# DESCRIPTIVE ANALYSIS OF BUILDING PARTNERSHIP NETWORK IN THE CONCEPT OF MANAGEMENT TOWARDS NON-FORMAL EDUCATIONAL INSTITUTION AT PKBM ZIONA IN 2023/2024

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# DESCRIPTIVE ANALYSIS OF BUILDING PARTNERSHIP NETWORK IN THE CONCEPT OF MANAGEMENT TOWARDS NON-FORMAL EDUCATIONAL INSTITUTION AT PKBM ZIONA IN 2023/2024

**RESEARCH PROPOSAL**

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# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Problem

Education is an important aspect of national life because, through citizenship education, the economy becomes more advanced and prosperity increase. In the implementation of education in a nation, there are three types: formal, non-formal, and informal education. All of them have the aim of educating but have unique characteristics during implementation. Education Law Article 1 Paragraph 11 of 2003 states that non-formal education is an educational path that can be taken in a structured and gradual manner. Non-formal education units provide opportunities for the wider community to engage in lifelong learning regardless of age, gender, race, or level of academic ability. These institutions aim to promote knowledge beyond the traditional classroom setting and provide accessible and flexible learning pathways for individuals who may not have access to formal education (Irvansyah, Adi, et al., 2023). Non-formal education functions to develop the potential of students (learning citizens) with an emphasis on mastery of knowledge and functional and developing skills, professional attitude, and personality (Alif, Forming Characteristics of Early Children in Non-formal Education Units. , 2019).

According to Tajik and Farnaz Vahedi (2021), the function of implementing non-formal education includes 1) developing values and skills, 2) building collaboration skills, 3) supporting one another, and 4) leadership. From some of the experts' understanding above, it can be concluded that non-formal education is a education form outside of formal education at school that is able to support a person's abilities and skills without any limitations of age, gender, and so on. The purpose of non-formal education is to produce individuals who have the knowledge, skills, and attitudes to develop themselves in social life both within their own environment and outside the

environment. PKBM is one of Indonesia's main forms of non-formal education (Hikmah, 2022; Lubis et al., 2018).

The growth and development of non-formal education are influenced by several factors, one of them is building partnership networks. A partnership network is a form of cooperation built in an effort to achieve its vision, mission, and goals by being fully aware of the limited resources it has and the challenges of information technology development in order to be able to compete fairly and maintain its existence. A partnership network is a form of collaboration established by an organization with a vision, mission, and organizational goals through the full realization of the limitations of one's own resources (Latief et al., 2022). In Module 5, published by the Directorate of Course and Institutional Development (2010), it is stated that the existence of a partnership network is very useful: it increases community participation, improves quality and relevance, builds synergy among programs, increases the absorption capacity of graduates into the world of work, increases socialization, promotion, and publication, improves access, builds public image, and strengthens institutional capacity and capability.

Those roles can be achieved if the partnership network follows the process based on the concept of management, such as planning, organizing, actuating, and controlling (George R. Terry in Syahputra, 2023). Planning can be interpreted as determining the desired goals to be achieved during a future period. Then, organizing means dividing work among group members and making internal provisions necessary for relationships. A similar understanding was expressed by Ibrahim, namely that organizing is a whole process of grouping all tasks, responsibilities, authority, and components in the collaborative process to create a system of good work in order to achieve the set goals. Actuating is the activity of member groups to carry out work according to their duties and plans that have been made. And the last, controlling (supervision, evaluation, and observation) is an activity to match implementation with plans that have been specified.

From the explanation above, it can be understood that, with good cooperation and following the correct management concept, PKBM Ziona gets many benefits from building partnership networks such as, increases community participation in PKBM Ziona, quality and relevance increase, program synergy is built, and so on. Based on preliminary research this is not yet fully realized. Researchers obtained information that, as a form of non-formal education, PKBM Ziona also pays special attention to organizing partnership networks. PKBM Ziona has established working partnerships with several government agencies, such as the Village Government, the Education Service, and other independent institutions. In its implementation, PKBM Ziona and its partner network synergize with each other for mutual benefit. However, in its implementation, there are still several obstacles faced due to inappropriate management concepts. For example, the management concept of planning and implementing a partnership network is not appropriate; there are misunderstandings because there is no complete procedural planning, which makes the collaboration process not run well. This made the researcher curious and wanted to know more about this matter, so the researcher formulated a research title, **"Descriptive Analysis of Building Partnership Networks in the Concept of Management Towards Non-Formal Educational Institutions at PKBM Ziona in 2023/2024."**

## 1.2 Focus of the Research

Based on the background of the problem above, the focus of the research is these are as follows:

1. The process of building partnership network at PKBM Ziona
2. The concept management of building partnership network in Ziona's PKBM

## 1.3 Formulation of the Problem

There are two formulation of the problems :

1. How the process of building partnership network at PKBM Ziona?
2. What is the concept management of partnership networks for non-formal education at PKBM Ziona?

