

## MANAGEMENT AND EMPOWERMENT OF CENTER OF COMMUNITY LEARNING ACTIVITY AS AN ALTERNATIVE EDUCATION MODEL IN INDONESIA

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### Abstract

This study aims to identify and find a model for the management and empowerment of Centers of Community Learning Activity (CCLA) in Indonesia by taking three research loci, namely CCLA *Wahyu Surya Pelangi*, *Nurani*, and *Sinar Pagi*. The qualitative approach and the type of multi-case study were chosen by the researcher because of the consideration of the characteristics of the loci which have their uniqueness. The results of the study stated. The management of CCLA in this study includes the steps of planning, organizing, implementing, and evaluating. Where in the planning includes the design of the annual work program, the design of service programs, the design of priority program needs, and data collection of program problems, program needs, and resources that support the program. Organizing includes integrating human and non-human resources, division of tasks, authorities, and responsibilities to carry out a series of planned activities. Implementation includes the implementation of every form of planning that is adapted to the conditions of CCLA. Evaluation includes process, benefit, and result evaluation. Empowerment carried out in CCLA leads to an increase in life skills. Where is the understanding of life skills, making people proactive and creative in seeking and finding solutions, in turn being able to overcome them. Empowerment in CCLA is arranged in the form of a special curriculum or integrated into various subjects, both at the level equivalent to elementary school, equivalent to junior high school, and equivalent to high school.

**Keywords:** management, empowerment, CCLA, alternative education model

### INTRODUCTION

Education outside of school as a manifestation of non-formal education is one of the important educational pathways recognized by the Indonesian government to participate as an alternative in providing educational services for special communities. Out-of-school education provides access and educational paths to people who need it through several strategies and approaches, especially for adult students who have not received educational services due to various factors (Akpama, et al., 2011; Wiyono, 2016). Education outside of school also contributes to empowering and building a more dignified and better society in

the community, group, and personal dimensions that have been formed through rules and systems that have been prepared and agreed upon, such as factory workers, street children communities, coastal groups, and groups. farmworkers. The increasingly rapid development of the era demands the demands of society and the demands of the needs of non-formal education which are important for its benefits and also its development (Malik, 2018; Vayacutha, et al., 2015; Rasyad et al., 2020).

At this time non-formal education units are experiencing very rapid development in various forms. One of them is the Center of

Community Learning Activity (CCLA) or known in Indonesia as the Center for Community Learning Activities (PKBM) which received a good response from the community. CCLA was initially initiated and established at the sub-district level and then spread to each sub-district or village. UNESCO states that CCLA is an educational institution that is not held in the formal education system and is only aimed at the community, both rural and urban communities which are fostered by the community itself and provide opportunities for those who want to improve their skills and abilities of the community so that they can add to the development and improvement of their community, their quality of life (Kamil, 2009; Latcem, 2014).

As an alternative education that complements the formal education pathway, CCLA is required to be a forum to empower reliable and ready human beings through structured planning. So that they can increase the quality of life for the community as well as the purpose of its establishment and its impact which can increase the potential and quality of comprehensive human data sources. Meanwhile, several steps that can be used in the implementation of the CCLA planning activity process based on the Center for Learning Activities Development (2001) include (1) designing the CCLA annual work program; (2) designing service work programs; (3) develop priorities for the work program needs of each sector; (4) carry out general data collection regarding the needs or problems and resources supporting this CCLA.

Tulungagung Regency has several CCLAs including the *Wahyu Surya Pelangi* CCLA in the *Campurdarat* District, the *Sinar Pagi* CCLA in the *Pagerwojo* District, and the CCLA Conscience Responsibility in the *Campurdarat* District (OB.2021). The three of them received the trust of the Directorate of Non-Formal Education to realize the successful implementation of the 9-year compulsory education program under the name of the Package B equivalence education program activity or equivalent to Junior High School. Interestingly then, CCLA Conscience has a unique character and is led by a woman. CCLA *Sinar Pagi* *Pagerwojo*, Tulungagung

Regency, which is located in a remote mountainous area with local wisdom, can raise public awareness about the need for education. The ability of the several CCLAs mentioned above to survive and be able to provide productive and creative educational services for the community cannot be separated from good governance. This has attracted researchers to study and reconstruct the CCLA management and empowerment model as an alternative education model that is well accepted in Indonesia.

