

The Role of Community Learning Centers for Sustainable Development In a Disadvantaged Village during the COVID-19 Pandemic

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Abstract

This study aims to investigate the role of the Community Learning Activity Center (PKBM) in sustainable development in underdeveloped villages, precisely in the Province of Central Kalimantan, Indonesia during the COVID-19 pandemic. The research method uses a qualitative-phenomenological approach which is supported by public documents from the Central Kalimantan Regional Office related to PKBM, Basic Education Data of the Director General of Early Childhood Education, Basic Education, and Secondary Education Ministry of education, culture, Research and technology, Regional and Central Government Regulations, as well as literature relevant to the research theme. Community education activities, registration of new learning citizens for the 2020/2021 school year, the process of teaching and learning activities, tutoring are also carried out online. Uniquely, some PKBMs provide free school fees until graduation for students under 21 years of age to attract students' interest and there are scholarships from the Foundation if they are teachers or students of the Koran. The role of local governments, the private sector, and the community to play an active role in PKBM is the key to a successful strategy that leads to sustainable development. The PKBM Education Unit is expected to give the best and make all parties proud.

Keywords: PKBM, Sustainable Development, Disadvantaged Villages.

INTRODUCTION

One of the government's programs to support sustainable development for villages is to establish a Community Learning Activity Center (PKBM). Previous literature explains that it is important to support sustainable development efforts through PKBM so that the community can meet the demands and needs of their lives through an approach that is oriented towards students/underprivileged communities, holistic, and heuristic (Pamungkas, 2019). PKBM is able to encourage an increase in the economic capacity of rural communities by utilizing the available local ecological potential, improving skills, and providing non-formal education needed by dropout students (Ratnasari et al., 2021; Handayani & Sidiq, 2020; Ansori & Rosita, 2018 ; Sodikin et al.,

2018; Asmin, 2017; Shantini, 2016). In the 2015 United Nations sustainable development goals, it has been explained that sustainable development is now undoubtedly at the top of the global agenda. The very broad demands of sustainable development on individuals and society necessitate a key role through education. More deeply, non-formal education is able to encourage sustainable development in addition to its capacity as lifelong learning and an integral part of quality education. This non-formal education includes a more traditional outdoor learning process, provides hands-on experience of nature, and aims to help young people become agents of change in sustainable development (Wals et al., 2017). Another study found that non-formal education is very important to maximize sustainable competency

development and increase student literacy to become responsible leaders in the future (Caldana et al., 2021).

Based on Law No. 20 of 2003 article 1 point 10, PKBM is one of the non-formal education in Indonesia. The potential for sustainable development in underdeveloped villages makes PKBM an alternative in producing competent graduates who can compete in the world of work. Through the regulation of Law Number 6 of 2014 concerning Villages, PKBM is expected to be able to support the realization of equitable development so that villages are left behind. Nationally, the number of PKBMs that already have a National School Identification Number (NPSN) and are registered in DAPODIK is approximately 10,832 institutions. Only about 5,000 PKBM have been accredited (Asmudin, 2019). With the large number of PKBMs, the fact is that they have not been able to maximally contribute to equity and the quality of education. Recent studies have found that the management of PKBM during the COVID-19 pandemic is still low, including the ability of PKBM managers to understand the fulfillment of Graduation Competency Standards, prepare for orderly administration of organizations and partnerships, financial and document management, and supervision of learning and programs (Utami et al., 2022; Herwina et al., 2022; Ratnasari & Kamarubiani, 2021; Hidayah et al., 2021; Hayati et al., 2020). The implementation of the Social Distancing Policy and distance learning where the condition of the internet is weak is also a factor that makes PKBM not run optimally (Asmarani, 2022).

Central Kalimantan Province is one of the provinces that is the focus of the government for the development of PKBM. Not without reason, throughout the year the COVID-19 PKBM was in the very weak category. Data from the Office of Community Empowerment and Village Administration (DPMD) of Central Kalimantan, where there are still 128 underdeveloped villages, and 4 are classified as very underdeveloped. Of course, the community hopes that PKBM can expand community opportunities, especially children who have dropped out of school to develop

themselves and work for a living for the sake of village independence to become a developed village. Based on data from the community education education unit (School) of Central Kalimantan Province, the number of PKBM is 119 educational institutions spread over 10 districts/cities (Kemendikbud, 2019). (see table 1)