## 1.4 Objective of the Research

1. To find out how the process of building partnership network at PKBM Ziona
2. To find the concept of managing a non-formal education partnership network at PKBM Ziona?

## 1.5 Significance of the Research

The significances of the research are

a) Theoretically

The findings of this research can provide an understanding of the use of management concepts from partnership networks and can be used in implementation in other non-formal education

b) Practically

- For the researcher, the result of this research can develop her experience related to her knowledge about the management concept of partnership networks and adds new insight into the importance of non-formal education.
- For managers non-formal education, as a knowledge in running partnership networks as well as material for consideration in the use of management concepts from partnership networks.

# CHAPTER II

# LITERATURE REVIEW

## 2.1 Theoretical Framework

### 2.1.1 Non-Formal Education

#### 1. Definition of Non-Formal Education

Non-formal education encompasses various learning opportunities outside formal schooling where individuals receive information, knowledge, training, and guidance tailored to their age and educational needs in life. It aims to equip millions of people with skills, attitudes, and values essential for effective participation in family, work, rural areas, and communities (Widyani, H., 2020). According to Hamojoyo, non-formal education is a systematic and ongoing effort conducted outside the formal school system through social interactions. Its goal is to guide individuals, groups, and communities toward adopting effective social attitudes and aspirations for improving material, social, and mental well-being, thereby striving for social welfare (Sulistiani, D., 2019).

From these perspectives, non-formal education can be understood as education provided outside formal schools, offering diverse learning activities to enhance the knowledge and skills of individuals who may not have access to formal education. Its overarching aim is to empower individuals to lead fulfilling lives and improve their quality of life.

#### 2. Type of Non-Formal Education

Non-formal education serves as a vital source of learning within society, essential for supporting program implementation and management, and holds potential for future program development. In Indonesia, non-formal education is provided through various institutions and activities, such as Community Learning Activity

Centers (PKBM), institutes offering courses and training, study groups, learning centers, religious study councils (taklim), and similar educational units (Rahayu, 2020). It has gained popularity among the public for its ability to complement and enhance formal education. According to Alif (2019), the types of services and non-formal education units are diverse, including: (1) life skills education, (2) early childhood education, (3) equality education such as Packages A, B, and C, (4) literacy education, (5) women's empowerment education, (6) vocational education and job training (courses, internships, and business learning groups), and (7) other education aimed at developing.

### 3. Purpose of Non-Formal Education

In planning non-formal educational programs, each educational unit must establish clear goals aimed at sustaining education. According to Regulation of the Minister of National Education of the Republic of Indonesia Number 49 of 2007 on Education Management Standards for Non-Formal Education Units, these goals are formally realized (Setiyadi, B., Segara, R. M., & Sinambela, R. H., 2020). PKBM, as a form of non-formal education, was established to enhance community economic conditions, eliminate illiteracy, and prevent school dropouts. Specifically, PKBM aims to foster self-sufficiency within communities, form business groups, and improve the welfare of rural communities. Managed by community-based organizations or local governments and supported by the Indonesian Ministry of Education and Culture, PKBM represents the government's initiative to expand educational access and assist individuals facing challenges in acquiring necessary education and skills. Programs offered include equivalency packages, entrepreneurship education, and community reading gardens (Widiyantoro, W., 2021). Community Learning Activity Centers (PKBM), according to the Standards and Procedures for

Implementing PKBM, are community-driven learning initiatives. They involve identifying and documenting community needs, addressing these needs through various activities, mobilizing community resources, establishing partnerships with other institutions, monitoring progress, and evaluating the effectiveness of activities conducted within PKBM institutions.

