

Strengthening the 13 Year Compulsory Education Program Through the Empowerment of Learning Activity Studios (SKB) and Community Learning Centers (PKBM) in Central Lombok Regency, West Nusa Tenggara

Mohamad Mustari^{1*}, Sudirman¹, Mansur Hakim¹, Heri Hadi Saputra¹, Gunawan², Ananda Wahidah², Lalu Andri Rafani¹, Harmaen¹

¹ Master of Education Administration Study Program, Postgraduate, University of Mataram, Mataram, Indonesia.

² Faculty of Teacher Training and Education, University of Mataram, Mataram, Indonesia.

Received: May 11, 2026

Revised: August 12, 2026

Accepted: September 9, 2026

Published: September 30, 2026

Corresponding Author:

Mohamad Mustari

mustari@unram.ac.id

DOI: [10.29303/ujcs.v7i3.1620](https://doi.org/10.29303/ujcs.v7i3.1620)

© 2026 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: Based on data from the Ministry of Education and Culture through the kemendikbud.go.id/ATS website as of April 30, 2025, the number of out-of-school children (ATS) in West Nusa Tenggara Province reached 73,247 children from primary to secondary education levels. Central Lombok Regency occupies the second highest position with the number of ATS of 13,938 children, after East Lombok Regency. Especially in the age group of 13-15 years, there were 4,252 children, consisting of children who had never been to school, junior high school dropouts, and elementary school graduates who did not continue their education. This condition shows that there are still strong challenges in achieving the 13-Year Compulsory Learning Program as well as potentially hindering the human resource development agenda as stated in the 4th ASTA CITA of the President of the Republic of Indonesia. Central Lombok Regency has 66 Community Learning Activity Centers (PKBM) and 1 Learning Activity Studio (SKB) which strategically play a role as an equality education provider for ATS. However, optimizing the role of PKBM in supporting the 13-Year Compulsory Learning Program still faces various limitations, both in terms of governance, management capacity, and student outreach strategies. This community service activity aims to strengthen the implementation of the 13-Year Compulsory Learning Program through the empowerment of PKBM in Central Lombok Regency. The implementation method includes mapping the condition of PKBM, management assistance and equality education service programs, training to build the capacity of managers and tutors, and facilitation of PKBM synergy with local governments and related stakeholders.

Keywords: Compulsory 13 Years of Study, The Role of PKBM, The Role of SKB, Asta Cita.

Introduction

According to data from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) on the website kemendikbud.go.id/ATS as at 30 April 2025, the number of out-of-school children (ATS) in West Nusa Tenggara Province stood at 73,247, spanning primary to

secondary education levels. Central Lombok Regency ranked second highest with 13,938 out-of-school children, following East Lombok Regency. Specifically, within the 13–15 age group, there were 4,252 children, comprising those who had never attended school, those who had dropped out of lower secondary school, and primary school leavers who had not continued their education. This situation highlights the continuing

How to Cite:

Mustari, M., Sudirman, Hakim, M., Saputra, H. H., Gunawan, Wahidah, A., ... Harmaen. Strengthening the 13 Year Compulsory Education Program Through the Empowerment of Learning Activity Studios (SKB) and Community Learning Centers (PKBM) in Central Lombok Regency, West Nusa Tenggara. *Unram Journal of Community Service*, 7(3), 233–242. <https://doi.org/10.29303/ujcs.v7i3.1620>

challenges in achieving the 13-Year Compulsory Education Programme and has the potential to hinder the human resource development agenda as set out in the 4th ASTA CITA of the President of the Republic of Indonesia. Central Lombok Regency has 66 Community Learning Centres (PKBM) and 1 Learning Activity Centre (SKB), which play a strategic role in providing equivalency education for out-of-school children. However, optimising the role of PKBMs in supporting the 13-Year Compulsory Education Programme still faces various constraints, whether in terms of governance, the capacity of managers, or strategies for reaching learners. This community service initiative aims to strengthen the implementation of the 13-Year Compulsory Education Programme through the empowerment of PKBMs in Central Lombok Regency. Implementation methods include mapping the current status of PKBMs, providing guidance on management and equivalency education programmes, delivering capacity-building training for managers and tutors, and facilitating collaboration between PKBMs, the local government and relevant stakeholders.

