

and adaptive to the needs of the community. One form of non-formal education that has an important role in expanding access to education is the Package C Equality Program. The presence of the Package C Program not only provides the opportunity to obtain a diploma equivalent to secondary education, but also opens opportunities for people to improve the quality of life, continue their education to a higher level, and increase competitiveness in the world of work.

Despite having a strategic role in supporting the equitable distribution of education, the implementation of the Package C Equality Program still faces various challenges. Various Community Learning Activity Centers (PKBM) are still experiencing obstacles in terms of program planning, human resource management, provision of learning facilities, and adjusting educational services to the needs of learning residents. This condition has an impact on the suboptimal quality of educational services provided to the community. Research by Laila and Salahudin (2021) shows that the low quality of planning in non-formal education often causes programs to run less effectively, is difficult to develop sustainably, and is unable to respond optimally to the needs of the community. In addition, there are still planning practices that are oriented towards fulfilling the administration of the institution alone, so that they have not fully considered the real needs of learning residents as the main target of educational programs.

Conceptually, educational planning is understood as a systematic process of determining educational goals as well as the steps needed to achieve those goals. Baharuddin (2023) explained that educational planning is not only related to the preparation of activity programs, but also includes needs analysis, prioritization, resource management, and the preparation of effective implementation strategies. This view is in line with George R. Terry's theory quoted by Syahputra and Aslami (2023), who states that planning is the process of selecting and connecting existing facts, then making assumptions about future conditions as the basis for determining the actions needed to achieve organizational goals. In the context of equality education, planning is a very important aspect because the program designed must be able to accommodate the needs of a dynamic and diverse community, so that educational goals can be achieved effectively.

The importance of planning in the

implementation of education is also supported by various results of previous research. Nardawati (2021) explained that program planning prepared based on community needs is able to increase student participation and support the sustainability of non-formal education programs. Needs-based planning allows educational institutions to provide services that are more relevant and in accordance with the conditions of students. In addition, Trisnawati's research (2025) shows that planning carried out in a systematic and structured manner has a significant influence on the effectiveness of the implementation of educational programs. These findings show that the success of an educational program cannot be separated from the quality of the underlying planning. However, most of the previous research has focused more on the implementation and evaluation aspects of the program than on the planning process itself.

On the other hand, the characteristics of PKBM as a community-based non-formal educational institution make the planning process have a very strategic position. In contrast to formal educational institutions that have relatively standard structures and regulations, PKBM is required to be more flexible in designing and managing educational programs. This flexibility is needed so that the educational services provided are truly in accordance with the conditions of the local community. Hidayat (2019) revealed that there are still a number of PKBM that prepare programs administratively without being supported by an in-depth needs analysis. As a result, the programs carried out are less relevant to the needs of the learning community and have not been able to make maximum contributions to improving the quality of education. In addition, the involvement of various stakeholders in the planning process is also an important factor that affects the success of the program. Mustangin et al. (2021) emphasized that stakeholder participation in planning can increase the relevance of programs and strengthen support for the implementation of non-formal education.

One of the non-formal educational institutions that actively organizes the Package C Equality Program is PKBM Aditya which is located in Karawang Regency, West Java. PKBM Aditya was established in January 1998 on the initiative of the foundation and the school which has concern for the educational condition of the community in the West Karawang area. The establishment of this institution is motivated by

the still high number of people of productive age who do not have the opportunity to obtain adequate education and limited access to employment. At the beginning of its development, this institution organized bridal makeup courses and training as a form of community empowerment. As the community's need for educational services increased, this institution then developed an early childhood education program and subsequently formed PKBM which has official legality as a non-formal education provider.

As a community-based educational institution, PKBM Aditya organizes various educational programs, including Package A, Package B, and Package C Equality Programs. However, the diversity of backgrounds of students who participate in the equality program requires careful and adaptive planning. Residents studying the Package C Program come from various age groups, have different educational experiences, and face diverse socioeconomic conditions. Therefore, the preparation of educational programs cannot be carried out uniformly, but must be based on the results of identifying the needs and conditions of learning residents. Good planning will help institutions in providing more relevant, effective, and able to support the achievement of better quality education.

