Program Evaluation of Community Learning Center (PKBM) Program as Community Learning Resources in Ambon City based on evaluation of the Context

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Abstract. The general purpose of research is to find out and describe the effectiveness of PKBM implementation as learning resources in Ambon Municipality. This research is an evaluation research (evaluation research) based on the CIPP evaluation model (Context, Input, Process, Product) with the object of research is the PKBM program as a center of community learning resources in the city of Ambon, using a qualitative approach. This approach has superiority which provides a comprehensive study of social phenomena conducted by researchers. The research method is used as a guideline or tool to help researchers on how the steps of the research are carried out, as an effort to reveal research problems. The results showed that the existence of PKBM as a center of community learning resources was indeed needed by the people of Ambon City, especially after the social conflict in the city of Ambon so that the active participation of the community was needed to rebuild educational activities through empowering the potential in the community, especially the people who drop out of school or unable to continue their education to a higher level due to economic conditions that have to work to help the family economy. It can be concluded that it can be concluded that the context component (context) of PKBM package C program in Ambon City has a high / good actuality.

Keywords: Program Evaluation, PKBM, Context Evaluation

1. Introduction

In the framework of community development, various empowerment efforts have been carried out by the government and the private sector which are aimed at individuals, groups and communities. The empowerment effort is in relation to the increasingly high demands on the world of work that requires the best quality of human resources or society. To answer the need for intelligent and quality human resources, education plays an important role. The 1945 Constitution states that one of the goals of the independence of the Indonesian nation is to educate the lives of the nation. The revelation of the 1945 Constitution concerning education was stated in Law No. 20, in
2003 article 3 states, "National education serves to develop the ability and shape of dignified national character and civilization in order to educate the lives of the nation, aiming to develop the potential of students to become believers and fear of God, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

The still high dropout rate in Indonesia can be seen from the statistical data issued by the following Ministry of Education and Culture Education and Culture Data and Statistics Center:

Figure. 1.1: Graph of School Dropout Figures in Indonesia 2014 / 2015-2016 / 2017

Dropout rates in Maluku Province can be seen from the following statistical data:

Picture. 1: School Dropout Figures in Maluku Province 2016/2017

Maluku is the province with the highest Open Unemployment Rate (TPT) in August 2017 followed by Banten, West Java, North Sulawesi and Riau Islands Provinces. The Central Statistics Agency (BPS) noted that the number of unemployed people in Maluku reached 65,735 people or 9.29 percent of the total workforce of 707,796 people. The number of unemployed in Maluku in August 2017 increased by 13,372 people compared to the position in August 2016. While the population which constituted the workforce and work actually decreased by 48,725 people to 642,061 people.

Picture. 2: Number of Provinces Open Unemployment Rate in 2017 [1]
This problem needs to be overcome through the implementation of non-formal education which can accommodate students who drop out of school, or unemployed due to the level of skills possessed is not in accordance with the demands of the workforce. Non-formal education as part of the national education system also has the same task as other education (formal education) which is to provide the best service to the community, especially the target community of non-formal education. The target of non-formal education is not just to deal with the poor and ignorant (underdeveloped, blind primary education, drop out) formal education, but the target of non-formal education continues to expand in accordance with the development of science and technology and the development of employment, changing society especially related to the culture of the community itself, as Sharma's research shows that local education institutions outside the formal structure can create a variety of learning options and opportunities, responding to the diverse needs of rural communities who live in situations that complex [2]. While the results of the study Su and Feng showed that the presence of centers of learning resources which held informal community can encourage lifelong learning (lifelong learning) in a positive way [3].

