

Educational Development through Community Learning Center Management for Street Children

Eka Rista Harimurti

Abstract--- Education has an important role in the progress in the country. Based on this, educational development in Indonesia becomes a priority for the government and the community. Education is the right for a citizen without exception for street children. Educational development has the purpose to fulfill the education right and to create the quality of the human in which the industrial world challenges to face the globalization era. The State as an educational stakeholder organizes formal, non-formal and informal education. Community Learning Center (CLC) is a non-formal education and a center for empowerment activities and public awareness to participate in educational development. This article gives describe CLC management for street children through the management functions, the implementation for CLC educational program as follows (1) educational programs planning based on the needs analysis and characteristics of students; (2) educational program implementation is carried out through system approach and organizational structure; (3) educational program supervision is carried out by monitoring and evaluating. This article can be used as a recommendation to related parties such as CLC managers, the government as policymakers, street children as part of learning citizens, researcher as an educational practitioner, academics and the public about how educational development is carried out through non-formal education management, it's namely CLC.

Keywords--- Non-formal Education, Community Learning Center, Educational Programs Management.

I. INTRODUCTION

Education is the right of every Indonesian citizen without exception and the State guarantees it as mentioned in the Opening of the Constitution of the Republic of Indonesia 1945: "Then rather than that to form a government of the State of Indonesia that protects all the Indonesian Nation and the entire of spilled Indonesian blood and to develop public welfare, educate the nation's life and participate in carrying out world order based on independence, lasting peace and social justice" ("Kemudian daripada itu untuk membentuk suatu pemerintahan Negara Indonesia yang melindungi segenap bangsa Indonesia dan seluruh tumpah darah Indonesia dan untuk memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa dan ikut melaksanakan ketertiban dunia berdasarkan kemerdekaan, perdamaian abadi dan keadilan sosial."). With the independence achieved by the Indonesian Nation, then Indonesia is obliged to guarantee the rights of every citizen including the right of education and a worthy life as stated in the 1945 Constitution Article 28C.

Furthermore on article 31 states that the government is obliged to advance education by attempting and organizing a national education system that can improve faith and devotion, noble character in order to educate the life of the nation, which is regulated by law, prioritize the educational budget and advance science and technology by uphold the religion values and national unity for the progress of civilization and the welfare of humankind.

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At present Indonesia is in the industrial era of 4.0 towards 5.0 or also called the digital era, almost all aspects of life use the internet, the world seems to be without limits. Based on this, the development of education becomes a top priority for the government and the community to work together to create quality human resources who are competent, and able to compete in the industrial era so it is able to respond to the challenges of globalization. Like it or not, ready or not ready, Indonesia must be ready to take part in the globalization era so that Indonesia can stand in line with other developed countries.

Educational development is not an easy thing but it is also not a difficult thing to do if the government and the community are able to work together to realize the success of educational development for Indonesia's progress. As a form of educational development, the Indonesian government organizes education through formal, non-formal and informal education units based on the national education system which includes all components of education that are interrelated with one another in achieving the goals of educational development, It is the fulfillment of the rights of education for every citizen and creating quality human resources who are competent in the industrial era of 4.0 towards the industrial era 5.0.

The educational development goals as mentioned above are in line with the vision of national education mentioned in the explanation of Regulation Number 20 of 2003 concerning the National Education System that the education system is used as a social institution that is strong and authoritative in empowering all Indonesian citizens to develop into human beings quality so that they are able and proactive to respond the challenges of the changing times and advance in their development.

It can be said that the vision of national education can be achieved by approaching the education system in the administration of education in every education unit, especially formal and non-formal. The plan of Indonesia's educational development is outlined in the Strategic Plan of Ministry of Education and Culture in Figure 1 which contains the National Long Term Educational Development Plan (RPPNJP) 2005-2025 which is aligned with the development theme in the National Long Term Development Plan (RPJPN) which consists of several periods, namely the first period in the development of education RPPNJP focused on increasing the capacity of the education unit as education providers expanding services and increasing the modernization of the implementation of the learning process.

The second period, the government encourages the strengthening of educational services (equal distribution access to education) so that education can be felt by all levels of society; The third period, educational development is focused on preparing quality human resources and having regional competitiveness (the competitive advantages based on natural resources and the ability of science and technology); and The fourth period is the culmination of the educational development to create Indonesian human resources that are independent, advanced, fair and prosperous and have international competitiveness that leads to one goal, namely advanced Indonesia, Golden Indonesia of 2045.



Figure 1: The theme of Educational Development 2005 - 2025 (MoEC, 2015)

Notes:

RPJMN-I (2005-2009)

To reorganize the Republic of Indonesia, to build a safe and peaceful Indonesia, that is fair and democratic, with a better level of prosperity.

