
EFFORTS TO INCREASE MOTIVATION OF PARTICIPANTS TO LEARN PACKAGE A AT PKBM PATRIOTIK BONE BOLANGO DISTRICT

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Abstract

This study aims to describe ways to boost motivation Package A citizen studying in PKBM Patriotik Bube Baru Village, Suwawa District, Bone Bolango Regency. The problems that the authors raise in this study, what are the factors that inhibit motivation to learn and how efforts to improve the motivation of citizens to learn Package A at PKBM Patriotik Bube Baru Village, Suwawa District, Bone Bolango Regency. To get answers to the above problems, the authors use qualitative methods, data collection techniques in the form of observation, documentation, and interview techniques. The results showed that: first, the motivation of citizens to learn Package A has keterhambatan caused by several factors, including internal factors and external factors and will ultimately affect the learning outcomes and, second, the efforts made in improving motivation to learn Package A citizen can take place optimally between other: a) identify the needs in the process of teaching and learning activities, b) provide mental power or thrust that arise within each individual, and c) have learning goals in the achievement of learning achievement. It is recommended that residents in an effort to increase the motivation to learn Package A at achieving the optimal and maximum point, it is expected the tutor to improve the capability of doing creativity to create innovation and develop learning strategies that relied on achievement motivation in learning as well the role of parents, surrounding communities, and program managers in effort to increase the motivation to learn, especially citizens of Package A.

Keywords:

Motivation, learning community, Package A, PKBM.

Introduction

One of the national goals in the Preamble to the 1945 Constitution of the Republic of Indonesia is to educate the nation's life which can be pursued through education. Education is the main need and right of every human being. Equality education as a form of non-formal education services is expected to contribute more, especially in supporting the success of the compulsory nine-year basic education program which was launched by the government since 1994, namely through the implementation of the package A and Package B pursuing education programs. as well as expanding access to secondary education through the implementation of the Package C program.

In Government Regulation of the Republic of Indonesia number 47 of 2008 (pasal 1) concerning Compulsory Education, it states that the Package A program is a non-formal primary education program equivalent to primary school. In the equivalence education program, especially Package A, increasing attention and participation of the community, especially parents, needs to be balanced with efforts to increase the competence of students so that they have the ability to undergo the learning process so as to achieve effective learning outcomes.

Program Package A is one embodiment of lifelong education which is implemented by the government through non-formal education as a substitute for formal education for children from elementary school for various reasons they did not obtain the opportunity to enter primary school through formal education (Ditjen PNFI, 2007: 3)

It This is also supported by the existence of learning motivation, because one of the important factors that can affect the level of learning outcomes of students is the learning motivation that exists in each learning citizen. Motivation to learn is a non-intellectual psychological factor. Its unique role is in terms of growing passion, feeling happy and enthusiastic about learning, learning citizens who have strong motivation will have a lot of energy to carry out learning activities (Sardiman, 2004: 75).

The Patriotik Community Learning Activity Center is one of the non-formal education institutions that plays an active role in the development of education to make the equality program a success, especially Package A, which upholds intelligence, skills, independence, and noble character, still lacks motivation in learning activities. This is in accordance with the results of observations and interviews with the organizers showing that in each face-to-face, less than 50% of learning citizens

take part in the learning activity process, so this affects the achievement of learning outcomes. As this is in line with the opinion of Kamil (2009: 32) which states that PKBM is an institutional model which means that PKBM is the basis for community education, managed professionally by LSM or other social organizations, so that people can easily connect with PKBM and request information about various community education programs, their requirements, and implementation schedules.

Various indicators of learning citizens who are less motivated in carrying out learning activities include economic factors. Many of the learning citizens prioritize the necessities of life by earning money, because most of them are below the poverty line so this can hinder the learning process of learning citizens. In addition, environmental factors are also able to influence learning activities which are not conducive to many of the learning residents who live around the village market environment, and later bring them to the characteristics and characteristics that still need to be guided optimally, especially in terms of their learning motivation.

Motivation to learn is very important to be applied to learning citizens, especially Package A, because with motivation it will provide a change in energy within a person which is marked by effective encouragement and reactions in an effort to achieve goals (Pasaribu and Simandjuntak, 1983: 76). However, based on observations, many of the learners indicated that they were dependent on encouragement or influence on other people regarding learning motivation.

In addition, many efforts have been made to increase this motivation, starting from the participation of parents, tutors, to community involvement and the learning environment, but this has not been able to foster enthusiasm and motivation for residents to learn Package A at this time. If this continues to happen, there will be a presence of less effective learning citizens in the learning environment which is characterized by a lazy nature and a lack of enthusiasm in pursuing education. Thus, it is necessary to carry out a comprehensive study regarding the efforts to increase the motivation of residents to learn Package A at the PKBM Patriotik Bube Baru Village, Suwawa District, Bone Bolango Regency.