CLC is a community where learning activities which is focused on empowering the community through education in accordance with the learning needs and potential of the community in achieving progress in education, economics, social culture and other aspects of life. Ministry of Education and Culture, this reflects PKBM functions as: (1) conducting learning activities, (2) coordinating in utilizing the potential of the community, (3) presenting information, (4) exchanging information and knowledge, and (5) become a place for efforts to increase knowledge, skills, attitudes and certain values for citizens who need it. For this reason PKBM as part of non-formal education organizes education programs outside of school, which consists of two main activities, namely: (1) learning activities, such as equality education programs, literacy education, early childhood education, life skills education and youth education or courses, and women's education; and (2) non-learning activities such as TBM (community reading parks), KUB / Pre-cooperative activities, art and productive businesses of PKBM [4].

In Ambon City (Ambon City Education Office 2018), there are 9 institutions of Community Learning Centers (PKBM) spread across Nusaniwe District 3, Sirimau 3 District, Teluk Ambon District 1, and Baguala District 2. Of the 9 PKBMs, all have been have National School Principal Number (NPSN) [5].

Based on data from the Ambon City Education Office, in the 2017 / 2018-2018 / 2019

<table>
<thead>
<tr>
<th>No.</th>
<th>PKBM Name</th>
<th>Number of Learning Citizens</th>
<th>2017/2018</th>
<th>2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anggrek Indah</td>
<td>79</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bougenville</td>
<td>95</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Diaferat</td>
<td>52</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Makmur Jaya</td>
<td>70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Science And Education For Improving Learning Quality In Moluccas Archipelago
Data above shows that PKBM in Ambon City is able to absorb a large number of learning citizens. This shows that PKBM in Ambon City has a significant role in supporting the 12-year compulsory education program by providing space for students who drop out of school to continue their education.

Evaluation comes from the word evaluation (English) which means assessment. Evaluation experts formulate various definitions of evaluation with different formulations, but the core or the contents are the same, namely giving material consideration about achieving a goal and used in decision making.

Daniel L. Stufflebeam says that: "Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and destiny of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote the understanding of the involved phenomena" [6].

This definition describes a comprehensive evaluation starting from how the evaluation process is carried out, and what goals are to be achieved, and what the benefits are to users/stakeholders. This evaluation focuses on the process, object, purpose, and benefits of the evaluation results.

Jean A. King, and Laurie Stevahn said: Evaluation is a process of systematic inquiry to provide sound information about the characteristics, activities, or outcomes of a program for a valued purpose. Evaluation is a systematic investigation process to provide good information about the characteristics, activities, or results of a program or policy for valuable purposes [7].

This definition views evaluation as a systematic scientific process. The task of the evaluator in this definition is not only to look for information about the object being evaluated, more than that, the task of evaluator's work is to not provide any information except information about the object being evaluated. So it only focuses on the evaluation process and object.

Louis Cohen, (et.al) also said that, Evaluation is' the provision of information on issues' which is based and from which decisions for action are taken'. Evaluation is' providing information about the specific issues that underlie the assessment and from which decisions are made). This definition states that the benefits of evaluation in order
to obtain accurate information whether the policies in carrying out a program or policy have been taken with the correct procedure and basis, and focusing on usability [8].

Mathison and Fournier (2010: 49) say that: Evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan;

Evaluation is a process of applied inquiry to collect and synthesize evidence culminating in conclusions about the state, value, propriety, appropriateness, significance, or quality of a program, product, person, policy, proposal, or plan. This definition describes the stages of the evaluation process, the objectives to be achieved and what objects can be evaluated. It focuses on the evaluation process and objectives.

Furthermore Donna M. Mertens said that: Evaluation is defined as a systematic method of determining the merit, worth, or value of a program, policy, activity, technology, or similar entity to inform decision making about such entities; Evaluation is defined as a systematic method for determining propriety, appropriateness, or value of a policy program, activity, technology or similar entity to provide information in decision making about the entity [9].

