

**CURRICULUM MANAGEMENT OF PACKAGE C EQUIVALENT  
PROGRAM  
IN PREPARING GRADUATES READY TO WORK  
IN PKBM ALAM RUMAH MATAHARI SUKODONO SIDOARJO**

Ni'matul Fauziah<sup>1\*</sup>, Lilik Huriyah<sup>2</sup>, Abdullah Malik Ibrahim<sup>3</sup>

<sup>1,2</sup>Sunan Ampel State Islamic University Surabaya, <sup>3</sup>Phatnawitya School Yala Thailand

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**ABSTRACT**

The high unemployment rate in Indonesia is partly due to limited access to education. The Package C equivalency program at PKBM Alam Rumah Matahari offers a non-formal education solution that is an alternative for people who have not completed formal education and also prepares graduates for the world of work. This study analyzes the management of the Package C curriculum at PKBM Alam Rumah Matahari Sukodono Sidoarjo in preparing graduates for the world of work. This study uses a descriptive qualitative method with observation, interview, and documentation data collection techniques. The data is then analyzed using Milles and Huberman's analysis techniques, namely data collection, data reduction, data presentation, and drawing conclusions to obtain valid data. The results of the study show that curriculum management includes planning, organizing, implementing, and evaluating which are adjusted to the needs of students and the world of work. Government funding support, infrastructure, and implementation of the Merdeka Belajar Curriculum are the main supporting factors. However, challenges such as low student attendance and public views on PKBM need to be overcome. The impact of this curriculum can be seen from its graduates who are able to become entrepreneurs or work in the government sector. Optimization of curriculum management and increasing public awareness need to be strengthened so that Package C graduates are better prepared to compete in the world of work and contribute to reducing unemployment.

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**Correspondence Author:**

Author : Ni'matul Fauziah

Affiliation : UIN Sunan Ampel Surabaya

Email : [fauziahkhabibah@gmail.com](mailto:fauziahkhabibah@gmail.com)

## 1. INTRODUCTION

Unemployment in Indonesia is quite high, this was stated by the IMF in the World Economic Outlook April 2024 report that Indonesia is the country with the highest unemployment rate among the six ASEAN countries. The results of the Central Statistics Agency (BPS) report also reported that the open unemployment rate (TPT) as of February 2024 decreased by 0.63 percent compared to 2023. Now Indonesia's TPT is at 4.82 percent (*Tingkat Pengangguran Indonesia Tertinggi Di ASEAN Pada 2024*, 2024). Unemployment in Indonesia is influenced by several main factors, such as economic growth, inflation, and education. Slowing economic growth has limited job creation, while inflation, although its influence is not always significant, can reduce purchasing power and investment, potentially worsening unemployment. In addition, the low level of education causes many individuals to not meet the qualifications needed in the job market, reducing the opportunities for graduates to get jobs (Handayani et al., 2022, p. 317). Another cause is the large number of vocational school graduates who are unemployed because there is still a mismatch between the competencies of vocational school graduates and the needs of industry/the world of work. In the era of the industrial revolution 4.0, the world of work is increasingly competitive and demands technology-based skills and the ability to adapt to rapid changes. The World Economic Forum report shows that digital skills, technological adaptability, and good communication are the basic competencies needed for the future of work. Therefore, curriculum and competency updates are needed to match the needs of the world of work.

PKBM as a non-formal educational institution is present in responding to the above problems and also provides opportunities for people who cannot follow formal education. According to Sihombing, the Community Learning Activity Center (PKBM) is an educational institution formed by and for the community with the aim of improving the knowledge, skills, attitudes, hobbies, and talents of the community. Through PKBM, it is hoped that a learning process will be created that utilizes local facilities and potential, so that the community can develop skills that are useful for improving their standard of living (Suryadi et al., 2022, p. 48). An effective PKBM is a PKBM that is able to manage and design a curriculum according to the needs of students and the job market. With good curriculum management and a focus on work skills, PKBM can be a strategic place to produce competent graduates who are ready to contribute to the world of work or entrepreneurship. An effective PKBM compiles a potential-based learning program, so that participants can become independent, intelligent, creative individuals and have meaningful added value in life (Hasibuan et al., 2023, p. 41).