## LITERATURE REVIEW

### *Management*

Kahler, et al. (2011) said that management is not only carrying out an activity but is a series of activities that include several functions, including planning, implementing, supervising to ensure the achievement of goals or objectives that are efficient and effective. Management has a close relationship with the meaning of management. Lee said that management is an art in the science of planning or planning, organizing or organizing, monitoring or directing, coordinating or coordinating and controlling or controlling humans and some goods (especially humans) in achieving goals or objectives that have previously been applied (Ranupandojo & Husnan, 2010). 2002). Management and management are activities that consist of planning or planning, organizing or organizing, monitoring or directing, coordinating or coordinating, and controlling or controlling the utilization or use of resources owned by a particular institution in achieving the goals or objectives to be achieved (Fajarwati, 2007). et al., 2016; Schraeder, et al., 2014; Wiyono, et al., 2020).

Hellriegel & Slocum (2006) explained that "Management consists of the o-gain, related activities, and tasks of planning, organizing, controlling, and directing. The organization's goals give direction to these activities and tasks". Stoner James et al. (1994) explain "Management or management is the process of planning, organizing, leading, and controlling the efforts of organizational members and the process of using all organizational resources to achieve predetermined organizational goals.

The explanation of Bush & Bell (2002) that "These three levels of management, strategic, organizational and operational. Must work in harmony towards a common purpose, especially if site-based management is to work effectively".

The management principles, if implemented in the CCLA, consist of at least four simultaneous steps between planning, organizing, implementing, and evaluating. Planning is a very important part of a management activity or management. Planning is a process of preparing in a structured way for the activities to be carried out to achieve a certain goal or goal (Adisasmita, 2011; Fajarwati, et al., 2016; Schraeder, et al., 2014). Ranupandojo & Husnan (2002) explained that planning is an activity of taking or determining decisions about what money can be done, how to do it, when to do it and how to measure the success of it. From the statements of these experts, it can be concluded that planning in this research is a process of preparing an activity in a structured manner, starting with the process of determining decisions about what to do, when it must be carried out, and how to determine the level of success that can be applied.

Organizing according to Terry is an activity to seek some linkage of activities that are effective against several people in a particular organization or group (Hasibuan, 2006). Thus they can work together efficiently to achieve goals. Organizing is an activity of managing, regulating, determining, grouping several kinds of activities needed to achieve goals or objectives, determining the position of people or person in each activity, preparing some of the facilities and tools needed, determining the authority proposed relative to each person selected to carry out the activity (Hasibuan, 2006; Langley et al., 2013; Stretton, 2015).

Implementation according to Tjokroadmudjono in Adisasmita (2011) is a process that can be seen in the form of a series of activities, starting from a policy to achieve a final (final) goal or goal. Westra in Adisasmita (2011) says that implementation has a role as several efforts carried out to carry out all the things that have been prepared and several policies that have been designed and

determined in full through all the needs of several tools needed, who personally or someone who runs it, place and time and the venue for the event.

CCLA evaluation is very important and needed, namely to ensure that the planning that has been designed is carried out according to the procedures and to see whether there are deviations or indeed it is adjusted to the planning. Wijaya & Yani (2009) said that control is an effort to evaluate whether the agreed goals or objectives can be obtained, and if they cannot be obtained, then it is time to find factors about the cause. Evaluation in finding these causal factors can be used to carry out corrective actions or remedial activities.

### *Empowerment*

Empowerment is the process of determining the policies of individuals who are consistent in carrying out several policies that have been approved by them. Individuals who have achieved collective goals are empowered through the development of independent nature, further, empowerment must be carried out through efforts or innovations that they independently initiate based on the accumulation of natural resources, skills, and other knowledge (Akhyadi & Sadikin, 2020; Cavalieri & Almedia, 2018; Conger & Kanungo, 1988; Harry, 2001; Wójcik, 2017). All of this was done to push him to a more personal goal without relying on external help and believing in self-employment. But the meaning conveyed. Empowerment in the community is the ability of a person to collaborate with several other individuals in the community to cultivate and increase his or her empowerment (Bahua, 2018).