According to Arikunto et al There are three important meanings and need to be emphasized in determining the program, namely: (1) realization or implementation of a policy, (2) occur in a relatively long time-not a single activity but plural, and (3) occurs in organizations that involve a group of people [10]. Whereas The Join Conference on Standards for Educational Evaluation (1997: 7-8), define the program as: "activities that are provided on a continuing basis." However, in full, the program is not only defined as a set of activities, but more than that, the program is; a set of activity plans that are arranged systematically; using resources; achieve a goal (goal); based on need; having specificity, identified, interested by a group or individual; in a specific context; have documented results as outputs, outcomes, and impacts; and has a reliable follow-up system.

The program according to the Trias Teknodik Manager in Sukardi is "programs as an educational activities that are provided on continuing based" (programs are educational activities provided regularly) [11].

The PKBM program is a program that is planned and arranged systematically, which aims to prepare learning citizens to be able to be independent (empowered), have good attitudes and skills and be able to improve the quality of life both socially and economically, sensitive to the problems that occur in their environment and able
to solve the problem. The basic principles for developing and compiling PKBM programs include: (1) the programs developed must expand so that learning citizens have the opportunity to freely develop experiences, knowledge, skills, attitudes and values related to ethics, aesthetics, logic, and kinesthetics during learning, (2) the program must have a principle balanced, where each competency developed in the PKBM program must be achieved through sufficient time allocation for an effective learning process; (3) the programs developed by PKBM must be relevant because every program related to the preparation of learners to improve the quality of life through chance, experience, and practice in a role and act responsibly in bringing maturity to think people learn, (4) program developed CLC should be able to prioritize the difference (differentiated), the principle of this is a mop effort individual service where learning citizens must understand: what needs to be learned, how to think, how to learn and do to develop their own potential and needs optimally.

Non-formal education in the implementation of its programs has a very varied institutional management model. The unit models that are built depend heavily on the needs of the program, the target students and the importance of program development. The small size of the institutional management unit model and the extent of the target developed are largely determined by the ability of the developer (provider) to understand the types of programs to be built. This institutional management model is like study groups, study groups, course institutions, training institutions and community learning centers or PKBM.

The Center for Community Learning Activities (PKBM) is an educational institution that was born from the idea of awareness of the importance of the position of the community in the process of developing non-formal education. Therefore, the establishment of PKBM in the midst of the community is expected to be the backbone of the development process through empowering the potential in the community. Sitepu (2014: 153) PKBM is an educational institution formed by the community, government or society in collaboration with the government, began to develop in Indonesia in early 1998 driven by the economic crisis that hit Indonesia which caused many people to lose their jobs and experience severe economic difficulties. Programs organized are tailored to the needs and potential of the local community.

PKBM as one of the government's work partners in educating the lives of the people (nation) through non-formal education programs is expected to be able to foster education learning society, so that it will increase independence, and innovation in finding new information in order to improve their lives. PKBM as a learning center, it is built on the basis of community needs by focusing on self-help, mutual cooperation and community participation, especially with regard to the importance of increasing the capacity, skills or intelligence of community members.

According to Maimun The program evaluation model chosen in relation to this research is the evaluation of CIPP programs (Content, Input, Process, Product). CIPP evaluation contains four types of decisions, namely: (1) planning decisions, namely
decisions that affect the selection of program goals and objectives (maintaining existing, modifying, and developing); (2) Structuring decisions, which are decisions that ensure the strategy and design procedures to achieve the goals that have been set before; (3) Implementing decisions, namely decisions that provide procedures for implementing programs and improving the designs, methods and strategies chosen; (4) Recycling decisions, namely decisions that determine whether the activity or program itself needs to be continued, revised, and terminated [12].

According to Farnas and Ali The selection of the CIPP evaluation model is based on the consideration that the CIPP evaluation model is one of the most effective systematic models based on management that focuses on the effectiveness and quality of the education system [13]. In addition According to Asfaroh et al (2017: 1999-2010) the CIPP model is also effective for formative and summative evaluation and for obtaining decisions and problem solving where this evaluation model considers a program as a system, so that evaluation of the program as a system must be carried out in detail based on components - components included in the model.

