

ROLE OF PKBM AS A WORLD PARTNER IN IMPROVING THE QUALITY OF HUMAN RESOURCES IN MARGINAL COMMUNITIES IN THE MILLENIUM ERA

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Abstract:

This study aims to obtain the product conceptual model of PKBM Mitra Buruh Nusantara empowerment in managing life skills based equality education programs. The subjects of this study are PKBM Mitra Buruh Nusantara managers, educators and education staff who manage life skills-based equality education programs in North Jakarta, for marginalized people, namely workers and scavengers. The technique of collecting data is in-depth interviews, observation and documentation. Resource persons are managers, educators, citizens of equality education learning. The results of the study show that life skills-based equality education, managed by PKBM, is not as expected as the program objectives. The opportunity to develop the PKBM empowerment model is to manage education with a systems approach. Planning and implementing learning involves learning citizens and stakeholders with an adult learning approach or better known as andragogy and also using the pillars of learning, namely: learning to know something, learning to produce something, learning into something meaningful and learning how to organize life in society.

Key word: PKBM, equality, marginal, workers, scavengers

Abstrak

Penelitian ini bertujuan untuk memperoleh model konseptual produk pemberdayaan PKBM Mitra Buruh Nusantara dalam mengelola kecakapan hidup berdasarkan program pendidikan kesetaraan. Subyek penelitian ini adalah para manajer PKBM Mitra Buruh Nusantara, pendidik dan staf pendidikan yang mengelola program pendidikan kesetaraan berbasis kecakapan hidup di Jakarta Utara, bagi masyarakat yang terpinggirkan, yaitu pekerja dan pemulung. Teknik pengumpulan data adalah wawancara mendalam, observasi dan dokumentasi. Narasumber adalah manajer, pendidik, warga belajar pendidikan kesetaraan. Hasil penelitian menunjukkan bahwa pendidikan kesetaraan berbasis kecakapan hidup, dikelola oleh PKBM, tidak sesuai dengan tujuan program. Peluang untuk mengembangkan model pemberdayaan PKBM adalah mengelola pendidikan dengan pendekatan sistem. Perencanaan dan pelaksanaan pembelajaran melibatkan warga belajar dan pemangku kepentingan dengan pendekatan pembelajaran orang dewasa atau lebih dikenal dengan andragogy dan juga menggunakan pilar pembelajaran, yaitu: belajar mengenal sesuatu, belajar menghasilkan sesuatu, belajar menjadi sesuatu yang bermakna dan belajar bagaimana mengatur kehidupan di masyarakat.

Key word: PKBM, persamaan, marjinal, buruh, pemulung

a. Background of Study

The unemployment and the labour problems are the most crucial national problems, which has not been optimally solved and keep continuing to be a huge problems in Indonesian in the future. Eradicating unemployment is indeed consider as a strategic program, in order to improve community welfare as well as the country's economic growth, even labor problems, directly or indirectly relating to other issues including poverty, income inequality, urbanization, political stability and security. Through prosperity, the ideals of a safe and peaceful nation and state could be achieved by Indonesian government. Many factors have influenced the high unemployment rate in Indonesia. The background of the low level of public education is always considered as the main reason. In fact, over the past 10 years, there has been a shift in open unemployment, namely from low educated unemployed to highly educated unemployed.

According to Suharto (2006), "there are at least four categories of poverty that exist in Indonesian society. First is absolute poverty, then relative poverty, then cultural poverty, and the most extreme is structural poverty. In a structural perspective, the poverty suffered by a group of Indonesian people is due to the weakness of the existing social structure, so that they cannot participate in using the actual sources of income available to them". From the statement above, it can be said that, the poor, or marginalized people, find it difficult to take advantage of opportunities, and the quality of their resources is indeed low. Economically, which seems to be in the spotlight that a person or group of people becomes poor is due to lack or lack of ability to access resources due to lack of knowledge and skills, and lack of government support and strong (bourjouis) groups, which has diminished the spirit they are trying to improve welfare, so they live with apathy and despair

which in turn triggers various social problems.