Community empowerment is a stage in seeking and exploring several elements of empowerment that exist in the community (Fitriana, 2020). Therefore, people can increase their dignity and leave the dependence that conditions them in the trap of poverty and backwardness, the shackles of pessimism, the chain of habits that bury their potential, or in other terms foster the independent nature of society (Anwar, 2007). Parsons in Suharto (2005) says that

empowerment is an implementation of activities where people will have the power and are strong enough to participate in some control over things that can affect some events, some institutions that can also influence their lives.

Machendrawaty & Safei (2001) explained that human resource development or empowerment is an effort to expand various choices for the community, provide and train the community with competence to be able to think about plans for longer and better life. Thus it can be interpreted that the community gets empowerment to sort, choose, and see things that can bring benefits to them. Empowerment is defined as a community process in implementing some of the changes that have been planned by considering the suitability and circumstances of the community.

#### ***Center of Community Learning Activity (CCLA)***

The Center of Community Learning Activity (CCLA) which in Indonesia is called the Community Learning Activity Center (CCLA) is a place where several people or residents can get or participate in learning activity programs (Magolda & Ebben, 2007). CCLA provides encouragement and stimulus to residents so that they can learn through independent education, empowerment, and strengthening activities (Yulianingsih et al., 2018). CCLA has a strategic side when organizing activity programs to improve human resources (Human Resources) through non-formal education intermediaries.

The definition of CCLA (Center for Community Learning Activities) in the draft SPM (Minimum Service Standards) which was improved by BPKB (Balai for Development of Learning Activities) East Java, is more aimed at the basic meaning of a CCLA (Yulaelawati, 2012). Management or management is centered on the concentration that has meaning, does not mean the concentration of several CCLA activity programs in a particular location. However, the management or management is mainly focused on solving problems and utilizing certain resources. Learning activities have the meaning that each CCLA activity program is held through the

origin of a teaching (Mutiarra & Koesmawan, 2020).

There are several out-of-school education programs regulated by CCLA which have various characteristics, and can be grouped as follows:

1. Literacy programs, such as functional literacy programs, are implemented in the form of TBM (Community Reading Park).
2. Income Improvement Programs, such as the KBU (Business Learning Group) program.
3. Equality programs, for example, the package A study group program is the same as elementary school, the package B study group is the same as junior high school and the package C study group is the same as high school.
4. Skills programs, for example several training programs or skills courses.
5. Quality of Life Improvement Program, for example several educational programs in improving health and nutrition.

#### **METHODS**

This research uses a qualitative approach and the type is a multi-case study. Where Prasetya (1999) revealed that qualitative research is research that explains the facts as they are. The multi-case study was chosen because the researchers photographed three cases in three CCLAs in Tulungagung Regency. Where the three CCLA have their own characteristics and uniqueness.

Richards (1999) states, data is a collection of information and facts obtained through observations or research in the field that can be analyzed in order to understand a phenomenon or to support a theory. Data sources are human (human) and non-human. Human data sources function as subjects or key informants (key informants) and data obtained through informants in the form of soft data (soft data). Meanwhile, non-human data sources are documents that are relevant to the research focus, such as pictures, photos, notes or writings that are related to the research focus. The data obtained through documents are hard data (hard data) (Nasution, 2003).

Analysis of qualitative research data according to Miles & Huberman (2013) can be done through three flow of activities that occur simultaneously in the data collection process, namely: data condensation (data condensation), data presentation (data displays and conclusion drawing/verification). Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. we're making data stronger (Miles & Huberman, 2013). The presentation of data is intended to find meaningful patterns and provide the possibility of drawing conclusions and taking action. The presentation of data in this study is also intended to find a meaning from the data that has been obtained , then arranged systematically, from complex forms of information to simple but selective tif. The analysis activity in the third stage is drawing conclusions and verification. Since data collection, researchers have tried to find the meaning or meaning of the symbols, take notes, regular patterns, explanations, and causal paths that occur. From this activity, conclusions are made that are open, general in nature, then go to the specific/detailed. Final conclusions are expected to be obtained after data collection is complete.