1. *Analysis of the situation and issues facing the partner organisation to be addressed*

The situation analysis is prepared comprehensively to provide a complete picture of the partner organisation's circumstances, both in terms of the region's potential and the community, as well as the issues at hand. The situation analysis is based on the current circumstances of the partner/community to be empowered, supported by a partner profile containing informative data and images. Specifically for partners operating in the economic sector and those learning entrepreneurship, the current circumstances of the target partners are documented as comprehensively as possible, covering both upstream and downstream aspects, in the form of quantified data.

2. *Explain the objectives of the activity and how they relate to MBKM, IKU and the focus on community service.*

1) *Analysis of the Partner's Situation and Issues*

The achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education, is a strategic priority in national development. Education is not only regarded as a fundamental right of citizens, but also as a key instrument in enhancing the quality of human resources (Laila & Salahudin, 2022), as mandated by Law No. 20 of 2003 on the National Education System (Undang-Undang Republik Indonesia, 2003). This commitment is reinforced by the fourth pillar of the 'Merah Putih' Cabinet's 'Asta Cita', which emphasises human resource development through the strengthening of education, science

and technology, as well as equitable access to and the sustainability of education for all sections of society.

One of the government's priority policies in the field of education is the implementation of the 13-Year Compulsory Education Programme. However, the implementation of this policy still faces various challenges, such as infrastructure readiness, improving teacher competence, and the availability of high-quality teaching materials, which require optimal planning and coordination across stakeholders (Warta & Syam, 2023). These challenges are also reflected in the still high number of out-of-school children (OOS) in various regions, including in West Nusa Tenggara Province.

According to official data from kemendikbud.go.id (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2025), the number of ATS in West Nusa Tenggara Province as of 30 April 2025 stood at 73,247 children across primary and secondary education levels. Central Lombok Regency is recorded as the region with the second-highest number of ATS in West Nusa Tenggara Province, totalling 13,938 children, following East Lombok Regency. These out-of-school children include those who have never attended school, those who have dropped out, and those who have graduated but have not progressed to the next level of education. This situation indicates that the issue of out-of-school children is not only related to initial access to education, but also concerns the continuity and resilience of the education system at the local level (Ramdhan, 2025).

More specifically, the number of out-of-school children aged 13–15 in Central Lombok Regency stands at 4,252, comprising 2,417 children who have never attended school, 1,000 children who have dropped out of lower secondary school, and 835 primary school leavers who have not continued their education. This age group is the primary target of the 13-year compulsory education policy; consequently, the high number of out-of-school children in this age range constitutes a critical issue requiring immediate and collaborative action. From a non-formal education perspective, this situation underscores the importance of institutions such as Community-Based Learning Centres (PKBM) in reaching marginalised groups not served by the formal education system (Arlinda et al., 2023).

Given these circumstances, the main challenges faced by partners in this community service initiative include the persistently high rate of out-

of-school children of junior high school age, the sub-optimal role of PKBMs as providers of equivalency education, and the low level of public awareness and engagement in supporting the continuity of children's education. Various studies indicate that the success of PKBMs is significantly influenced by institutional capacity, the quality of human resources, and partnerships with the community and stakeholders (Tohani, 2022). Therefore, empowerment-based interventions are required, focusing on strengthening the capacity of PKBMs and enhancing stakeholder synergy in addressing out-of-school children.

2) Objectives of the Activity and Its Relationship to MBKM, IKU and the Community Service Focus

This community service activity aims to strengthen the implementation of the 13-Year Compulsory Education Programme through the empowerment of Learning Activity Centres (SKB) and Community Learning Centres (PKBM) in Central Lombok Regency. Specifically, this activity is aimed at enhancing the capacity of SKB/PKBM managers and tutors, strengthening the role of SKB/PKBM as equivalency education institutions, and encouraging greater participation of out-of-school children aged 13–15 in non-formal education services.

The implementation of this activity is in line with the Merdeka Belajar Kampus Merdeka (MBKM) policy, particularly in encouraging the involvement of lecturers and students in community service activities that have a direct impact on society. Furthermore, this initiative contributes to the achievement of higher education institutions' Key Performance Indicators (KPIs), particularly those relating to the engagement of lecturers and students off-campus, collaboration with partners, and the application of academic knowledge to address real-world issues in the community. The focus of this initiative is also in line with the priorities for community engagement in the fields of education, community empowerment, and human resource development.

3) Other Matters Deemed Necessary

As part of ongoing efforts, this initiative is designed not only as a short-term programme, but also as a model for strengthening the role of SKB/PKBMs that can be replicated and developed in other regions with similar characteristics. Through a participatory, locally-driven and collaborative approach, it is hoped that this initiative will make a tangible contribution to reducing the out-of-school rate and supporting the sustainability of the 13-Year Compulsory

Education Programme in Central Lombok Regency.