Specifically, the context evaluation of components of the Context, Input, Process, and Product evaluation can help identify service providers' learning needs and the community's needs. The input evaluation component can then help prescribe a responsive project that can best address the identified needs. Next, the process evaluation component monitors the project process and potential procedural barriers, and identifies needs for project adjustments. Finally, the product evaluation component measures, interprets, and judges project outcomes and interprets their merit, worth, significance, and probity.

Zhang, et.al in more detail suggests that the evaluation model can help identify the needs of students, service providers and the community. The input evaluation component can help explain that needs are well identified, process evaluation components monitor processes and possible procedural barriers, while product components measure, interpret, and assess results, feasibility, value, significance, programs [14].

2. Methods

Aim of the study was to find out and describe the effectiveness of PKBM implementation as a learning resource in Ambon Municipality. This research is an evaluation research (evaluation research) based on the CIPP evaluation model (Context, Input, Process, Product) with the object of research is the PKBM program as a center of community learning resources in the city of Ambon, using a qualitative approach. This approach has superiority which provides a comprehensive study of social phenomena conducted by researchers.

According to Sugiono In general, research methods can be classified into three, namely qualitative quantitative methods, and methods research and development [15]. Creswell stated that qualitative research is a process of scientific research to understand human problems in a social context by creating a comprehensive and
complex picture that is presented, reporting a detailed view of the sources of information, and carried out in natural settings without any intervention from researchers [16].

3. Results and Discussion

3.1 Results

The existence of PKBM as a center of community learning resources is indeed needed by the people of Ambon City, even more so after the social conflict in the city of Ambon so that the active participation of the community is needed to rebuild educational activities through empowering the potential in the community, especially those who drop out of school or unable to continue their education to a higher level due to economic conditions that must work to help the family economy.

The formulation involves all elements involved in PKBM organizations and socialized to the public through various techniques. This shows that PKBM has an interest in making its vision and mission a shared vision that encourages and motivates all interested parties to participate as much as possible and have a commitment to achieve the goals of the establishment of PKBM.

3.2 Discussion

Components of context (context) program CLC as a learning resource community in Ambon city, include the environmental conditions underlying the program implementation Equivalency Education Package C at CLC in Ambon City include: a) the background of the establishment of CLC, b) the legal basis of the program CLC, c) PKBM's vision, mission, and objectives, and d) PKBM goals.

a. Background of the Establishment of PKBM

The Community Learning Activity Center (PKBM) is a non-formal education institution born from awareness of the importance of the position of the community in the development process. And to provide access to education that can provide various learning needs of the community in accordance with local conditions and conditions. Some of the factors behind the establishment of PKBM institutions based on the findings of field findings include the following:

1) Impact of social conflict in Ambon City 1999-2005

Long-standing social unrest (1999-2005) triggered by clashes between residents in Ambon City, No only resulted in many deaths and suffering of the people of Ambon City, more than the conflict broadly affected the security situation to be not conducive, the breakup of inter-religious harmony, the loss of property and material property, paralysis of the economy and various other effects.

In the field of education, the conflict in Ambon City both directly and indirectly has a psychological and mental impact on children and school students who feel despair, fear and trauma. Resettled neighborhoods post-conflict causes teachers and
students to feel insecure which causes an increase in dropout rates so that there are schools with a large number of students but lack of teachers and vice versa.

Associated with the impact of horizontal conflict that occurred in the city of Ambon that background the establishment of PKBM in Ambon City was stated by Dra. Laila Sikdewa, PKBM gods manager as follows:

The conflict that occurred in Ambon City a few years ago, is one of the reasons we established this PKBM, based on the needs of the community towards access to education. The impact of the conflict not only caused damage to existing educational facilities and infrastructure, but also caused a psychological impact on the community in the form of fears and worries to come to schools in different community groups. This then led to many cases of students dropping out of school or unwilling to continue on to higher education.