The phenomenon mentioned above, is a picture that describes a development process based on economic development of growth, with no maximum control, so that in reality it has a serious impact on society. For example in the economic sector, development has become a source of marginalization of small economic groups in the face of the expansion of large capital owners, as well as various case evidences about the deterioration of environmental quality both physically and socially, are also other products of development itself which are becoming increasingly messy. that too, there was a crisis multidimensional which resulted in one of them appearing a weak and neglected generation of younger generation generation, who were in poverty and had a very low level of education.

Education is the most important factor in empowering people, because education will open one of the key to open people's mind to know and understand science, build creative thinking, move someone to be productive and improve the welfare of their lives. In this perspective all education for all levels of society is a shared responsibility. This could mean, that the government together with all components of society must work together to provide educational services to every citizen in accordance with their abilities and needs. And the challenge of the community and the government to improve the quality of human resources through education is poverty that exists in people's lives. This condition is caused by the low income of the community due to the injustice of controlling productive resources by community groups. This inequality causes the community to accept and only have the ability to send their children to low quality educational institutions, so their outputs are also low, productivity is low, which ultimately is unable to compete, so they cannot enter the

modern economic sector, so that it will occur community cycle that has never ended.

The government gives a touch to those who are lacking or living below the poverty line, focusing on educating the community in the pockets of maritime affairs in the provinces, districts or at the city level, which have illiterate areas. Not only that, the government also focuses on this education problem in rural areas, poor slum locations in the city, and 3 T areas (remote, outermost, and disadvantaged). This aims to fulfill the rights of adults in terms of education.

Instead, people need education in their lives. Education is an effort so that people can develop their potential through learning processes and / or other ways known and recognized by the community. The above formula is a snapshot of the general explanation of Law No. 20/2003 concerning the National Education System (Sisdiknas). The Community Learning Activity Center (PKBM) is an institution formed by the community for communities engaged in education. This PKBM is still under the supervision and guidance of the National Education Office. Coverage of activities include, Pursuing Package A, Pursuing Package B, Pursuing Package C, PAUD (Early Childhood Education), KBU (Business Learning Group), KUPP (Productive Youth Business Group), Women's Empowerment, Basic Adult Functional Literacy, Reading Garden Community

Those three learning environments above, play an important role in building a person's physical, mental, and spiritual framework so as to form an independent personality and character. In line with the tripusat education, community education development plays a role in a process where education initiatives initiated by the government are realized in an integrated manner with the efforts of the local population to improve social, economic and cultural conditions that are more beneficial

and empower the community in a non-formal and informal manner. As explained in the tripusat education, education cannot be isolated from a society that is increasingly developing in a certain complexity and diversity. People want something very simple, that is having education and increasing income. In fact there are disparities in educational attainment in terms of various aspects, such as age, geographic location, social, and culture. In this condition the education of the community becomes a very important part in filling the cavities that have not been fully touched.

One of the non-governmental organizations engaged in community development especially for improving the quality of Human Resources is the Community Learning Activity Center (PKBM). PKBM is a forum that provides information and lifelong learning activities for every citizen of the community so that they have more life skills. Besides that, PKBM also organizes continuing education for citizens so that their knowledge and skills to improve the quality of life in the fields of education, income, health, environment, religion, art and culture. PKBM also stimulates the independence of citizens which enables them to contribute to the development that takes place in their community even on nation building.

One of the PKBMs in the North Jakarta area, named Mitra Buruh Nusantara, which is consistent in efforts to develop and improve Human Resources. Since its establishment in 2006, PKBM Mitra Buruh Nusantara, which is located in the North Jakarta region, has assisted and held courses, training, and functional literacy programs, package programs A, B, C, life skill programs, and others. This activity has penetrated various positives in the North Jakarta region. An interesting thing for researchers to research activities or roles PKBM in North Jakarta, in addition to activities that are oriented towards,

improving the quality of Human Resources (HR) as described above, PKBM Mitra Buruh Nusantara - North Jakarta is an Educational Institution and Integrated Development (LPPT). This institution is intended to collaborate young people with student academics. Collaboration is intended to support the learning process for citizens and the application of theory to students in education management majors. Based on the two reasons above, the stronger the interest of researchers to study more deeply about the role of North Jakarta PKBM in Improving Human Resources (HR).

