

# Multimedia Learning Management to Improve the Life Skills Competencies of Package C Students (Descriptive Study at Pkbn Bina Insan Kamil)

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## Abstract

PKBM still faces the problem of tutors who are not linear and not yet graduates, students who come from diverse backgrounds, limited multimedia learning facilities and infrastructure. This has an influence on the low quality of PKBM graduates seen from the development of life skills competencies in multimedia learning. Related to this, this research was conducted to obtain an overview and analysis of planning, organizing, implementing, evaluating, supporting and inhibiting factors, and multimedia learning solutions to improve the life skills competencies of C package students at PKBM Bina Insan Kamil. This research uses management theory from George R. Terry. This research uses a qualitative approach with descriptive methods. Data collection was done by interview, observation, and documentation study and data analysis by triangulation. The results showed that, 1) Planning, PKBM has conducted multimedia learning planning with the preparation of learning plans through modules that have been made, 2) Organizing, PKBM already has a good organizational structure with a clear division of tasks, 3) Implementation, PKBM has implemented multimedia learning as formal schools, 4) Evaluation, PKBM has carried out scheduled evaluations, either daily, monthly, or annually, 5) Supporting and inhibiting factors owned by PKBM are generally in the form of solid human resources that strengthen each other, while obstacles are generally still on limited computer and multimedia media, 6) The results of multimedia learning management at PKBM even with limited computer media do not dampen the results of students' knowledge and skills in multimedia, even students are ready to be recruited for work or become independent media entrepreneurs. In conclusion, in general PKBM has implemented management functions well in multimedia learning with good results even though there are one or more management functions that need to be optimized again because it will have an impact on increasing students' life skills.

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## Keywords

Management, PKBM, Life Skills, Multimedia Learning.

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The high cost of education that is not accompanied by a significant increase in quality raises a big question mark about the orientation

of education that is actually being achieved. The high cost of education also has implications for the low interest of parents to send their children

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to educational institutions. This is in line with the opinion expressed by Muhammad Firman (2009: 84), the inability to pay for school or economic factors is the most dominant factor causing school dropouts. This opinion is also reinforced by the opinion of Syafaruddin Anzizhan (2004: 217) in his book entitled Educational Decision Making System which states that,

"The problem of education, especially in schools, is getting more complex from year to year; there are still many people who drop out of school, stay in class, low motivation to learn, weak ability to accept lessons, and achievements that cannot be proud of. This is caused by various factors, including limited costs, difficult access to education, to socialization and culture that is still deeply embedded in society."

One alternative to accommodate children who cannot get an education, especially in formal education, is in non-formal education institutions, especially PKBM (Community Learning Activity Center). This is in line with the opinion of Nugroho who states, "Non-formal education is one option to revive their enthusiasm for education (2017: 110)." So, it is clear that non-formal education, especially PKBM, is one of the right platforms to educate the nation's children. PKBM or also known as community education is present as an educational institution that participates as well as community collaboration supported by the government in alleviating illiteracy.

PKBM is a place for independent community learning activities through strengthening education and training. This is in accordance with Law No. 20/2003 concerning the National Education System, 2003 stipulates that PKBM as one of non-formal education. PKBM is the concentration of management in terms of finding solutions in the development of community skills, which are organized against a background of learning so that the output resulting from these learning activities has an impact on improving soft skills and hard skills. Thus it is expected that learning citizens who make PKBM as an alternative, have equality with the knowledge and skills obtained by the community from formal education.

Furthermore, the explanation of Article 26 paragraph (3) of Law Number 20 Year 2003 explains that:

"Life skills education is education that provides personal skills, social skills, intellectual skills, and vocational skills for work or independent businesses...Equivalency education is a non-formal education program that organizes general education equivalent to SD / MI, SMP / MTs, and SMA / MA which includes package A, package B, and package C programs. Education and vocational training are implemented to improve the ability of students with an emphasis on mastering functional skills in accordance with the needs of the world of work." (Law No. 20/2003 on the National Education System, 2003).

PKBM facilitates and teaches students to be able to improve their knowledge and skills to benefit them and also for others, namely various sciences, skills and supporting sciences for life skills, as well as providing motivation to be independent and foster an entrepreneurial spirit. Economic limitations, time, age, life needs, distance problems, and the needs of the world of work are some of the reasons for the presence of educational institutions managed by the community as non-formal education that facilitates and provides learning. The presence of education initiated by the community is actually in the context of creating culture. This is as stated by Soekanto (2017: 30) society is people who live together who produce culture and they have a common territory, identity, have habits, traditions, attitudes, and feelings of unity.