The information above shows that the establishment of PKBM-PKBM in Ambon City is based on the community's educational needs that must be met after the conflict. Conflict, of course, not only affects the physical damage to buildings and residential buildings, offices or schools more than that, conflict generally has a psychological impact on citizens such as fear, trauma, and worry which is one of the consequences on school-age children and also their parents are afraid to come to school and feel reluctant to continue their education. On this basis, then on the awareness of several community members independently they established PKBM institutions that organize equality education programs to provide access to education for the community.

2) Meeting the educational needs of underprivileged people

Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia mandates that every citizen has the right to education. Then in paragraph (3) it is affirmed that the Government endeavors and organizes a national education system that increases faith and piety as well as noble character in the framework of educating the nation's life which is regulated by law.

Based on the above law, the government holds a compulsory education program, which is a minimum education program that must be followed by citizens for 9 (nine) which are intended for every citizen aged 7-15 years. This means that every citizen aged seven to fifteen years is required to attend basic education by participating in the compulsory education program whose implementation is based on government regulation 47 of 2008 concerning the implementation of nine years of compulsory education.

In fact, in the midst of society, the 9-year compulsory education program is deemed insufficient to fulfill the main goal of the program itself, namely that citizens can develop their potential to live independently in the community or continue their education to a higher level.

In order to meet the needs mentioned above, some people set up PKBM programs that held the Equality Package C Education program to provide access for the people of Ambon City to get education services until the end of the secondary education unit and prevent students dropout. or not continuing education due to economic difficulties.
and attracting students drop out of school to continue their education at secondary education.

Various reasons behind the learning citizens participating in the PKBM Package C Equality Education program in Ambon City were stated by Drs. Marten Kulalen, N.Siair PKBM manager, is as follows:

The majority of residents learning package C program in N.Siair PKBM are underprivileged people who for economic reasons, geographical location, drop out of school or unable to continue their education in formal schools so they must work or help their parents. Nonetheless, there are some learning residents who join this package C program, both public and private employees and TNI members because of the need to develop their career path to a higher level.

The information above shows that the existence of PKBM in Ambon City is not only based on providing access to primary and secondary education for disadvantaged communities, never attending school, dropping out of school and dropping out, due to economic, geographical, cultural and physical factors, but also provide education services to people of productive age who want to improve their knowledge and life skills and to meet the career development needs they are currently living as a result of changes in improving living standards, science and technology. In other words, PKBM in the city of Ambon is one of the instruments for the development process through empowering the existing potentials in the community that carries out the function of providing education through the education channels outside the school as a substitute, supplementing, and adding to the implementation of education in the formal pathway.

b. Legal Basis for the Implementation of PKBM

Article 28 paragraph 1 of the Constitution of the Republic of Indonesia mandates that "Everyone has the right to develop themselves through the fulfillment of their basic needs, the right to get education and gain benefits from science and technology, art and culture in order to improve the quality of life for the welfare of the people human".

The mandate of the 1945 Constitution above is implemented by the government by stipulating Law Number 20 of 2003 concerning the National Education System which in Article 13 paragraph 1 of this Law classifies the path of education on formal education, non-formal education, and informal education which can complement each other and enrich. Thus it can be understood that PKBM as a unit of Non-formal Education whose establishment is a learning initiative from, by, and for the community, is an integral part of the national education system whose purpose is to educate the life of the nation and develop Indonesian people as a whole, namely people who are faithful and devoted to God The Almighty and noble character, possesses knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of community and national responsibility.

Article 26 paragraph 1 of Law No.20 of 2003 concerning National Education System states that "non-formal education is held for citizens who need education
services that function as substitutes, additives, and / or complementary formal education in order to support lifelong education". The establishment of non-formal education institutions is regulated in the regulation of the minister of education and culture of the Republic of Indonesia number 81 of 2013 concerning the Establishment of non-formal education units which in article 2 states that the PNF Unit can be established by: a) individuals; b) group of people; and / or; c) legal entity by fulfilling the requirements set forth in article 5 of this rule which consists of administrative requirements and technical requirements.