Based on these conditions, this study views that the planning process of the Package C Equality Program at PKBM Aditya Karawang is an important aspect to be studied in more depth. This study focuses not only on the resulting planning documents, but also on how the planning process is carried out, who are the parties involved, and how strategic decisions are made in the preparation of the program. This focus is important because planning is the initial stage that determines the direction of program implementation and the quality of educational services that will be provided to learning residents. By comprehensively understanding the planning process, it can be known to what extent the program has taken into account the needs of the community and supported efforts to improve the quality of education.

Research on the Package C Equality Program so far has mostly discussed aspects of program implementation, evaluation of learning outcomes, and various obstacles faced in the implementation of non-formal education. Studies that specifically highlight the program planning

process as a strategy to improve the quality of education are still relatively limited. In fact, planning has a very important role because it is the basis for the entire process of implementing educational programs. Therefore, this study offers novelty by focusing on the planning process of the Package C Equality Program at PKBM Aditya Karawang. This study examines how needs analysis is carried out, how stakeholder involvement is built, how resources are managed, and how program directions are set to support the improvement of education quality. Theoretically, this research is expected to enrich the study of non-formal education management, especially in the aspect of planning equality education programs based on community needs. Practically, the results of the research are expected to be a reference for PKBM managers in preparing more participatory, effective, and oriented planning to improve the quality of education services. Based on this description, the formulation of the problem in this study is how the planning process of the Package C Equality Program in improving the quality of education at PKBM Aditya Karawang. The purpose of this research is to describe and analyze the planning process of the Package C Equality Program in improving the quality of education at PKBM Aditya Karawang through a qualitative approach that seeks to understand the phenomenon in depth based on real conditions that occur in the field.

## **METHODS**

This study uses a qualitative approach with a descriptive method to understand in depth the planning process of the Package C Equality Program in improving the quality of education at PKBM Aditya Karawang. The qualitative approach was chosen because it allows researchers to examine phenomena naturally based on the experiences, views, and activities of non-formal education actors who are directly involved in the program planning process. The descriptive method is used to systematically describe the planning stages, the factors that affect the program preparation process, and the efforts made by institutions to improve the quality of education. This is in line with the opinion of Kusumastuti and Khoiron (2019) who stated that qualitative research aims to understand social phenomena based on natural conditions that occur in the field. The research was carried out at PKBM Aditya Karawang, Karawang Regency, West Java, in the

January-March 2026 period. The research location was chosen because PKBM Aditya is an institution that organizes the Package C Equality Program which has been accredited A and has long experience in implementing equality education. The research informants were determined through purposive sampling techniques consisting of one head of PKBM, two Package C Equality Program tutors, and two learning residents who were selected based on their involvement in the planning and implementation process of the program.

Research data was obtained from primary and secondary sources. Primary data was collected through passive participatory observation and semi-structured interviews, while secondary data was obtained through documentation studies in the form of work programs, learning schedules, teaching modules, data on learning residents, and various archives of institutional activities. The interviews were conducted directly with a duration of 30-60 minutes to explore information about the program planning process, identification of learning community needs, stakeholder involvement, obstacles faced, and strategies to improve the quality of education. Documentation is used to reinforce the findings of observation and interviews. Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawing as stated by Miles and Huberman in Abdussamad (2021). The validity of the data was tested using source triangulation and triangulation methods by comparing information from PKBM heads, tutors, and learning residents and matching them with the results of observations, interviews, and documentation. In addition, the researcher conducts member checks on informants to ensure the suitability of the interpretation results with the actual conditions so that the validity and credibility of the data can be guaranteed (Abdussamad, 2021).

## **DISCUSSION**

### **Planning Based on the Needs of Learning Residents in the Package C Equality Program**

Planning in non-formal education is a process that greatly determines the success of the implementation of the program because it is the basis for determining the goals, strategies, and educational services that will be provided to the community. In contrast to formal education which has relatively homogeneous student

characteristics, non-formal education faces a more complex diversity of learners, both in terms of age, educational background, employment, economic conditions, and previous learning experiences. Therefore, the planning of non-formal education programs cannot be done uniformly, but must be adjusted to the real needs of the community as users of educational services. According to Coombs in Nardawati (2021), educational planning is the application of a rational approach through systematic analysis of educational developments to be more effective, efficient, and in accordance with the needs of students and society. This view emphasizes that the success of a non-formal education program is highly dependent on the institution's ability to identify the needs of learning citizens and translate them into programs that are relevant and easily accessible to the community.

