# DETERMINANT FACTORS OF PARTICIPATIVE PARTNERSHIP MODEL IN IMPROVING QUALITY OF COMMUNITY LEARNING SERVICES (PKBM) IN WEST JAVA

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## Abstract

The research specifically discussed PKBM as an institution that could facilitate the needs of the community and could increase more empowered human resources with a variety of capabilities through economic strengthening. The researchers want to know how does the PKBM institution as a strong institution that is able to partner and be able to assist disadvantaged communities. The purpose of this study in general is to obtain a clear picture of determinant in institutional strengthening, improving the quality of PKBM services, and human resource development through a participatory partnership model in PKBM. The conceptual framework of the research refers to the concept of PKBM, the concept of capacity building and the concept of partnership. This research used a qualitative approach with descriptive method. The location is chosen in Cimahi, Tasikmalaya,, and Karawang Regency. The results obtained are: (1) the first determinant factor is educators, in general, the objective conditions of educators in PKBM are few and there are educators who do not meet the competency standards that they must have. (2) Students become the next determinant factor, PKBM recruits students by opening registration and registering students who drop out of school in formal schools then asks the school to refer students to continue their education at PKBM. (3) PKBM, which is stablished based on community self-help certainly has limitations in facilities and infrastructure, starting from the inadequate amount and quality that is no longer good. (4) In meeting the needs of program sustainability, PKBM has attended by carrying out a variety of businesses, but this has not been able to meet overall needs. (5) PKBM has business activities such as selling products made by students in the form of food or handicrafts, but has limitations in the marketing process.
**Keywords:** Determinant Factors, Capacity Building, Participatory Partnerships, Quality of PKBM Service

## 1. INTRODUCTION

The idea of rolling out a community-learning center arises because of the breadth of service goals, complexity and obstacles faced by the community. This awakens and encourages development actors to carry out various community learning efforts that originate in the community, are carried out by the community, are in the community environment and are meaningful to improve the welfare of the community. This strategy is used so that in the implementation of community learning programs always be in the corridor of community empowerment. It is in this perspective that the implementation of the strategy of dynamizing community participation to plan, implement, develop and institutionalize its learning activities is actualized by the formation of the PKBM.

The main principle of the formation of PKBM is based on the meaningfulness, usefulness and involvement of learning citizens in planning and implementing learning programs. PKBM grows and develops from, by and for the community and the government only plays the role of facilitator. PKBM does not belong to the government but belongs to the community which is managed by the local community where PKBM is located. However, the success of education is a shared responsibility between family, government and society. Community involvement in the education process will indirectly provide wider space, so that the community will become more mature and more independent in determining its future. Thus the development of existing programs in PKBM is directed at developing community potential. Community members who have advantages, both in the field of knowledge and skills help those who are still behind their education, so that the community is able to be independent, sustain family life and support community development. In other words, if the potential that exists in the community can develop optimally, then the existence of the PKBM will always get a place and support from the community that leads to a goal, namely the creation of people who love to learn, are creative, dynamic, independent, have competitiveness and are able face all challenges ahead.

The benefits of this PKBM include the community following not only the learning offered by the government (top-down), but also planning learning programs according to the needs of the target group. Furthermore, the program is held, funded and accounted for together so that in this case the government only acts as a facilitator and motivator. Thus, PKBM is actually an empowerment tool oriented towards community empowerment and therefore PKBM must be independent in order to be sustainable as a non-formal educational institution. Reality in the field illustrates that the implementation of Non-Formal Education (PNF) programs in PKBM has not demonstrated sustainability, giving rise to the impression of inconsistency and lack of professionalism in its management. Many Non-Formal Education (PNF) programs organized by PKBM are not running optimally and have many weaknesses in terms of their management system which causes the quality of the process and outputs of the program to be incompatible with the community's standards and needs. The dynamics of PKBM that continue to develop, it is not enough to only rely on existing internal strengths, but the external dimension must be able to be translated carefully and adaptively because the strengths from the external side basically become an amplifier for the existence of PNF program service quality. In addition, Non-Formal Education (PNF) programs based on community needs are programs that not only focus on short-term needs, but are more oriented towards long-term fulfillment.