The implementation objectives of the PKBM service program, as mandated by law, emphasize the establishment of partnership networks tailored to the specific needs of each PKBM unit (Latief, S., & Hendrayani, S., 2022). The development of non-formal education aligns with existing regulations such as Permendiknas/Permendikbud, which flexibly addresses various aspects and educational resources pertinent to the non-formal education environment's characteristics and conditions. This development aims to serve as a benchmark for delivering high-quality non-formal education services that meet community needs effectively (Andrianingsih, n.d.). In conclusion, PKBM plays a crucial role in enhancing educational quality and improving people's lives by providing relevant and accessible educational opportunities.

### 2.1.2 Understanding Partnership Network

#### 1. Definition of Partnership Network

Partnership is a term used interchangeably with cooperation and collaboration, indicating that two or more parties work together to achieve a common task (Lanzord, 2020). Partnership networking involves several key elements: multiple parties, interaction, and a shared goal. This collaborative effort aims to foster harmony, balance, and interaction that can satisfy the interests of all participating parties (Latief, 2022). According to Ruyadi and Rahmat, partnership networks are endeavors undertaken by individuals or groups to achieve common goals through various

patterns and forms. They emphasize that partnerships are crucial factors in enhancing the productivity, effectiveness, and efficiency of education within non-formal education units. These networks enable organizations to collaborate towards achieving their vision, mission, and objectives while optimizing their available resources. Additionally, partnerships help organizations navigate challenges posed by technological advancements, ensuring they remain competitive and sustain their operations (Latief, 2022).

Partnership is a legal agreement where two or more organizations come together to govern and collaborate [1]. In the modern business environment, success increasingly hinges on cooperative principles that foster synergistic effects and significant benefits for all parties involved [2]. Effective organizational strategies rely on building successful partnerships to enhance competitiveness (Kaloyanchev, 2023). A partnership represents a strategic business approach where multiple parties collaborate over a defined period to achieve mutual benefits based on shared needs and development principles. The success of such partnerships largely depends on the alignment of partners in adhering to ethical business practices (Rakiya, Andri Tenri et al., 2021). In conclusion, a partnership network involves collaborative arrangements among individuals, organizations, or entities aiming to achieve common goals. Participants pool resources, expertise, and responsibilities to tackle challenges, seize opportunities, or advance shared interests.

## 2. Principles of Partnership Network

Building a partnership network requires dedication, commitment, and fulfillment of obligations from all involved parties. In a partnership network, there is an agreement where individuals, groups, or organizations collaborate to achieve common goals. This involves sharing, executing, and dividing tasks, as well as sharing

both risks and benefits. Regular evaluation of relationships and periodic revision of agreements are also essential aspects (Rachmawati, A., & Rohmanu, A., 2021). According to Trifiyanto (2022), there are three partnership principles essential for maximizing benefits:

a. **Mutual Benefit**: Partners should strive to achieve outcomes that benefit all parties involved. This principle emphasizes fairness and equity in sharing both risks and rewards.
b. **Shared Responsibility**: Partners share responsibility for the success and outcomes of the partnership. This involves fulfilling commitments, contributing resources, and actively participating in joint efforts.
c. **Effective Communication**: Open and effective communication is crucial for maintaining trust, resolving conflicts, and ensuring that all parties are informed and engaged throughout the partnership.

These principles guide the establishment and management of partnership networks, ensuring that collaborations are productive, sustainable, and beneficial for all stakeholders involved. According to Tony Ledrum in his book entitled Partnership Program Management Strategy, he states that the principles that must exist in a partnership program include:

1. Fairness and Faith (mutual trust and loyalty)

   This is very important because the principle of mutual trust is expected to create openness to each other in the process of sharing experiences, knowledge, skills and values or norms between schools and their partners. And there is a process of mutual learning between the school and partners based on trust and loyalty in order to create a good educational environment for students.

2. Trust, honesty, trust

   The principles of honesty, fairness and integrity will be realized if all partnering parties feel that they need each other and have the same interests related to education. This principle will foster a desire to work together, collaborate and synergize in creating good education provide a good experience to students.

3. Equality, human dignity Equal right

   Equality and mutual respect between partnering educational institutions are principles that can encourage the realization of dynamic cooperation and harmonious. By implementing this principle, it will increase the active role of all elements of the institution in moving through the stages of partnership starting from planning, implementation and program evaluation.

4. Service, excellence growth

   The implementation of the partnership program aims to provide superior educational services and maximum educational development. Schools have them too limitations. Schools are sometimes unable to serve all of their students' learning needs. Therefore, it is very important to complement and strengthen each other deeply efforts to provide superior service and maximum development.