The role of PKBM in the community in North Jakarta is quite significant. This can be seen through various programs that have been implemented. Ranging from awareness (education and counseling), to training (life skills). All of these programs are oriented towards the process of community empowerment, especially the communities in Jakarta. In carrying out its role PKBM relies on principles; From, By and For those community. Based on the background described above, there are several problems that will be examined by the researchers. The first thing that will be examined is, what are the general roles and functions of PKBM in the world of Indonesian education? Then, another thing that will be the material to be examined is, How is the role of PKBM Nusantara Labor Partners plays in enhancing human resources?. The last thing that will be the material to be researched is: what are the PKBM Mitra Buruh Nusantara Laborer's flagship program programs in an effort to improve the quality of human resources from marginalized communities?

The several objectives related to research are to know the roles and functions of PKBM in the world of education. In addition, this study also aims to find out the role of PKBM Mitra Buruh Nusantara in improving human resources. As for the benefits of this study, to

obtain empirical data about the role of PKBM (Community Learning Center) in fostering dropouts and how the community plays an important role in education. And it is hoped that this research will be useful for the community to add to their repertoire of knowledge, especially on the importance of community education. It is expected to provide input to the government, in paying attention to marginal communities. Based on the identification of research problems formulated, the objectives to be achieved in this study are to find out the roles and functions of PKBM in the world of education. In addition, another goal of PKBM in this study was to find out the role of PKBM Mitra Buruh Nusantara in improving human resources.

Basically, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state, which has been mentioned in the previous chapter, that this is stated in Law Number 20 of 2003 concerning the national education system. In this case, firstly, the researchers would explain about what is PKBM, instead.

Definition of Community Learning Activity Centers (PKBM) in the draft Minimum Service Standards (SPM) developed by the Learning Activity Development Center (BPKB), based on excerpts from: Learning Center Guidance Guide (2003) "Communities are more directed to the central meaning of the Central PKBM, meaningful to centralizing management , not in the sense of centralizing various PKBM program activities in one place. This concentration of management is mainly in terms of problem solving and resource use ". Based on the foregoing, Learning Activities implies that each PKBM activity program is held with a learning background, so the process and results of the learning activities

program have an impact on changes in knowledge and skills. Whereas in general terms, the community is the main target and final target of the facility and assistance is carried out by parties outside the PKBM. According to a quote from the book of the Directorate of Community Education Development, the Standard Procedure for Organizing a Community Learning Center, the Ministry of Republic of Indonesia (2012), said that: "PKBM has various meanings from the acronym, namely":

1. Center, which means, the implementation of PKBM must be well managed and institutionalized. This is very important for the effectiveness of achieving goals, the quality of the implementation of programs, the efficiency of the use of resources, the synergy between various programs and the sustainability of the existence of PKBM itself. This is also related to the ease of being recognized and accessed by all members of the community to communicate, coordinate, and cooperate with various parties both those in the area of '3f '3fPKBM's existence, as well as various parties outside the area, for example the government, national and international institutions, and so on.

2. Activities, which means, in PKBM, they provide various activities. Those activities could give many benefits to local communities, that are held. Moreover, PKBM is always dynamic, creative and productive in carrying out various positive activities for the local community. These activities are the core of the existence of PKBM Mitra Buruh Nusantara, which of course also greatly depends on the context of the needs and situation of the local community.

3. Learning, this means that various activities held in PKBM Mitra Buruh Nusantara must be activities that are able to provide and create a process of transforming the capacity and behavior of members of the

community in a more positive direction. Learning can be done by everyone during all life at every opportunity that can be done in various dimensions of life. Learning can be done in the life of art, religion, exercise, customs and culture, economy, social, politics and so on. Thus, PKBM is a leading institution that is directly in the institution.

4. Organizations that act as organizers of PKBM, like PKBM Mitra Buruh Nusantara are a group of residents of the local community who are chosen by the community who have responsibility for planning, implementing and developing programs in PKBM as well as responsibility for the overall implementation of the program and the assets of the institution. Program or activity managers are those who are appointed to carry out certain technical / operational activities of programs in PKBM.