Sustainability of Non-Formal Education (PNF) programs is the ability of a program to exist (fulfilling) by meeting aspects of quality standards in managing various inputs to develop and produce in a stable manner so that these inputs produce optimal output values. The still minimal guarantee of the sustainability of PNF programs is a challenge for PKBM to be able to provide quality education access for the community. The PNF programs implemented by PKBM are expected not only to be "one way and then complete", but must be sustainable and sustainable in accordance with the quality standards for achieving predetermined programs. PKBM should ideally be able to develop strategic partnerships with a variety of key stakeholders to be able to coordinate mutually and simultaneously synchronize so that the PNF programs that are organized can be adequately facilitated. PKBM, which has a philosophy of, by, and for the community must naturally belong to and be shared with the community where the PKBM is located. Efforts to improve the quality of community education services in PKBM require a partnership of mutual benefit, fostering, learning and complementing among stakeholders. Partnership in a PKBM involves several parties including the government, private institutions, academics, and the community. The success or failure of a program is largely determined by the capacity of an institution in developing its special partnerships with external parties. This partnership with various stakeholders is considered strategic in developing community education programs so that it can be sustainable and relevant to the needs of citizens of learning and the world of work.

However, on its journey PKBM has still not been able to show the results expected. Various obstacles and problems encountered in the management aspects. PKBM whereas as an organization, managerial effectiveness is a key factor that determines the success of PKBM in serving the learning needs of the community. From the visible vision so far, most of the existing PKBM have not shown good program effectiveness, both in terms of work program aspects, the learning process, the results achieved and from the aspect of achievement.

The institutional development of PKBM (its managerial aspect) has become an urgent demand because so far the institutional PKBM does not yet have an established managerial system. Through this guiding effort, it is hoped that public participation can realize the sustainability of PKBM so that it can be independent in line with other non-formal educational institutions. The sustainability and independence of the PKBM is expected to alleviate poverty, increase the knowledge and skills of local communities, improve the life skills of the community, which in essence contribute to improving the quality of human resources. Therefore, it is

necessary to know in advance what the determinant factor is in improving the quality of PKBM services.

## 2.   LITERATURE REVIEW

## 2.1.  Community-Learning Centre (PKBM) Concept

### 2.1.1. Understanding PKBM

According to Sihombing, Umberto and Gutama (2000) the Center for Community Learning Activities (PKBM) is a container in which all community learning activities in the context of increasing their knowledge, skills / hobbies, or talents are managed and organized by the community themselves. PKBM is a vehicle to prepare the community to be more independent in fulfilling their needs, including in terms of increasing their income. In line with the development of science and technology and issues of public education and the need for community education, the definition of PKBM continues to be refined especially with the development of science and technology, the needs of institutions, targets, regional conditions and management models. From this definition it can be concluded that PKBM is an educational institution that is developed and managed by the community and is held outside the formal education system both in urban and rural areas with the aim of providing learning opportunities for all levels of society so that they are able to develop themselves independently so that they can improve quality of life. For this reason, PKBM acts as a place for community learning of a variety of knowledge or skills by utilizing the facilities, infrastructure and potential that is around the environment (village, city), so that the community has skills that can be utilized to improve living standards.

### 2.1.2. Purpose and Task of PKBM

There are three important objectives in the development of PKBM: (a) empowering the community to be able to be independent (empowered), (b) improving the quality of life of the community both socially and economically, (c) increasing sensitivity to the problems that occur in their environment so as to be able to solve problems the. Sihombing and Umberto (1999) state that the purpose of institutionalizing PKBM is to explore, grow, develop, and utilize all the potential that exists in the community itself. In the sense of empowering all educational potential and facilities in the village as an effort to educate the community which is directed to support poverty alleviation, with the principle of development in the context of realizing democracy in the field of education. On the other hand, the purpose of PKBM is to get closer to the process of educational services, especially the learning service process that is integrated with various demands, problems that occur around the community itself.

### 2.1.3. PKBM Minimum Management Standards

It is recognized that in a certain period of time the development of PKBM is more oriented to increasing the number (quantity), so that the formation and implementation depends more on government initiatives (the Education Section, Supervisors / TLDs and SKB) including supporting facilities / infrastructure and their implementation systems. This situation gives a tendency that PKBM, especially those managed by the community, are formed and organized based on the standards of interest and ability of the government, not based on standards of interest and ability of the community. In an effort to harmonize the conditions as mentioned above, with the basic idea of PKBM as an out-of-school educational activity that grows and develops based on the interests and abilities of the community, one of them needs to develop a minimum standard of community-based management of community-based PKBM.

### 2.1.4. PKBM Minimum Standard Objectives

The objectives of the minimum management standards for PKBM are: (a) The PKBM that has been formed can harmonize and adjust the implementation process with all the potentials and resources around it and at the same time provide insights into the interests of broader development; (b) Can be used as a means of facilitating government officials in the formation of PKBM by the community.