In module 5 published by the Directorate of Course and Institutional Development (2010) it is stated that :

1. Principles in Building Work Networks (Partnerships)
2. Similar vision and mission;
3. Trust
4. Mutual benefit
5. Efficiency and effectiveness
6. Mutual communication
7. Strong commitment

From the opinions of the experts above, it can be concluded that both of them place trust and equality in very important partner principles.The principle of partnership must of course be based on mutual trust with the same goals and mutual benefits for both parties. Inter organizational partnership concept network according to Samboteng and Kasmad (Latief,2020) are:

1 Have a common goal to achieve;
2 To achieving goals requires cooperation;
3 There is uncertainty about unowned resources and depend on them.

**2. Type of Partnership Network in Education**

The educational partnership is regarded as: a social phenomenon characterized by the objectively existing linkages between pedagogical workers of heis and education providers with the world and with each other; psychological phenomenon — a process of understanding, empathy, complicity; pedagogical phenomenon — socially meaningful, purposeful, specially organized process whereby participants of the interaction undergo positive transformations.

### 2.1.3 Understanding of Concept Management Partnership

**1. Definition of Management Partnership**

Partnership management comes from two words, namely management and partnership. Etymologically, management comes from Latin, namely from the words manus, which means hand, and agree, which means to do. Then the words are combined to form manager, which means to handle. Managere is translated into English in verb form to manage,with nouns management. Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. Furthermore, George R. Terry in Andang defines management as

a way of achieving predetermined goals through the activities of other people. In his book Suharsimi Arikunto, Sondang Palan Siagian defines management as the entire process of collaboration between two or more people based on certain rationalities to achieve previously determined goals. According to Pariata Westra, management is the entire process of carrying out activities in any particular business.

Management is a universal process in which all organized social and economic activities that become an operating force in all functional organizations achieve goals (Das, Chandra., Mishra, 2019). According to Griffin (2021), management is a series of activities (including planning and decision making. organizing, leading, and controlling) directed at organizational resources (human, financial, physical, and information). with the aim of achieving organizational goals efficiently and effectively. According to Pettinger (2020), management is the process of getting things done through people and some creative combinations and energy from effective resources. According to K.B. Sridevi (2019), management is a mixed discipline with characteristics of science and art. The science of components is to be learned, and the art is to be practiced. Based on the definition of management by several experts above, the researchers concluded that management is an activity that is part of the company's operations, such as human resources, finance, administration, planned operations, and making decisions for the company.

The definition of management from the various definitions above can be drawn from the common thread, namely a series of activities or processes for managing collaborative efforts carried out by a group of people who are members of an organizational platform towards achieving effective and efficient goals. If viewed from an educational perspective, it is a series of activities or the process of managing collaborative efforts carried out by a group of people who are members of an educational organization or institution to achieve

educational goals that have been set together in an effective and efficient manner.

Partnership, seen from an etymological perspective, is adapted from the word partnerships and comes from the root word partners, which means partner, soul mate, or ally, so partnerships are translated as alliance or partnership. The American Heitage Dictionary in Rukmana defines partnership as a relationship between individuals or groups that is characterized by mutual cooperation and responsibility for the achievement of a specified goal. Which means a relationship between individuals or groups characterized by cooperation and responsibility for specified achievements.

According to the partnership program development guidelines, Partnership is a collaboration between the center and the regions by empowering each other's potential to carry out educational studies and development, especially developing the competence of educators and education personnel in the regions. From this understanding, there is the essence of partnership in the form of cooperation between related parties in realizing educational studies and development. Partnership is a form of building relationships. Jamal emphasized that the more relationships that are successfully built, the better it is for the institution because it will expand access and opportunities for development. This partnership is usually established with a commitment in the form of an agreement. So, it can be concluded that partnership management is a series of activities or processes for managing collaborative businesses between related parties to achieve educational goals that have been set together in an effective and efficient manner.