PKBM is a community learning initiative established from, by and for the community. PKBM is a community-based institution. As an institution established by, from and for the community, PKBM has the potential to be an independent institution. Related to this, Hiryanto (2009: 43) states, "In this case the dominant role of the government which has been decreasing and more on the role of facilitation will be able to go hand in hand with the independence of PKBM". The reality in the field illustrates that the implementation of non-formal education programs in PKBM has not shown independence and sustainability, giving the impression of inconsistency and lack of professionalism in its management. This is also in line with what is explained by Rizka (2018: 7) that many non-formal education programs organized by PKBM are not running

optimally and have many obstacles, especially in their operationalization and management systems which cause the quality of the program not to match the standards and needs of the community. This is caused, among others, by the lack of support from PKBM human resources (managers) who are competent in institutional managerial matters and the lack of program funding support owned by PKBM to be able to organize non-formal education programs.

Ignorance and poverty are actually not only related to economic aspects, but many other aspects that affect them. Ignorance and poverty are also caused by weak moral, social, and cultural aspects as well as uneven development policies. Logically, poor people generally have small and uncertain incomes. This small income is caused by their low human resource skills, lack of business capital, or lack of networking in entrepreneurship. In line with these problems, Parsons et. al. (2017: 59) argued,

"The strategy to educate the nation and alleviate poverty can be done through improving Human Resources (HR) through: strengthening to empower, and community skills development activities. Development is the process of participating in education and training activities to acquire skills, knowledge, and power sufficient to influence one's own life and the lives of others of concern."

PKBM is one of the government's partners in educating the life of the community through non-formal education programs. It is hoped that through PKBM it will be able to foster a learning society, so that in the end it will increase the independence, empowerment of students, and innovation in life skills in order to improve life. Related to this, DitBinDikmas is committed to meeting real learning needs in accordance with local situations and conditions. One way to do this is to empower and develop PKBM as a non-formal education unit that provides education services for people who need them (Depdikbud, 2012: 1). PKBM is a community learning initiative established from, by and for the community (Director General of PAUD Depdikbud, 2012: 4).

The learning strategy at PKBM exists by empowering its community members. In learning activities, the process of empowering

community members is carried out by transforming the capacity / ability / intelligence of intellectual, emotional and spiritual, character and personality which includes aspects of cognition, affection, and psychomotor. Learning also includes all groups from early childhood to the elderly, men and women (Director General of PAUD Depdikbud, 2012: 27). So, it is clear that PKBM is an open institution in participating in developing the nation's children. In PKBM, students or learning citizens get religious knowledge and life skills needed today. This is as explained by the Director General of PAUD who states that,

"PKBM is present for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, independent businesses, and / or continue education to a higher level" (Director General of PAUD Depdikbud, 2012: 28).

The existence of PKBM as a non-formal educational institution in the community received high appreciation from the United Nations Agency on Education and Culture. This is as according to UNESCO that in order to improve the quality of Human Resources (HR), education or empowerment programs can be implemented by various agencies both government and private, one of which is an institution that is at the local community level, namely the Community Learning Center (PKBM). "PKBM is intended as a means for the community to develop all the potential they have in order to be able to meet all their needs in order to keep up with environmental developments" (in Tohani, 2017: 78). In this case, the center of attention of PKBM is more emphasized on efforts to empower the community through education tailored to the learning needs and potential of the community itself.

To meet the learning needs that are in accordance with the characteristics of the basic competencies of operating database software and provide ample opportunities for students to learn independently and meet the expectations of a more understandable interface in Indonesian, learning with interactive multimedia in the form of software simulations is a suitable alternative. In general, interactive multimedia is a unified combination of text,

graphics, sound, animation, and video elements that are digitally manipulated and able to respond to user input. Meanwhile, software simulation is a program that simulates a software where users learn it through interaction (Yogiyatno, Wirawan and Sofyan, 2013: 113).

PKBM Bina Insan Kamil is an institution that was born from the idea of realizing the importance of the community's position in the non-formal education development process. Therefore, PKBM is very helpful in improving the quality of human resources through education. PKBM has several kinds of life skill improvement programs, the purpose of this activity is to provide learning with adult education methods (andragogy) to participants on how to learn multimedia, among others: making product designs, taking good pictures, learning basic computer, network techniques and others.

Based on the results of a temporary interview with one of the learning residents who participated in the package C program, it was stated that this learning was very helpful for package C students to learn about multimedia and become provisions for work or their own business in the future. This is acknowledged when learning multimedia outside requires a fee, while if you join the program at PKBM Tangerang Selatan, there is no fee.

The main factor that is discussed this time is life skills education. Education is an important part of the life of both nation and state, so one of the factors that can improve the life of the nation and state is to improve the quality of education. However, life skills are also inseparable from the demands in the Era of the Industrial Revolution 4.0 to provide life skills education for everyone, especially instilled in students. According to the Ministry of Education (in Raina, et al (2018: 33)) explained that there are 4 types of life skills including: "Personal skills are the skills needed by a person to recognize their personality as a whole, both self-awareness and the development of thinking potential to process information, make decisions and solve problems ..."