### 2.1.5. PKBM Minimum Standard Scope

Referring to the main and supporting functions of PKBM, there are at least four areas of activity that need to be managed by the PKBM Manager. The four fields of activity are: a. Education, including counseling or counseling, teaching and training. b. Information services, including activities: (a) Collecting information from PKBM, surrounding communities, and outside institutions, (b) Providing information services to community members and outside institutions. c. Information and partnership networks, including activities: (a) Develop information and partnership networks with institutions within and outside the community in conducting activities in the PKBM or in partner institutions. (b) Maintaining the established network. d. PKBM education staff development includes activities: improving the

quality of the performance of the management staff and teaching staff (tutors, resource persons) both independently and with external facilitation. This SMM is arranged based on the PKBM function which is divided into management standards and physical standards (facilities and infrastructure), including: first, a minimum management standard, outlining the minimum activities that need to be carried out by the PKBM manager so that the PKBM function can be carried out. Management activities are described based on the stages of planning, organizing, implementing and controlling, and evaluating. Second, the minimum standard of physical facilities, outlining the minimum supporting facilities and infrastructure that the manager needs to prepare for use in managing PKBM activities.

## 2.2. Concept of Capacity Building

### 2.2.1. Definition of Capacity Building

Milen defines capacity as the ability of individuals, organizations or systems to carry out their functions properly, efficiently and continuously. While Morgan formulates the notion of capacity as abilities, skills, understanding, attitudes, values, relationships, behavior, motivation, resources, and conditions that enable each individual, organization, network / sector, and broader system to implement their functions and achieve the stated development goals from time to time. Furthermore, Milen sees capacity building as a special task, because that particular task is related to factors in a particular organization or system at a particular time. (Milen, 2004, p. 12) UNDP (United Nations Development Program) and CIDA (Canadian International Development Agency) in Milen provide an understanding of capacity building as: the process by which individuals, groups, organizations, institutions, and communities improve their ability to (a) produce performance on the implementation of basic tasks and functions ( core functions), solving problems, formulating and realizing the achievement of predetermined goals, and (b) understanding and meeting development needs in a broader context in a sustainable way (Milen, 2004, p. 12). This is in line with the concept of capacity development according to Grindle (1997) which states that capacity development as an ability to perform appropriate tasks is effective, efficient and sustainable. Even Grindle said that capacity development refers to improvement in the ability of public sector organizations. The overall definition above, basically contains similarities in three aspects as follows: (Harjanto, 2006, p. 8)

a.    That capacity building is a process,

b.    That the process must be carried out at three levels / levels, namely individuals, groups and institutions or organizations, and

c.    That the process is intended to ensure the sustainability of the organization through the achievement of the goals and objectives of the organization concerned.

### 2.2.2. Dimension and Level of Capacity Building

In developing individual capacity, the level of competence or individual capacity can be measured through the concept of Gross, which states that the competencies that must be possessed by the apparatus in carrying out the tasks and functions of government and development are as follows (Steers 1985, p. 55):

a. Knowledge which includes: general knowledge, technical knowledge, work and organization, administrative concepts and methods, and self-knowledge.

b. b. Abilities which include: management, decision making, communication, planning, organizing, controlling, working with others, handling conflicts, intuitive thoughts, communication, and learning.

c. The objectives include: action orientation, self confidence, responsibility, and norms and ethics.

### 2.2.2. The Purpose Of Capacity Building

According to Morrison that Capacity Building is a set of strategies aimed at increasing the efficiency, effectiveness and responsiveness of performance. Morrison further said that: Capacity Building is learning, starting with the flow of the need to experience a thing, reducing ignorance and uncertainty in life, and developing the skills needed to adapt to change. (Morrison, 2001, p. 23).

Based on the expert opinion above, the explanation shows that the purpose of Capacity Building can be divided into 2 parts, namely: (Keeban, 2000, p. 7)

a. Generally identified with the realization of the sustainability (sustainability) of a system.

b. Specifically intended to achieve better performance viewed from aspects: (a) Efficiency in terms of time (time) and resources (resources) needed to achieve an outcome. (b) Effectiveness in the form of appropriateness of business carried out for the desired results. (c) Responsiveness, namely how to

synchronize between needs and abilities for this purpose. (d) Learning that is indicated on the performance of individuals, groups, organizations and systems.