RPJMN-II (2009-2014)

To strengthen the reorganization of the Unitary Republic of Indonesia, to improve the quality of human resources, to build the ability of science and technology, to strengthen economic competitiveness.

RPJMN-III (2015-2019)

To strengthen overall development by stressing the development of economic competitive advantages based on available natural resources, qualified human resources and the ability of science and technology.

RPJMN-IV (2020-2024)

To realizing an independent, advanced, just and prosperous Indonesian human being, through accelerating development in all fields with a solid economic structure based on competitive advantage.

II. EDUCATION DEVELOPMENT THEMES

2005-2009 Capacity Building and Modernization

2010-2014 Strengthening Services

2015-2019 Regional Competitiveness

2020-2024 International Competitiveness

Education is essentially a process of guidance and transfer of knowledge, knowledge, and culture consciously and planned from adults to people who are not mature yet to develop and improve their potential in the form of spiritual-religious, self-control, personality, intelligence, noble character and necessary skills. In other words, the nature of education is the process of humanizing humans through the development of education. But in the implementation of educational development, there are still obstacles such as the limitations of the community in obtaining formal education even though the government has implemented a compulsory education program of 9 (Nine) to 12 (twelve) years and even there are still people who are illiterate. People who do not get the opportunity to obtain formal education cause social problems such as unemployment which can prevent the development of education in Indonesia and increase crime rates.

The presence of the Community Learning Center (CLC/PKBM) as a non-formal education unit provides fresh air in the form of solutions to obstacles in the educational development in Indonesia. It can be said that non-formal education is a manifestation of lifelong learning that can create an aware and cares community about the importance of education and participates in developing education through learning societies.

This article provides an overview of the educational development through the management of CLC for street children with the application of management functions, namely planning, implementation and supervision of educational programs in CLC.

III. LITERATURE REVIEW

3.1 Community Learning Center (CLC/PKBM) Education Program

As a non-formal education unit that organizes educational and learning activities, CLC is a place that provides lifelong learning opportunities for the community, especially for street children through the empowerment of surrounding communities so that it is expected to create quality, independent and empowered human resources for Indonesia's progress. Lifelong learning is used in various contexts such as homeschooling, continuing education outside the scope of school education, learning knowledge and skills that aim to achieve knowledge and skills as well as to improve social relations as personal development and independence. Lifelong learning is described as lifelong learning in three educational environments namely family, school and community environments and more precisely the aim of lifelong learning is more towards learning outside of school and lasts throughout adult. (Wals, Mochizuki, & Leicht, 2017).

The Lifelong Learning Commission in Europe at Pakdemirli et al., 2016 describes that:

“All learning activity is undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective”.

Furthermore, in connection with the four piles of education, Jacques Delors added in the 'Delors Report' that “Integrated vision of education based on the paradigm of lifelong learning and the four pillars of learning to be, to know, to do and to live together. According to this learning to know is for learning to learn and to benefit from the opportunities education provide throughout life, while learning to do is for equipping people for different types of

work required and learning to deal with many situations and work in teams. Learning to be gives a total look to person's education including mind and body, intelligence, sensitivity and spirituality.(Pakdemirli et al., 2016)

Educational development through community empowerment in Indonesia is carried out in line with the piles of education namely "learning to know, learning to do, learning to be, learning to live together and with others" which are piles (basic) of education. The implementation of education through the application of this educational pillar creates a conducive learning atmosphere with the active interaction of each student and educator in joint learning. It does not only occur the learning process in joint learning but also the process of communication, transfer of knowledge, culture, self-training to be able to adapt and solve problems together through a variety of learning models and methods. It can be said that educational development is an ongoing process that must be continually carried out along with the times by creating efficient human resources, competent and able to compete even in domestic or abroad.

The United Nations Sustainable Development Goals (SDGs) in 2015 made sustainable development become a top priority agenda carried out at this time to meet the demands of the community as individuals and the community as educational stakeholders, it was ensured that all students obtained knowledge and skills that were needed as a form of development of continuing education and fulfillment of human rights to education in 2030. Furthermore, educational development contributes to gender equality, promotion of a peace culture, learning globally citizenship and learning cultural diversity as a form of sustainable development. The United Nations Sustainable Development Goals (SDGs) then promote educational sustainable development's programs through Educational Sustainable Development (ESD) 's programs in five areas namely (1) policy; (2) educational institutions; (3) educators; (4) youth; and (5) local community. ESD itself is understood as an education that empowers people. ESD is understood as education that empowers students to make responsible decisions and actions as a form of caring for the environment, a just and prosperous society for present and future generations while respecting cultural diversity. ESD is understood as education that empowers students to make responsible decisions and actions as a form of caring for the environment, a just and prosperous society for present and future generations while still respecting cultural diversity. This is become the target of lifelong learning and becomes part of quality education. ESD itself is implemented based on the essence of education as a holistic learning process that aimed to transform society through education and learning environments.(Wals et al., 2017)