The results of the study show that PKBM Aditya Karawang has implemented need-based planning in the implementation of the Package C Equality Program. This information is used as a basis for determining learning patterns, activity schedules, and the form of educational services to be provided. One of the PKBM managers said that the majority of learning residents are people of productive age who have worked so that learning time must be adjusted to their daily activities. Therefore, learning is designed to be more flexible than formal schools. These findings show that the planning process not only focuses on the preparation of the program administratively, but also considers the social conditions of the learning citizens so that the program can be followed optimally and sustainably.

The application of the need-based planning approach at PKBM Aditya is evident through the learning scheduling policy that is carried out on weekends. The policy is a form of institutional adaptation to the needs of learning residents who mostly work on weekdays. If the learning schedule is arranged according to the pattern of formal education that takes place every day, then it is likely that the level of attendance and participation of learning residents will decrease. This condition shows that non-formal education planning must consider the aspect of flexibility as a strategy to improve the accessibility of educational services. The findings of this study are in line with the opinion of Rahmadani et al. (2019) who stated that educational planning must have a clear goal regarding the educational service outcomes to be

achieved. In the context of Aditya's PKBM, these goals are not only related to the achievement of academic competencies of learners, but also to ensure that educational services are accessible without interfering with their economic and social activities.

Furthermore, the results of the study show that the concept of needs-based planning applied by PKBM Aditya has a broader meaning than just adjusting the learning schedule. The identification of the needs of learning residents is carried out as an effort to understand the socio-economic conditions of the community so that the program designed is really able to answer their needs. These findings strengthen Coombs' theory in Nardawati (2021) that non-formal education must have high social relevance to the conditions of the society served. In this context, planning functions as an instrument to bridge the needs of education with the reality of the life of learning citizens. By understanding the characteristics of students in depth, institutions can design learning strategies that are more suitable, increase learning motivation, and reduce the risk of dropping out of the program. This shows that planning in non-formal education has a very strong social dimension because it is not only oriented towards achieving educational goals, but also on the sustainability of community participation in the learning process.

The findings of this study also strengthen the view of Mustangin (2020) who stated that flexibility is a key characteristic of non-formal education and must be reflected in the planning process. The flexibility applied by PKBM Aditya is not only a form of tolerance for the conditions of learning residents, but also an institutional strategy to maintain the sustainability of access to education for people who have limited time and learning opportunities. Thus, the Package C Equality Program not only functions as an educational alternative for those who do not complete formal education, but also as an instrument of educational equity that is able to reach community groups who have been experiencing obstacles in obtaining educational services. The results of this study show that the success of equality education is greatly influenced by the ability of institutions to adapt programs to the conditions of the communities served.

In addition, this study found that the planning process at PKBM Aditya has led to a needs analysis carried out systematically and

continuously. Before establishing the program, the manager first collects information, identifies the needs of the learning community, and considers the resources owned by the institution. These findings are in line with the opinion of Filiana and Zainal (2022) who stated that planning non-formal education programs needs to be carried out through structured stages so that its implementation runs more effectively and in a more targeted manner. However, the results of this study show that planning in non-formal education does not only function as an administrative procedure, but also as a social strategy to maintain community learning participation. Therefore, planning based on the needs of learning residents can be understood as the main foundation in the implementation of the Package C Equality Program because it is able to create educational services that are more adaptive, inclusive, relevant, and oriented towards improving the quality of education in accordance with the social conditions of the community served.