Based on the above background, it is necessary to conduct more in-depth research on Multimedia Learning Management in

Improving Life Skill Competencies of Package C Students (Descriptive Study at PKBM Bina Insan Kamil, South Tangerang City, Banten).

## **Theoretical Review**

### **Management**

Education management is a process that needs to be applied in the world of education so that the goals of education can be achieved. Management is a process of planning and controlling resources to produce something effective. Management has a close relationship with three things that are important elements, namely: cooperative efforts, a group of people, and to achieve predetermined goals, including three elements, namely motion, actors, and direction of activities. With these three elements, management usually occurs in organizations, not individuals or individuals. This is as the opinion of Sulistyorini and Faturrohman, (2012: 20) education management is an activity or series in the form of a process of managing the cooperative efforts of a group of people who are members of an educational organization, to achieve educational goals that have been previously set to be more effective and efficient.

Management has a cycle of travel processes that can be measured for success from planning to evaluation. Management is a system that is interrelated between one management function and another. This is in line with the management theory put forward by G. R. Terry (1982: 32):

Planning is the process of compiling organizational goals and objectives and preparing a "work map" involving how to achieve goals.

Organizing is the process of gathering the human resources, capital, and equipment needed in an effective way to achieve goals.

Actuating the process of mobilizing existing human resources to carry out activities to achieve goals so that process efficiency occurs and produces effective work results.

Supervision (Controlling) the process of providing feedback and follow-up from comparing the results achieved with the plans that have been made, then there are adjustment actions if there are deviations.

## Learning

Learning has a different meaning from learning. Learning as a learning process that is built by the teacher to develop thinking creativity that can improve students' thinking skills, and can improve the ability to construct new knowledge. Learning can also be interpreted as an effort to improve good mastery of subject matter. This is certainly different from the definition of learning, which can be interpreted as an effort to gain intelligence or knowledge, practice, change behavior or responses caused by experience. It can be concluded that the definition of learning is a process of student interaction with educators and learning resources in a learning environment. Learning is a process to help students to learn well. Meanwhile, another definition states that learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur.

## Multimedia

Multimedia currently has an important role as a means of content for social media and learning media. Multimedia is closely related to the world of information and communication. Multimedia is defined by several well-known experts or references with similar perceptions. According to Merriam-webster.com (2008:13), multimedia is defined as using, involving, or encompassing several media. Multimedia is also a technique of combining sound or audio, video, and text to express ideas or communicate with technical facilities such as software (Merriam-webster.com, 2023).

The Online Dictionary of Indonesian defines multimedia as the provision of information on a computer that uses sound, graphics, animation, and text (Kbbi.kemdikbud.go.id, 2023). Similarly, the Cambridge Dictionary defines multimedia as the use of a combination of moving images, sound, music and words, especially in computers or entertainment (Dictionary.cambridge.org, 2023). Multimedia is also referred to as a device for communicating or sharing information in the

form of sound, images, and video, as well as text. From this definition, a summary of the meaning of multimedia can be stated, namely information that uses a combination of sound media, graphics, and at the same time text.

## Package C

Berdasarkan Undang-undang Nomor 20 Tahun 2003 pasal 1 butir 10 yang menyatakan Pusat Kegiatan Belajar Masyarakat yang sering disingkat sebagai PKBM sebagai salah satu satuan pendidikan nonformal. PKBM adalah suatu wadah berbagai kegiatan pembelajaran masyarakat yang diarahkan pada pemberdayaan potensi untuk menggerakkan pembangunan di bidang sosial, ekonomi, dan budaya. Program-program yang diselenggarakan di PKBM dapat sangat beragam dan dapat juga tak terbatas, namun harus sesuai dengan kondisi, potensi dan kebutuhan masyarakat di mana PKBM itu berada atau dikatakan yang relevan, serta program-program itu harus bermakna dan bermanfaat. Program-program tersebut antara lain pendidikan kesetaraan (A, B dan C), pendidikan keaksaraan, pendidikan kewarganegaraan, kerumahausahaan, dan lain-lainnya.

Tujuan PKBM sendiri adalah memperluas kesempatan warga masyarakat, khususnya yang tidak mampu untuk meningkatkan pengetahuan, keterampilan dan sikap mental yang diperlukan untuk mengembangkan diri dan bekerja mencari nafkah. Memperhatikan kondisi di atas, maka sangat diperlukan pembelajaran multimedia bagi PKBM sebagai salah satu strategi peningkatan mutu dari PKBM sehingga mampu menghasilkan lulusan yang kompeten dan dapat bersaing di dunia kerja.