Educational development in Indonesia is carried out by the government together with the community through the implementation of CLC through two main programs, there are: (1) education and learning activities include equality education (Package A equivalent to Elementary Schools; Package B equivalent to Junior High Schools and Package C equivalent to High Schools); Early Childhood Education (PAUD); Course and training; and (2) Non-educational and learning activities include Reading Gardens and Art Workshops and Productive Enterprises which are carried out in accordance with the standards and procedures for organizing CLC.(Masyarakat, 2012). Various educational programs organized by CLC show that CLC is a place of lifelong learning and a place to fulfill the right to get education for every citizen, especially for street children. CLC covers all learning activities with the aim to increase knowledge, abilities and personal competencies as human beings that are able to complete and respond to the challenges of the industrial era to deal with globalization of the industrial era 4.0 to 5.0. The implementation of non-

formal education and learning communities is more than just a forum for community empowerment for sustainable education development but rather as equipment of education and training to improve individual knowledge and abilities (Wals et al., 2017). Thus the existence of CLC is an educational development solution that is in line with the concept of lifelong learning through community empowerment, expanding learning opportunities for community members, especially street children, so that their right to get an education can be fulfilled.

According to Community & Centers, n.d., CLC has the following tasks: (1) to identify the characteristics of the community especially prospective students and their needs; (2) to fulfill these needs through appropriate activity programs; (3) to mobilize PKBM resources in the community; (4) to build close cooperative relationships and partnerships with other public and private community organizations; (5) evaluating to review the program of activities used as a reference at the following plan; and (6) to analyze the strengths and weaknesses with SWOT analysis to the CLC program and document it. (Community & Centres, n.d.)

3.2 Management of Community Learning Centers (CLC)

In its implementation, the CLC applies the important rules as stated in (Community & Centers, n.d.) as follows: (1) To identify the needs and development of the CLC program. Domkhar Village in Bhutan is an economically stable village because of its agricultural activities. Based on this background, the village community is open to education and willing to accept changes so they decide to organize a compulsory basic education program, in addition, to increase the competence and skills, they add sewing skills training which will be useful for them in the winter when they cannot work a lot in the fields, so they can still play an active role in economic activities by selling their sewing products. This program is now carried out with the support of the government through the local education office. What can be seen and made as a reference from Bhutan. That the learning community in Bhutan conducts compulsory education programs and additional skills based on an analysis of the needs of the conditions they face by focusing on planning and the results of the educational program; (2) to mobilize the resources. Nanokkhom Village in Laos is a poor agricultural community, so the community contributes to the CLC by providing educational resources including facilities and infrastructure. Besides that, CLC also contributes to the community in the form of skills training. It was concluded that there was a synergy between the community and CLC; (3) Creating a Network to build communities such as poor communities in the Dalit city - Nepal, the population is economically and politically aside with a reading ability less than 15% which is far from the national average, CLC is present in collaboration with local and international Non-Governmental Organizations (NGOs/LSM) and government organizations in organizing CLC's education programs through the development of an education system to facilitate participatory of CLC activities by members through the support of resources such as infrastructure, financing; and (4) Monitoring documentation and feedback are part of the learning process at PKBM in Cambodia. This CLC provides learning resources such as stationery and learning modules to encourage students to be enthusiastic and excel in learning. CLC managers and stakeholders carry out monitoring and evaluation activities through work visits to monitor the progress of activities and report their findings to the local government officials and then the results of monitoring and evaluation are used as a basis for reference in planning education programs in the following year. (Community & Centres, n.d.)

The implementation of CLC in Indonesia is the result of collaboration between the local community and local government, involving related community organizations such as NGOs whose management is carried out by applying management functions, namely planning of CLC education programs, implementing CLC education programs and supervision of CLC education programs through a system approach and CLC organizational structure. The purpose of management is done so that CLC can run effectively and clearly so that the goals which are part of the vision of the CLC organization can be achieved.

Through leadership centered on the students as an effective key component since it can produce quality learning processes so that CLC can not only create quality graduates as educational outputs but also produce outcomes for the CLC organization itself, it is creating public perceptions of the effectiveness of sustainability education programs at CLC.

Barbara in *Community & Centers*, n.d. said that the structure of educational programs in CLC varied greatly because it involved parties (communities) outside who also had an interest in cooperation in line with adjusting the progress of the times and community needs.

It is expected that in the future educational programs in CLC can carry out its mission even better by staying based on the philosophy of education that lives continuously in achieving more effective educational practices so that it can be said that CLC is a vehicle, a lifelong learning tool through community empowerment, from, by and for the people.