#### **Human Resource Planning in Package C Equity Programs**

Human resources are one of the factors that greatly determine the success of the implementation of non-formal education, including in the Package C Equality Program. In the context of equality education, tutors have a strategic role because they deal with learning citizens who have diverse characteristics, both in terms of age, educational experience, work background, and motivation to learn. Therefore, human resource planning is an important part of the process of implementing equality education programs. Pangestu et al. (2021) explained that the planning of the Package C Program, which includes the determination of tutors according to linear qualifications, the development of learning tools, and the preparation of teaching materials, is the main foundation in improving the quality of learning and understanding of learners. Thus, the quality of equality education cannot be separated from how institutions plan and manage their human resources.

The results of the study show that PKBM Aditya Karawang has carried out structured human resource planning through the placement of tutors based on their academic competencies. The management of the institution seeks to adjust the tutor's educational background to the subjects taught so that the learning process can take place

more effectively and in accordance with the needs of the learning community. The policy is based on the belief that tutors who master their fields of knowledge will be better able to deliver material appropriately and easily understood by students. One of the PKBM managers said that the institution always tries to place tutors according to their respective fields of expertise so that the quality of learning can be maintained and students gain a better understanding of the material provided. These findings show that human resource planning at PKBM Aditya is not carried out carelessly, but rather considers the suitability of tutor competencies as part of a strategy to improve the quality of education.

In addition to the placement of tutors according to their competencies, human resource planning is also realized through the preparation of teaching modules, learning tools, and the implementation of initial assessments of the learning ability of residents. Before the learning activity takes place, the tutor identifies the students' initial ability to find out their level of understanding, learning experience, and academic needs. The information is then used as a basis for determining learning methods, material delivery strategies, and forms of assistance needed during the learning process. Based on the results of the interview, the tutor said that the ability of the residents to learn is very diverse because most of them have long left the world of formal education. Therefore, the learning approach cannot be equated with formal school students. This condition requires tutors to adjust teaching methods to the abilities and learning experiences of each learning citizen so that the learning process runs more effectively and meaningfully.

The findings of this study show that the readiness of tutors in equality education is not only measured by the ability to master the subject matter, but also by the ability to understand the characteristics of diverse learning citizens. In non-formal education, tutors are required to have high flexibility in managing learning because students come from different social backgrounds and life experiences. Tutors are not enough to only act as material presenters, but also must be able to be facilitators who help students learn to overcome the various learning obstacles they face. This condition shows that human resource planning in non-formal education has different characteristics from formal education. If in formal education the role of teachers focuses more on the delivery of

the curriculum that has been determined, then in non-formal education tutors must be able to adapt the learning process according to the needs and conditions of learning residents. Thus, the quality of tutors is an important factor that determines the success of the Package C Equality Program.

The results of this research can also be analyzed through the perspective of education management which places educators as the main asset in achieving educational goals. Baharuddin (2023) explained that educational planning functions as a tool to control and direct changes in the education system towards better conditions. In the context of PKBM Aditya, this function can be seen through the institution's efforts in preparing competent tutors, arranging appropriate learning tools, and identifying students' learning needs from the beginning of the program. These steps show that human resource planning is not only oriented towards meeting the needs of teaching staff, but also directed to ensure that the entire learning process can run effectively and support the achievement of educational goals. Good planning allows institutions to optimize the potential of tutors so that they are able to provide quality educational services to learning residents.

In addition, the implementation of the initial assessment carried out by the tutor shows that the learning process at PKBM Aditya has led to the implementation of learner-centered planning or student-centered planning. This approach places the needs, experience, and initial ability of learning residents as the basis for the development of learning strategies. The findings show that the quality of non-formal education is not only determined by the completeness of learning administration, but also by the ability of tutors to create an adaptive, contextual, and appropriate learning process that is in accordance with the needs of students. Thus, human resource planning in the Package C Equality Program not only serves to ensure the availability of tutors, but also becomes an important strategy in improving the quality of education through the development of educators who are professional, responsive, and able to accommodate the diversity of characteristics of learning citizens. The success of the Package C Equality Program is ultimately greatly influenced by the quality of human resource planning from the initial stage of program preparation to the implementation of learning in the field.