Based on Law Number 20 of 2003 article 1 point 10 which states the Community Learning Activity Center which is often abbreviated as PKBM as one of the non-formal education units. PKBM is a forum for various community learning activities directed at empowering potential to drive development in the social, economic and cultural fields. The programs organized at PKBM can be very diverse and can also be unlimited, but must be in accordance with the conditions, potential and needs of the community where the PKBM is

located or said to be relevant, and the programs must be meaningful and useful. These programs include equivalency education (A, B and C), literacy education, civic education, housekeeping, and others.

The purpose of PKBM itself is to expand opportunities for community members, especially those who are not able to improve the knowledge, skills and mental attitudes needed to develop themselves and work for a living. Taking into account the above conditions, it is very necessary to have multimedia learning for PKBM as one of the strategies to improve the quality of PKBM so that it can produce graduates who are competent and can compete in the world of work.

## Research Findings

### Planning

Based on the results of interviews, observations and documentation studies, in terms of planning the head of PKBM with all its staff has carried out planning by starting with a meeting to determine everything related to learning. The ranks that attended included program leaders, tutors, IT support and students.

### PKBM Program

Based on the results of interviews, observations, and documentation studies that PKBM uses modules in multimedia learning sourced from the Ministry of Education and independent modules made by tutors. In this case the tutor is required to make a unique module according to the needs of students in the field. The module itself is made by the tutor one week before the learning begins. In other words, PKBM Bina Insan Kamil does not use syllabus or lesson plans as schools generally do. PKBM in this case uses modules as materials for learning. According to him, the use of modules is more effective than lesson plans or syllabuses.

### Model

Based on the results of interviews, observations and documentation studies, there is something unique, namely the presence of IT support in learning at PKBM Bina Insan Kamil which is a third party who is deliberately brought in in the framework of cooperation with PKBM. Of course, this support system has more

knowledge about things related to multimedia. This is in accordance with the results of the following field notes, "In addition to tutors, there is also IT Support, which is a 3rd party that works with PKBM. That way students have more knowledge/skills than what the tutor teaches." (CTL31-07-23-OPTBIK)

### Objectives

Based on the results of interviews, observations and documentation studies, PKBM as a non-formal education institution does not want to be inferior to formal education so far. The development of life skills is important for PKBM so that they have life skills like formal schools, including multimedia skills that are currently needed in the world of work.

### Strategy

Based on the results of interviews, observations and documentation studies, PKBM develops strategies so that the learning plan runs as expected. The strategy includes students downloading multimedia materials from the website so that on the field on the day of learning, they are ready without being bothered by the problem of downloading materials again. In addition, students who have a laptop or cellphone to bring it from home, while PKBM from the beginning has prepared an infocus in the room.

### Organizing

#### Organizational Structure

Based on the findings in the field, organizing contained in PKBM Bina Insan Kamil is an activity to collect and arrange existing resources, especially human resources so that activities to achieve predetermined goals can be carried out effectively and efficiently. It is explained that organizing is the union and set of human resources and other sources in an organizational structure.

Organizing is a process of creating a work arrangement of manpower and resources in a small number of units, large divisions as a whole at PKBM Bina Insan Kamil is an activity to form an organization consisting of human resources that will utilize existing resources to carry out activities in accordance with what was previously planned.

Based on interviews, observations, and documentation studies, PKBM has compiled an organizational structure that is accompanied by the main tasks and functions of each. The structure is compiled in detail so that in the field there is no overlap in performance, including the duties of teachers or tutors of multimedia lessons.

### Person In Charge

Based on the findings in the field, PKBM Bina Insan Kamil in relation to multimedia learning, has a command line in charge or responsible for it. The hierarchy of the person in charge is from the head of PKBM, program head, tutor, and IT support. It can be said that all these elements are involved in learning activities. Of course, in the field tutors and IT support have full responsibility for learning in the classroom. The following is the data found in the field, "The person in charge starts from the Head of PKBM, program head, tutor and IT support." (CTL31-07-23-OPTBIK)

### Activities

Based on the findings in the field, the activities carried out by PKBM Bina Insan Kamil for multimedia learning, namely students learning by being guided not only by tutors but also IT support so that their understanding of multimedia is expected to understand and understand more quickly. In addition, cooperation with students is also necessary, namely by bringing their own laptops or cellphones that they own. The following are the results of field notes. "Activities at PKBM are students learning multimedia/IT with tutors and IT support (3rd party) in the classroom by bringing a laptop or cellphone that can be used when learning." (CTL31-07-23-OPTBIK)

### Working Mechanism

Based on the findings in the field, the work mechanism contained in PKBM runs in accordance with the main tasks and functions of each that strengthen each other. This working mechanism is seen in multimedia learning to improve students' life skills.