Referring to the above rules, based on the analysis of documents related to the legality of the establishment of PKBM in Ambon City, PKBM managers have complete requirements minimum administration needed to establish PKBM, including: 1) neighbor / neighborhood permit from the surrounding community, 2) domicile permit from the local government, 3) notary deed. (following: Articles of Association and Bylaws (AD-ART), 4) NPWP on behalf of PKBM, 5) Bank Accounts in the name of PKBM, 6) recommendations from Ambon City PKBM Communication Forum, as well as 7) Operational Permits from Ambon City Education Office.

Associated with the fulfillment of administrative requirements for the establishment of PKBM which he leads, Dra. Laila Sikdewa stated as follows:

PKBM Legality is a requirement that must be fulfilled by PKBM to gain the trust of the people who want to follow the education programs that we hold. This is related to the demands of the learning community to get the belief that after completing the learning activities, they can take the exam and get recognition of the equality of learning outcomes with formal education and obtain a recognized diploma in accordance with the program they follow. On this basis, the establishment of PKBM has fulfilled all administrative requirements that have been determined and carried out educational programs according to operational permits issued by the Ambon City Education Office.

The description and description above provide an illustration that the implementation of PKBM in Ambon City has a solid legal basis to be able to organize educational programs for citizens to acquire knowledge and skills, acquire life skills, develop professional attitudes and personalities, prepare themselves to strive independently; or continuing education to a higher level. In addition to being able to take the exam to get recognition of equality of learning outcomes with formal education, learning citizens who have fulfilled the requirements and passed the equality exam can obtain a diploma in accordance with the program they are participating.

c. Vision, Mission, and Objectives of PKBM

The implementation of the Package C Equality Education program is intended to provide education services to Indonesian citizens who, due to various factors and because they cannot obtain education services at the high school / vocational high school level on formal education, so at the end of the education program Equity Package C is expected that learning citizens will have knowledge, skills and attitudes that are recognized as equivalent to SMA / MA.
The above objectives are reflected in the vision and mission set by PKBM N. Siair, namely: "fast, smart, ready to work, capable of independent business. Specifically the explanation of N.Siair's PKBM vision are: 1) improving the intelligence of innovative, creative, and independent students / community, 2) developing the creativity of students / communities according to their talents to be ready for work, and 3) creating students / a society that has good potential, talent and character.

To realize the above vision, PKBM N. Siair sets the mission as follows: 1) realizing personal learners / communities who are smart, ready to work, capable of independent business, and 2) create a friendly learning environment for students / community.

Related to the process of determining the vision, mission and objectives of PKBM, Drs. Marten Kulalen, PKBM manager N. Siair explained as follows:

The formulation and determination of PKBM's vision, mission, and objectives are carried out by PKBM management by taking into account input from various parties, such as local government community leaders, parents of learning citizens, learning residents and tutors. The vision, mission and objectives are formulated and determined logically and refer to the needs of the community and the purpose of the establishment of PKBM, namely to provide access to quality education to the community. Furthermore, the vision and mission and objectives of PKBM are socialized to the public through brochures, pamphlets, banners, banners and through discussion forums with the community so that all interested parties until they understand correctly about the benefits of PKBM.

Referring to the vision and mission as well as the purpose of its implementation, the Package C Equality Education program in the City of Ambon aims to: provide education services on non-formal education pathways to attract dropout children at the secondary school level to improve the knowledge, skills and attitudes of learning citizens so that they have equal skills with high school, equip the basics of life skills that are useful to work to earn a living or strive to be independent and provide knowledge, skills, and attitudes of learning citizens that enable graduates to improve their education to a higher level, or improve their careers.