### **Hybrid Learning in Equities Education Package C**

One of the important findings in this study is the application of hybrid learning in the Package C Equality Program at PKBM Aditya Karawang. This learning model combines face-to-face learning with online learning through various digital platforms such as Google Classroom, Zoom Meeting, and learning videos. The implementation of hybrid learning is carried out as a form of adjustment to the characteristics of learning residents, most of whom are productive age people who have worked. This condition causes learning residents to not always be able to participate in learning activities directly at the institution. Therefore, a flexible learning system is a necessity in the implementation of equality education. Based on the results of interviews with PKBM managers, online learning is seen as a solution to ensure that learning residents continue to receive educational services even though they have limited time to attend in person. These findings show that learning planning at PKBM Aditya not only considers academic aspects, but also social conditions and daily activities of learning residents so that the educational process can take place in a sustainable manner.

From the perspective of non-formal education, the implementation of hybrid learning reflects the transformation of education management towards a system that is more flexible, adaptive, and responsive to technological developments. Non-formal education is required to be able to adapt to social changes and increasingly dynamic societal needs. Khusna and Yusuf (2026) explained that the implementation of blended learning in the Package C Program can increase learning motivation, strengthen digital literacy, and expand access to education for students. The findings of this study show that the use of digital technology not only functions as a medium for delivering learning materials, but also as a means to expand learning opportunities for people who have limited time and mobility. With online learning, students can access materials, do assignments, and communicate with tutors without always having to be in the PKBM environment. This condition shows that digital transformation in equality education has become part of the institution's strategy to improve the accessibility of educational services.

Furthermore, the results of the study show that hybrid learning at PKBM Aditya has a

broader function than just learning technology innovation. This system is a social strategy that allows people of productive age to continue to have learning opportunities without having to leave work or family responsibilities. The flexibility of learning provides space for learning residents to manage their learning time according to their respective conditions. These findings show that non-formal education has high adaptability in answering the needs of the community. In this context, digital transformation is not only understood as a technical change in the learning process, but also as a form of response of educational institutions to the social reality of society that continues to develop. The presence of hybrid learning strengthens the function of equality education as a means of equitable access to education for community groups who have been facing obstacles in participating in full formal education.

However, the implementation of hybrid learning at PKBM Aditya also faces various challenges. One of the main obstacles found is the low level of discipline of some residents in participating in online learning. Based on the results of interviews with tutors, there are still learning residents who are less active in participating in online learning activities, including not participating in Zoom Meeting sessions regularly. In addition, the limitations of technology facilities and internet access are also quite significant obstacles. Not all learning citizens have adequate digital devices or a stable internet network to support the online learning process. This condition has an impact on the effectiveness of learning implementation and has the potential to cause a participation gap among learning residents. These findings show that the success of hybrid learning is not only determined by the availability of technology, but also influenced by the social, economic, and cultural readiness of students.

The results of this study strengthen the view of Hidayat (2019) who stated that the effectiveness of the implementation of the Package C Program is influenced by the integration between program planning, implementation, and supervision. In the context of hybrid learning, institutions are not only required to provide digital learning facilities, but must also be able to develop effective supervision, mentoring, and evaluation systems. This study shows that there is a dilemma in modern non-

formal education between the need for learning flexibility and the demand to maintain the quality of the learning process. The higher the flexibility given to learning residents, the greater the challenge in maintaining consistency in participation and learning discipline. Therefore, the implementation of hybrid learning requires a sustainable mentoring strategy, strengthening communication between tutors and learning residents, and developing a more interactive and interesting learning model. Thus, hybrid learning in the Package C Equality Program is not only a form of learning innovation, but also reflects non-formal education efforts in integrating service flexibility with sustainable education quality control.

### **Participatory Planning in the Management of Package C Equity Programs**

Participatory planning is one of the important principles in the management of non-formal education because the programs held are directly related to the needs and conditions of the community as the target of educational services. In contrast to formal education, most of whose policies are structurally and hierarchically determined, non-formal education requires the involvement of various parties so that the designed program is more relevant and in accordance with the needs of learning citizens. The results of the study show that the planning process for the Package C Equality Program at PKBM Aditya Karawang is carried out by involving various stakeholders, such as foundations, committees, parents, tutors, and PKBM managers. Based on the results of the interview, the manager said that every program preparation is always discussed with tutors and the foundation so that the decisions taken are in accordance with the needs of the learning community and the conditions of the institution. These findings show that the planning process at PKBM Aditya is not carried out individually by the manager, but through a deliberation mechanism involving various parties who have an interest in the sustainability of the equality education program.