### Implementation

Based on the findings in the field, the implementation of multimedia learning in

improving the life skills competencies of package C students for multimedia learning at PKBM Bina Insan Kamil is implemented in a program that supports through network learning and computer applications. At PKBM Bina Insan Kamil, the computer is still cooperating with SDN in its use, thus helping students to improve their abilities in multimedia learning. Multimedia learning among PKBM Bina Insan Kamil students is carried out twice a week according to the learning schedule that has been made at the beginning of the new school year. Based on the findings in the field, the implementation of multimedia learning at PKBM Bina Insan Kamil has been based on plans that have been prepared previously with reference to the learning module.

### Technical Implementation

Based on the findings in the field, the technical implementation of multimedia learning at PKBM Bina Insan Kamil is carried out using the infocus that has been prepared by the tutor and IT support. Students who have laptops or cellphones are strongly encouraged to bring them. If students do not have both media, they can join their friends.

### Evaluation

#### Planning Evaluation

Based on the results of interviews, observations and documentation studies, there are pre-implementation, implementation, and post-implementation evaluations. At the pre-implementation stage, evaluation related to planning is carried out with internal meetings of all stakeholders contained in the PKBM organizational structure. The aim is that implementation in the field in the future can be minimized, especially in terms of planning.

#### Learning Evaluation

Based on the findings in the field, in order to assess the improvement of students' life skills, several assessment systems are used such as mid-semester assessment/PTS, end-of-semester assessment/PAS, questions and answers, quizzes and portfolios. This assessment has a good effect on the development of students' life skills because by holding these five systems, students can learn to be critical and also creative when answering

questions in the questions given and repeating (learning) the material that has been taught by the teacher so that students will also improve their memory, can better understand and organize ideas/materials that have been previously learned.

### **Post-Learning Evaluation**

Based on the findings in the field, in order to improve the improvement of students' life skills, PKBM, in this case tutors and IT support as actors of multimedia learning in the classroom, conducts an internal evaluation involving all structural ranks. This meeting is usually held once a month or often called a monthly meeting. In this forum, everything related to learning problems is evaluated, including multimedia learning. In fact, in this forum, if there is something that needs to be followed up, an action plan is made. The general points discussed in the forum include activities that have been running, obstacles or obstacles faced and further solutions. The question-and-answer forum between fellow meeting participants is also more important considering that they can exchange ideas and exchange experiences.

## **Support And Inhibitor Factors**

### **Internal Support Factors**

Based on the results of interviews, observations, and documentation studies, there are a number of things that are the focal points of support and strength that PKBM possesses, among others a strong organizational structure and mutual support. This support force is the biggest asset for the progress of PKBM and it is owned by PKBM Bina Insan Kamil. In addition to the SDM that supports each other, the student factor that is diligent and eager in learning also belongs to this PKBM. This can be a positive result of mutual support between structural, tutor, and IT support.

### **External Support Factors**

Based on the results of interviews, observations, and documentation studies, there is one thing that makes PKBM Bina Insan Kamil have external strength, that is, the existence of cooperation between the PKBM

party with the third party called IT support. Their existence is like a team of IT experts especially in terms of multimedia. It is not ruled out that the existence of IT support can increase the spirit of students in multimedia learning. "PKBM cooperates with third parties (IT support) so that students want to learn more intensively in multimedial learning." (CTL31-07-23-OPTBIK)

### **Internal Inhibitor Factors**

Based on the results of interviews, observations, and documentation studies, internally the common inhibitory factor is related to the minimum of means and supplies, in addition to computer laboratories that have not yet been owned by the PCBM. In addition to the facilities and facilities, the tutor factor also becomes a problem because every week a tutor has to compile a weekly module. On the other inhibitor is the problem of learning media. The media on this PKBM is based on observations in the field of students using the means and facilities available plus the infocus and the HP of the students. For infocuses is still limited while for the computers in the PKBM there are only three units. Besides, the learning methods used in this PKBM appear to be still dominated by the lecture model and students learn more than the support device they have, the HP.

### **External Inhibitor Factors**

Based on the findings of field research, it was found that the human resources in this environment are still scarce. This is because there are still many people who are less interested in working as teachers in PKBM for reasons of financial or minimal honor, and the government is still less concerned with the well-being of teachers or tutors. Besides, the citizen learning factor is still a constraint. Students are generally recruited to pursue PKBM study activities. All the students are funded by the government, and for the recruitment of students financed by this government, the selection is done. The selection includes a selection of the kinds of skills that are in demand, the background of the family's economic conditions, as well as the level of skills previously held so that the aid provided by the government is not misaligned.



## Results

Based on findings in the field, PKBM Bina Insan Kamil with all the limitations that it has still can run the multimedia learning process by producing graduates who have knowledge and multimedia skills well and ready to be absorbed in the world of work.

## Follow Up

Based on the findings in the field, PKBM Bina Insan Kamil with all the limitations it has still can run the multimedia learning process by producing graduates who have knowledge and multimedia skills well and ready to be absorbed in the world of work.