Priority issues

For economically productive communities, priority issues include production, business management and marketing (the entire business value chain).

For economically non-productive groups (the general public), the issues are tailored to the needs of these groups, such as improving services, enhancing public safety, and improving or supporting service facilities across all sectors—including social, cultural, economic, security, health, education, legal, and various other issues—in a comprehensive manner. Priority issues are defined specifically and must be approved by the target partners.

The target partners in this community service activity are the Community Learning Centres (PKBM) in Central Lombok Regency, which act as providers of equivalency education for out-of-school children (ATS) aged 13–15 years. Based on the results of initial discussions and mutual agreement with the partners, the priority issues faced by the SKB/PKBM and the target community relate to education and the management of equivalency learning services. These issues are formulated as follows.

a. The institutional and managerial capacity of SKBs/PKBMs is not yet optimal in supporting the 13-Year Compulsory Education Programme.

Some PKBMs still face limitations in programme planning, administrative management, and the utilisation of ATS data as a basis for the development of educational services. Sub-issues that have arisen include a lack of understanding amongst managers regarding the 13-Year Compulsory Education policy, the absence of equity service programmes tailored to the characteristics of ATS of junior secondary school age, and the limited competence of tutors in applying contextual and participatory learning approaches.

b. Low participation and motivation among ATS aged 13–15 to enrol in equivalency education programmes at SKBs/PKBMs.

Many ATS have not been reached by SKB/PKBM services or do not continue with their studies. Sub-issues include low awareness amongst families and the community regarding the importance of secondary education, negative perceptions of equivalency education, and socio-economic family circumstances that push children into early employment or marriage, thereby neglecting their education.

c. A lack of strong synergy between SKB/PKBM centres, local government, and other stakeholders in addressing the needs of ATS.

Although SKB/PKBM centres are institutionally under the supervision of local government, cross-sectoral coordination in addressing ATS remains limited. Sub-issues identified include a lack of collaboration between SKB/PKBM centres and formal schools, village authorities, and community leaders in reaching out to ATS, as well as the absence of a joint mechanism for monitoring and supporting the continuity of education for equivalency programme participants.

Based on these priority issues, this community service initiative is aimed at providing solutions through

strengthening the institutional capacity of SKB/PKBM centres, enhancing the competencies of managers and tutors, raising awareness and increasing the participation of the community and ATS in equivalency education, and facilitating synergy between SKB/PKBM centres and local government and relevant stakeholders. These solutions were agreed upon with partners as a strategic and sustainable effort to support the implementation of the 13-Year Compulsory Education Programme in Central Lombok Regency.

Table 1. Data on Out-of-School Children (ATS) by Age Category: Never Attended School (BPB) in Central Lombok Regency, 2025

No	Subdistrict	7-12 Years old	13-15 Years old	16-18 Years old	19-25 Years old	Total Years	Description
1	Praya Barat	124	183	266	191	764	Highest ATS
2	Pujut	206	253	371	224	1,054	
3	Praya Timur	90	124	178	141	533	
4	Janapriya	99	143	243	177	662	
5	Kopang	132	154	267	154	707	
6	Praya	137	211	294	233	875	
7	Jonggat	99	123	210	162	594	
8	Pringgarata	91	116	171	101	479	
9	Batukliang	72	143	287	194	696	
10	Batukliang Utara	118	164	216	161	659	
11	Praya Barat Daya	102	125	172	116	515	
12	Praya Tengah	98	102	171	134	505	

Source: Data Centre of the Ministry of Primary and Secondary Education, 2025

Table 2. Data on Out-of-School Children (ATS) by Level of Educational Institution Category: Dropt Out (DO) in Central Lombok Regency, 2025

No	Subdistrict	Primary School	Junior Highschool	Senior Highschool	Total	Description
1	Praya Barat	39	101	74	214	Junior high and senior high schools with the highest numbers
2	Pujut	65	138	157	360	
3	Praya Timur	55	73	127	255	
4	Janapriya	37	75	103	215	
5	Kopang	41	91	97	229	
6	Praya	80	138	134	352	Primary and Secondary Schools with the Highest Scores
7	Jonggat	102	103	126	331	
8	Pringgarata	25	60	57	142	
9	Batukliang	138	94	140	372	
10	Batukliang Utara	29	85	76	190	
11	Praya Barat Daya	22	47	47	116	
12	Praya Tengah	25	87	78	190	
Total		658	1.092	1.216	2.966	