The curriculum in PKBM package C level tries to adjust the current curriculum to technological developments and industry demands so that package C graduates can have relevant skills, such as digital literacy, entrepreneurship, and critical and creative thinking skills. Research by Meri and Shomedran shows that Package C graduates in PKBM have varying levels of readiness in facing the world of work. Cognitively, graduates are able to solve problems and identify opportunities, although participation in the learning process is still less than optimal. From the affective aspect, although there is interest in becoming permanent employees, tight competition in the world of work causes some graduates to still be unemployed or work as daily laborers. Psychomotor readiness is quite good, marked by efforts to develop skills through training, although not all graduates make maximum use of it. Communication and entrepreneurial skills have been formed, but still need improvement through more effective and comprehensive training (Andhani & Shomedran, 2023, p. 154).

The Package C program equivalent to high school aims to support the 12-year Compulsory Basic Education program and functions to provide non-formal education services for people who do not or have not received formal education at the high school level, providing opportunities for people who have completed the Package B program equivalent to junior high school and have completed education at the junior high school level and MTs graduates who do not continue to high school or drop out of high school.

Research related to curriculum management for the package C equivalency program has existed before, but this study certainly has differences and novelties. Among the studies that are relevant to this study is "Curriculum Management of the Package C Equivalency Education Program at PKBM Budi Utama Kembaran Banyumas". The results of this study explain the curriculum

management in the Package C equivalency education program at PKBM Budi Utama which consists of three stages: planning, implementation, and evaluation. The planning stage includes curriculum selection, preparation of learning tools, and use of digital media such as YouTube and Google Form. The implementation of learning is carried out offline and online. Evaluation includes formative evaluation during the learning process and summative evaluation at the end of the period to assess learning outcomes (Nada Azzakiyah, 2024, p. 5).

Other studies such by Saragih et al entitled "Curriculum Management Analysis In Hanuba Medan Community Learning Center (PKBM)". The findings of this study are that PKBM Hanuba implements the 2013 Curriculum which is guided by the Ministry of Education and Culture. Supporting factors for curriculum implementation include the leadership of the PKBM head, tutor performance, learning community activities, socialization of K13, adequate learning facilities and resources, a conducive academic environment, and active participation of learners. The main obstacle is the low comprehension of some learners, so that learning must be repeated. To overcome this, PKBM Hanuba developed a product-based entrepreneurship module designed according to the needs of adult learners (Saragih et al., 2023, p. 127).

Furthermore, research by Kholwatin and M. Yunus entitled "Instilling Religious Values of the Independent Curriculum on Learners of PKBM Media Cinta Ilmu in Class II B Lamongan Correctional Institutions. This study examines the impact of instilling religious values from the Independent Curriculum on students of the Media Cinta Ilmu Community Service Program at Class II B Lamongan Correctional Institution. The results of the study indicate that instilling religious values from the Independent Curriculum has a positive impact on students and can also be considered an effective effort to improve the social and moral conditions of students in correctional institutions, as well as providing better opportunities for the formation of better character in society after the convicts are released (Yunus & Kholwatin, 2024, p. 151).

From several previous studies, researchers find that PKBM has succeeded in managing the curriculum by adjusting learning methods, materials, and approaches to the specific needs of students. So researchers are interested in conducting research related to the management of the Package C Equivalency curriculum in PKBM which focuses on managing the curriculum that supports improving practical skills and employee work readiness, by analyzing supporting factors, challenges faced, and the impact of the curriculum on employee work readiness.