Table 1. *Number of PKBM in Central Kalimantan Province*

No	Wilayah Kab/Kota	PKBM	Total
1	A	8	8
2	B	15	15
3	C	9	9
4	D	0	0
5	E	6	6
6	F	18	18
7	G	5	5
8	H	1	1
9	I	21	21
10	J	18	18
11	K	18	18

Source: (Kemendikbud, 2019)

Based on table 1, PKBM is dominated by the private sector and none is public. In addition, only Malinau Regency does not have PKBM. It can be seen that Samarinda City has the most number of PKBM, namely 21 institutions. In second place is the Kutai Kartanegara district with 18 institutions, while the least are in the West Kutai district, namely 2 institutions (Kemendikbud, 2019).

The COVID-19 pandemic has had a major impact on PKBM activities. The study revealed that PKBM empowerment was hampered by promotion during the pandemic. The need for online learning is increasing but not accompanied by adequate facilities and socialization (Ariastana et al., 2022; Rustan et al., 2020). As a result, not all communities and PKBM managers are able to adapt to new policies during the pandemic. However, these studies do not deeply investigate the role of PKBM as non-formal education in underdeveloped villages, especially during the pandemic. The latest global standard studies still focus on empirical studies on the role of non-formal education in general. For example, regarding the effect of stronger non-formal

education on human capital assets in particular entrepreneurial and interpersonal mindsets, learning opportunities, and social skills (Ferrer-Fons et al., 2022; Debarliev et al., 2020), many social and economic benefits after gain experience following non-formal education (Kalenda & Kočvarová, 2020; Harris & Wihak, 2018), the impact of non-formal education as a foundation for active education that tends to last the longest to build mental health programs and build life skills for young people (Alonso Terrazas Marín & Linda Alvarado Espinoza, 2022; Suoranta et al., 2021; Simac et al., 2019).

In addition, the majority of literature reviews in domestic researchers investigated PKBM activities as a means of education in reducing illiteracy and reading interest, tackling poverty, improving the quality of human resources, and facilitating lifelong learning communities (Asmin, 2017; Hayati et al., 2020). ; Rustan et al., 2020; Utami et al., 2022). Based on the literature review, the novelty of the research is shown by the existence of gaps in empirical studies that need to be carried out to reveal the important role of PKBM during the pandemic in underdeveloped villages, the majority of which have various educational problems and low community skills. Literature studies on the role of non-formal education for out-of-school children in disadvantaged villages are still very minimal. In fact, this study is expected to be able to support government policies to be able to create equality in education.

PKBM Penganyoman is a Class IIA correctional institution located in Balikpapan, Central Kalimantan Province which has achieved a maximum score in the 2020 Accreditation Pilot Project by BAN PAUD-PNF with Predicate A in the very good category. Behind these achievements are a number of polemics that have occurred in PKBM in the Central Kalimantan region (Kanwil Kaltim, 2020). One of them is the case of falsification of certificates of participants in Package B and C exams carried out by PKBM Harapan Etam. As a result, this PKBM was banned from operating by the Samarinda city government and its permit was revoked in October 2017 (Khofar, 2017). Literature study

revealed that during 2020-2024, the Ministry of Development of Disadvantaged Regions and Transmigration (KemenPDPTT) focused on alleviating 5,000 developing villages into independent villages and 10,000 underdeveloped villages into developing villages (Kemendes PDPTT, 2019). In its development, the education sector received great attention as an effort to educate the nation's children and improve the welfare of the community. However, the COVID-19 pandemic has made a number of government strategic plans for disadvantaged villages not fully realized because they have to focus on national resilience affected by the COVID-19 pandemic. Therefore, this study is expected to be able to support the PKBM program as one of the non-formal education that has a positive impact on social inclusion, community welfare and youth in the future.

Research Questions

Based on these topics, this research formulates the following problems:

1. What is the condition of PKBM in underdeveloped villages in Central Kalimantan?
2. What are the inhibiting and motivating factors that affect PKBM in underdeveloped villages in Central Kalimantan?
3. What is the strategy for improving non-formal education through PKBM in underdeveloped villages in Central Kalimantan?