## Discussion

### Planning

In management science it is explained that one of the main functions of management is planning because the initial stage in carrying out institutional activities that are closely related to achieving organizational goals is to make plans, including educational institutions. Likewise in Islam, planning has an important role in remembering Allah SWT. The Creator, aka the creator of the universe, is also planning. In fact, if Allah wills, then immediately it will happen. The Qur'an tells that Allah SWT. Created heaven and earth in six days. Of course, many ask about it, isn't God Almighty? Apparently, the answer is that God wants to give learning to humans so that they always plan. Allah gives space and opportunity for humans to think, imagine, meditate, make *ijtihad* even though the final result is determined by Allah SWT.

Regarding the title of this research about learning management, it is very important for teachers or educators to plan before the implementation of this learning begins. Teachers are given space to make active, interactive, communicative, happy, and quality learning plans, especially multimedia learning. With the preparation of the plan, it is hoped that the process and learning outcomes will be in accordance with what was planned and produce fun learning that makes students addicted to learning. This is in line with the opinion of George R Terry in his book

Principles of Management (Sukarna, 2011: 10) which states:

"Planning is choosing facts and connecting facts and making and using estimates or assumptions for the future by describing and formulating the activities needed to achieve the desired results."

Multimedia learning is very important to be taught at PKBM considering that this institution has not only succeeded in producing alumni or graduates, but more importantly, when they leave they have life skills and competencies ready to compete in a global world that demands this, including multimedia. Multimedia is one of the subjects that can improve life skills. Multimedia as defined by (Robin and Linda, 2001) is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio, and video images. If you read the definitions or explanations of multimedia, it is very clear that in today's world multimedia skills are needed. There is nothing in today's technological age in the business and industrial world that does not require employees with multimedia skills. The answer is of course all the business world and the industrial world need it.

Life skills or life skills are described by Brolin (in Marwanti, 2003) as a continuum of knowledge and abilities needed by a person to become independent in life. Another definition of life skills is as stated by the Broad Base Education Team of the Ministry of National Education which states that life skills are the skills possessed by a person to be brave and willing to face all life problems actively and proactively so that they can solve them. Life skills about multimedia if taught and applied to residents learning at PKBM, it is not impossible that PKBM graduates can become a labor market for the industrial world or the business world. In fact, even if they are not absorbed in the business or industrial world, graduates who have life skills in the form of multimedia can become consultants or open services for creating websites, networks, computers, etc.

If PKBM has been able to produce graduates who have life skills in the form of multimedia skills, then it can be said that PKBM's role has been successful in developing society. This is in

line with the opinion of Zubaedi (2017: 42) who states that community skills development is an effort to build community capabilities, by encouraging, motivating, raising awareness of their potential and making efforts to develop that potential into real action. This is reinforced by Sihombing (2013: 76) who states that PKBM is an alternative that can be chosen and used as a means of community empowerment. Based on this opinion, it is clear that the role of PKBM is not underestimated. PKBM has contributed to producing Indonesian people who are knowledgeable, skilled, and behave as expected.

The plans made to improve multimedia learning competencies in PKBM have not been adapted to the available facilities, so these plans have not been made in a structured and systematic manner so that multimedia learning is still not optimal. In line with this, in the opinion of Suandy (2001) regarding planning are as follows: in general planning is the process of determining organizational (company) goals and then presenting (articulating) clearly the strategies (programs) and operations (actions), needed to achieve overall company goals.

### **Organizing**

Organizing in an institution is very important so that the wheels of the organization run effectively and efficiently. In Islamic teachings, Allah provides an example of organization, especially in the case of the distribution of tasks that must be carried out by His angels. For example, the Angel Gabriel is tasked with conveying revelations to God's apostles, the Angel Michael is tasked with bringing down rain or distributing sustenance, the Angel Izrail is tasked with taking the lives of creatures, the Angel Israfil is tasked with blowing the trumpet on the last day. In this context, it does not mean that Allah is unable to take care of this universe by asking for the help of His angels. However, this is in order to teach creatures called humans to always work together, organize, share tasks and responsibilities. Organizing is defined by Terry as (Sukarna, 2011: 38),

“...Determining, grouping and compiling the various activities needed to achieve the goal,

assigning people (employees) to these activities, providing suitable physical factors for work requirements and demonstrating the relationship of authority delegated to each people in relation to the implementation of each expected activity.

Organizing multimedia learning to improve the life skills competency of package C students at PKBM is very important, because planning is thorough without anyone executing, so planning is just ideas and thoughts on paper. Therefore, it takes organization, including in learning. Organizing learning, in this case the main organizational actors are teachers and learning residents. Teachers or tutors who have been given assignments by the school principal should already understand their main duties in teaching multimedia lessons to develop the life skills of students. Organizing multimedia learning in improving the life skills competency of package C students at PKBM is carried out by forming and appointing multimedia tutors, IT support, and experts whose job is to design innovative learning modules that are more effective and easier for students to understand. If organizing is related to six value systems, then physiological values are more appropriate. Physiological value means physical meaning maximizing physical function in living this life. Physically, we as Allah's creations, whether we realize it or not are very useful, but in fact we have forgotten about its function as a result we are left far behind by people outside of Islam, especially in science and technology, we can only follow the western world.