Method

Research was carried out at the Patriotik Community Learning Activity Center, which is on Nani Wartabone Street, Bube Baru Village, Suwawa District, Bone Bolango Regency, Gorontalo Province. PKBM was chosen as the research target because it is the only PKBM in Suwawa District that still exists to carry out the learning process from several PKBM in other sub-districts. In addition, this location was chosen based on considerations which are relevant to the form of problems that are of a general nature.

The study used a qualitative research method with a phenomenological approach. The phenomenological approach in qualitative research seeks to understand the meaning of events and their relation to ordinary people in certain situations (Moleong, 2006: 14). The type of research used is a qualitative type that is interpretive in nature, namely trying to obtain descriptive data in the form of behavioral symptoms of the people being observed.

In this study the authors acted as participant observers and data collectors. In collecting data, the authors directly contact the sources that can provide accurate information. So that researchers are included in the instruments or tools in this study.

Meanwhile, as an observer, the writer acts as a temporary observer of certain activities of the research object. Therefore, in identifying the object the researcher will use other research instruments such as observation guidelines, interviews, and documentation. The interaction between the researcher and the object of research is the main key to finding / capturing the required information.

The data analysis technique used in this study is an interactive model starting from data collection, data reduction, data presentation, and drawing conclusions (Muhajir, 1996: 28). The data analysis process was carried out continuously in the data collection process during the research, including data collection, data reduction, data presentation, and drawing conclusions.

Result And Discussion

The result

Of the Patriotik Community Learning Activity Center is one of the non-formal education platforms in Bube Baru Village, Suwawa District, Bone Bolango Regency, which was founded on 6 February 2009 and is still actively developing learning activities and skills for learning citizens. In the age that is long enough, the PKBM Patriotik continue to take part in improving education through program development education programs outside of school include Early Childhood Education, Functional Literacy, Education equality Package A, Package B and Package C, as well as life skills education (*life skills*). This can run well thanks to the support of the village government and the community of Bube Baru village, Suwawa District, Bone Bolango Regency. In addition, the enthusiasm of the citizens to learn to make non-formal education programs a success.

In general, the conditions for learning citizens in the PKBM Patriotik vary greatly depending on the type of program that the learning community participates in. For example, the Functional Literacy program, which is mostly in demand by housewives and equipped with sewing skills, is managed in a structured manner through several stages such as planning, organizing, implementing, and evaluating.

In addition, developing educational programs in the PKBM Patriotik cannot be separated from the conditions of learning facilities or facilities that support learning activities. PKBM Patriotik Bube Baru village until now continues to strive to develop learning facilities through proposing the procurement of facilities to parties who distribute the aid. However, until now this has not been realized. So that other efforts are being made to overcome this through borrowing adequate facilities. Therefore, the facilities currently available are still of loan status, thus the facilities at PKBM Patriotik are completely inadequate.

The study on efforts to increase the motivation of residents to learn Package A at PKBM Patriotik Bube Baru Village, Suwawa District, Bone Bolango Regency began with observation activities in obtaining an overview of the motivation of residents to learn Package A. Observations were carried out 3 times in September 2010. The observation activities were focused on 2 (two) aspects relating to the provision of education equality of Package A, the response of citizens to program and support pemerintah Package A village on the implementation of equality education program Package A.

Based on the observation, gained the impression that education programs in particular equality still needs Package A receive special attention for the local community, because some people think that the Package A program is not an educational path that can support the future of children in pursuing the next level of education. In addition, they assume that the Package A program is the same as formal education, namely elementary school when viewed from the point of view of learning, even when the study time has been determined.

This needs special attention in clarifying the response of some people regarding the implementation of the Package A program because by looking at the existing conditions, many of the people have elementary school age children who should have to pursue education, but there are limited space and time spent. caused by various activities such as trading, farming and cultivating plantations. So that it made the community less responsive to the implementation of the Package A program at first.

Another thing to be proud of is the support of the Government Bube Baru Village Suwawa District for the implementation of the Package A equality education program. Evidence of this support includes the submission of proposals for the procurement of facilities and learning resources by the Village Consultative Body (BPD) together with the Village Head to the Head of the Youth Office and Sports and Gorontalo Province PNFI Subdin. The proposal was approved and has been realized.