Source: Data Centre of the Ministry of Primary and Secondary Education, 2025

Table 3. Data on Out-of-School Children (ATS) in the Graduated but Not Continuing' (LTM) Category in Central Lombok Regency, 2025

No	Subdistrict	Primary School	Junior Highschool	Total	Description
1	Praya Barat	67	213	280	High
2	Pujut	100	238	338	High
3	Praya Timur	42	180	222	High
4	Janapriya	40	182	222	High
5	Kopang	44	191	235	High

6	Praya	59	237	296	High
7	Jonggat	66	178	244	
8	Pringgarata	33	131	164	High
9	Batukliang	95	182	277	
10	Batukliang Utara	61	149	210	
11	Praya Barat Daya	49	53	102	
12	Praya Tengah	26	80	106	
	Total	682	2.014	2.696	

Source: Data Centre of the Ministry of Primary and Secondary Education, 2025

Table 4. Data on Community Learning Centres (PKBM), SKBs and Open Junior High Schools in Central Lombok Regency, 2025

No	Subdistrict	Number of PKBMs	Number of Students	Open Secondary School	Number of Students	Total 4+6	ATS	Desc. PKBM
1	2	3	4	5	6	7	8	9
1	Praya Barat	5	885				764	
2	Pujut	5	527	1			1,054	2 students 0
3	Praya Timur	4	435				533	2 students 0
4	Janapriya	4	334				662	1 students 0
5	Kopang	5	1.352				707	
6	Praya	6	1.096				875	2 students 0+1
7	Jonggat + SKB	5	628				594	1 students 0
8	Pringgarata	13	2.370				479	1 students 0
9	Batukliang	10	1.317				696	1 students 0
10	Batukliang Utara	3	123				659	
11	Praya Barat Daya	3	969				515	
12	Praya Tengah	4	861				505	
	Total	67	10.897				8.043	

Source: Central Lombok Regency Education Office 2025 (as amended)

Implementation of Activities

An awareness-raising event on the 13-Year Compulsory Education Policy and the empowerment of Learning Activity Centres (SKB) and Community

Learning Centres (PKBM) was held on 28 April 2026 at the PGRI Building in Central Lombok Regency, with the programme as set out in Table 5 below:

Table 5. Programme for the Awareness Campaign on 13 Years of Compulsory Education and the Empowerment of Learning Centres (SKB) and Community Learning Centres (PKBM)

Date	Time (WITA)	Activities	Performers	Officer
Tuesday, 28 April 2026	08:00-08:15	Participant registration	Committee	Committee
	08:15-09:00	Synchronisation of Education Data Verification with the Population and Civil Registration Office	BPMP Tim	Moderator
	09:15-09:30	ISHOMA		
	09:30-08:35	Opening	Head of the Central Lombok Regency Department	Moderator
	09:30-10:00	13-Year Fair Policy Overview	Head of Community Service (M. Mustari) from UNRAM	Moderator
	10:10-11:30	Speaker 1 Discussion of Data from Synchronisation/Verification and Validation	A.Sudirman, MA from BPMP NTB	Moderator
		BREAK		
	11:30-11:45	Speaker 2 and Discussion (FGD)	Ananda, M.Pd. From the Faculty of Teacher Training and Education, Unram	Moderator
	12:00-12:15	CLOSING	Committee	

Discussions/Information sessions:

1. Policy of the Ministry of Early Childhood, Primary and Secondary Education (13 Years of Basic Education)

2. Policy of the Central Lombok Regency Education Office
3. Module 1: Tackling Early Marriage

4. Module 2: Synchronisation of non-formal education data

Method

The community service programme was implemented through the following activities:

1. Sosialization
2. Training
3. Technology Implementation
4. Mentoring and Evaluation
5. Programme Sustainability

The steps involved in resolving problems are as follows:

1. For economically productive partners, the method of implementing activities relates to the stages involved in addressing at least one (1) issue faced by the partner, such as:
 - a. Issues with ATS.
 - b. The issue of the role of PKBMs in ensuring completion of 13 years of compulsory education.
 - c. Coordination issues in the field of education, and so on.
2. For partners facing at least two (2) areas of economic or social underdevelopment, outline the stages or steps taken to implement community service initiatives aimed at resolving the specific problems faced by the partners. The implementation of these solutions should be systematic and cover areas such as healthcare, education, security, social conflict, land tenure, access to clean water, illiteracy and others.
3. Explain how partners participate in the implementation of the programme.
4. Explain how the implementation of the programme and its sustainability in the field are evaluated once the activities have been completed.
5. Outline the roles and responsibilities of each team member in accordance with their areas of expertise and the students' assigned tasks.
6. Explain the potential for credit recognition for the students involved.