3.3 Educational System and Organizational Structure of Community Learning Centers (CLC)

In the management of CLC, it is important to carry out the planning activities and implementation of CLC systematically so that CLC can be ensured to run effectively and achieve targets efficiently. Before establishing the CLC, the manager together with the local community must develop a vision and mission in achieving the overall CLC goals. For this reason, an initial step is needed, there is community mobilization and an assessment of the entire community needs so that it can be seen and understood to what extent the community is involved in CLC and how much CLC can fulfill the needs of the community. Managers as a manager of CLC together with community members to consider the important parts of the programs CLC through (1) CLC planning and cycle programs; (2) system and organizational structure that supports the implementation of CLC; (3) development of CLC resources; and (4) mobilizing resources and building networks with organizations from other communities.

Furthermore, in order to support the management of CLC, an appropriate and effective system and organizational structure are needed. Basically creating the right organizational structure is very important for effective planning and management activities.

The structure must be appropriate and in line with the administrative system, the size and characteristics of the CLC. As illustrated in the book (*Community & Centers*, n.d.) regarding activities during the CLC planning and management process and organizational structure adjusted for large-scale CLC vessels by appointing one person to be in charge of several work units.

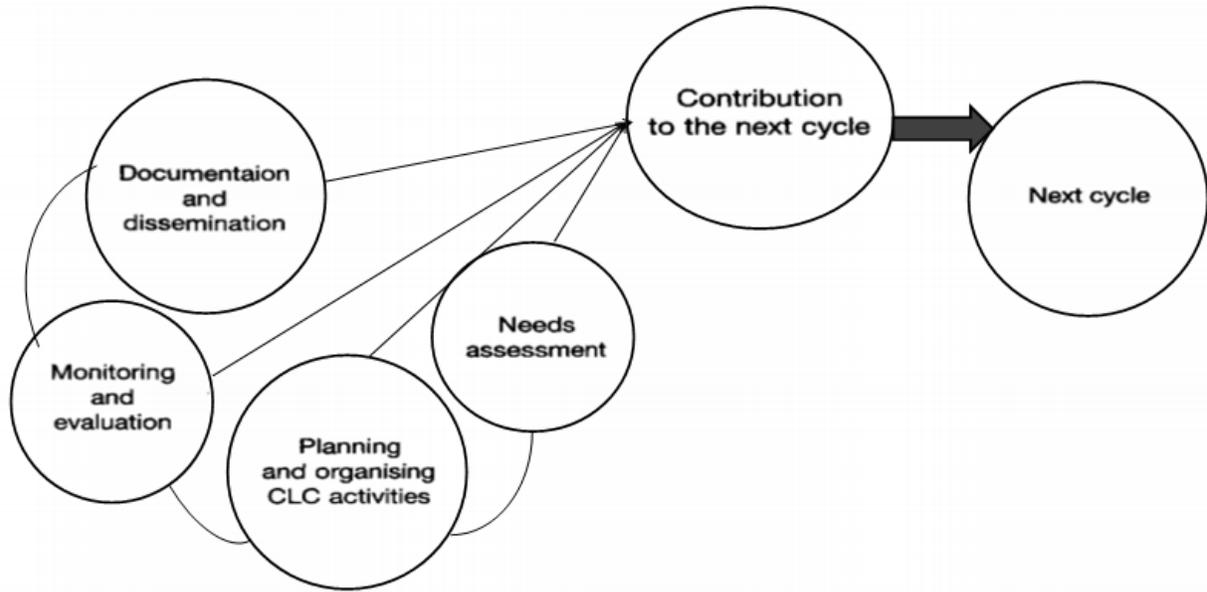


Figure 2: First Pattern in CLC Planning and Management(Community & Centres, n.d.)