## 2.3. Partnership Concept

### 2.3.1.Definition of Partnership

The definition of partnership according to Law No. 9 of 1995 in chapter I is said to be a collaboration of small businesses with medium businesses or with large businesses accompanied by coaching and development by medium businesses or large businesses by paying attention to the principles of mutual need, mutual reinforcement, and mutual benefit, this is a a basis for business development. This collaboration does not materialize by itself, but must be developed consciously and planned, both at the national level, and at the lower local level. The National Business Partnership Movement is the main vehicle for enhancing the ability of national entrepreneurs, because the spearhead in facing the era of open economy and free trade is national entrepreneurs. (Marbun, 1996 p.12).

### 2.3.2. Partnership Pattern

In the context of realizing partnerships as a form of business linkages, it is organized through patterns that are in accordance with the nature and objectives of the business being partnered as follows:

a. Plasma Core Pattern

In the plasma core pattern, Large Enterprises and Medium Enterprises act as the core of fostering and developing Small Businesses as plasma. Plasma core cooperation will be regulated through a cooperative agreement between the nucleus and plasma.

b. Parenting

Parenting, this pattern is built on the basis of the mission of care from the big to the small, (large capital, large human resources, large technology, etc.), from the strong to the weak but in the position of the same needs, but still on the basis of mutual benefit, need each other and strengthen.

c. Futuristic pattern

Futuristic pattern is the same pattern of relationships there is no sub-ordination, but with different division of labor in order to establish the same mission / goal. This pattern is more modern because of work standards, standards

d. Sub contract pattern

Subcontractor pattern is a system that describes the relationship between large businesses and small or medium businesses, where large businesses as a parent company (parent firm) ask small or medium businesses as subcontractors to do all or part of the work (components) with full responsibility on the parent company.

e. Parallel pattern

This pattern is more focused on economic benefits, such as in general trade patterns, agency patterns, and other cooperation patterns. Agreements are built only on profit, standards are set respectively, both price standards, marketing (management) standards, etc. This parallel pattern can be found in the activities of partner group partnerships with partner companies, where partner companies offer partners' products to supply the needs of partner companies. The pattern of cooperation, partnership relations between partner groups with partner institutions / companies, where the partner group provides capital and or means to work on it.

f. Partnership pattern as needed,

This partnership is carried out in accordance with the needs of the company / institution / partner organization, but the partner group can change according to the agreement, if the company needs the first partner group back and no new agreements need to be made, just continue (sustainability).

## 3. METHODHOLOGY

This research uses a qualitative approach with descriptive methods. Qualitative research according to Moleong (2008, p. 6) is "research that intends to understand phenomena about what perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a context specifically natural and by utilizing various natural methods ". Descriptive research methods basically aim to describe carefully the characteristics of a phenomenon.

This research was conducted at the Community Learning Activity Centers (PKBM) throughout West Java covering Cimahi City, Tasikmalaya City, and Karawang Regency, with data sources or informants consisting of the community, tutors, and managers at PKBM in West Java. Data collection techniques using interviews, documentation studies, and triangulation. Data analysis techniques used in this study are analysis techniques according to Miles and Huberman, namely data reduction, data presentation and drawing conclusions.

# 4. RESULTS AND DISCUSSION

## 4.1. Determinant Factors of Participatory Partnership in Improving the Quality of Community Learning Centers (PKBM) Services

The term determinant factor in this sense is a factor that is seen expressly in determining the causal reaction. The determinant factor can be organistic, that is, a causal factor that arises from within the organism or from within the individual itself, it can also be environmental, that is, a factor that arises from the environment, and also has a situational nature that acts as a preliminary condition for the formation of a behavior.

This research will discuss the determinants of participatory partnerships in improving the quality of PKBM services, which include tutors, students, tutor training, market share, funding/capital, and program innovation.

### 4.1.1. Educator

Educators are people who are given the responsibility or mandate to teach or educate students. In line with Law No. 20 of 2003 concerning the National Education System, namely: Educators and teaching staff are declared professionals who plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators in tertiary institutions.