## 2. Concept of Management Process

According to George R. Terry, management is a process that consists of : planning, organizing, actuating, and controlling. For more clarity regarding this process, see the following explanation:

a. Planning

Planning is the first step made in an effort to carry out the management process. Planning is a work guide for related implementers, both managers and staff, in carrying out their respective functions and duties. Planning can be interpreted as determining the goals to be achieved during the future and what must be done in order to achieve those goals.

b. Organizing

Organizing is share work among group members and make provisions for necessary relationships. A similar understanding was expressed by Ibrahim, namely that organizing is the entire process of grouping all tasks, responsibilities, authority, components in the collaboration process so as to create a good work system in order to achieve the set goals. The objectives of organizing are: 1) arranging tasks, authority and responsibilities in educational institutions, 2) facilitating cooperative efforts between people who work together at the educational unit level, 3) regulating the traffic of relations between people, bodies, work units in educational institutions so that they are create dream work the good one. This system will then be continued in the process of implementing partnerships.

c. Implementation

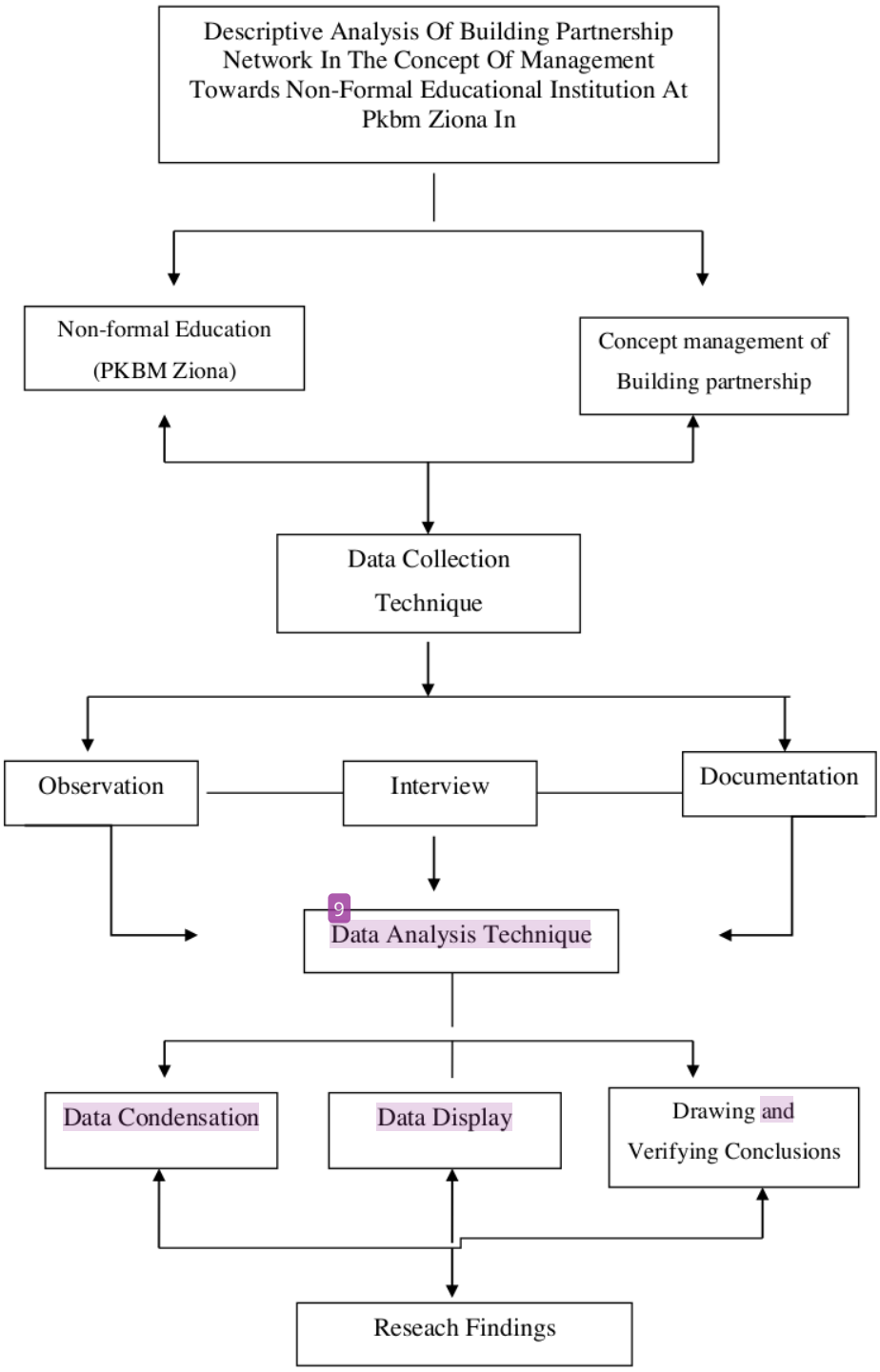
Implementation or actualing activities mobilize group members to carry out work in accordance with their duties and the plans that have been made. In relation to this implementation, the

activities are focused on what was planned at the initial stage. Then execute it in the form of field actions to produce real actions.

d. Evaluation

Controlling (supervision, evaluation and observation) are activities to adjust implementation and predetermined plans. In a control program, there is a process evaluation.