Talking about human resources development in Indonesia, Human Resource Development is related to the availability of opportunities and development of learning, making training programs that include planning, organizing, and evaluating these programs. Development of Human Resources can be defined as a set of systematic and planned activities designed to facilitate its employees. with the skills needed to meet the demands of work, both today and in the future. This is in line with what was stated by an expert, named Sonny Sumarsono (2003: 4), "Human resources contain two meanings. First, is the work effort or service that can be given in the production process". In other cases, Human Resources represent the quality of business provided by the Company to produce goods and services. The second definition, HR involves humans who are able to work to provide services or business ventures. Being able to work means being able to carry out activities that have economic activities, namely that the activity produces goods or services to meet the needs or the community. This is also in line with what was

stated by M.T.E. Hariandja (2002: 2), which states that "Human Resources is one of the most important factors in a company besides other factors such as capital". Therefore, human resources must be managed properly to improve effectiveness and efficiency of the organization.

From some of the above meanings, it can be said that the development of Human Resources is all activities carried out by the organization in facilitating employees to have the knowledge, expertise, and / or attitudes needed to handle current or future work. The activity in question, not only in the aspects of education and training, but involves aspects of career and organizational development. The purpose of Human Resource development is to ensure that the organization has qualified people to achieve organizational goals to improve performance. This is in line with what was said by Moekijat (1995), who said that "HR development aims to improve the quality of professionalism and skills employees in optimally carrying out their duties and functions " Bade on the quotation, by developing employee skills, it is intended as every effort of the leadership to increase the work skills of each employee so that in carrying out his duties it can be more efficient and productive. Therefore, organizations need to continue to develop HR, because investment in HR development is an expenditure aimed at improving humans' productive capacity.

In this study, researchers focused on the problems of the marginal. Speaking Marginals are lower class people who are marginalized from people's lives. examples of marginalized people include beggars, scavengers, laborers, farmers, and people with mediocre income or even shortages. They are an inseparable part of our country. marginalized people are often marginalized in the social sphere. There are many examples that express the suffering of the marginal people given by the upper classes. In addition to being identical with

the suffering as above, the marginalized are also synonymous with hard work and high spirits. Say a small child has to struggle to pay for his school by selling newspapers in the early morning hours. While in the afternoon he had to help his father to find coins for change to buy rice. A woman who is 5 months pregnant becomes a cancer officer in one of the public transportation. With his skill he called the passengers with a body condition that was not optimal. Street performers who have to struggle with the heat of the capital every day, with determination and courage to face *Trantip*, who are always ready to arrest them.

In this study, the researcher intends to include andarogical theories. This is because, at the process stage, the implementation of education applies the andragogical approach. According to Raharjo (2004) explained that "Andragogy is a model of the learning process of adult learning citizens or the technology of adult involvement in learning. Andragogy is a set of practical commands and not educational theories".

Method

The research approach uses descriptive qualitative method of data collection using observation, interview and documentation techniques. The research sample was obtained using the multiple stage random sampling method. The subject who has conformity with the context of the research is then appointed, PKBM in North Jakarta, which organizes poverty reduction activities. Silalahi (2009) wrote that the "Study was descriptive of many imponderabilia things, which seems not important, but in essence is very instrumental, such as values and so on) of everyday social life". Descriptive research presents a detailed picture of a particular situation, social form, or relationship. Creswell in Silalahi (2009) defines "Qualitative research as a process of inquiry to understand social problems based

on the creation of a complete holistic picture formed with words, reporting the views of informants in detail, and arranged in a natural setting".

Analysis

Poverty is the main source of many problems, like stupidity, unemployment, hunger and even crime. The problem of poverty is not just the number and percentage of the poor, that become the marginal community. The causes of community helplessness (marginalized groups) are caused by several factors, which Sennet and Cabb (1972) and Conway (1979) in Suharto (2006) mentioned, among others, due to the absence of economic guarantees, lack of experience in the political arena, lack of access information, lack of financial support, lack of training, and physical or emotional tension. According to Seeman (in Suharto (2006) weak group helplessness is due to the results of their interaction with society, where they consider themselves weak and helpless. Based on this opinion, for most poor groups the assistance of providing employment for them will be seen as more effective than the assistance of venture capital that creates jobs another dimension to consider is the level of depth and severity of poverty. In addition to being able to reduce the number of poor people, poverty policies must also be able to reduce the level of depth and severity of poverty. In this case, PKBM Mitra Buruh Nusantara consider as a basis for community activities certainly has a very important role in overcoming poverty.