Based on the description above, it can be concluded that PKBM in Ambon City formulated the vision and mission and objectives of PKBM by paying attention to input from various parties, such as local community leaders, local government, parents / guardians, learning residents, students / prospective learning residents and tutors. The vision and mission and goals are then socialized through various ways to achieve the stated goals.

d. Program Objectives The

Desire of the community to get access to education cannot always be channeled into a single formal education unit. PKBM organizing institutions in Ambon City were born from the community to be able to attend quality education for disadvantaged
children for reasons of dropping out, dropping out, never going to school, living in backward, poor, socially troubled, remote or difficult villages achieved because of geographical location and or limited transportation.

In accordance with its function and role as the center of community learning resources. PKBM in Ambon City has an important role in developing equality programs in the community by organizing equality programs, including Learning Groups A package equivalent to SD / MI, Learning Group Package B equivalent to SMP / MTs and Learning Group C High School Package / MA.

targets Equality Education programPackage C is a citizen of the school-age population is plagued enter formal channels due to economic constraints, time constraints, geographical limitations (ethnic minorities, tribes, and communities that have social problems. According to Dra. Laila Sikdewa, PKBM Dewa-dewa manager, the target of the C package equality education program on PKBM is as follows:

Target education program Package C equality on PKBM Dewa-dewa is citizens who want to get education equivalent to high school, who drop out of school in class X, XI and XII, evidenced by the latest report cards, or Package B / SMP / MTs graduates who are willing to take part in the learning process until the end of the program.

Based on the information above, it can be concluded that the target of the Package C equality education program in PKBM in Ambon City is the community members who want to continue their education to the high school level, especially dropout residents, graduate package B or SMP / MTs who are willing to follow the learning process until the end of the program.

Based on the results on the component aspects of the context as described above, then the evaluation results on this component are summarized in the matrix as follows:

Table 2. Results of evaluation of context components based on objective standards of the program equality education in PKBM in Ambon City

<table>
<thead>
<tr>
<th>Standard Objective</th>
<th>The intensity of Objective</th>
<th>Criteria</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background The establishment of the CLC</td>
<td>Incorporation CLC has a strong foundation of the necessary provision of access to alternative education for the people of Ambon</td>
<td>High</td>
<td>Based on the evaluation component program context CLC has the actuality of higher / better</td>
</tr>
<tr>
<td>legal basis for the establishment of CLC</td>
<td>· The legal basis for the implementation of CLC clear · CLC meet the administrative requirements of establishment and</td>
<td>High / good</td>
<td></td>
</tr>
<tr>
<td>Standard Objective</td>
<td>The intensity of Objective</td>
<td>Criteria</td>
<td>Decision</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>operational permits the implementation of vision, mission, and purpose PKBM</td>
<td>· CLC has a vision statement, mission and clear objectives · CLC disseminate the vision, mission, and purpose PKBM with either</td>
<td>High / good</td>
<td></td>
</tr>
<tr>
<td>goal CLC</td>
<td>The target of the PKBM program is clear and measurable</td>
<td>High / Good</td>
<td></td>
</tr>
</tbody>
</table>

4. Conclusion

The existence of PKBM as a center of community learning resources is indeed needed by the people of Ambon City, even more so after the social conflict in the city of Ambon so that the active participation of the community is needed to rebuild educational activities through empowering the potential in the community, especially those who drop out of school or unable to continue their education to a higher level due to economic conditions that must work to help the family economy.

The package C program in PKBM in the City of Ambon has a very strong legal basis, because the implementation is guaranteed by the Law. In addition PKBM has the minimum administrative requirements required to establish PKBM and obtain an operational permit from the Ambon City Education Office, so that learning citizens who join the equality education program in PKBM in Ambon City have the same rights as students in other formal education pathways. The formulation of PKBM's vision and mission is a clear, measurable and realistic vision that describes the objectives to be achieved.

The formulation involves all elements involved in PKBM organizations and socialized to the public through various techniques. This shows that PKBM has an interest in making its vision and mission a shared vision that encourages and motivates all interested parties to participate as much as possible and have a commitment to achieve the goals of the establishment of PKBM.
5. Reference