Figure 1. Participants of Socialization

The methodology for implementing this community service activity was designed to address the challenges faced by the target partner—namely, the Community Learning Centres (PKBM) in Central Lombok Regency—in supporting the implementation of the 13-Year Compulsory Education Programme. The approach adopted was participatory and collaborative, placing the partner at the centre of the activity. The participatory approach.

Community empowerment has been shown to improve the effectiveness of programmes and strengthen the sustainability of the outcomes of activities (Mustanir et al., 2020). Focus Group Discussions (FGDs) were used as the primary method for identifying issues, formulating solutions and engaging in systematic collective reflection (Irwanto, 2021).

In operational terms, the stages of implementing the activities include awareness-raising, training, technology implementation, support and evaluation, and programme sustainability, as follows:

1. Socialization

The awareness-raising phase is the first step towards building a shared understanding and commitment between the proposing team and partners. This activity is carried out through focus group discussions (FGDs) involving PKBM managers, tutors, local government officials, village authorities and community leaders. The aim of the awareness-raising is to provide an understanding of education policy, particularly the 13-Year Compulsory Education Programme, as well as the role of PKBMs in addressing out-of-school children (Sulaiman, 2020). Through the FGDs, participants are encouraged to identify the current situation, map out priority issues and develop alternative solutions in a participatory manner. This method is effective in increasing community involvement and building a shared understanding regarding the implementation of the programme (Irwanto, 2021).

2. Training

The training phase focused on enhancing the capacity of PKBM managers and tutors in managerial and pedagogical aspects. The training was delivered using an andragogical approach through discussions, case studies and hands-on practice. The training material covers the management of non-formal education, the planning of equivalency programmes, and learning strategies that are adapted to the characteristics of the learners (Sudjana, 2021). An experience-based training approach has been shown to improve tutors' competencies and the quality of learning in non-formal education (Mulyono, 2022). Focus group discussions (FGDs) were also utilised as a means for reflection and the sharing of experiences amongst

- participants to strengthen their understanding and practical skills.
3. **Technology Implementation**
The technology implementation phase aims to improve the effectiveness of educational management and services at PKBMs. These activities include guidance on the use of simple technologies, such as data processing applications, digital communication media, and online learning platforms. The use of technology in non-formal education has been shown to improve administrative efficiency and broaden access to learning (Rahmawati & Suryadi, 2023). The selection of technology is carried out in a participatory manner through focus group discussions (FGDs) to ensure it aligns with the needs and capacities of partners, thereby facilitating sustainable implementation.
 4. **Mentoring and Evaluation**
Intensive support is provided to ensure that the programme is implemented as planned. These activities include technical assistance, monitoring of programme implementation, and facilitating problem-solving in the field. Evaluation is carried out in a formative and participatory manner through regular focus group discussions (FGDs). This approach enables joint reflection and continuous improvement of the programmes being implemented (Widodo, 2021). Evaluation focuses on programme outcomes, capacity building for partners, and the level of ATS participation in equity education services.
 5. **Programme Sustainability**
The sustainability of the programme is a key aspect of this community engagement initiative. Efforts undertaken include strengthening the institutional capacity of SKB/PKBMs, developing collaborative networks, and drawing up a programme follow-up plan. Research indicates that programme sustainability is significantly influenced by organisational capacity and the support of strong collaborative networks [16]. Consequently, this initiative is designed to generate long-term impact for our partners.
 6. **Partner Participation in Programme Implementation**
Partners play an active role in all stages of the activities, from planning through to evaluation. Active partner involvement has been shown to enhance programme effectiveness and strengthen a sense of ownership of the activities carried out (Mustanir et al., 2020). PKBM managers and tutors are directly involved in focus group discussions, training sessions and mentoring, meaning they are not merely beneficiaries but also key agents of change.
 7. **Post-Activity Programme Evaluation and Sustainability**
A post-activity evaluation was carried out to assess the programme's impact on capacity building amongst partners and the management of ATS. The evaluation was conducted in a participatory manner, involving partners as internal evaluators. The programme's sustainability was ensured through the integration of the activity outcomes into the planning of SKB/PKBM and the continued use of the technology that had been implemented. This approach has proven effective in enhancing the sustainability of community-based programmes (Widodo, 2021; Kurniawan & Hidayat, 2022).
 8. **The Roles and Responsibilities of the Proposal Team and Students**
The team leader is responsible for planning, coordinating and overseeing activities. Team members fulfil roles in line with their respective areas of expertise, including as FGD facilitators, training resource persons and field mentors. Students are actively involved in outreach activities, mentoring community-based learning centres (PKBM), data collection and processing, and documenting activities as part of the implementation of MBKM. Student involvement in community-based programmes has proven effective in enhancing practical skills and contextual learning experiences (Siregar & Nasution, 2023).
Science and Technology (IPTEKS), as implemented in this community service initiative, focuses on strengthening the equivalency education service system based on SKB/PKBM management, the use of simple technology, and a participatory approach through Focus Group Discussions (FGDs). The IPTEKS applied is not complex, but rather contextual, easy to adopt, and suited to the capacity of the target partners.
1. **Forms and Types of Science and Technology**
The forms of science and technology applied include:
 - a. The ATS Data-Based PKBM Management Strengthening Model, namely a system for planning and managing equivalency education services that utilises data on Out-of-School Children (ATS) as the basis for decision-making.
 - b. The Use of Simple Information Technology, comprising the use of data processing applications (spreadsheets), digital communication tools (WhatsApp/email), and digital documents for SKB/PKBM administration.
 - c. Adaptive Equivalency Learning Approach: a flexible and contextual learning strategy tailored to the characteristics of ATS aged 13-15 years.
 - d. Participatory FGD Model: a social technology for the collaborative identification of problems,