Cross-case data analysis is intended as a process of juxtaposing the findings obtained from each case, as well as a process of integrating between cases (Yin, 2002). Initially, the findings obtained from the *Wahyu Surya Pelangi*CCLA were analyzed inductively conceptually and a narrative explanation was made which was arranged into certain propositions which were further developed into substantive theory I. This was followed by a proposition compiled from CCLA Conscience and CCLA Sinar Pagi. The three are then juxtaposed to find similarities and differences in the characteristics of each case as a theoretical conception based on differences. In the last stage, simultaneous analysis was carried out to reconstruct and formulate the conception of the equation of case I, case II, case III systematically. In this process, cross-case analysis is carried out which aims to develop a systematic conception

based on the results of data analysis and theoretical interpretation.

## RESULT

### *CCLA Management as Alternative Education Model In Indonesia*

Planning in the management process is a stage that must be passed before moving on to the next stage. Through planning, the objectives to be achieved through the process can be determined according to the needs and facts on the ground. In connection with this, the establishment of CCLA as a forum for community empowerment requires careful planning by taking into account certain conditions and the use of appropriate strategies in realizing maximum activities. AW stated, through good planning CCLA is expected to become a truly reliable community empowerment forum so that it can improve the quality of life of the community as expected and ultimately be able to improve the quality of human resources as a whole (INF.CCLA.WSP.2021).

Researchers in the documentation of the three research locus found that CCLA planning based on the Learning Activity Development Center was as follows: (1) Designing the CCLA annual work program, (2) Designing service activity programs, (3) Designing priority program needs for each sector, and (4) Carry out general data collection regarding problems or needs and some of the resources that support it (DOK.2021).

CCLA in the perspective of researchers cannot be underestimated because non-formal education also has complete rules and learning tools. The difference is that the allocation of learning time is relatively short because it is only around 90 minutes each face to face, because of the limitations of the learning community. If school-based education has complete subjects, different from community-based education, the subjects in this education are only the subjects that are tested, namely a) Economics; b) Indonesian; c) Citizenship Education; d) English; e) Sociology; f) Geography; g) Mathematics (OB. 2021). The NT Director stated that every CCLA requires very careful planning considering that the

activities in CCLA are of various types and are very dense. In addition to pursuing packages, there are reading studios, empowerment, and so on (W.DNT.2021)

CCLA in the organizing step first sorts out the main programs. Where in the main program there is a program of pursuing school packages A (primary school equivalent), B (secondary school equivalent), and C (senior high school equivalent), and Pre-School. After that have one additional program that is tailored to the needs. For Wahyu Surya Pelangi and Conscience, it is a Community Reading Garden. Meanwhile, Sinar Pagi has a concentration on women's empowerment (Dok. 2021), (OB. 2021).

According to AW, the selection of additional programs in CCLA Wahyu Surya Pelangi Campurdarat Tulungagung involves the roles of all administrators. Not infrequently several community leaders are invited to participate in giving their thoughts (AW.WSP.2021). The NT Director stated that the selection of additional programs was adjusted to the needs and circumstances. Therefore, there are the same in the reading park, or there are other activities (D.NT.2021).

Organizing as one of the management functions aims to create good relations between each section to be able to give birth to good coordination between superiors and subordinates in an organization. According to the Center for the Development of learning activities, the objectives of organizing in CCLA are (1) Utilization of resources for the implementation of programs/activities; (2) Implementation of programs/activities; (3) Education staff in the implementation of CCLA and the implementation of activity programs (DOK.2020). The forms of activities carried out are (1) Preparing and implementing the movement of resources that have been identified, (2) Regulating the implementation of activities or programs, and managing educators and education staff, (3) reviewing and managing resources that can be used and are suitable for needs and demands from activities and programs (DOK.2020).