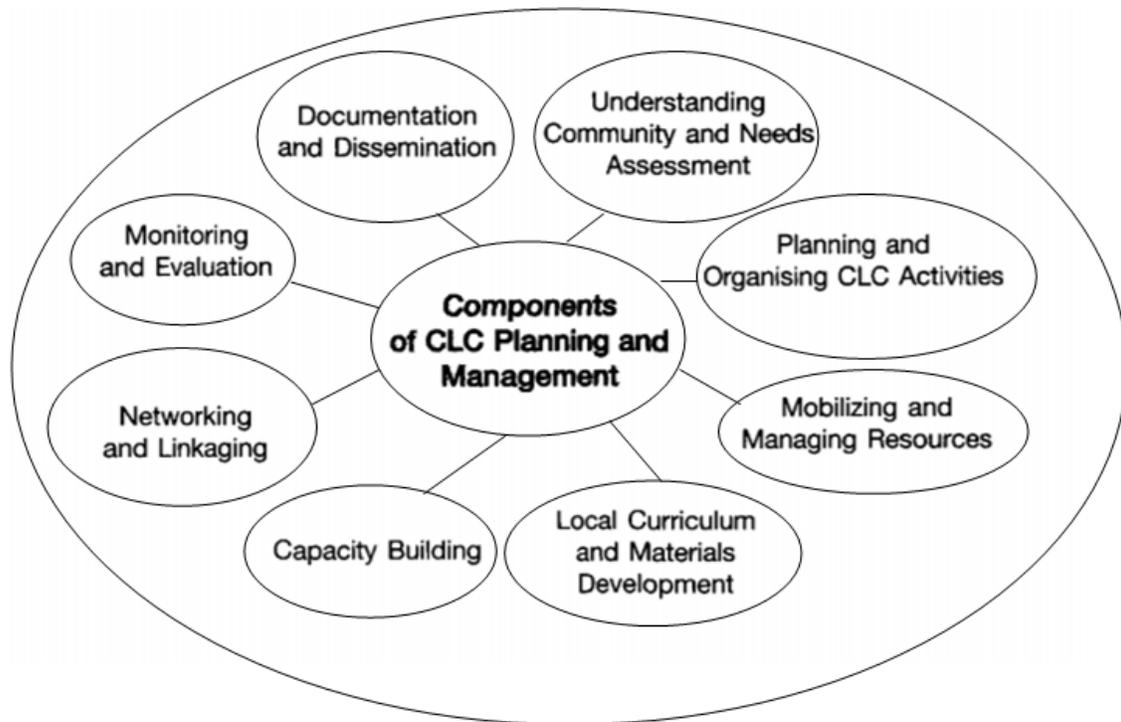


Figure 3: Second Pattern in CLC Planning and Management(Community & Centres, n.d.)

The 3rd pattern of CLC management model consists of 7 parts or modules as follows:(1) the first module is understanding the needs of the PKBM community based on a needs assessment;(2) the second module is planning and organizing CLC activities; (3) the third module is the mobilization and management of CLC resources; (4) the fourth module is networking with other communities and building networking; (5)the fifth module is monitoring and

evaluation; (6) the sixth module is in the form of documentation and dissemination and (7) development of CLC resources, especially human resources through capacity building activities.(Rusydia, Aam S; Devi, 2013)

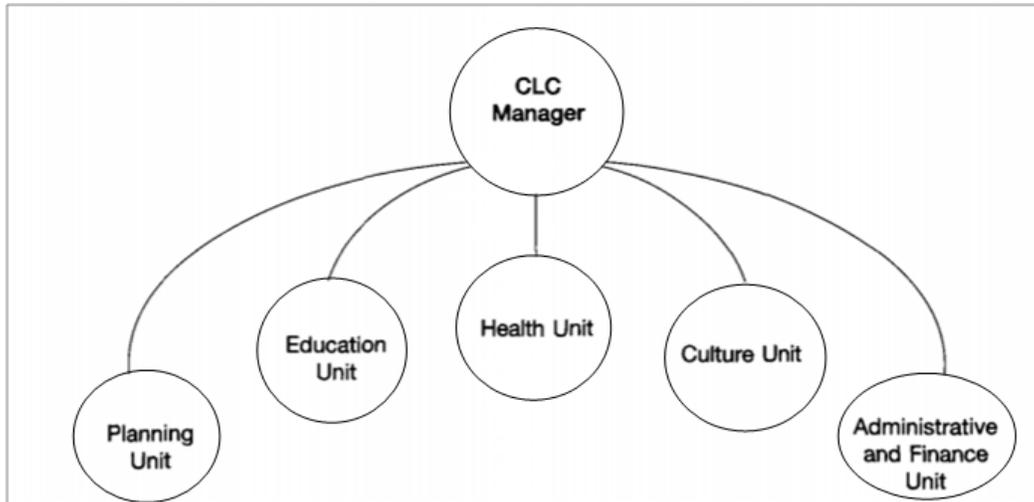


Figure 4: CLC System and Organizational Structure (Community & Centers, n.d.)

Figures 2 and 3 explain the first and second patterns in PKBM planning and management. The planning pattern begins with the assessment of the needs of the CLC stakeholders then continues to the planning stage based on the needs assessment and integrates into the activities of the CLC implementation program through the organizational structure of the CLC. The next stage is the monitoring and review (monitoring and evaluating) on the implementation of the program activities of CLC. The CLC development strategy is centered on the development of CLC resources and the quality of human resources as part of CLC management.

Figure 4 explains the system and organizational structure of CLC. CLC management is carried out with the CLC system approach through the implementation of activities of management functions namely CLC program planning, CLC program implementation and supervision of the implementation of CLC program activities to CLC resources through CLC systems and organizations. The CLC management is carried out by a CLC manager together with the units in the CLC those are the planning unit, the education unit, the health unit, the cultural unit and the administrative and financial unit.

The success of CLC management depends on the internal and external resources of CLC by getting support from the distribution and management of CLC resources and networking with other organizations outside CLC (involvement) of other organizations such as NGOs and other private and government-owned organizations.