Literature Review

Sustainable Development Theory

The definition of development is planning or a series of growth and change efforts that are planned and carried out consciously by a nation, state, or government, towards modernity in the context of developing the nation (Bardhan, 1989). Development covers all social systems such as politics, economy, infrastructure, defence, education and technology, institutions and culture (Basiago,

1998). The basic concepts of development theory in the social sciences are divided into two major paradigms, namely modernization and dependence. The modernization paradigm includes economic growth and social change, individual values that support the process of change (Dawkins, 2003).

The dependency paradigm includes underdevelopment, dependence, and the world system based on its classification (Larrain, 2013). It can be said that the theory of development cannot be separated from growth as a result of development (Ros, 2001). Growth can be in the form of development/expansion or improvement of the activities carried out by the community in the community. Kuncoro (2018) explains that the sustainable development of an area must include three core values, including: (a) resilience, namely the ability to meet basic needs in the form of food, shelter, health, and protection aimed at maintaining life; (b) self-esteem, namely development must humanize people and be able to increase pride as a human being in the area.

Non-formal education

Non-formal education (NFE) is a learning program that is held in a designed manner that aims to improve the knowledge, skills, and attitudes of students. Designed means that education has eight standards that must be met (Grajcevcic & Shala, 2016). First, is the standard of short-term goals in the form of functional abilities for current and future importance and emphasizes competence not on the importance of diplomas. Second, the time is relatively short ranging from a few days to a few weeks and generally less than a year. Third, the requirements for students to take part in education are in the form of needs, interests, and opportunities. Fourth, the content of the program or curriculum centered on the interests and needs of students. Fifth, learning programs that are flexible and varied.

Sixth, the learning process is centered on students in the community and institutional environment. Seventh, learning outcomes that are applied directly in life and the work/community environment. Eighth,

supervision is carried out by program implementers and students in a democratic manner (Ngaka et al., 2012). This is explained in Riezen's (1996) research, which reveals that non-formal education improves the quality of human resources. The study argues that non-formal education modes can be used for sustainable development. More deeply revealed that this can happen with a technological base that supports individual and community development (Latchem, 2014). Non-formal education is a major educational force in the postmodern world that is able to influence people's lives and behavior. Far from being 'additional education' or extracurricular activities, NFE has evolved into a global education industry (Romi & Schmida, 2009).

Method

Design

This study uses a qualitative research design with a phenomenological approach that aims to investigate the role of the Community Learning Center for Sustainable Development during the COVID-19 Pandemic. According to Flood (2010), phenomenology is a qualitative research study about a person's life experience by studying, seeing, and hearing more closely and in detail the explanation and understanding of individuals about their experiences with a certain phenomenon. Therefore, the qualitative-phenomenological research design is very suitable, because this study intends to interpret the phenomenon of PKBM activities in underdeveloped villages during the Pandemic period based on the experiences of participants. The research was conducted on PKBM in Disadvantaged Villages, Central Kalimantan.

Participant

The participants in this study were 20 students who had participated in the PKBM education and training program, 10 PKBM managers, and 5 regional officials of Central Kalimantan Province. The general category of participants is willing to be a participant and open in providing information; have experience and knowledge about PKBM activities in

underdeveloped villages; actively involved in PKBM activities. Of the 35 participants, 24 were female and 11 were male with an age range of 17-55 years.

Research Instruments

The research instrument for the interview focuses on three themes, each of which is a sub-theme representing one question item. Theme 1, the role of PKBM consists of eight sub-themes including; background, vision and mission, criteria for learning citizens, organized

programs, formulating programs, program socialization, curriculum used, and learning process. Theme 2, the driving and inhibiting factors consists of four sub-themes questions include; managers, instructors, facilities and infrastructure, funds. Theme 3, the sustainable development strategy consists of five sub-themes including; partner cooperation, program monitoring and evaluation, alternative education, information center and learning resources, community development.

Table 2. *Interview Instruments*

Theme	Question	Participants
The role of PKBM in underdeveloped villages	1. Explain the background of the establishment of PKBM?	Participants are PKBM managers in underdeveloped villages
	2. Explain the vision and mission of PKBM activities?	
	3. Explain the criteria for students studying in PKBM?	
	4. Explain what programs are held by PKBM?	
	5. Explain how the PKBM program is formulated?	
	6. Explain how to socialize the PKBM program?	
	7. Explain the curriculum used by PKBM?	
	8. Explain how the PKBM learning process is?	
Pushing and inhibiting factors	1. Explain your opinion about PKBM management?	Participants are students who have participated in PKBM activities
	2. Explain your opinion about PKBM instructors?	
	3. Explain your opinion about the facilities and infrastructure?	
	4. Explain your opinion about PKBM funding?	
Strategy for sustainable development in underdeveloped villages	1. Explain how the strategy is to build cooperation with partners?	Participants are employees of the Central Kalimantan Regional Office and PKBM managers
	2. Explain how the monitoring and evaluation of the PKBM program is carried out?	
	3. Explain what is meant by PKBM alternative education?	
	4. Explain the role of PKBM as an information center and learning resource?	
	5. Explain how the role of PKBM as community development for sustainable development?	