The key to the success of the education program is the development of integrated education and institutional personnel, namely by making a reposition on the development of education and institutional personnel, both at the central, provincial and regional levels. With strategy, creating coaching patterns in partnership that is coordinative, no longer

vertical-directive (instructive). We must dare to review our various tasks and functions, our workforce and institutional competencies. The comprehensive study must be based on the actual needs of the community, the orientation of the product and the actual needs of the community.

Talking about the organizing education through non-formal education organization, that the Indonesian government makes a policy that aims to provide convenience to the community, who cannot participate in and enjoy the educational process that is held through education in schools for some reason. Generally, people cannot participate in learning activities teaching in school is more due to economic and physical limitations. So that it can be said that the function of administering education through non-formal channels is as a substitute, complement, and add to the implementation of education on the path of education in schools (Government Regulation No. 73 of 1991 concerning Outside School Education or Non-Formal Education

Non-Formal Education, also known as Out-of-School Education, is an integral part of national education development which is directed at supporting efforts to improve the quality of Indonesian human resources that are intelligent, healthy, skilled, independent and have a noble character so that they have to face various challenges. Non-Formal Education Development, is gradually being driven and expanded to meet the learning needs of people who cannot be served through formal education. Non Formal Education service targets, such as PKBM, are prioritized for citizens who have never attended school, dropped out of school, unemployed or are poor and other community members, who want to learn to improve their knowledge, abilities and skills as a means to live more properly. By seeing the increasingly widespread service of quality PNF programs, it will provide a major contribution in the

effort to improve people's welfare, which is characterized by the reduction in illiterate population, 9 years of natural success and the creation of skilled workers who are ready to enter and open new jobs, which in turn are capable increase national income and productivity and increase the ranking of the Indonesian Human Development Index (HDI). Development of education is currently experiencing fundamental system changes. The development of our education cannot be separated from development as a whole. Education must contribute to overall development. Therefore education must be able to change the static structure of society towards a dynamic social system. Education must influence, remodel, change, and form socio-cultural institutions.

The first thing that became a national education challenge is faced by the Indonesian people today, increasing the distribution of educational opportunities. Then, the second thing is improving the quality of education. The next problem is increasing education efficiency, and the last is increasing the relevance of education. Likewise the challenges in the environment of Non Formal Education (PNF), where the problems that occur are increasingly complex. This is due to the world of Non-Formal Education is the world that is directly dealing with the community / students who are "problematic", whether it is problematic in terms of economy (poverty), in terms of education (dropping out), social aspects (unemployment), human resources (low skills possessed) and so on. In other words, Non-Formal Education focuses on empowering the "garbage community" or collectively problematic communities.

Types of non-formal education are life skills education, children's education early age, youth education, women's empowerment education, literacy education, skills education or work courses and training. These types of programs are generally found in PKBM. For

example equality education includes Package A, Package B and Package C, as well as other education aimed at developing students' abilities such as course institutions, training institutions, study groups, taklim assemblies, studios, etc., and other education aimed at developing ability of students. Educational institutions are places of educational institutions, which offer activities in the education process, whether formal or non-formal education from the pre-school level to the higher education level. The educational institution is a social institution that becomes an agent of socialization after family institutions. Educational institutions are divided into: family education institutions, school education institutions, and community education institutions, or out-of-school education, such as PKBM Mitra Buruh Nusantara.

From the results of the research obtained shows that the role of resources human beings against workers groups in the North Jakarta area are still not sufficient or not too visible to workers in this region indicating that there are various obstacles, such as the lack of facilities needed for them, such as lack of employment, which is caused by low education. This is like two currencies, which are interrelated, because they relate to their competence to advance the welfare of their families, so that in the future they will get a better life.

In this reaserch, the community, which is considered a marginal group in the North Jakarta area, has basic livelihoods as scavengers, hunting, looking for wood, divers, fishermen, porters, and trading, depending on what is on that day. That is, if on that day there were ships loading and unloading, then they could work as hard labour, who carried goods from ships to the coast. The more family members invited, then it will be easier to carry out a relay of goods from boat to beach. In this marginal community, all family members

are always working together to get more income. For example, if the father works alone he will get very little income. For instance, by having, the husband's hard work, which sometimes only gets a pound of fish or the results of scavenging. If his wife also gets half a kilo. then they will get a kilo of fish or the scavenging income.