In the implementation area, the three existing CCLA stated that it was very conditional

considering the various communities that became members of the CCLA. According to the Director of SP, teachers or tutors must be smart in dividing their time, because even so, the learning residents are enthusiastic about participating in several programs in this CCLA (W.D.SP.2021). one of the staff stated that although the average learners are adults, they can place themselves and there is mutual respect between learning residents (W.ST.SP.2021)

Researchers during the observation period saw, at that time, one of the study residents interviewed was a woman who worked as a household assistant. The woman works in the morning and afternoon, at night she uses it for school (OB.2021). Besides that, there are many age groups, some are young and old, some work as workers, students, there are also mothers who bring children (OB. 2021).

Program evaluation in CCLA, of course, the priority is equality education packages A, B, and C. The Director stated that: evaluation of the implementation Pemberdayaan CCLA

### ***CCLA Empowerment as Alternative Education Model In Indonesia***

Empowerment of CCLA HR at three research loci to improve Human Resources (HR) and the course of the learning process by tutors. To develop society as a whole, referring to theoretical concepts must be realized not only in terms of the results achieved but also the totality of developing the knowledge and skills of learning citizens through a process called learning (DOK.2021). The US states that,

*"The function and task of CCLA are to act as a forum for several learning activities that are followed by the community to increase the attitude, skills, and knowledge needed to improve their development and that of residents who function as a center for obtaining information for residents and several institutions, as a place in disseminating technology and programs that are right on target, and as a center for*

*networks of cooperation and partnerships with institutions in the environment around CCLA and other institutions outside CCLA” (W.SP.2021).*

According to one informant, CCLA provides a bridge between the community and the government to carry out design, planning, implementation, institutional, and development activities for community education in increasing progress in society so that changes can appear to a more conducive and better condition (W.INF. 2021). NH stated,

*"The role of CCLA empowerment is: a) Reducing the dependence of residents on the government with the aim of self-help of residents to increase skills and knowledge to carry out economic development for residents or families, b) CCLA carry out program development and involve and utilize the capabilities of residents. , c) Motivating residents to participate directly starting from planning, implementing, and evaluating activities, d) The capabilities of residents that were previously unexplored, can now be excavated, used, and developed with a persuasive approach, e) The program carried out is aimed at the process of developing skills and knowledge that is adapted to the knowledge of the needs of residents so that the family economy can be improved” (W.INF.NF.2021)*

The three CCLA that became the research locus developed community skills that were tailored to the wishes or needs of local residents, to empower local residents themselves. CCLA uses all the capabilities available to local residents, develops, grows, and digs deeper into the CCLA (OB. 2021)

CCLA functions as an institution that complements formal education that is still needed by the community to be able to make changes in their lives to become more

meaningful and empowered. There are several principles that became research findings from the CCLA empowerment stage in the community, including usefulness, meaningfulness, togetherness, independence, harmony, and needs, and mutual help.

## DISCUSSION

### *CCLA Management as Alternative Education Model In Indonesia*

CCLA as an out-of-school education continues to carry out management functions to achieve its goals. CCLA planning includes several things which include: (a) Annual work program design, (b) Service program design, (c) Priority planning for program needs, and (d) Data collection on program problems, program needs, and resources that support the program. Newman in Majid (2008) says that planning is a way of determining what can be done. Planning contains several broad series of decisions, determination of activities based on a daily schedule, determination of several predetermined methods and stages, determination of programs, and several explanations derived from their objectives. Arikunto & Yuliana (2009) also explain that planning is the process of preparing a series of decisions to take action in the future leading to the achievement of goals. This planning relates to what will be carried out, when, by whom, where, and how to carry it out. Added, “planning is the process by which managers set objectives, assess the future, and develop courses of action to accomplish these objectives” (Kurtz & Boone, 1992).

Planning is carried out to develop a series of actions to achieve goals that begin with identification activities. As explained, "the identification is carried out to gather community members with the help of community leaders" (Sudjana, 2010). The importance of planning in educational organizations is "a satisfactory way to make the organization stand tall and progress as a system" (Pidarta, 2005). It was revealed that planning is essentially the setting of the goals to be achieved, the actions that must be taken to achieve them, the organizational positions appointed to do so, and the officials who must be responsible for the necessary actions (Koontz et al., 2000).