The involvement of these various stakeholders shows that the management pattern of the Package C Equality Program at PKBM Aditya tends to be participatory and collaborative. Tutors are involved in the preparation of learning tools, the determination of learning strategies, and the evaluation of programs that have been running.

Meanwhile, foundations and committees play a role in providing policy considerations, institutional support, and strengthening the sustainability of educational programs. From a participatory planning perspective, the involvement of various parties in the planning process aims to create programs that are more responsive to the needs of the community and increase the sense of ownership of the programs being run. Non-formal education is highly dependent on community social support so that stakeholder participation is an important factor in determining the success of the program. Through the involvement of these various elements, the resulting decisions not only reflect the interests of the institution, but also consider the needs and expectations of the community as users of educational services.

The findings of this study are in line with the opinion of Subekti (2022) who states that educational organizations are activities to build working relationships between parties so that business unity is created in achieving educational goals. In the context of Aditya's PKBM, the working relationship can be seen through the coordination and communication that exists between managers, tutors, foundations, committees, and parents in the program planning process. The involvement of various parties allows for the exchange of information, ideas, and experiences that can enrich the quality of program planning. In addition, Thantowi Jawahir's view in Syahrani (2019) which states that the success of organizing is characterized by the emergence of a sense of togetherness and cohesiveness in achieving common goals is also reflected in the process of managing the Package C Equality Program at PKBM Aditya. The existence of deliberation in decision-making shows that institutions are trying to build a joint commitment to support the success of equality education programs.

Furthermore, the results of the study show that stakeholder participation not only functions as an administrative complement in the preparation of programs, but also as a strategy to build social legitimacy for the sustainability of equality education. The involvement of tutors, foundations, committees, and parents reflects that non-formal education has a very close relationship with society. Programs that are prepared through a participatory process tend to be more acceptable because people feel involved in the decision-

making process. This condition is different from the top-down approach that often results in programs that are not in accordance with the needs of the community. The findings of the study show that participatory planning helps institutions in identifying the learning needs of citizens more accurately, obtaining broader social support, and increasing the effectiveness of program implementation. Thus, stakeholder participation is one of the important factors that support the success of the Package C Equality Program at PKBM Aditya.

In addition to the involvement of institutions and program support figures, this study also found that parental support has an important role in the success of equality education. Parents not only provide moral support to learning citizens, but also contribute to building learning motivation and encouraging the sustainability of student participation in the program. These findings show that the success of equality education is not only determined by the quality of institutional management, but is also influenced by social support from families and the community. Therefore, participatory planning in non-formal education needs to be understood as a strategy that is not only oriented towards institutional cooperation, but also as an effort to strengthen social support networks that support the sustainability of community education. By actively involving various stakeholders, non-formal education governance can develop to be more democratic, collaborative, and based on the needs of the community so that it can support the improvement of the quality of education in a sustainable manner.

### **Implications of Program Planning on Improving the Quality of Education**

The results of the study show that the planning of the Package C Equality Program at PKBM Aditya Karawang has significant implications for improving the quality of non-formal education. Planning that is carried out systematically not only has an impact on the regularity of program implementation, but also affects the readiness of human resources, the effectiveness of the learning process, and the expansion of access to education for the community. The findings of the study show that all components of the program, from identifying the needs of learning residents, determining tutors, preparing learning schedules, to the use of

learning technology, have been designed to support the success of equality education programs. This condition shows that planning functions as the main foundation in creating educational services that are directed and in accordance with the needs of the community. The better the planning process carried out, the greater the institution's chances of achieving educational goals and improving the quality of services provided to learning residents.

One of the real implications of the program planning carried out by PKBM Aditya is the increase in access to education for people who have limited time to participate in formal education. Through the preparation of flexible learning schedules and the implementation of a hybrid learning system, learning residents can still get educational services without having to leave work or other social activities. This flexibility is a solution for people of productive age who previously experienced obstacles in continuing their education. These findings show that program planning not only serves to organize learning activities, but also serves as an instrument in expanding learning opportunities for the community. Thus, equality education is able to carry out its role as a means of equitable distribution of education that provides opportunities for all citizens to obtain educational services that suit their conditions and needs.