Learning residents who study at PKBM are given reinforcement about the meaning of life, the meaning of values in life, because so far the common obstacle faced by learning residents is their lack of enthusiasm in participating in learning. It is very appropriate if they are given reinforcement of the value of physiology so that they understand that as long as they are healthy with a complete body without defects, then they must be diligent in gaining knowledge. There is no obstacle for those who are old not to gain knowledge.

### **Implementation**

According to (Nasokha, 2008) the essence of life skills education is aimed at improving educational development in the future. The

outline of the objectives of life skills education is as follows: (1) Actualizing students' potential so they can solve the problems they face, (2) Providing opportunities for schools to develop flexible learning, in accordance with the principles of broad-based education, (3) Utilization of resources in the school environment, by providing opportunities to utilize existing resources in the community, in accordance with the principles of school-based management, (4) Developing the human potential of students to face their roles in the future, (5) Providing flexible learning and utilization of human potential existing in society with the principles of School Based Management, (6) Equipping students with life skills as independent individuals.

One approach to clarifying the role of education in schools is to look at the role of schools in helping individuals, families, communities and countries. One of the problems currently faced is the fact that the majority (53.12%) of school graduates (SMA/Aliyah) do not continue to college and the majority of SMP/MTs graduates do not continue to high school. This fact invites serious thought, because SMP/MTs and SMA/Aliyah graduates are prospective workers who are basically not equipped with special skills (life skills) in entering the world of work. This becomes a problem that results in prospective workers not being absorbed by the world of work. Considering that the world of work has very strict criteria regarding the human resources needed. Human resources must meet the criteria including professionalism, active knowledge, continuous learning, self-motivation and innovation, and entrepreneurship.

The obstacles faced in the effectiveness of the program by the community learning activity center (PKBM) in South Tangerang City are the vulnerable age of the program participants, the lack of community interest and the feeling that the equality education program is not too important because the community itself already has jobs, and there are still some members of the community who consider this education program not important so that some people do not participate. In order to meet the needs of the world of work, according to Sufyarma in (Bairizki, 2021) the special skills (life skills)

needed by prospective workers are as follows: (1) Proud of work with a strong personal commitment to creativity, (2) Have great responsibility, be anticipatory and full of initiative, (3) Want to always do the job thoroughly and be involved in various tasks outside those assigned to him, (4) Want to continue learning to improve work skills and service abilities, (5) Listen customer needs and can work well in a team, (6) Can be trusted, honest, forthright, and loyal, (7) open to constructive criticism and ready to improve and perfect himself.

In the implementation of multimedia learning at PKBM in Tangerang, it was found that both of them had carried out the implementation of multimedia learning according to the modules prepared. Actuating itself according to George R. Terry (Sukarna, 2011: 82), namely:

"Moving is arousing and encouraging all group members so that they will and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership."

The definition above shows that whether or not the implementation objectives are achieved depends on whether or not all members of the management group are active, from the top, middle to bottom levels. In this case the teacher or tutor has carried out learning activities in accordance with the tasks assigned to him.

### Evaluation

PKBM in multimedia learning evaluation activities in improving the life skill competency of package C students has been carried out, either daily, weekly, monthly, or yearly. PKBM realizes that without evaluation, the success of the learning that has been taking place cannot be known. Evaluation is very important in any activity program, including multimedia learning. George R. Terry (Sukarna, 2011: 110) suggests that controlling or supervision, namely:

"...Supervision can be formulated as a process of determining what must be achieved, namely standards, what is being carried out, namely implementation, assessing implementation, and if necessary, making improvements, so that implementation is according to plan, namely in accordance with standards (measures).

Things that need to be evaluated apart from the management side, are also from the HR side. Quality human resources will have an impact on the realization of the competence of good Package C students, this can be proven by diplomas and competency certificates. However, in implementing life skills learning, obstacles also arise in its implementation. As input and consideration in the management of multimedia learning so that it runs more effectively and optimally, PKBM should complement life skills learning facilities and infrastructure with other learning support tools, such as a more stable internet, generators, and LCD projectors. Generic life skill learning should not only be carried out at the MPLS at the beginning of the new academic year but also need to be implemented in every academic and vocational life skill learning so that the character, motivation and level of willingness to learn in Package C students are more personally formed so as to increase the percentage of students' attendance.