formulation of solutions, and programme evaluation.

2. Specifications and Utilisation Capacity

The applied science and technology has the following specifications:

- Scale of implementation: SKB/PKBM level (local).
 - Key users: SKB/PKBM managers, tutors and education stakeholders.
 - Supporting tools: laptops/smartphones, spreadsheet applications, digital documents and online communication platforms.
 - Capacity for use: can be used by all managers of partner SKBs/PKBMs and replicated at other SKBs/PKBMs in Central Lombok Regency.
- ## 3. The Uses and Benefits of Science, Technology, Engineering and Mathematics (STEM)

The application of science and technology has several key benefits, including:

- To assist SKBs/PKBMs in collecting data on, mapping and monitoring ATS in a more systematic manner.
- To improve the effectiveness of SKB/PKBM management and administration.
- To support more engaging and adaptive equivalency learning, thereby increasing ATS participation.
- To strengthen coordination and synergy between SKBs/PKBMs, local government and the community.

The targeted outcomes include enhancing the capacity of PKBM managers; developing a model to strengthen the role of SKB/KBM in addressing ATS; increasing the participation of ATS students of junior high school age in equivalency education programmes; establishing an ATS response team; and providing practical recommendations for local governments to support the sustainability of the 13-Year Compulsory Education Programme.

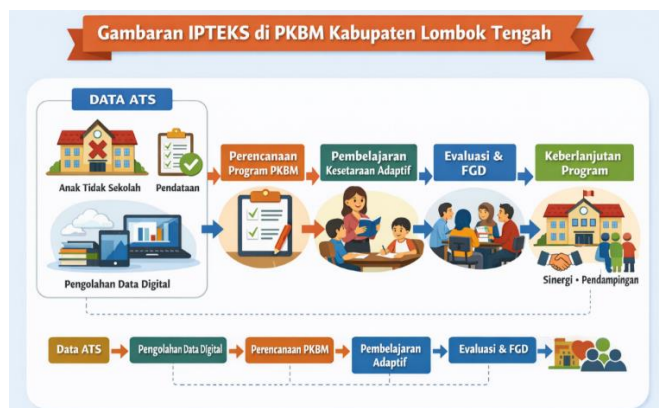


Figure 1. An overview of science, technology, engineering and mathematics (STEM) at SKB/PKBM in Central Lombok Regency

Result and Discussion

Based on the priority issues agreed upon with the target partners—namely the Learning Activity Centres (SKB) and Community Learning Centres (PKBM) in Central Lombok Regency—the solutions offered in this community service initiative have been designed to be systematic, integrated and sustainable. The solutions focus on strengthening the institutional capacity of PKBMs and SKBs as an alternative approach to increasing the participation of out-of-school children (ATS) aged 13–15, as well as strengthening cross-stakeholder synergies in support of the implementation of the 13-Year Compulsory Education Programme. To address these issues, a team needs to be formed involving representatives from the Education Department, the Population and Civil Registration Office (at sub-district and village levels), and the local community.

a. Offered Solution

Solution 1: Strengthening the institutional capacity and governance of SKBs and PKBMs. This solution is designed to address the issue of weak managerial and institutional capacity within PKBMs. Activities carried out include providing guidance on the development of equity education programme plans that are aligned with the 13-year compulsory education policy, strengthening the administrative and data collection systems for ATS, and improving the understanding of SKB/PKBM managers regarding national and regional education policies. Through this solution, it is hoped that SKBs and PKBMs will be able to function more professionally as alternative educational service providers for ATS.