## **2. METHOD**

The research method used in this study is qualitative with a descriptive approach. Qualitative research methods are a type of research that uses narratives to understand and explain the meaning of certain phenomena, symptoms, or social situations (Waruwu, 2023, p. 2898). Data collection was conducted by means of observation regarding the management of the C package curriculum at PKBM Alam Rumah Matahari, then to deepen the data in the field, interview techniques and documentation were used as supporting data for the research. The interview procedure begins with: (1) the researcher identifies the research problem or phenomenon, (2) the researcher develops an interview design, consisting of interview questions, interview protocols and interview schedules, (3) the researcher conducts interviews with sources according to the agreed schedule, (4) the researcher records interview data from audio (recordings) into written scripts (interview transcripts), (5) the researcher analyzes interview data, (6) the researcher reports or presents data and interview findings (Hansen, 2020, p. 289).

Researchers use purposive sampling techniques to determine informants in this study. Purposive sampling techniques are a way to determine informants by selecting informants according to the criteria and needs of researchers in the study (Prasanti, 2018, p. 14). The informants in this study were the Head of PKBM, package C tutors and package C students. The data analysis technique in this study used the Miles and Huberman analysis method, namely through the stages of data reduction, data presentation, drawing conclusions and verification (Sugiyono, 2017, p. 333–343). At the data reduction stage, researchers sort data that is in accordance with the research objectives, namely systematic arrangement, systematic content, and use of spelling by paying attention to things outside the research objectives that must be ignored. After being selected according to the research objectives, then researchers present the data, namely starting to use percentages and in-depth analysis

regarding the data. The percentages are used later to make it easier to read data and verify. With this analysis, the existing data will be seen to be useful, especially in solving research problems and achieving the final objectives of the research.

The location of the research was conducted at the Community Learning Activity Center (PKBM) Alam Rumah Matahari located in Dusun Klagen Rt.02/Rw.01, Wilayat Village, Sukodono District, Sidoarjo Regency. This research was conducted from 2-10 October 2024 with the following details:

Table 1 Research Schedule

No	Date	Activities
1.	October 2, 2024	Initial observation and granting research permits
2.	October 4, 2024	Observation of the PKBM Alam Rumah Matahari environment
3.	October 7, 2024	Interview with Mr. Heri Suwignyo as the Head of PKBM Alam Rumah Matahari
4.	October 7, 2024	Interview with package C learners
5.	October 10, 2024	Interview with Mrs. Elok Andriyani as the Package C Tutor at PKBM Alam Rumah Matahari
6.	October 11, 2024	Observation related to package C learning and collecting complete documents according to the theme and research problems

### 3. RESULT AND DISCUSSION

Rumah Matahari Nature School Organizes Community Learning Activity Center Programs which include:

Table 2 Education Programs at PKBM Alam

NO	Education Program
1.	Package A Education Program is equivalent to Elementary School/Islamic Elementary School
2.	Package B Education Program is equivalent to Middle School/Islamic Junior High School
3.	Package C Education Program is equivalent to High School/Islamic Senior High School
4.	PAUD Education Program is equivalent to Kindergarten

The vision of PKBM Alam Rumah Matahari is to change civilization by forming self-character and giving meaning to the motherland. With a mission to preach through Educational Institutions and strive for students to have noble character, be independent and achieve optimally (*Hasil Observasi Di PKBM Alam Rumah Matahari*, personal communication, October 4, 2024).

#### 3.1. Curriculum Management Package C at PKBM Alam Rumah Matahari

The main objective of implementing the C package equivalency program at Rumah Matahari Nature PKBM is to prepare children to be independent by making various efforts to prepare graduates to be able to compete in the world of work, starting from providing sufficient academic learning and providing direct training through extracurricular activities (*Hasil Wawancara Dengan Bapak Heri Suwignyo Selaku Kepala PKBM Alam Rumah Matahari*, personal communication, October 7, 2024). PKBM package C in preparing graduates who are ready to work carries out stages and curriculum preparation based on the implementation of curriculum management in a school starting from planning, organizing, implementing and evaluating (Wardan & Puji Rahayu, 2021, p. 89). The first stage is planning, planning is an effort to prepare activities systematically to achieve goals. Careful and structured planning will be a determinant and guide for every organization or institution to achieve its goals (Baharuddin, 2023). Planning at PKBM Rumah Matahari Nature includes:

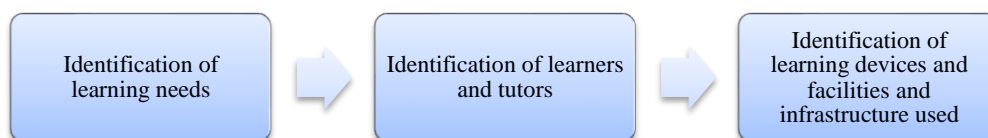


Figure 1. Planning at PKBM Rumah Matahari Nature

1. Identification of learning needs

PKBM Alam Rumah Matahari in identifying the needs of learners is efficient, this is because PKBM Alam Rumah Matahari conducts assessments for learners, so that the needs of learners can be fully met. In addition, learning is carried out based on mutual agreement according to the abilities of learners and does not force learning achievements according to the KEMENDIKBUD target. PKBM Alam Rumah Matahari currently uses a hybrid learning system, which means that learning activities are carried out online and offline with learning methods that are adjusted to the needs and conditions of learners. Of course, by implementing a hybrid learning system, it is hoped that it can increase the participation of learners in PKBM Alam Rumah Matahari.

2. Identification of learners and tutors

In identifying learners, the C-level equivalency program that will take part in the equivalency program must have a junior high school diploma or package B. The next planning is to identify tutors, in recruiting tutors, they must have the requirements and criteria that must be met, namely at least a bachelor's degree, preferably those who are graduates of non-formal education.

3. Identification of learning devices and facilities and infrastructure used

The next planning is the creation of learning devices or modules according to the package, it was found that all aspects covering the learning devices at PKBM Alam Rumah Matahari have used the independent independent learning curriculum. Independent learning is an open learning process from home that provides a learning experience without having to complete completion and graduation standards (Tiwikrama et al., 2021, p. 36). The learning resources used by PKBM Alam Rumah Matahari tutors have followed the existing curriculum. The facilities and infrastructure at PKBM Alam Rumah Matahari are sufficient for learning activities, but accessibility still needs to be improved because almost 50% of students at PKBM Alam Rumah Matahari are ABK, therefore improvements are needed to provide comfort for students with disabilities.

The second stage is organizing. Organizing is the process of determining, grouping and arranging various activities needed to achieve goals, placing people in each activity, providing the necessary tools, assigning relative authority to each individual who will carry out the activity (Aliefiani Mulya Putri et al., 2022, p. 289). Organizing is the process of arranging tasks, authorities and responsibilities for each individual according to their abilities. The organization of the management of package C equivalency in PKBM Alam Rumah Matahari is carried out by dividing tasks related to Equivalency Education such as the Head of PKBM, TU Staff/operators, tutors and learners, so that each has a function and task in achieving the goal. In PKBM Alam Rumah Matahari, it is not required how many learners are present because in PKBM Alam Rumah Matahari, hybrid learning-based learning is used, namely learning activities are carried out online and offline, but this still cannot be said to be optimal because the participation of learners has not increased (*Hasil Wawancara Dengan Bapak Heri Suwignyo Selaku Kepala PKBM Alam Rumah Matahari*, personal communication, October 7, 2024).

The third stage is implementation, implementation is the most important stage in program planning, at this stage there are several things that need to be considered, namely:

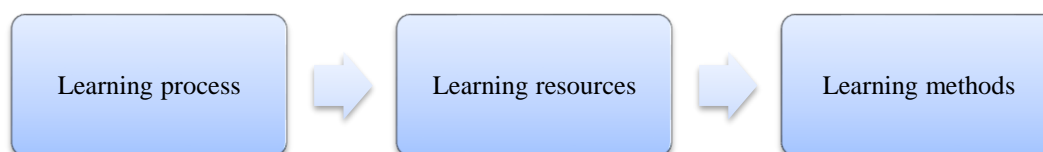


Figure 2. The learning process

### 1. Learning process

The learning process at PKBM Alam Rumah Matahari is divided into two, namely offline and online. Tutors create learning devices or teaching modules that refer to the independent learning curriculum. Offline academic learning activities for package C are carried out once a week on Fridays from 07.30-09.30, for the lessons the same as the subjects in formal high school, namely starting from Mathematics, Indonesian, English, etc. Tutors also develop the skills and abilities of students at PKBM Alam Rumah Matahari through several training and extracurricular activities including cooking, multimedia, crafts, sewing, hydroponics, English and table manners, which are held every day from Monday to Friday at 12.00-13.00. PKBM also provides work experience to students through internships at MSMEs, such as in the fried chicken business, the SHD fitness equipment company and sewing businesses in the surrounding area. While online there are two methods, namely the first is through tutorials, students study the modules themselves and come directly to the place to ask the tutor if they don't know or by phone, and the second is independent, students come to PKBM only during the graduation exam. Both online methods use WhatsApp, tutors send materials and modules that have been prepared. Learning is carried out with a 60% independent system and 40% face-to-face. This is done because most of the package C students are adults who are already working.

### 2. Learning resources

According to Sutarto, in using learning resources, students must be guided by tutors. So tutors are not the only source of learning, but there are other sources that can be used to expand understanding and experience (MA et al., 2020, p. 48). In the learning process, tutors use tools or media and learning resources that can make it easier for students to understand the material. Currently, at PKBM Alam Rumah Matahari, the use of visual and non-visual learning media is quite adequate because PKBM Alam Rumah Matahari has used electronic-based media and learning resources in the form of modules and the internet network has been provided by PKBM Alam Rumah Matahari, making it easier for students to understand the material.

### 3. Learning methods

The learning methods used by package C tutors at PKBM Alam Rumah Matahari are to adjust to the conditions of the students or flexible, tutors use lecture methods, questions and answers, discussions and practice of learning materials that are taught directly offline, to make it easier for students to understand the material. This is also done so that tutors and students can exchange opinions so that learning can take place optimally. For online students, only material is provided through teaching modules.

The last stage is assessment/evaluation. Evaluation is an improvement carried out by comparing activities (student behavior) with standards or indicators that have been made or set by the teacher or school whether there are weaknesses or obstacles (Nurafiaty et al., 2022, p. 36). At this evaluation stage, it is very necessary because the Head of PKBM and tutors can measure the understanding and abilities of students while participating in the Package C equivalency education program at PKBM Alam Rumah Matahari. Evaluation is a very necessary stage at PKBM Alam Rumah Matahari in order to determine the extent of the students' understanding and abilities. PKBM Alam Rumah Matahari evaluates the learning program implemented by the tutor to determine the abilities that students have acquired while participating in the Package C equivalency education program. Tutors conduct evaluations in the form of practice and Q&A learning for package C students who study offline, so there are no assignments. Monthly evaluations are carried out by practicing skills or expertise followed by students. The final evaluation carried out at PKBM Alam Rumah Matahari in the Package C Equivalency Education Program for both online and offline students is through the National Examination or Graduation Examination (*Hasil Wawancara Dengan Ibu Elok Andriyani Selaku Tutor Paket C Di PKBM Alam Rumah Matahari*, personal communication, October 10, 2024).

From the presentation of the research results above, it is stated that the curriculum management of the Package C program at PKBM Alam Rumah Matahari was implemented well. At the planning stage, it was planned flexibly and adaptively to the needs of students and the world of work, through a curriculum designed with a hybrid learning approach, which combines face-to-face and online methods. The implementation of the curriculum is also considered effective with the demands of the

job market through the development of practical skills such as multimedia, sewing, entrepreneurship, and internships in MSMEs. Through this training, students gain direct experience that increases their readiness to work or become entrepreneurs. At the evaluation stage which is carried out continuously through skills practice and graduation exams, it also ensures that the curriculum is running effectively and is able to achieve the learning objectives that have been set.