By looking at the problems mentioned above, the researchers would like to prove the truth of their research by quoting an expert's statement, which addresses community issues, which includes all family members to work, written by Wasak (2012), who said that: "The number of family members in each the family of fishermen in this village has an average of 4 people, namely father, mother, and two children. The education level of the lower classes is graduated and does not finish elementary school. This is due to environmental factors in which children tend to go to sea rather than to school, in addition to lack of motivation or encouragement of parents to have their children go to school again ".

In this research, researchers investigate the conditions and also looked at the way they worked to survive the people who were classified as marginal in this North Jakarta area, so that they could be identified as reasons for not attending school. There is no motivation for them to go to school, because there is no awareness of the importance of education, which has happened for generations. Many people in the region think that education does not have an impact. This is due to the thought that *today they are working, tomorrow they will get money*. Therefore, many of them think that they don't need education.

By looking at the purpose of this study, which is to find a common thread in the world of education today, that the central community to remote areas has not had the opportunity to receive education fairly. At present, not

only people who live in remote areas, but even people living in big cities, there are still many astounding gaps, in the world of education in Indonesia. The facilities and facilities offered by the government, as education providers turned out to be far from the previous aim. Many schools are currently in poor condition. Many national children must be willing to walk through the terrain that is so threatening to safety. Many schools that when learning their students do not concentrate because the condition of the school building is almost collapsed. This condition is different which occurs in the very central areas of the city, they enjoy complete facilities and facilities.

In analyzing the marginalized people in urban areas, as happened in the North Jakarta region, researchers see that urban communities are truly extraordinary. This is because those who try to make a fortune in urban areas will face various levels of society, and they often experience, even if it is not impossible, those who do not have sufficient provision in terms of education will become stronger objects of society. For those who want to try their luck in urban areas, it will not work well, besides having to equip themselves with skills and education. If only with muscle strength more failure than success. Those who have faced various failures, finally chose to occupy a rather empty area to look for areas that are more out of town to open other businesses. In urban areas, employment is very much determined by education.

In this case, the PKBM Mitra Buruh Nusantara does not only function as a meeting place between managers and learning resources and learning citizens and with community leaders or with various institutions, like government and private or NGOs, mass organizations, but PKBM serves as a gathering place for all levels in society in various fields according to the interests, problems and needs of the community and in line with the

principles and principles of learning society or the development of education and learning. This program is very strategic, in improving reading interest among the marginals. This program is the main priority of Non-Formal Education, because illiteracy is closely related to ignorance, backwardness, poverty, powerlessness. Besides that illiteracy is one indicator in determining the High Development Index as well as a success barrier of 9 years because based on various research results indicate that if the child's parents are illiterate, their children tend not to go to school and even if the school has the potential to repeating classes and dropping out of school in the early grades is most likely to occur.

By examining the problems of education of marginalized people such as the workers, researchers see that the management of equality education is different from formal education, whether in content, context, methodology and approach to achieving the competency standards of these graduates. More equality education provide applied, thematic, inductive, contextual concepts and practice life skills and work-oriented or independent efforts. In curriculum reform, equality education is directed at realizing intelligent and comprehensive and competitive human resources in the job market.

The equality education program, like PKBM, places more emphasis on functional skills and professional personality. Curriculum in non-formal education equality programs that target students are dominant among the poor, the curriculum needed is a curriculum that is able to equip life skills and entrepreneurship in a deep and professional manner so as to equip them to face the challenges of a very dynamic and competitive future, focused in progress. This is in line with a human capital theory, stated by Becker, (1964), who believes that "Education as an investment in improving community productivity and influence income distribution

in an economy ". Therefore, beside working in functional literacy programs, PKBM also fosters several groups, where to date the existence of groups continues to run, with productive economic activities that can be accessed in the city in the form of making all crafts, whether in the form of food or goods. Through this program, it is expected that, in addition to earning money from working as laborers and scavengers, the marginalized people can increase their economy.

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