Another implication can be seen in improving the quality of the learning process through the readiness of tutors and the development of more targeted learning tools. The results of the study show that tutors have prepared teaching modules, conducted initial assessments of the learning community's abilities, and adjusted learning methods based on the needs of students. These steps allow the learning process to take place more effectively because the learning materials and strategies are arranged according to the characteristics of diverse learning residents. Careful planning helps tutors understand students' initial abilities so that learning can be carried out in a more adaptive and contextual manner. These findings suggest that the quality of education is not only determined by the implementation of classroom learning, but is also influenced by the quality of planning that precedes the process. With good planning, the learning process becomes more structured, learning objectives are clearer, and the needs of learning residents can be accommodated optimally.

From the perspective of Total Quality Management (TQM), the quality of education is not only measured by the academic results achieved by students, but also by the ability of institutions to provide educational services that are responsive, relevant, and oriented to the needs of service users. Nurhasyanah et al. (2024) explain that education quality management in the 21st century requires a strategy that focuses on innovation, collaboration, and continuous evaluation. The findings of this study show that these principles have been reflected in the planning process of the Package C Equality Program at PKBM Aditya through the involvement of various stakeholders, the use of learning technology, and the adjustment of educational services to the needs of learning residents. In addition, Jannah et al. (2025) stated that the implementation of quality management that begins with planning oriented to educational standards will provide added value for students while supporting the development of quality human resources. In the context of this research, the quality of education is not only interpreted as the academic success of learning citizens, but also as the ability of institutions to create inclusive, flexible, and sustainable educational services. This is in line with the opinion of Purnomo and Haryati (2023) who emphasized that the quality of education can be seen from the ability of institutions to meet the needs of education service users effectively.

However, this study also found that efforts to improve the quality of non-formal education still face various challenges. The low motivation of some residents to learn, the lack of discipline in participating in online learning, and the limited technology facilities and internet networks are obstacles that can affect the effectiveness of the program. This condition shows that improving the quality of education cannot be achieved only through the preparation of good programs administratively, but also requires a sustainable mentoring strategy, strengthening learning motivation, and the development of a more interactive and interesting learning model. The findings of this study show that program planning in non-formal education has a broader function than formal education. Planning not only serves as a tool for managing educational programs, but also as a social strategy to expand access, maintain community learning participation, and ensure the sustainability of educational services for

community groups that have limitations in obtaining formal education. Therefore, the quality of planning is an important factor that determines the success of improving the quality of non-formal education in a sustainable manner.

## CONCLUSION

Based on the results of the research, it can be concluded that the planning of the Package C Equality Program at PKBM Aditya Karawang is a strategic process that contributes significantly to improving the quality of non-formal education. Program planning is carried out through a needs-based approach by identifying the social conditions, occupations, initial abilities, and learning motivations of students so that the educational services provided become more relevant, flexible, and in accordance with the needs of the community. In the aspect of human resources, PKBM Aditya places tutors based on their competencies, supported by the preparation of learning tools and initial assessments to adjust the learning process to the characteristics of learning residents. In addition, the implementation of hybrid learning through a combination of face-to-face and online learning is a form of innovation that is able to expand access to education for people of productive age who have limited time to participate in conventional learning. The planning process is also carried out in a participatory manner by involving various stakeholders, such as managers, tutors, foundations, committees, and parents, so that the program is more responsive to the needs of the community and obtains strong social support. The findings of the study show that systematic planning has an impact on increasing program regularity, learning quality, tutor readiness, and accessibility of educational services. However, improving the quality of education still faces challenges in the form of low motivation and discipline of some residents learning in online learning and limited technology facilities. Therefore, planning in non-formal education not only functions as an administrative instrument, but also as a social strategy that is able to expand access to education, maintain community learning participation, and support sustainable improvement of the quality of education through services that are adaptive, inclusive, and oriented to the needs of learning citizens.

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