Indonesia carry-outs education management based on the national education system as set in the Law of the Republic Indonesia number 20 of 2003 concerning the National Education System with the management of education units referring to 8 national education standards as set in Government Regulation number 19 of 2005 involving (1) graduate competency standard; (2) content/curriculum standards; (3) educational process standards; (4) educational assessment standards; (5) standards of educators and education personnel; (6) standard of facilities and infrastructure; (7) management standards; and (8) education financing standards.

Furthermore, CLC conducts education management by referring to the Regulation of the Minister of National Education of the Republic Indonesia number 19 of 2007 concerning Education Management Standards by the Elementary and Secondary Education Unit which focuses on(1) program planning; (2) work plan implementation; (3) program supervision and evaluation; (4) the role of leadership in managing resources; (5) management information systems; and (6) special assessment of the existence of schools/madras as which management does not refer to the National Education Standards but can obtain Government recognition on the basis of BSNP recommendations.(Indonesia, 2007)

In its implementation, the CLC carries out management through the education system approach as shown in figure 5.The education system itself has several educational components that work together in achieving organizational goals.Komponen-These components are (1) educational input components in the form of students and the objectives of education; (2) components of the education process using internal and external educational resources; and (3) output components in the form of graduates and dropouts.

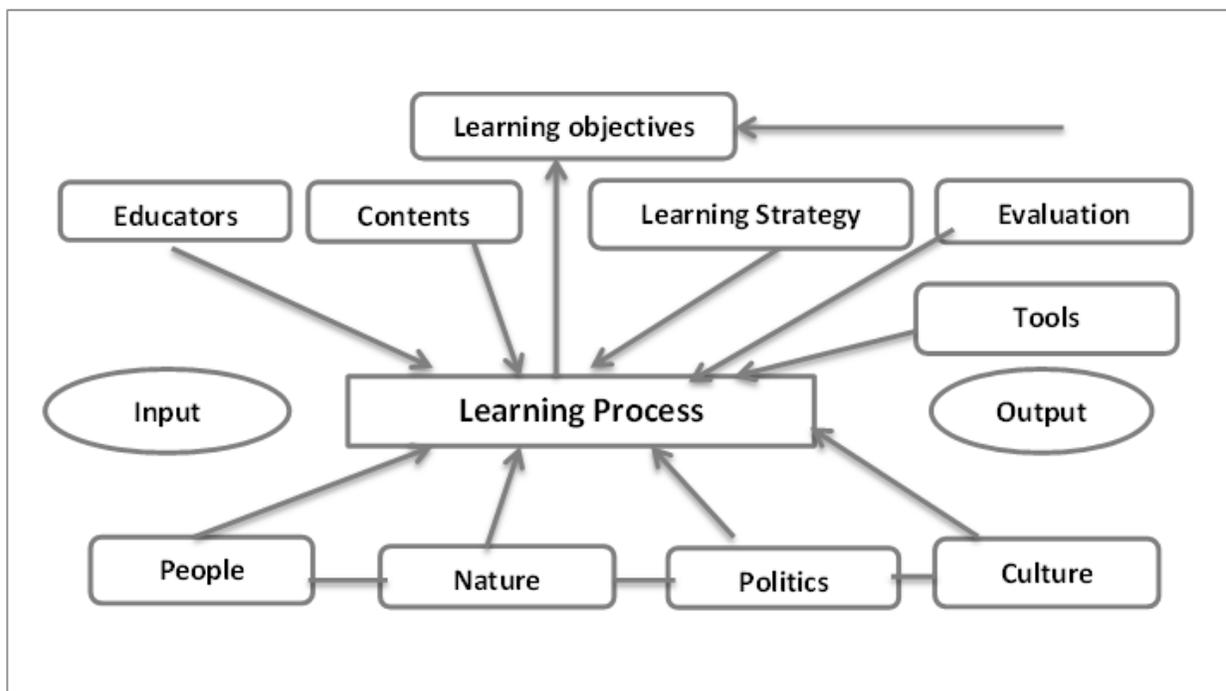


Figure 5: The education system in the PKBM organization based on Law number 20 of 2003 concerning the National Education System(Nasional, 2003)

IV. Materials

This article provides an overview of the educational development through CLC management for street children which are carried out with the application of management functions to the educational program in CLC as follows: (1) education program planning is carried out based on an analysis of the needs and students' characteristics; (2) implementation of the education program is carried out through a system approach and organizational structure; (3) supervision of educational programs is carried out by monitoring and evaluating educational programs. The intended

CLC is a non-governmental CLC in cooperation with the local regional government and involves social organizations or local, national and international NGOs as follows:

4.1 "Friends of Children (Sahabat Anak)" CLC

It is located on Jalan Tambak II RT 06/05 number 23 Kelurahan Pegangsaan, Central Jakarta 10320. "Sahabat Anak" is a non-profit foundation that provides education and fights for the rights of marginalized children and street children in Jakarta-Indonesia. "Sahabat Anak" has a vision of making street children aware that they are a great human being created by GOD Almighty who is precious and noble. While the mission is to involve as many individuals/parties as possible to care for street children by being loving friends to them.