- Solution 2:** Enhancing the competencies of SKB/PKBM managers and tutors in equity education services. This solution is designed to address the limitations in the competencies of PKBM human resources, particularly managers and tutors. The activities carried out consist of training and mentoring in equity education that is adaptive, contextual and tailored to the needs of ATS aged 13–15 years. The learning approach is designed to be more flexible, participatory and relevant to the social circumstances of the learners, thereby increasing their interest in learning and ensuring the continued participation of out-of-school children in the equivalency education programme.

- Solution 3:** Increasing the participation and motivation of out-of-school children, as well as community awareness of the importance of education. This solution focuses on the issues of low participation among out-of-school children and a lack of family support. Activities are carried out through outreach on the 13-year compulsory

education policy, educational awareness campaigns for parents and the community, and support for SKBs/PKBMs in reaching out to out-of-school children who are not yet being served. Through a participatory and community-based approach, this solution is expected to change negative perceptions of equivalency education and encourage out-of-school children to return to education on a sustainable basis.

- d. **Solution 4: Strengthening synergies between PKBMs and local government and stakeholders** This solution aims to address weak cross-sectoral coordination and collaboration. Activities include facilitating coordination forums between SKB/PKBMs, local government, village authorities, formal schools, and community leaders in addressing the needs of out-of-school children. Through the strengthening of

networks and collaboration, it is hoped that a joint mechanism will be established for the monitoring, support and sustainability of educational services for ATS.

e. **Target Outcomes of Each Solution**

The outcomes of this community service initiative are not merely administrative in nature, but are also oriented towards changes in capacity, behaviour and the equity education service system. Target outcomes include increased capacity among SKB/PKBM managers and tutors; the development of planning documents and models for strengthening SKB/PKBM; increased participation of ATS aged 13–15 in equivalency education services; and the establishment of cross-stakeholder synergy in supporting the 13-Year Compulsory Education Programme.

f. **Solutions, Outputs and Performance Indicators**

Table 6. Solutions, Outputs and Performance Indicators

No	Priority Issues	Offered Solution	Target Outcome	Outcome Indicators
1	The necessary improvement of institutional capacity at PKBMs	Support for the governance and programme planning of PKBMs; training and support for equivalency education	PKBM planning and governance documents	≥ 1 PKBM planning documents have been drawn up and are being used
2	The necessity of strengthening the competencies of programme managers and tutors	Training and support for adult education	Improving the skills of PKBM managers and tutors	≥ 80% training participants understood and applied the material
3	low participation by ATS and lack of public support	outreach on compulsory education and educational awareness campaigns	the increased participation of ATS in PKBM services	an increase in the number of registered ATSs ≥ 20%
4	lack of synergy across stakeholders	facilities for coordination between PKBMs and stakeholders	the establishment of networks and a shared commitment	≥ 1 coordination forum and a collaboration agreement

g. **Relevance to the Research Findings of the Proposing Team**

The solutions proposed in this initiative are based on the research findings and academic studies conducted by the proposing team on educational management, educational leadership, and the role of non-formal education in addressing early school leavers. Various previous research findings indicate that strengthening institutional capacity, educators' competencies, and multi-stakeholder collaboration are key factors in improving the success of equivalency education programmes and reducing dropout rates. By integrating these research findings into community engagement activities, this programme is expected to provide scientific added value whilst delivering tangible benefits to partners and the target community.

Conclusion

The socialization of the 13-Year Compulsory Education programme and the strengthening of the role of Learning Activity Centres (SKB) and Community Learning Centres (PKBM) in Central Lombok Regency represent a strategic step towards expanding equitable, inclusive and high-quality access to education for the entire community; furthermore, they serve as an alternative solution to addressing the issue of out-of-school children (ATS). The 13-year compulsory education programme emphasises the importance of education from early childhood education (PAUD) through to secondary education as the foundation for improving the quality of human resources and supporting the government's priority programme to realise Indonesia's Golden Generation 2045.

