

## CURRICULUM MANAGEMENT IN ENHANCING THE QUALITY OF EDUCATION IN THE PACKAGE C EQUIVALENCY PROGRAM AT PKBM SEROJA

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### ABSTRACT

Curriculum management serves as a key factor in improving the quality of education in the Package C Program, which provides alternative learning opportunities for individuals outside the formal education system. This study aims to analyze the practices of curriculum planning, implementation, and evaluation to enhance the quality of non-formal education. Using a descriptive qualitative approach with a multi-site design, this research examines curriculum management in improving educational quality within the Package C Equivalency Education Program at PKBM Seroja, Riau. Respondents were selected purposively, consisting of the head of the institution, teachers, curriculum staff, and students. Data were collected through in-depth interviews, participatory observations, and document analysis of official school records. Data analysis followed the model of Miles et al. (2014), including data reduction, data display, and conclusion drawing. The findings reveal that curriculum management at PKBM Seroja has been carried out adaptively through participatory planning, flexible organization, andragogical learning approaches, and project-based evaluation. However, several challenges persist, such as limited tutor competence, inadequate facilities, and insufficient operational funding. Quality improvement strategies include tutor training, external partnerships, learning digitalization, and the enhancement of authentic assessments. This study concludes that the success of curriculum management in non-formal education depends on collaboration, innovation, and the institution's ability to adapt to the diverse needs of adult learners.



## INTRODUCTIONS

Education constitutes a fundamental investment in human capital development, as it plays a crucial role in shaping character, broadening intellectual horizons, and enhancing life skills relevant to various dimensions of human existence (Nurhalisa & Nurcahya, 2025). Learning, as a continuous and lifelong process, transcends age boundaries,

enabling individuals to develop competencies and acquire knowledge throughout their lifetime (Nurfaidatulhasanah, 2016). Through education, individuals are expected to cultivate character, foster critical thinking, and refine their personalities to address the demands of social, economic, and technological change (Sukma, 2021; Riza, 2022), thereby improving their overall quality of life in social, economic, and health domains (Anzor et al., 2024). To ensure that the objectives of education are effectively realized, curriculum management must be systematically designed and implemented across all levels and types of education.

Curriculum management serves as a strategic and integral element that determines the direction, content, and quality of learning. It is not merely a set of administrative documents, but rather a reflection of educational vision translated into structured and contextual practice (Lazwardi, Kawijaya, & Cromico, 2025). In the Indonesian context, the Equivalency Education Program—particularly the Package C track—provides learning opportunities for individuals who are unable to pursue formal education. This program emphasizes mastery of knowledge, acquisition of practical skills, and the development of professional attitudes and values (Law No. 20 of 2003). Curriculum management encompasses a series of processes, including planning, implementation, supervision, and evaluation of learning materials, instructional methods, and attainment of educational goals (Adiva et al., 2025; Rusman, 2018; Hamalik, 2017). When conducted in a systematic and strategic manner, curriculum management becomes instrumental in achieving educational quality standards.

The Package C Program aims to equip learners with essential competencies, professional attitudes, and practical skills that enable them to become self-reliant and entrepreneurial (Darmawan et al., 2024). Despite its significant contribution to lifelong learning, its implementation continues to face several challenges, such as the shortage of qualified tutors, the mismatch between educational background and subject areas, and the limited utilization of instructional facilities (Darmawan et al., 2024; Herman, 2022). Furthermore, graduates of equivalency education are often stigmatized as “second-tier” compared to their counterparts in formal schools, a perception influenced by insufficient tutor competence and suboptimal instructional management (Laksono et al., 2023). This condition calls for a systematic inquiry into how curriculum management can enhance educational quality and address negative perceptions of non-formal education (Setiawan, 2015).

Empirical studies have emphasized the importance of curriculum management in improving the quality of equivalency education. Adawiyah (2023) found that curriculum management within the Package C Program encompasses comprehensive planning, implementation, and evaluation processes that involve multiple stakeholders. Similarly, Laili, Hariyati, and Roesminingsih (2024) highlighted the integration of the Merdeka Curriculum, in which curriculum management follows the phases of planning, implementation, and evaluation in accordance with the Freedom to Learn principles. These findings underscore that a systematic and participatory approach to curriculum management is essential for achieving quality assurance in equivalency education.