Educators have various kinds of designations depending on the level of education or the educational path where the educator teaches. In the case of this study the educator at the center of community learning activities (PKBM) is called a tutor. According to Sudirman (2010, pp. 144-145) Tutors have several roles, namely: 1) as a source of academic information and general knowledge with various learning strategies and learning methods. 2) As an organizer, all components of teaching and learning, from learning planning to learning evaluation are the responsibility of a tutor, so as to achieve the learning objectives of students. 3) As a motivator that must be able to provide stimulus and encouragement to students in conducting positive learning activities so that students have a high curiosity and enthusiasm in carrying out learning activities. 4) As a mentor who should be able to direct students in conducting various general activities or learning activities, this role allows the leadership spirit of a tutor here to be more prominent. 5) As the initiator who sparked creative ideas in the learning process that are an example to students. 6) as a mediator that can be interpreted as a mediator in a problem, a tutor must be able to mediate or provide solutions in solving problems faced by students, both in the learning process or outside the learning process. 8) As an evaluator, namely the tutor has the authority to provide an assessment of the development of students both in terms of academic and social behavior but in evaluating tutors must be more careful, objective and fair in providing assessment to students.

In addition, the role of a tutor must have competence as a teacher. Competence is a major component of professional standards in addition to a code of ethics as a regulation of professional behavior stipulated in the procedures of a particular surveillance system. According to Mulyasa 2007, p. 26 states that tutor competence is a combination of personal, scientific, social, and spiritual abilities which formally constitutes the tutor's professional competency standard which includes mastery of the material, understanding of students, learning that educates, personal development and professionalism.

The results of the field research related to educators show the minimal number of educators teaching at PKBM, this is because not a few high school graduates who become educators prefer to teach in formal schools. In addition, there are still many educators who do not meet the required competency standards. But with the partnership system it is hoped that these problems can be overcome by partnering with high schools around PKBM to channel students into teaching there and hold training to improve the competence of educators in PKBM.

### 4.1.2. Learners

Students according to the general provisions of Law Number 20 of 2003 concerning the National Education System are people who are trying to develop their potential through learning processes that are available at certain levels, levels and types of education. Oemar Hamalik p. 205 defines students as an input component in the education system, which is subsequently processed in the education process, so that they become

qualified human beings in accordance with national education goals. According to Abu Ahmadi p. 205 learners are human figures as individuals / individuals (whole human beings). Individuals are defined as "someone who is not dependent on others, in the sense that a person is truly self-determining and not forced from the outside, meaning someone who has his own qualities and desires". (UPI Education Administration Lecturer, Bandung Education Management: Alfabeta 2009) The results of the field research related to students showed that students who were targeted by PKBM consisted of various ages who had different needs. In addition to opening registration for prospective students of PKBM's new teachings, they also partner with formal schools to deal with students who drop out of school in formal schools and then are referred to continue their studies in non-formal schools such as PKBM. In addition, PKBM partners with government or private institutions in channeling graduates from PKBM in accordance with the needs of each institution concerned.

### 4.1.3. Facilities and infrastructure

Facilities and infrastructure is something that can facilitate and facilitate the learning process. In this case the facilities and infrastructure are factors that have a stake in determining learning outcomes. Teaching and learning activities are two-way communication between educators and students, and therefore the learning process really requires facilities and infrastructure that can support it. As for the facilities and infrastructure needed, such as the media, classrooms, reference books and others.

According to Mulyasa 2004, p.17 states that "educational facilities are equipment and equipment that are directly used and support the educational process, especially teaching and learning processes such as buildings, classrooms, tables, chairs, and learning tools and media. What is meant by educational infrastructure is learning facilities that indirectly support the course of the process of education or teaching such as the yard, sports field, pond, school park, the road to school but if used directly for teaching environmental education. The component is an educational infrastructure. Based on the statement, what is meant by facilities and infrastructure is mobile or immovable facilities that have good quality, and can directly or indirectly support the educational process, especially the teaching and learning process so as to achieve effective and efficient learning goals. As for the problems regarding facilities and infrastructure that occur in PKBM based on research results, namely the limitations of facilities and infrastructure such as classrooms, in a time when the number of students exceeded the number that could be accommodated in PKBM, the manager needed to look for other classes, usually the manager asked for help from formal schools to be able to lend classrooms in the school to be able to do the learning process. Then props and media, unlike formal schools that can renew props and media when they need it, PKBM is not like that but needs to utilize these facilities even though they cannot be used as well as when they were new. Therefore, facilities and infrastructure become one of the determinants of participatory partnerships in improving the quality of PKBM services.

### 4.1.4. Funding

Education funding is an essential component and cannot be separated in the implementation of the teaching and learning process. In the context of forming the potential of human resources (HR), the use of an effective and efficient education budget is expected to produce appropriate HR. One of the keys to success in educational development lies in the ability of human resources to manage available funds by referring to the basic needs and priority scale of development programs from year to year in a gradual and continuous manner in accordance with program planning. The Constitution (UUSPN Number 20 of 2003) mandates the government's obligation to allocate 20% of education costs from the APBN and APBD so that people can obtain educational services in accordance with the 5K Ministry of National Education, namely: availability of educational services, affordability of education services, quality and relevance of education services, equality of service education, and the certainty of getting educational services.