Data collection technique

Data was collected using the methods of observation, interviews, and documentation studies. Observation activities aim to obtain information about participant behavior,

circumstances, conditions, or PKBM situations in underdeveloped villages in Central Kalimantan. Interviews were conducted by making an appointment in advance with the participants and then visiting their respective

homes. For interviews with related officials and PKBM managers, researchers went directly to the representative offices of each district/city. Interviews lasted for 30-45 minutes for each participant where information was collected and observed directly, carefully, and recorded the results with the help of camcorders, recording aids, and notebooks. Documentation comes from public documents of the Central Kalimantan Regional Office related to PKBM; Basic Education Data of the Director General of Early Childhood Education, Basic Education, and Secondary Education of the Ministry of Education and Culture; Regional and Central Government Regulations; PKBM activity notebooks during the COVID-19 pandemic, as well as literature relevant to the research theme.

Data analysis

Data analysis was carried out with reference to Creswell's (2014) theory of qualitative data analysis using the following six steps. The first step is to describe personal experiences. Activities to process and prepare data for description involve observation notes, interview transcripts, scanning documents, and sorting data according to the source. The second step is to make a list of important questions by building an overall general sense. The third step is to group the themes in detail by coding the data. In this study, the codes are arranged with the code Data 1, Data 2, and so on. The fourth step is to apply the coding process to describe and categorize the analyzed themes. In this step, the author creates a number of codes to describe all the information. Each code represents one research sub-theme so that the total number is 17 codes for each sub-theme. The fifth step is to explain the description presented in a narrative covering the conditions of PKBM activities during the pandemic, and their relationship to sustainability factors and strategies. The sixth step is to interpret the data and compare the findings with information from the literature study.

Result and Discussion

PKBM conditions in underdeveloped villages in Central Kalimantan

Based on the findings, it is known that there are still a number of PKBM that have low quality due to a number of underlying problems. Among them are the conditions of relatively short learning activities, minimal infrastructure and media facilities, and low government supervision. From the results of the interview, it was explained that the background of the establishment of PKBM in disadvantaged villages was a sense of social concern and responsibility for the education of children and the poor in underdeveloped villages. The results of the interview as described in data 1.

(1) PKBM activities in the education sector during the pandemic did not progress much. Most activities are temporarily suspended indefinitely pending a decision from the government due to the implementation of social distancing. So far, it is relatively short, which is less than 1 year, ranging from a few days to a few weeks. There is no adequate evaluation of continuing education activities during the pandemic. Facilities and infrastructure are still very simple and improvised to support education and training activities long before the pandemic took place. The number of students who are interested in participating in the activity is still limited. Likewise with the teachers who are still very few. Moreover, the program implementation media used by instructors/educators is still minimal and very limited in underdeveloped villages. Students do online learning, but because of inadequate computers and internet it becomes ineffective. ”

From data 1, it can be understood that the condition of PKBM during the pandemic was not good enough. Various activities were temporarily suspended and faced challenges in obtaining adequate educational facilities from both the government and the private sector. Based on the results of a survey of community behavior during the COVID-19 pandemic period 13-20 July 2021 in Central Kalimantan Province conducted by the Central Statistics Agency (BPS), the level of community

compliance with health protocols is still low (BPS Kaltim, 2021).

Based on observations, at the beginning of the COVID-19 pandemic, the technical implementation of learning activities, women's empowerment and basic adult functional literacy as well as pursuing packages A, B, and C were temporarily suspended. After the government issued guidelines for the implementation of learning, then PKBM learning activities were carried out again remotely and some face-to-face meetings were limited while still adhering to health protocols. Meanwhile, the training focused on creativity training such as sewing to fulfill orders for masks, farming, raising livestock, and processing household waste which was quite significant. More details can be seen in data 2.