Given this background, the present study focuses on curriculum management in the Package C Equivalency Education Program at the Seroja Community Learning Center (PKBM Seroja). The objectives are to describe its implementation, identify the challenges encountered, and formulate quality improvement strategies. The findings of this study are expected to contribute to the development of policies and practices for equivalency education at both local and national levels.

## METHOD

This research employed a descriptive qualitative approach aimed at describing and analyzing curriculum management practices for improving educational quality in the Package C Equivalency Education Program at PKBM Seroja. The qualitative approach was chosen to provide an in-depth understanding of the contextual, dynamic, and practical aspects of curriculum management within non-formal education settings. Participants were selected

purposively, consisting of the head of the institution, tutors, curriculum administrators, and learners. Data collection was carried out through three primary techniques: (1) in-depth interviews with key respondents, (2) participatory observation of classroom processes and interactions, and (3) document analysis of official institutional records such as syllabi, lesson plans, curriculum structures, evaluation reports, and meeting notes. Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation of sources by cross verifying information among respondents triangulation of techniques through the combination of interviews, observations, and documentation, and triangulation of time through data collection at different periods to ensure consistency and reliability.

## RESULT AND DISCUSSIONS

### RESULT

This study describes and analyzes the implementation of curriculum management, identifies existing challenges, and formulates strategies for improving the quality of education in the Package C Equivalency Education Program at the Seroja Community Learning Center (PKBM Seroja). Employing a descriptive qualitative approach, the research seeks to provide a comprehensive understanding of curriculum management practices in non-formal education settings characterized by diverse learners in terms of age, occupation, and socio-economic background. Data were collected through in-depth interviews with the head of PKBM, curriculum coordinators, tutors, and learners, complemented by participatory observation of teaching and learning processes as well as document analysis of syllabi, lesson plans, evaluation reports, and curriculum structures. Data analysis followed the Miles, Huberman, and Saldaña (2014) model, involving stages of data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation of sources, techniques, and time.

#### Implementation of Curriculum Management at PKBM Seroja

The implementation of curriculum management at PKBM Seroja encompasses four main components: planning, organizing, implementation, and evaluation. In the planning stage, PKBM Seroja applies a synergistic principle that integrates national curriculum policies (the 2013 Curriculum and the Merdeka Curriculum) with local needs. The head of PKBM, together with the curriculum coordinator and tutors, prepares learning plans based on an analysis of learners' needs—covering aspects such as age, employment, learning motivation, and academic ability. A participatory approach characterizes the planning process, involving tutors, learners, and external parties such as the Education Office.

The curriculum organization process is collaborative and flexible, designed to accommodate participants who are mostly working adults. Learning schedules are arranged in the evenings and on weekends, while tutor assignments are adjusted according to expertise and availability. Communication between administrators and tutors remains open and informal, reflecting a flat organizational structure. However, the limited number of tutors requires some to teach multiple subjects, which can affect instructional effectiveness. To address this issue, PKBM collaborates with education students from nearby universities and alumni who volunteer as assistant tutors.

In the implementation phase, the andragogical approach serves as the guiding principle. Tutors act as facilitators, guiding adult learners to connect learning materials with their life experiences. The learning process is contextual and interactive, employing methods such as discussions, case studies, simulations, and small project-based learning. For instance, in economics classes, learners who own small businesses are encouraged to analyze their financial management practices. This approach fosters a democratic, relevant, and meaningful learning atmosphere. Nonetheless, inconsistent learner attendance and limited learning facilities present challenges that require creative solutions. To address these, PKBM employs a modular learning system that enables self-directed study for absent learners and utilizes digital media such as WhatsApp Groups for sharing materials and assignments.

In terms of evaluation, PKBM Seroja adopts a combination of formative and summative assessments. Formative evaluation is used throughout the learning process to assess learners' understanding and provide feedback for tutors, while summative evaluation is conducted at the end of each semester to measure competency achievement. Although tutors have made efforts to implement project- and portfolio-based assessments, evaluations remain predominantly focused on cognitive aspects rather than affective and psychomotor dimensions. Therefore, the development of authentic assessments that evaluate practical skills and work attitudes is essential to better reflect adult learners' real competencies.