### **3.2. Supporting and Inhibiting Factors of PKBM in Preparing Graduates Ready for Work**

The Package C program held at the Alam Rumah Matahari Community Learning Center (PKBM) is supported by a number of factors that play a major role in the success of the program. These factors include :

#### **1. Financial support from the government**

One of the main factors that supports the smooth running of the Package C program is the financial support from the government. This financial assistance is an essential component because it functions as a source of financing for various program needs, such as purchasing teaching materials, providing educational facilities, and remuneration for teaching staff or tutors. With this assistance, PKBM can reduce the financial burden in implementing the program and focus more on improving the quality of learning. This financial support also allows PKBM to expand access to education for students in need, so that the goal of equalizing education can be achieved.

#### **2. Availability of Facilities and Infrastructure**

Another factor that supports the success of the Package C program is the availability of adequate facilities and infrastructure. Facilities include learning aids such as books, computer devices, and other teaching materials, while infrastructure includes classrooms and a comfortable learning environment. With adequate facilities, students can follow the learning process better, so that they are expected to achieve the expected competencies. This also supports tutors in carrying out their roles optimally.

#### **3. Implementation of the independent learning curriculum**

The implementation of the Independent Learning Curriculum in PKBM involves the active role of various parties, including the head of PKBM, tutors, and students. The implementation of this curriculum is carried out well through effective leadership from the head of PKBM. The head of PKBM plays a role in directing tutors so that they can carry out their duties optimally, provide appropriate learning facilities, and create a conducive learning environment. In addition, the Independent Learning Curriculum gives tutors the freedom to adjust teaching methods to the needs of students, so that learning becomes more flexible and student-centered. As Prianti quoted by Kholwatin, the independent curriculum which is implemented independently, gives educators the opportunity to create high-quality learning that is appropriate to the needs and learning environment (Yunus & Kholwatin, 2024, p. 118).

The Package C learning program also faces a number of challenges that can hinder the effectiveness of its implementation. The following is a more in-depth description of these inhibiting factors:

#### **1. The presence of learners in the learning process**

One of the main obstacles in the implementation of the Package C program is the low level of attendance of learners. Low attendance often disrupts the process of transferring knowledge from tutors to students. This has a direct impact on the achievement of the expected competencies in each learning session. In addition, the diversity of ages of learners also affects the dynamics of learning. The varying ages of learners cause differences in learning abilities, material absorption, and learning needs. Older learners may have difficulty adapting to the technology or modern learning methods used, while younger learners may be more receptive to technology but lack the discipline to follow learning.

#### **2. The perspective of the community that is not yet open to PKBM**

Another inhibiting factor that is no less important is the perspective of the community that is not entirely positive about PKBM. Many people still think that non-formal education in PKBM, including the Package C program, has a lower quality than formal education. This view has an impact on the low interest of students to participate in educational programs at PKBM and has the potential to reduce community participation in supporting learning activities in it and can

reduce the motivation of students who actually need alternative educational services such as the Package C program.

Efforts to overcome the low attendance of students for other PKBMs require implementing a more flexible learning schedule, such as afternoon, evening classes, or a blended learning system that combines face-to-face and online. In addition, learning methods must be made interesting and adjusted to the age of students, for example through a practice-based approach, technology, and group discussions. Giving appreciation to active and high-achieving participants to increase students' motivation to attend consistently. In an effort to change the public's view of PKBM, massive socialization is needed regarding the benefits of the Package C program and presenting success stories of alumni to prove the quality of non-formal education. PKBM can also collaborate with the government and the private sector to open up job opportunities or skills training for graduates. In addition, improving the quality of teaching through tutor training and adjusting the curriculum to the needs of the community, such as entrepreneurship or vocational skills, will help increase public trust in PKBM.