“(2) PKBM teaching-learning activities during the COVID-19 pandemic refer to the joint ministerial decision regarding the guidelines for the implementation of learning during the COVID-19 pandemic number 23425/A5/BK.01.04/2021. The PKBM manager is required to check the readiness of the education unit including: (a) the availability of sanitation and hygiene facilities, at least clean and proper toilets, CPTS facilities with scouring or hand sanitizer, and disinfectants; (b) able to access health service facilities such as Puskesmas, clinics, and hospitals; (c) readiness to apply a mandatory mask area or see-through mask for students who have a hearing disability; (d) have a thermogun or body temperature meter; (e) registering PKBM students who are not allowed to carry out PKBM activities with reasons; have uncontrolled comorbid medical conditions, do not have access to transportation that allows the application of social distancing, have a history of travel outside the area that has the potential to spread COVID-19, and have a history of contact with confirmed COVID-19 people and have not been self-isolating.”

From data 2, it is clear that PKBM managers during the Pandemic have the responsibility to organize learning in accordance with government regulations and comply with health protocols (Padillah et al., 2019) and the

housewife skills training program. This program begins with recruiting training participants, recruiting instructors, preparing facilities and infrastructure as well as the learning implementation process. The results of interviews with PKBM managers can be found in data 3.

(3) “The Community Learning Activity Center or abbreviated as PKBM is a forum for various community learning activities directed at empowering potential resources to drive development in the social, economic, and cultural fields. The purpose of PKBM is to expand opportunities for community members, especially those who are unable to improve the knowledge, skills, and mental attitudes needed to develop themselves and work for a living. The PKBM program is very diverse depending on the potential that exists in the needs of the area where the program is realized. PKBM education programs include equality education (Package A, B, and C) which refers to the K13 curriculum the same as the curriculum in formal schools; literacy education, citizenship education, and housekeeping, and others.”

From data 2, it can be understood that PKBM training is one of the quality improvement strategies of PKBM so that it is able to produce competent graduates who can compete in the world of work so that their villages can become developed villages. Previous findings have explained the various benefits of PKBM, namely being able to encourage an increase in the economic capacity of rural communities by utilizing the available local ecological potential, increasing skills, and providing non-formal education needed for dropout students (Ratnasari et al., 2021; Handayani & Sidiq , 2020; Ansori & Rosita, 2018; Sodikin et al., 2018; Asmin, 2017; Shantini, 2016). To improve the ability of PKBM, a number of trainings were carried out during 2020 although they were carried out on a limited basis considering the unfavorable pandemic conditions. The results of the interview as data 4.

(4) “PKBM training is expected to improve the ability of PKBM managers in understanding the fulfillment of Graduation Competency

Standards, encourage PKBM to be more orderly in preparing the administration of Curriculum Devices, create orderly administration in the management of PKBM Organizations and Partnerships, PKBM financial management, and document management of learning outcomes and school exams, increasing PKBM understanding of learning and program supervision.”

From data 4, it is revealed that the government has held PKBM training which aims to improve the ability of managers. Unfortunately, infrastructure is a challenge for PKBM managers in underdeveloped villages (Utami et al., 2022; Herwina et al., 2022; Ratnasari & Kamarubiani, 2021; Hidayah et al., 2021; Hayati et al., 2020). Based on the findings, it can be seen that the conditions of PKBM activities during the COVID-19 pandemic were conducive. Packages A, B, and C learning activities are still active with distance learning methods using certain media, applications and learning models according to government guidelines. Likewise, creativity training activities while still complying with health protocols. It's just that, the condition of infrastructure is still very simple, managers and PKBM instructors / instructors who are experienced in underdeveloped villages as supporting factors are still very few.

Inhibiting and Pushing Factors Affecting PKBM in Disadvantaged Villages, Central Kalimantan

The second finding reveals the factors that influence PKBM in underdeveloped villages. Supporting factors in the implementation of the Health and Safety Equality Education policy package A, B, and C as explained by the participants in data 5.

(5) “The current carrying capacity that strengthens the management of PKBM is due to collaborating with partners/foundations and the Village Hall. With the support of local government officials, managers do not need to rent a building for their activities. The school principal and UPT also help provide information to students who are interested in participating in the package pursuit activities

and skills training. Several foundations help by providing scholarships for students over the age of 21 who are active as teachers/religious teachers, or students of Tahfidz Quran.”