The formation of the "Sahabat Anak" CLC started with the Street Children Jamboree (*Jamboree Anak Jalanan /JAJ*), which was first held in 1997 with a number of volunteers consisting of students, alumni and professionals included in the committee and later approved into the organizational structure of the "Sahabat Anak" CLC. Based on the results of monitoring of the important needs from urban people, especially street children in Jakarta and as a form of participation and concern to the fulfillment of the rights of street children, especially the right of education and a worthy living, then the "Sahabat Anak" CLC is formed with a commitment and spirit of idealism without financial support, legality and other facilities.

4.2 "Nara Kreatif" CLC

Located in Bumi Harapan Permai Pratama III Housing, Blok K number 4, Kelurahan Kampung Dukuh, Kecamatan Kramat Jati, East Jakarta. Under the management of the Nara Creative Foundation is a social entrepreneurship foundation that operates in the field of firm waste management (green office) and educational institutions (green education). The results of the waste management are then made into efficient and sell products to education access to free school and boarding houses.

Products processed by the "Nara Creative" Foundation are produced by foster children who live in the dormitories that have been provided. The foster children come from orphans, drop out of school and marginal.

4.3 "Bina Matahari Bangsa" CLC

It is located at Ruko Mitra Bahari 2 Blok E number 23 on Jalan Pakin Raya Penjaringan, North Jakarta. Founded on December 19, 2013, the aims are to help and protect street children from trafficking, child abuse and all obstacles that come up in the environment or street life.

The vision of this CLC is the fulfillment of children's rights to basic needs including education, health and protection of children from violence through the mission of building a number of shelters/orphanages, independently working with NGOs, local government and the Child Protection Commission (KPAI) in building independent learning groups namely CLC in providing informal education to marginalized children so that they have good character and positive life orientation and carry out street child protection campaigns.

4.4 “Karya Putra Mandiri” CLC

It is located on Jalan Percetakan Negara IX A number 74 Rt 05 Rw 04 Kelurahan Rawasari, it is a social organization established in 2000. It has a program of activities including education and skills, social services, health, religion, law, arts and culture, and entrepreneurship independence.

V. Results and Finding

5.1 Result

5.1.1 “Sahabat Anak” CLC

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CLC "Sahabat Anak" conducts educational management which includes activities (1) Educational programs based on the needs of students include the Tutoring Program (BimBel) whose educators come from volunteer teachers. This program offers formal basic education and moral education to street children of various ages. (2) The implementation of the BimBel program has seven branches located around Jakarta, Kota Tua, Grogol and Gambir. Where each branch has a branch coordinator, deputy coordinator, and support staff respectively. (3) Supervision is carried out by visiting PKBM leaders to each branch every three months and every six months together with NGOs as partner communities and the local education office. Evaluation is carried out at the end of the school year, through an assessment of student learning outcomes and achievements.

For information on BimBel's "Sahabat Anak" program and schedule, please contact the website: <http://sahabatanak.org/enor> <https://sahabatanak.com> and email tinfo@sahabatanak.com. Telephone and fax numbers: (021) 3918595/ (021) 31934172.

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institutions (green education). The results of the waste management are then made into efficient and sell products to education access to free school and boarding houses. Products processed by the “*Nara Creative*” Foundation are produced by foster children who live in the dormitories that have been provided. The foster children come from orphans, drop out of school and marginal.

“*Nara Kreatif*” CLC conducts education management covering activities (1) free equality education programs for all people, moral education and life skills education programs and skills education such as *Nara's* creative workshops. (2) “*Nara Kreatif*” has a vision as a Creative Home Serving the People. Becoming a creative home in the entire archipelago in processing paper and organic waste makes it easy for street children and children of poor families in realizing a better life. Then “*Nara Kreatif*” does a mission in the form of providing religious and Islamic religious education programs and equality school education programs (Package Programs A, B, and C) for free through scholarships from elementary school to college. Besides that, “*Nara Kreatif*” also provides skills training programs for students who come from poor families and then make these students as business partners with the aim to train their independence in realizing a better life. CLC Management “*Nara Kreatif*” are grouped into 2 parts, namely the operational division and the education division. In the structural lines, the two divisions report all activities through the division manager to the CLC leader as the CLC manager. The operational division is led by the Head of Operational and is supervised by the Secretary, Production Staff and Logistics Staff. While the education division is led by the Principal and Teaching Staff. (3) The supervision of the “*Nara Kreatif*” CLC program is carried out by the leader and the chairperson of the “*Nara Kreatif*” Foundation together with the local education office at the end of the school year. Program evaluation is carried out based on CLC inputs and outputs.