Discussion

Government programs to improve the quality of society continue to increase. This can be seen from the various educational programs implemented, both the school (formal) and the non-formal (non-formal) education channels, one of which is the Package A equivalency education program. Through this program, residents learn at the age of 9 years of compulsory education who have not had the chance taking the primary school age education pathway can take it through the non-formal education path, namely the equivalent package A education. So that they have the opportunity to gain basic knowledge and skills such as reading, writing, and arithmetic.

For this purpose, learning citizens need to be encouraged or motivated so that they can take up the education level and be able to continue to the next level of education. More than that, learning citizens are expected to be able to develop and have motivation in participating in the Package A equivalency education program in order to increase knowledge, especially in the academic field.

According to Hamalik (2001: 112) that a person's motivation can come from within oneself, which is known as internal motivation, and from outside oneself which is called external motivation. In essence, motivation has two characteristics, namely (1) intrinsic motivation, and (2) extrinsic motivation, which are interrelated with one another.

Motivation comes from the Latin "movere" which means "impulse or driving force". This motivation is only given to humans, especially to subordinates or followers (Hasibuan, 2007: 92). Basically, motivation questions how to encourage someone's passion with the intention of so that they want to work hard by giving all their abilities and skills to realize a certain goal.

In connection with the description above, the researcher conducted a study of the implementation of the Package A equivalency education program in the PKBM Paktriotik in Bube Baru Village, Suwawa District, Bone Bolango Regency. The focus of the study was intended to obtain data and information about efforts to increase the motivation of citizens to learn Package A. In

collecting data and information, data collection techniques were used, namely interviews, observation, and documentation. Meanwhile, the selected informants were study residents, tutors, program managers, village officials, local communities, and parents.

In order to examine the problem of efforts to increase the motivation of residents to learn Package A, it can be reviewed through two aspects, namely the factors that hinder the motivation of residents to learn Package A and efforts to increase the motivation of residents to learn Package A. From the aspect of the factors that hinder the motivation of residents to learn Package A, the researcher examines it through several indicators, namely (1) internal factors, including (a) attention, (b) responses, (c) memory, (d) talent, and (2) external factors, including (a) family factors, (b) environmental or community factors. While the aspect of efforts to increase the motivation of citizens to learn Package A, the researcher examines it through several indicators, namely (1) needs, (2) encouragement, and (3) goals.

Based on the research results obtained data and information that the external factor which is one of the research indicators is a factor that hinders the motivation of the citizens to learn Package A, namely in terms of the family aspect. This condition arises due to problems that arise in the family environment, including *broken homes*, domestic violence, lack of parental love for their children due to their daily activities.

This is confirmed by the theory of transactional analysis pioneered by Eric Berne which states that problematic individuals according to transactional analysis theory occur because the individual does not have the ability to make meaningful decisions for himself at the beginning of his life, because it is very easily contaminated by factors outside himself. He has no power to fight against something that is beyond his control so he cannot live his life according to his wishes. Such an individual will be bound by the decisions he has made because he is unable to resist. In this case the family factor really dominates him, his internal strength does not function properly so that he will become a weak individual, lacking confidence, and low motivation to succeed.

Besides that, a study on efforts to increase the motivation of citizens to learn, encouragement is an adequate aspect of this increase. This arises from various ways that are done by all parties to learning citizens in changing their behavior during learning activities. Basically, motivation is closely related to changes in human behavior. This is in accordance with the theory of encouragement which emphasizes things that encourage behavior. In fact, the basic theory of balance is the theory of impulses, and the theory of balance reinforces the correctness of this theory of impulses. The theory of impulse was introduced by Robert Woodworth in 1918. At that time Woodworth defined the impulse as a force from within us that causes us to do something. Therefore, the word motive is also given the meaning of encouragement which causes and directs human behavior.

CONCLUSION

Based on the results and discussion, a number of conclusions can be stated as follows.

1. Factors that hinder the motivation of residents to learn Package A in Bube Baru Village, Suwawa District, Bone Bolango Regency, consist of internal factors and external factors. Internal factors that influence motivation are, encouragement from within the individual itself without coercion from outside the individual. This factor is more dominantly influenced by the existence of an individual's goal or desire to act and achieve. His desire to succeed and excel can grow into motivation will be influence in the educational process. Meanwhile, external factors that influence motivation include orders, invitations, coercion. Therefore, the involvement of parents, society, and the environment in education can be said to be an external factor that affects children's learning motivation.
2. In an effort to increase the motivation of the residents to learn Package A in Bube Baru Village, Suwawa District, Bone Bolango Regency, this can be done in various ways, starting from the participation of parents, communities, tutors, managers, and the village government which all refer to aspects of need, encouragement, and goals.

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