From data 5, it can be seen that the driving factors that influence PKBM are mostly dominated by good partner/foundation relationships. With the support of the foundation, local government, UPT, and school principals, PKBM managers find it helpful to carry out activities in disadvantaged villages. Based on the results of interviews with PKBM managers, it was revealed that there were several inhibiting factors faced by PKBM managers as shown in data 6.

(6) The social distancing policy has caused PKBM activities to have stopped. The government has decided to limit crowd activities and reduce social interaction as a first step to protect the public from the COVID-19 pandemic. Several inhibiting factors were faced by PKBM managers during activities, especially during the COVID-19 pandemic. First, the human resources owned by PKBM in underdeveloped villages are still few. The limitations of managers require them to work in duplicate. As a result, managers cannot do their best to collect data on the needs of the community so that the program does not fully address the real needs of the community. In addition, it is very rare for volunteers to become instructors/teachers in underdeveloped villages. Apart from being far from the city center, the salary they receive is not enough to meet their needs while they are instructors/teachers. The next inhibiting factor is limited funds for operational costs. PKBM activities in underdeveloped villages require significant operational costs to become developed villages. Meanwhile, on the other hand, the pandemic condition does not allow large funding for PKBM programs at this time.”

From data 6, it is revealed that PKBM managers experience many inhibiting factors compared to the driving factors. Recent literature has revealed the same finding that the implementation of social distancing policies and distance learning where the internet is

weak are factors that make PKBM not run optimally (Asmarani, 2022). What is clear, the biggest obstacle faced by the majority of PKBM in underdeveloped villages is not only the implementation of social distancing but also the availability of funds for PKBM education and training activities.

In addition to operational problems, the motivation of students in disadvantaged villages to carry out PKBM activities is still low. They prefer to focus on working to survive in the midst of an uncertain pandemic. As explained by the participants in data 7.

(7) Many students do not have the interest to participate in learning activities. Especially during a pandemic. They help their parents to grow crops to meet their daily needs. Students are also difficult to contact, because not all have communication tools such as telephones or cellphones. Managers cannot visit students' homes one by one because the number of managers is limited. In addition, the implementation of programs such as business study groups encountered various obstacles due to the absence of continuous evaluation which caused the program activities to stop. This is also generally due to the absence of adequate assistance and the response of the community as students is also still low. So the project is

finished, the funds are finished, the plant business is not so developed, it eventually dies.”

Based on data 7, it is understood that the inhibiting factor for PKBM activities during the COVID-19 pandemic is the low interest of the community to carry out activities on an ongoing basis. The problem of funds has an impact on learning activities that are not maximal, which is only 1 time a week, while during the pandemic it was stopped for several months. Even though the activity should be held 3 times in 1 week.

Sustainable Development Strategy through PKBM in Disadvantaged Villages, Central Kalimantan

Based on the results of interviews and literature studies, there are five sustainable development strategies through PKBM. The first strategy is to create effective learning interactions according to the needs of the community. PKBM needs to conduct an analysis of community needs. With effective learning interactions and supporting resources, the behavior of students will change for the better. Adequate resources in terms of time, educational curriculum, program evaluation, available media, and taking into account costs. (See picture 1)