Education funding is a joint responsibility between the government and the community. This is in accordance with the mandate of UUSPN Number 20 of 2003 Article 46 paragraph (1) "Educational funding is a relationship of mutual interest in which there are micro and macro components in the education unit. According to Sulistyningrum 2010, education funding consists of investment costs, operational costs, and personal costs. The investment costs of the education unit as outlined above include the cost of providing facilities and infrastructure, human resource development, and permanent working capital. Furthermore operational costs include salaries for educators and educators including benefits included in salaries, consumable educational materials or equipment, electricity, water, telecommunications services, maintenance of advice and infrastructure, overtime pay, transportation, tax consumption, insurance, etc. other. While personal costs include education costs that must be spent by students to be able to follow the learning process regularly and continuously.

To achieve optimal educational goals, one of the most important things is to manage costs properly according to the funding requirements needed. Financing administration includes, at a minimum, planning, implementing and monitoring. The distribution of the budget needs to be done strategically and integratively between stakeholders to realize this condition. It is necessary to build mutual trust, both internally the government and between the government and the government and the community and the community and society. So that there will be openness, participation, and accountability in the administration of education.

Based on the results of research relating to funding shows that the sustainability of programs in the PKBM is strongly influenced by the costs of supporting the sustainability of the program. Research also shows that PKBM is already independent in finding funding to support the needs of the institution and its programs. But the cost they get is only enough for the household budget, not comprehensive until the program budget they are scheduled. Therefore through a partnership PKBM proposes cooperation with institutions that are able to meet the needs of PKBM. The collaboration that is established can be in the form of sponsors in their program or seek funding from the local government.

### 4.1.5. Marketing

Marketing is one of the main activities carried out by the company to maintain its survival, and make a profit (Swastha and Handoko 2000 p. 3). Marketing can also be said as a social process in which there are individuals and groups what they need and what they want by creating, offering and freely exchanging valuable products with other parties. The meaning of marketing is often confused with the terms sales, trade, and distribution. Though these terms are only one part of overall marketing activities. The marketing process has actually begun before goods are produced and does not end with sales. The company's marketing activities must also be able to provide satisfaction to consumers if they want their business to run or consumers have a good view of the company. Kotler and Keller 2009, p.5, state that marketing management as a science and art selects a target market and reaches, maintains, and convinces customers by creating, delivering, and communicating superior customer value. PKBM as a place where all community learning activities in the context of increasing the knowledge, skills / expertise, hobbies or talents of the community are managed and organized by the community themselves. PKBM is also a vehicle to prepare the community to be independent in meeting their needs, including increasing their income. Based on the results of research related to marketing, it can be seen that PKBM actually has a joint venture through cooperatives, although at present the cooperative status is still as pre-cooperative. The business sells products made by or made by students in the form of crafts or food. The marketing process is certainly not easy, it is because the products produced by students are not all according to BPOM standards or other standards that can be trusted by consumers, other than that the products produced especially those that are food can not be measured when the food will expire, so so far only rely on estimates to determine the expiration limit. Various kinds of problems certainly need to be resolved in stages, therefore the marketing process needs to be assisted and shaded by public or private institutions. Through partnership. After establishing a partnership, problems relating to marketing can be overcome, but there are still products that cannot be sold freely to the market, so the product is only sold around the PKBM and the nearest shops. However, if the product is not sold out, it will be consumed by the students and PKBM managers themselves.

## 5. CONCLUSION

Given that education is a system, all elements involved in it must build partnerships to realize the achievement of educational goals. Partnerships are considered strategic to identify problems that occur and formulate harmonious cooperation in the management of PKBM. In doing a partnership certainly influenced by determinant factors. The determinants that influence these include, educators, students, facilities and infrastructure, funding, and marketing. Thus the determinant factor becomes very important to be partnered in efforts to improve public education services in PKBM.

## 6. SUGGESTION

Referring to the results of the study it is advisable for parties concerned with the researcher to consider the following suggestions: For the transmission of determinants in improving the quality of PKBM management services, it is very helpful in improving the sustainability and quality of community education programs. In this regard, further research is needed. For PKBM managers and PNF practitioners, this determinant factor can be a reference in improving the quality of PKBM services.

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