### **3.3. The Impact of Implementing the Package C Curriculum on Graduates' Work Readiness**

The Package C curriculum implemented at the Community Learning Activity Center (PKBM) Alam Rumah Matahari has a significant impact on the work readiness of its graduates. These implications can be seen from several aspects, namely the development of technical skills, strengthening non-technical skills (soft skills), and increasing the adaptability of graduates to changes in the world of work. The following is a further description of these implications:

#### **1. Technical Skills Development**

The Package C curriculum is designed to equip students with the technical skills needed in the job market, such as basic computer skills and entrepreneurship. Through practical training provided in the curriculum at PKBM Alam Rumah Matahari, such as extracurricular activities in multimedia, sewing, and hydroponics, graduates gain direct experience that is relevant to various fields of work. These skills not only expand job opportunities for graduates but also enable students to start independent businesses, reducing dependence on the formal job market.

#### **2. Increasing Adaptability to Changes in the World of Work**

The Independent Learning Curriculum implemented in the Package C Program allows flexibility in teaching methods, both online and face-to-face. Curriculum flexibility is a key determinant in preparing students to face the dynamics of the global job market which is increasingly marked by technological disruption. This approach allows students to not only develop technical skills, but also build critical thinking skills, innovative creativity, and high adaptability in facing complex and unpredictable changes (Nurjanah et al., 2024, p. 215). This helps students, especially those who are adults or have jobs, to adjust their study time with other activities, such as work or family obligations. This flexibility also trains graduates to adapt to various situations and new technologies, which is an important skill in the ever-evolving world of work.

#### **3. Increasing Internship and Work Experience Opportunities**

As part of the curriculum program, PKBM Alam Rumah Matahari provides opportunities for students to take part in internships in various local businesses such as MSMEs. This internship experience provides added value for students in understanding the dynamics of the work environment and gaining practical experience that cannot be obtained through classroom learning alone. The implication of this experience is the increase in the work readiness of graduates so that they are trained to work according to the standards applied in the world of work.

#### **4. Economic Independence and Development of Entrepreneurial Spirit**

The Package C curriculum also encourages graduates to become more economically independent through the development of an entrepreneurial spirit. Entrepreneurship training activities in the curriculum, such as cooking or handicraft training, provide sufficient provisions for graduates to start their own businesses. Graduates of PKBM Alam Rumah Matahari Package C have also proven that their graduates are successful in the world of work. Some of them opened their own businesses by making *angkringan*, selling on the road, selling nasi mercon and working in the government as a legal aid bureau. Thus, in addition to reducing unemployment, this program also helps improve the local economy through the creation of new jobs by graduates.

#### 4. CONCLUSION

Based on the results of research on the curriculum management of the Package C equivalency program at PKBM Alam Rumah Matahari Sukodono Sidoarjo, it shows that the curriculum management process carried out includes planning, organizing, implementing, and evaluating structured and oriented towards the needs of the world of work. At the planning stage, PKBM has identified the needs of students and tutors well, including the use of a hybrid learning system to accommodate learning flexibility. The organizing stage involves a clear division of tasks between the head of PKBM, tutors, and students. The implementation stage shows that PKBM has succeeded in combining online and offline learning methods and providing relevant practical skills programs, such as multimedia training, sewing, and internships at local MSMEs. Evaluation is carried out with monthly skills practice and graduation exams to measure the achievements of students.

The supporting factors for the implementation of this program include financial support from the government, the availability of adequate facilities and infrastructure, and effective leadership in directing tutors and providing a conducive learning environment. However, there are several inhibiting factors such as the low level of student attendance and the negative views of the community towards non-formal education at PKBM.

The impact of curriculum implementation on package C graduates at PKBM Alam Rumah Matahari is able to prepare graduates who have practical skills that are relevant to the needs of the workforce, as evidenced by PKBM graduates being able to be independent in finding work through their own businesses by making *angkringan*, selling on the road, selling nasi mercon and working in the government as a legal aid bureau. In the process of conducting this research, there are limitations, namely, the researcher only examined the management of the package C curriculum so that he could not describe all equivalency education programs holistically. For further researchers, it is hoped that they can conduct similar research using quantitative methods to prove how effective the package C equivalency program is in improving graduates in the workforce.

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