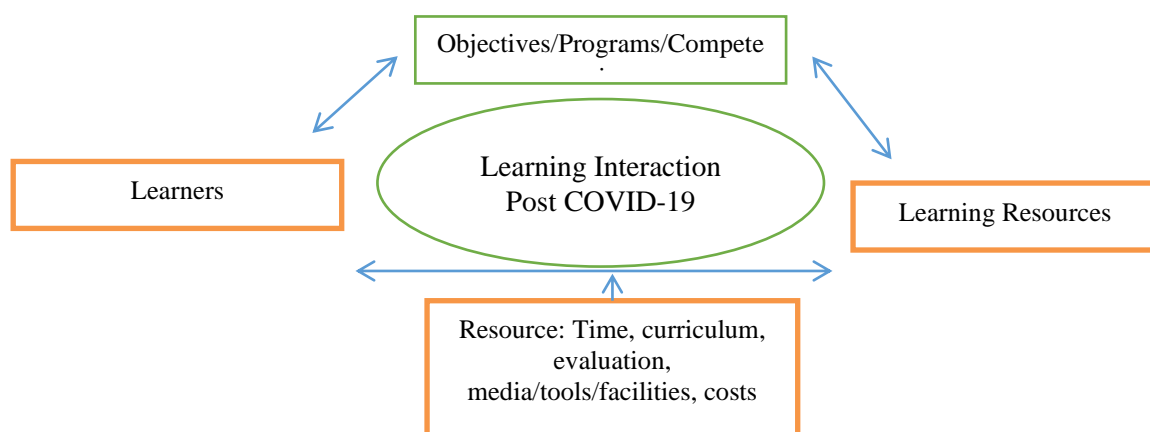


Figure 1. *Learning Interaction Strategy*

From Figure 1, it can be explained that learning interactions require students, learning resources and resources. This strategy is as explained by the participants shown in data 8.

(8) “The relatively short activity time makes learning to be effective so that there is no time and without adequate results. The educational curriculum is designed to meet the needs of students in the post-COVID-19 pandemic,

namely by focusing on learning recovery which depends on the readiness of PKBM, students, and instructors. This is because each PKBM has different characteristics and infrastructure for each district/city. Without these resources, PKBM activities will not be able to achieve the expected competencies. For example, identifying the need for an appropriate educational curriculum for the package A, B and C equivalence exams. The aim is to provide opportunities for disadvantaged rural communities to attend quality primary and secondary education that is relevant to the needs of students who do not have the opportunity to study in formal education. ."

From data 8, it is revealed that identifying educational needs is certainly not easy, although in general, all PKBM learning residents are the same, namely the poor, but each PKBM has different background categories according to age and occupation.

Based on the first findings, it can be seen how the condition of PKBM in underdeveloped villages. For example, the availability of computers, the number of training instructors and instructors are still small, and the time is relatively short, the program is not sustainable, and the lack of supervision becomes an evaluation for designing a better development strategy. More details are mentioned in data 9.

(9) "The implementation of sustainable education and training programs can be developed based on two types of programs, namely academic programs and non-academic programs. The academic program consists of the category of equality while the non-academic consists of the category of language, sewing, motivational training, business study groups, and religious activities. What is clear is that this activity involves collaboration with local government, village officials, and the community."

Data 9 reveals that through the partnership program, partners are expected to be able to support materially so that infrastructure and learning media can be more adequate. Unfortunately, building partnerships with

partners is not easy. Not infrequently, PKBM managers find it difficult to find partners. Therefore, the role of local government policies is also important to encourage private companies and social institutions to cooperate in developing disadvantaged villages.

The third strategy is to provide potential resources with effective program monitoring and evaluation, both instructors/teachers, adequate infrastructure, and appropriate funding benefits. Participants explained that.

(10) "Generally, each PKBM recruits instructors/teachers by recruiting volunteers, cadre or opening open job vacancies. Therefore, instructors/teachers have different educational backgrounds according to the required qualifications."

Previous studies have generally revealed the effect of non-formal education on learning opportunities, social skills (Ferrer-Fons et al., 2022; Debarliev et al., 2020), gaining experience (Kalenda & Kočvarová, 2020; Harris & Wihak, 2018), building mental health programs and building life skills for young people (Alonso Terrazas Marín & Linda Alvarado Espinoza, 2022; Suoranta et al., 2021; Simac et al., 2019). In the end, the four strategies need to get support from the central government, local governments, the private sector, and of course disadvantaged rural communities as objects that are expected to improve their economy and social life after the COVID-19 pandemic ends.

Conclusion

This research has revealed the role of the Community Learning Activity Center (PKBM) in sustainable development in underdeveloped villages in Central Kalimantan Province, Indonesia during the COVID-19 pandemic. From the findings, it can be concluded that PKBM in the districts/cities of Central Kalimantan Province during the COVID-19 period continued to carry out public education activities but online. Various motivating and inhibiting factors were also found where it was revealed that the main driving factor for the

continued existence of PKBM was due to assistance from foundations/partners/government, while the inhibiting factor was the problem of funds that had not been able to meet effective PKBM management standards to support village progress. In addition, the lack of motivation, infrastructure and continuous evaluation during the pandemic made education and training activities slow or even stop. The expected implication is that this research is able to support government policies to play an active role in PKBM. Good cooperation is the key to a successful strategy that leads to sustainable development. The limitation of this research is the scope of empirical studies that do not cover all regions in Indonesia. Future studies can examine more broadly by adding other driving and inhibiting factors supported by theoretical studies and government regulations.

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