### **Challenges in Curriculum Management at PKBM Seroja**

The findings indicate that curriculum management at PKBM Seroja encounters several challenges, stemming from human resource limitations, infrastructure constraints, and external factors. The first challenge lies in tutor competence. Not all tutors possess formal educational backgrounds in pedagogy, leading some to continue using conventional teaching methods that are less aligned with the principles of adult education. The second major challenge involves inadequate facilities and infrastructure. Learning spaces, instructional aids, and digital equipment remain limited, constraining the integration of technology-based learning. Third, insufficient operational funding poses a critical barrier. Government allocations and community contributions are often inadequate to support tutor training, material development, and assessment activities.

Learner-related factors also contribute to these challenges. Most participants are working adults with family responsibilities, resulting in fluctuating attendance and inconsistent learning motivation. Tutors must frequently adjust schedules and teaching methods to accommodate these circumstances. Moreover, the evaluation system remains insufficiently comprehensive, with an emphasis still placed on academic outcomes rather than the assessment of practical skills and social attitudes. These findings suggest the urgent need for innovation in developing assessment instruments that reflect the specific characteristics of non-formal learners.

### **Strategies for Quality Improvement in Equivalency Education at PKBM Seroja**

In response to the aforementioned challenges, PKBM Seroja has implemented several quality improvement strategies aimed at strengthening both instructional systems and human resource capacity. The first strategy involves capacity building for tutors through internal training programs, pedagogical workshops, and mentorship sessions led by senior tutors. These initiatives enhance tutors' ability to design learning materials, apply andragogical principles, and utilize basic digital technologies effectively. Such training is conducted periodically with support from the Education Office and practitioners in non-formal education.

The second strategy emphasizes participatory planning, in which learners are actively involved in designing learning programs. This approach ensures that the curriculum aligns more closely with learners' needs and interests while fostering a sense of ownership and engagement that enhances learning motivation. The third strategy focuses on strengthening authentic evaluation systems. Tutors are encouraged to employ alternative assessment methods—such as project-based evaluation, attitude observation, and portfolio assessment—so that evaluation not only measures academic achievement but also captures learners' practical competencies.

The fourth strategy involves the development of external partnerships. PKBM Seroja collaborates with the Education Office, higher education institutions, and private sector organizations through Corporate Social Responsibility (CSR) programs to secure financial assistance, provide facilities, and deliver tutor training. These partnerships also create opportunities for university students to conduct community service activities as assistant tutors. The fifth strategy centers on the digitalization of learning, where PKBM Seroja utilizes online platforms such as Google Classroom, WhatsApp Groups, and social media to expand learning access and strengthen communication between tutors and learners. These innovations enable tutors to monitor learners' progress effectively, even when in-person attendance is limited.



## DISCUSSIONS

The implementation of curriculum management at PKBM Seroja consists of four main components, namely planning, organizing, implementation, and evaluation, which have generally been carried out in an adaptive and contextual manner in accordance with the characteristics of adult learners. At the planning stage, the institution integrates national curriculum frameworks, specifically the 2013 Curriculum and the Merdeka Curriculum, with local needs of learners through analytical considerations that include age, occupation, and learning motivation. A participatory principle is applied by involving tutors, learners, and external stakeholders such as the Education Office in the preparation of learning programs. The organizational process is conducted collaboratively and flexibly, with learning schedules arranged in the evenings and on weekends to accommodate participants who are mostly employed. Tutors function as facilitators who apply andragogical principles and experiential learning methods such as discussions, case studies, and small-scale projects, allowing learners to connect theoretical knowledge with their real-life experiences. Evaluation is carried out through a combination of formative and summative assessments, although the focus still tends to be on cognitive aspects rather than affective and psychomotor domains. This pattern of implementation is consistent with the findings of Jingga and Lestari (2025) who reported that SPNF SKB in Yogyakarta implemented an integration of national and local curricula to make learning more relevant. Similarly, Azzakiyah (2024) at PKBM Budi Utama Banyumas emphasized the importance of collaboration between tutors and administrators to maintain curriculum flexibility. Arifin (2022) as well as Pertiwi and Sukardi (2021) also confirmed that the success of non-formal education depends greatly on schedule flexibility, contextual approaches, and active learner engagement in the learning process.