Organizing as part of management has the characteristics of (1) an effort by the leader or manager to integrate human and non-human resources; (2) human resources are people or groups who have the skills, abilities, and physical conditions by the demands of the organization and the development of the environment; (3) non-human resources such as facilities (buildings/nursing homes and equipment), tools and costs are available or can be provided; (4) these resources are integrated into the organization; (5) in the organization there is a division of tasks, authorities, and responsibilities to carry out a series of activities that have been planned (Sudjana, 2010). Furthermore, it was emphasized that the process of organizing has stages consisting of: (1) carrying out the reflection of plans and objectives; (2) determine the main tasks; (3) dividing the main tasks into sub-tasks; (4) allocate resources, and guide the task of sections; (5) evaluate the results and implementation strategies of the organization (Winardi, 2003).

Organizing is an activity to collect and compile existing resources, especially human resources so that activities to achieve the goals that have been set can be carried out effectively and efficiently. It is explained that organizing is the unification and collection of human resources and other resources in an organizational structure (Arikunto & Yuliana, 2009). Organizing is a process of creating a working arrangement of manpower and resources in a unit in small, large divisions as a whole (Schermerhorn, 2001).

Implementation as part of management, according to Tjokroadmudjoyo in Adisasmita (2011) is a process that can be seen in the form of a series of activities, starting from a policy to achieve a final (final) goal or goal. Then a policy can be dissected and lowered into a project or program. Westra in Adisasmita (2011) says that the definition of implementation has a role as several efforts carried out to carry out all the things that have been prepared and several policies that have been designed and determined in full through all the needs of several tools needed, who is the person or someone who runs it, where the time and place of the event.

The three CCLAs in this study are some of the efforts carried out to carry out activities or programs that have previously been prepared to achieve predetermined goals or objectives. According to the CCLA SMM (Minimum Standards for Management of Community Learning Activity Centers), the implementation in the field of education is: (1) motivating learning citizens, (2) procuring or developing basic teaching materials for learning residents and basic teaching materials for tutors and resource persons, (3) carry out the teaching and learning process, (4) assess the process and results of teaching and learning activities periodically (Hanizar et al., 2014).

Evaluation is the last stage in management or management (Rasyad, 2020). Evaluation is carried out to find out whether teaching is successful or not, and what drives or hinders the implementation of its activities. The evaluation of the CCLA is carried out by the teacher through the giving of assignments, tests, and final exams that are carried out together.

Program evaluation is a systematic method for collecting, analyzing, and using the information to answer basic questions about the program (Wirawan, 2012). It is emphasized that program evaluation can be grouped, namely: (1) process evaluation, is an activity of researching, assessing whether program interventions or services have been implemented and the target population served is as planned, as well as assessing program implementation strategies; (2) outcome evaluation, is an activity of researching, assessing, and determining whether the implemented program has produced the expected changes; (3) impact evaluation (Wirawan, 2012).

Minimum Standards for CCLA Management explain that evaluation/assessment is an activity to measure the level of achievement of the objectives of the preparation. Such as compiling recommendations for measurement results as input for the annual work plan and compiling an annual report on the implementation of CCLA. It is explained that evaluation activities are carried out to



determine the achievement of the objectives of the action plans that have been set based on the level of success of the implementation of the plans drawn up. The aspects assessed to improve program/activity performance include aspects of input evaluation, process evaluation, output evaluation, outcome evaluation, and impact evaluation (Akdon, 2006).

Program evaluation has specific objectives, namely: (1) providing input for program planning, decision making for/modifying or improving programs, relating to a program supporting and inhibiting factors, for motivation and coaching activities (supervision, supervision, and monitoring); (2) provide input for decision making related to the follow-up, expansion, or termination of the program; (3) presenting data on the scientific basis for program evaluation (Sudjana, 2010). He added that educational evaluation was formulated as "Educational evaluating is the process of delineating, obtaining and providing useful information for judging decision alternatives" (Sudjana, 2010). Defined as a systematic activity to collect, process, and present useful information data to determine alternative decisions.