On the other hand, SKBs and PKBMs play a vital role as providers of non-formal education through

services such as equivalency education, literacy programmes, life skills training, and community empowerment, particularly in Central Lombok Regency, where the number of out-of-school children remains high at 13,938. Institutional strengthening, capacity building for educators and educational staff, the digitalisation of learning, and collaboration with local government and various stakeholders are key factors in supporting the successful implementation of this programme.

Consequently, the successful implementation of the 13-Year Compulsory Education programme in Central Lombok requires a shared commitment between the government, educational institutions, SKBs, PKBMs, parents and the community. Through this synergy, it is hoped that educational participation rates will rise, dropout rates will be reduced, and opportunities for lifelong learning will become more widely available to all residents, thereby driving improvements in the quality of education and the well-being of the community in Central Lombok.

References

- Laila, D. A., & Salahudin, S. (2022). Pemberdayaan masyarakat Indonesia melalui pendidikan nonformal: Sebuah kajian pustaka. *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, 9(2), 100–112. <https://doi.org/10.21831/jppfa.v9i2.44064>
- Republik Indonesia. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*.
- Warta, W., & Syam, R. Z. A. (2023). Perencanaan strategik pada lembaga pendidikan nonformal dan informal. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(4). <https://doi.org/10.30868/ei.v12i04.4602>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2025). *Data Anak Tidak Sekolah (ATS)*. <https://kemendikbud.go.id>
- Ramadhan, M. (2025). PKBM's contribution to improving the quality of non-formal education in Cianjur. *Jurnal ASIK*, 3(2). <https://doi.org/10.59639/asik.v3i2.99>
- Arlinda, I., Yatun, S., Syahrani, A. W., & Hanim, Z. (2023). Strategi pengembangan kualitas pendidikan non formal di PKBM Bunda Samarinda. *Journal on Education*, 6(1), 2155–2165. <https://doi.org/10.31004/joe.v6i1.3216>
- Tohani, E. (2022). Pengembangan kapasitas inovasi pengelola PKBM melalui pembelajaran transformatif. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(1), 425–436. <https://doi.org/10.37905/aksara.8.1.425-436.2022>
- Mustanir, A., A., Madaling, M., & Mutmainnah. (2020). Peranan aparat pemerintah desa dan partisipasi masyarakat dalam pembangunan di desa. *Jurnal Ilmiah Clean Government*, 3(2), 1–14. <https://doi.org/10.37888/jcg.v3i2.62>
- Irwanto. (2021). Focus Group Discussion (FGD) sebagai metode pengumpulan data penelitian kualitatif. *Jurnal Pendidikan dan Kebudayaan*, 6(1), 27–38. <https://doi.org/10.24832/jpnk.v6i1.1765>
- Sulaiman, A. I. (2020). Komunikasi pembangunan dalam pemberdayaan masyarakat. *Jurnal Komunikasi Pembangunan*, 18(1), 45–56. <https://doi.org/10.46937/18202031002>
- Sudjana, D. (2021). Implementasi pendidikan nonformal dalam pemberdayaan masyarakat. *Jurnal Pendidikan Luar Sekolah*, 5(1), 12–25. <https://doi.org/10.32832/jpls.v5i1.4032>
- Mulyono, D. (2022). Pengembangan kompetensi tutor dalam meningkatkan kualitas pembelajaran pendidikan kesetaraan. *Jurnal Pendidikan Nonformal*, 17(2), 89–101. <https://doi.org/10.17977/um041v17i2p89-101>
- Rahmawati, D., & Suryadi, A. (2023). Pemanfaatan teknologi digital dalam pendidikan nonformal. *Jurnal Teknologi Pendidikan*, 25(1), 66–78. <https://doi.org/10.21009/jtp.v25i1.31245>
- Widodo, J. (2021). Evaluasi program pendidikan berbasis masyarakat dengan pendekatan partisipatif. *Jurnal Evaluasi Pendidikan*, 12(2), 134–145. <https://doi.org/10.21009/jep.v12i2.22567>
- Kurniawan, B., & Hidayat, R. (2022). Strategi keberlanjutan program pemberdayaan masyarakat berbasis kelembagaan lokal. *Jurnal Pengabdian kepada Masyarakat*, 6(3), 210–220. <https://doi.org/10.24114/jpkm.v6i3.31045>
- Siregar, N., & Nasution, H. (2023). Implementasi program MBKM dalam meningkatkan kompetensi mahasiswa. *Jurnal Pendidikan Tinggi Indonesia*, 5(2), 145–156. <https://doi.org/10.36722/jpti.v5i2.2789>