Despite these achievements, the implementation of curriculum management at PKBM Seroja still encounters several structural and technical challenges. Human resource limitations remain the primary problem, as not all tutors possess formal pedagogical backgrounds. Consequently, some tutors continue to employ conventional teaching methods that are less aligned with the principles of adult learning. Limited infrastructure such as digital devices, instructional aids, and adequate classrooms also hinders learning innovation. In addition, insufficient operational funding prevents the regular implementation of tutor training, module development, and evaluation activities. Learner heterogeneity and their dual roles as workers and family members further contribute to fluctuating attendance and learning motivation, thereby reducing the effectiveness of the teaching and learning process. The current evaluation system is not yet comprehensive because it still focuses mainly on academic performance rather than on practical skills and social attitudes. These findings are in line with the research of Fauzi and Haryanto (2022) who identified the lack of competent tutors as a major obstacle faced by many PKBMs in Indonesia. Similarly, Suhendra and Rukmini (2023) revealed that limited digital literacy among tutors restricts the integration of technology-based learning in non-formal institutions. Azzakiyah (2024) as well as Jingga and Lestari (2025) also observed that funding shortages and inconsistent learner attendance are systemic problems experienced by most PKBMs across Java. Therefore, the challenges faced by PKBM Seroja represent not an isolated phenomenon but rather a reflection of the broader condition of equivalency education institutions that continue to struggle between the ideals of lifelong learning and the constraints of existing resources.

In response to these challenges, PKBM Seroja has developed a number of comprehensive and sustainable quality improvement strategies. The main initiative is the enhancement of tutor capacity through internal training programs, pedagogical workshops, and mentoring sessions led by senior tutors to enable them to design contextual learning and utilize simple digital technologies effectively. The institution also applies participatory planning to foster a sense of ownership among learners and to enhance their motivation to learn. Authentic evaluation systems are strengthened to measure learners' practical competencies, sense of responsibility, and social attitudes. In addition, PKBM Seroja has established external partnerships with the Education Office, higher education institutions, and private sector organizations through Corporate Social Responsibility (CSR) programs to support funding, provide

facilities, and conduct tutor development. These collaborations also create opportunities for university students to engage in community service activities as assistant tutors. Furthermore, the digitalization of learning has been introduced through the use of Google Classroom, WhatsApp Groups, and social media to expand learning access and facilitate communication between tutors and learners.

These strategic efforts are in accordance with the findings of Widodo (2023), who asserted that improving the quality of non-formal education requires the development of tutor competence and institutional collaboration. Yuliani and Santosa (2022) also highlighted that the success of equivalency education strongly depends on the utilization of technology and the implementation of authentic assessment systems. Hartono (2023) as well as Setiawan and Malik (2021) emphasized that external partnerships provide effective solutions for overcoming financial limitations. Through these initiatives, PKBM Seroja demonstrates its commitment to becoming an inclusive, adaptive, and quality-oriented non-formal education institution that contributes to community human resource development through flexible, participatory, and sustainable approaches.

## CONCLUSION

The findings of this study indicate that curriculum management within the Package C Equivalency Education Program at PKBM Seroja has been implemented in an adaptive and participatory manner by integrating national curriculum policies, namely the 2013 Curriculum and the Merdeka Curriculum, into the local context of learners who vary in age, occupation, and socio-economic background. The implementation of the curriculum includes needs-based planning, flexible organization, andragogical learning approaches, and a combination of formative and summative assessments that are progressively directed toward authentic evaluation. Nevertheless, the program still encounters several challenges related to tutor competence, limited learning facilities, insufficient operational funding, and fluctuating learner motivation and attendance. These constraints necessitate the application of continuous quality improvement strategies, including systematic tutor training, participatory planning, the strengthening of project- and portfolio-based evaluation, external collaboration with educational institutions and private sector partners, and the utilization of digital technologies to broaden learning access. Through these strategies, PKBM Seroja has successfully demonstrated a model of curriculum management that is relevant to non-formal education, characterized by its capacity to adapt to the needs of adult learners, foster independent learning, and enhance the quality of equivalency education services in an inclusive and competitive manner.

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