### ***CCLA Empowerment as Alternative Education Model In Indonesia***

Human resource empowerment at CCLA includes first, the implementation of HR empowerment in the form of (a) Skills or teaching activities are taught by professional and skilled tutors or teachers, (b) Provide training for teachers or tutors to improve skills in teaching students who are not just teenagers, but also adults, (c) Provide additional education and skills programs such as vocational, barista, culinary, sewing, agriculture, animal husbandry, computer courses, and courses to make various foods (cakes), (d) Bring in resource persons from the service or institution partners to provide socialization for students, (e) Implement the CCLA program that has been previously planned to reduce human resources who have dropped out of school or have not been educated, and (f) Selecting prospective teachers or professional and skilled tutors who will later guide students on CCLA.

Second, the results of the implementation of HR empowerment include: (a) HR can continue their education level to higher education, (b) CCLA obtains professional and skilled educators and education personnel, (c) HR has additional education and skills such as vocational, barista, culinary, sewing, agriculture, animal husbandry, computer courses, and courses in making various foods (cakes), (d) uneducated human resources, can be overcome by holding the CCLA program, (e) Gaining insight from program socialization education and skills programs by the Dinas or partner institutions, and (f) CCLA obtains professional and skilled prospective teachers or tutors.

Empowerment is an active and critical approach in carrying out a profession (Syarifah, et al., 2020). The meaning of empowerment is related to self-development efforts, namely internal control and free problem-solving practices (Kindervatter, 1989). The focus of CCLA empowerment in this study is the management of equality education programs that are directed at adult education and prioritize lifelong education.

Empowerment in CCLA leads to an increase in life skills. Where the notion of life skills is the ability that a person has to be willing and brave to face the problems of life and life naturally without feeling pressured, then proactively and creatively looking for and finding solutions, in turn being able to overcome them (Choiro et al., 2018). Life skills education in CCLA is structured in the form of a special curriculum or integrated with various subjects. Both at the level equivalent to elementary school, equivalent to junior high school, and equivalent to high school. Satori's research (2002) applies life skills to high school (formal) school context education, the results show that it is very effective for high school graduates, especially those who cannot continue to higher education.

WHO in Hatimah (2007) classifies life skills into 5 groups, namely: (a) self-awareness or personal skills, (b) social skills, (c) thinking skills, (d) academic skills, and (e). vocational skills. The management of life skills-based equality education which is the context of this study places the five groups of life skills

education integrated with equality education. This strategy is very relevant because the majority of equality education students come from the poor (Juhji & Rachman, 2015).

The objectives of learning life skills in CCLA are formulated as follows: (1) content objectives, namely students' mastery of learning materials. Subject matter that has key concepts and essential themes that encourage the achievement of generic skills, which must be possessed by students, the rest can be assigned at home or other activities. (2). methodological objectives, namely students' mastery of the process of discovering key scientific concepts, thus enabling students to have and master the process of discovering key concepts (process skills). (3) life skills objectives, namely the mastery of students in applying key concepts and process skills in everyday life. Empowerment is designed to improve process skills, integrated and contextual between theory and the reality of everyday life. Empowerment is carried out in the form of work, action tests, and observations with problem-solving including performance, behavior, honesty, and discipline tests (Asmani, 2009).

## CONCLUSION AND RECOMMENDATION

The management of CCLA in this study includes the steps of planning, organizing, implementing, and evaluating. Where in the planning includes the design of the annual work program, the design of service programs, the design of priority program needs, and data collection of program problems, program needs, and resources that support the program. Organizing includes integrating human and non-human resources, division of tasks, authorities, and responsibilities to carry out a series of planned activities. Implementation includes the implementation of every form of planning that is adapted to CCLA conditions. Evaluation includes It is emphasized that program evaluation can be grouped, namely: process evaluation, benefits evaluation, and result evaluation. Empowerment carried out at CCLA leads to an increase in life skills. Where is the understanding of life skills, making people proactive and creative in seeking and finding solutions, in turn being able to

overcome them Empowerment in CCLA is structured in the form of a special curriculum or integrated into various subjects. Both at the level equivalent to elementary school, equivalent to junior high school, and equivalent to high school.

As a recommendation from research findings, CCLA managers should be more intense in carrying out activities related to education and community empowerment. For stakeholders wide and multifaceted involvement This is necessary to drive good outcomes at CCLA. Synergy with several parties, especially government agencies so that the form of formal and non-formal education becomes better.

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