For information on the “*Nara Kreatif*” CLC program, please contact the website: <https://www.narakreatif.co.id>. Telephone / fax numbers: (021) 87782967.

5.1.3 “*Bina Matahari Bangsa*” CLC

It is located at Ruko Mitra Bahari 2 Blok E number 23 on Jalan Pakin Raya Penjaringan, North Jakarta. Founded on December 19, 2013, the aims are to help and protect street children from trafficking, child abuse and all obstacles that come up in the environment or street life. The vision of this CLC is the fulfillment of children's rights to basic needs including education, health and protection of children from violence through the mission of building a number of shelters/orphanages, independently working with NGOs, local government and the Child Protection Commission (KPAI) in building independent learning groups namely CLC in providing informal education to marginalized children so that they have good character and positive life orientation and carry out street child protection campaigns.

“*Bina Matahari Bangsa*” CLC carries out education management that including activities such as (1) providing programs including Equality Education CLC (Packages A, B and C), Shelters (Panti), Fundraising (educational scholarships) and fostering personality through capacity building. (2) The “*Bina Matahari Bangsa*” CLC is led by a Chairperson of the *Bina Matahari Bangsa* Foundation with two staff members, the Daily Executive and the Head of the *Bina Matahari Bangsa* Foundation. (3) Supervision and evaluation are carried out by the Chairperson of the

Foundation together with the local education office on the inputs and processes and outputs of the "*Bina Matahari Bangsa*" CLC.

For information on the CLC program, you can contact <https://binamataharibangsa.org> or by email atyayananbinamataharibangsa@yahoo.com or info @binamataharibangsa.org. Nomor telepon dan fax: (021) 5150055/ (021) 29072733.

5.1.4 "Karya Putra Mandiri" CLC

It is located on Jalan Percetakan Negara IX A number 74 Rt 05 Rw 04 Kelurahan Rawasari, it is a social organization established in 2000. It has a program of activities including education and skills, social services, health, religion, law, arts and culture, and entrepreneurship independence.

The "*Karya Putra Mandiri*" CLC conducts education management including activities: (1) Provision of equality education programs (Packages A, B, and C) and formal education at the elementary school, religious education and Islamic education (The Koran Reading Park / *Taman Bacaan Quran*), skills training, arts and cultural education, education and health services, social services, legal services in the form legal protection for children in collaboration with KPAI and shelter programs for students, the majority of which consists of street and marginal children. (2) The foundation's management consists of the Founding Board and the Foundation Supervisory Board, General Chairperson, Deputy Chairperson, Secretary and Treasurer who supervise the education, training and service activity units and support the staff of the organization's activities. (3) Program supervision and evaluation are carried out by the Board of Supervisor once a year at the end of the school year including evaluating CLC inputs, processes and outputs.

For information on CLC programs, please contact the website: <http://ykpim.blogspot.com>

5.2 Finding

Based on the description of the four CLC management for street children as mentioned: (1) "*Sahabat Anak*" CLC; (2) "*Nara Kreatif*" CLC, (3) "*Bina Matahari Bangsa*" CLC and (4) "*Karya Putra Mandiri*" CLC found that fulfillment of the right of education to all Indonesian citizens, especially for street children and the development of education in Indonesia can be done through organizing CLC. Even though these CLC are a non-formal education unit, their presence plays an important role in the lifelong learning process and the full development of Indonesian people. CLC is managed through the implementation of management functions including CLC program planning, implementation and organization of CLC programs and supervision of education programs through CLC monitoring and evaluation to educational resources owned by CLC with reference to the management standards of elementary school education and national education standards.

VI. Conclusion

Educational development in Indonesia is carried out through the implementation of formal, non-formal and informal education which is carried out together with the community, the education community, the family and the government as educational stakeholders. This article describes that the management of education can be carried out by the community through non-formal education channels by organizing educational programs by CLC with the aim

to participate in the development of the entire Indonesian people and the fulfillment of the education right to all Indonesian citizens without exception including street children who are also as the most important part in the development of Indonesia towards a golden Indonesia.

The management of CLC education programs is carried out through the education system approach by applying management functions to the resources owned by CLC, i.e.(1)planning of an education program based on an assessment of the needs and demands of the surrounding community towards the ongoing conditions in order to prepare their future generations;(2) implementation of educational programs through the system and organizational structure with CLC managers acting as leaders who mobilize CLC resources in a system to achieve the goals of the CLC organization and the sustainability of CLC education programs; and(3) supervision by monitoring and evaluation is carried out through work visits conducted by CLC education stakeholders such as foundations that shelter CLC, NGOs and other organizations/communities or local government and the general public.

This article can be used as a description and recommendation to related parties that are CLC managers, the government as policymakers, street children as part of learning citizens, writers as education practitioners, academics and the public about how education development is carried out through the management of non-formal education units, it is CLC.

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