### Supporting And Inhibiting Factors

PKBM as a non-formal educational institution that contributes to improving the competency of package C students, in practice is not as easy as imagined. Obstacles in the field encountered during learning must have existed. In fact, even in formal schools there definitely is. This cannot be avoided because the problem of education is a complex problem, a complicated problem, an eternal problem.

The characteristics of non-formal education are different from formal education. This is based on differences in goals, learning needs, environment, culture, level of knowledge and so on. So that Non-Formal Education is more varied than Formal Education. According to Joesoef (Widodo, 2016) "Non-formal education has characteristics, including: relative, short time, thematic, not tiered, varying ages, practical orientation, varied and practical material, fulfilling learning needs, certificates are not important".

First, as discussed earlier, the obstacles faced by PKBM in improving the life skills of package C students, among others, are from the HR side, in this case tutors. Becoming a tutor does not promise to be rich in wealth, but it is possible to become rich in heart because

there is satisfaction in itself when students or learning residents are able or understand what their teacher teaches. Especially if the students are good and polite and smart, that is where the happiness of a teacher lies. However, it is also undeniable that the need for material is an obstacle when becoming a tutor. This is as experienced by the PKBM above. PKBM experiences a shortage of teaching staff, partly due to the perception that being a teacher or tutor at PKBM does not promise wealth, especially in private PKBM. However, it would be a different story if they were promised civil servants. Generally they want to become teachers if promised to be appointed as civil servants.

Second, the obstacles experienced by PKBM in improving the Life Skill competencies of package C students, namely learning suggestions and infrastructure. In contrast to state PKBMs, private PKBMs sometimes find it difficult to meet their needs for facilities and infrastructure. For example, PKBM experiences difficulties because it stands on narrow land so this has implications for the ineffectiveness of the multimedia learning process in particular.

Third, financial constraints for PKBM are not a problem considering that there is assistance from the government and non-governmental organizations. Even though PKBMs are private, currently they have the same rights as public PKBMs, including in certification and other assistance.

Fourth, the problems faced by students studying at PKBM. Considering that in general learning residents or students studying at this PKBM are free of charge or free, this may have an impact on the lazy attitude of some learning residents. The difference is if the PKBM collects tuition fees, it might make students more enthusiastic. Because, it is very redundant if you have paid dearly but don't study seriously. This may be the reason for the emergence of high paying schools.

In accepting new students, PKBM also gets additional students from the government. When these students enter, a selection is carried out which includes selection regarding the types of skills they are interested in, the background of the family's economic conditions, as well as the level of skills

previously possessed so that the assistance provided by the government is not on the wrong target.

Fifth, learning media in PKBM are still limited, especially equipment for multimedia learning such as computers and infocus which are still far from standard.

Sixth, learning methods are a classic problem for PKBM in particular. It is very irrelevant and less updated if the teacher's multimedia learning style and learning method are only with lectures. Multimedia learning should be dominated by practicum in the laboratory. What's more, the direction of multimedia learning is to improve the life skills of package C students.

### **Results of Multimedia Learning Management in Improving The Life Skill Competence Of Package C Students**

If you look at the findings above, in general PKBM has carried out the multimedia learning management process as planned. As a result, students have competence in operating multimedia, not only Microsoft Office, but also how to create templates or Canva, even computers on a network. They are ready to become skilled workers in the multimedia field who are ready to be absorbed in the world of work or work independently.

If you look at the results above, PKBM has actually produced graduates (output) who have multimedia skills like formal schools. This cannot be separated from the existence of management processes in it which are interrelated, starting from plans prepared with clear achievements, appropriate organizational structure and division of work, implementation that is truly as planned, and continuous evaluation to produce graduates who have life skills. Multimedia no doubt. This is reinforced by Iwa Sukiswa's opinion in his book *Basics of Educational Management*, which states: "Management is defined as a social process designed to ensure cooperation, participation, intervention and involvement of other people in achieving certain or predetermined targets effectively." (Sukiswa, 1986). According to this opinion, the involvement of other people has been practiced by PKBM by providing IT support, expert staff assigned to assist tutors in multimedia learning.

Multimedia skills possessed by PKBM graduates are expected to be able to provide welfare for themselves and their communities. In other words, PKBM graduates have become useful human beings when they live in society. They can become independent entrepreneurs in the multimedia field. This means that PKBM has carried out the multimedia learning management process well which produces graduates with a standard of living. This is in line with the opinion of La Belle (1976: 89) regarding the aim of establishing PKBM, namely improving the quality of life of the community or citizens learning from an economic perspective or increasing income (income generating).

### **Conclusion**

In general, Multimedia Learning Management to Improve Life Skill Competence for Package C Students at PKBM Bina Insan Kamil, South Tangerang is in accordance with the management functions of G. R. Terry and it has been proven that multimedia learning programs can improve their life skills even though there are still management functions or supporting facilities that need to be improved again.

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