**2.2 Conceptual Framework**



In this research, the researcher wants to focus on the process and concept management of partnerships in non-formal education. Partnership networks and non-formal education (PKBM) are collaborations that work in synergy to provide a good influence. Pkbm and partnership networks, in this case, are in an equal position and need each other. Both are able to provide impacts and solutions to problems. In implementing collaboration between partnership networks and PKBM, good management concepts are needed so that errors or obstacles do not occur. A good management concept will have a big effect on the results of collaboration.

## 2.3 Relevant Study

Some researchers have conducted several studies related to the topic. For example, Suryawahyuni Latief*, Santi Hendrayani, Samsuddin Samsuddin (2022) studied Building Partnership Network in Viewing of Manager of Nonformal Educational Institution. This study aims to explore how the views of non-formal education managers and the forms of partnership built by non-formal education managers build partnership networks and obstacles faced in building partnership networks. This research uses qualitative methods and data collection is carried out by observation in the form of direct observations to several non-formal educational institutions located in three regions of Jambi province, namely Batanghari, Merangin, and Muaro Bungo. The results shows, building a network of partnerships with various parties is an important thing that must be done by the managers of non-formal education units managed by the community independently, especially in the form of funding, use and borrowing facilities, as well as resource persons for learning and practical activities. The managers of non-formal education units managed by the community independently realize that building a network of cooperation should not be limited to these three things.

Entoh Tohani , RB. Suharta (2023) researched Community Learning Activity Center (PKBM) Partnership in Management of Non-formal Education in Yogyakarta City. The purpose of this study was to find out the partnerships carried out by PKBM in the management of non-formal

education in the City of Yogyakarta, Special Province of Yogyakarta. Partnership is very important as a function of institutional management to obtain resources from outside the institution that support the success of achieving goals. This study uses exploratory survey research methods. Data was obtained by using an online closed questionnaire with a Google form which was distributed to 28 PKBM managers who have carried out partnerships for the last 5 years. Data analysis was carried out by grouping the answer categories, looking for response presentations and interpreting the answers. The results of the study show that in the last five years PKBM has partnered well with related institutions in the context of carrying out non-formal education activities although it still needs to be optimized both in terms of form, method and results of the partnership. Therefore, the ability to establish partnerships needs to be optimized by PKBM managers by carrying out sustainable development efforts.

From the two previous studies, it can be concluded that the first study discusses the perspective of PKBM managers regarding partnership networks and the parts that involve them. Such as financial collaboration, use of facilities and teaching and learning activities. The second research discusses the involvement part of the partnership network and provides the cooperation patterns used. In this research, it can be seen that the concept of a collaborative network partnership is very different depending on the agreement and initial goals to be achieved. Many things are part of the partnership network support, but these will be limited by the agreed management concept. For this reason, researchers want to re-examine appropriate concepts that can be used to achieve this goal.

# CHAPTER III

# RESEARCH METHODS

## 3.1 Approach and Type of the Research

To carry out this research, the researcher employed a qualitative research approach. According to Harefa et al. (2022), qualitative research is a type of study that examines natural conditions with the aim of understanding and interpreting them. The approach used in this study is qualitative. Qualitative research seeks to understand the phenomena experienced by research subjects in a holistic manner, using descriptions in words and language within a specific natural context, and employing various scientific methods. Creswell (as cited in Murdiyanto, 2020) defines qualitative research as a process of investigating social phenomena and human issues. Additionally, qualitative research is described as a strategy to explore meanings, understandings, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon in a focused, multimethod, natural, and holistic manner, prioritizing quality, using several methods, and presented narratively in scientific research (Sidiq & Choiri, 2019).

To identify and describe the process and concept management of building partnerships in non-formal education, the researcher employed descriptive analysis, a type of qualitative research. According to Creswell (2009), as cited in Ngatmini & Yumrohtun (2021), the purpose of descriptive qualitative research is to explore and understand the meanings individuals or groups assign to social or human situations. Qualitative research involves describing and investigating phenomena through reliable data collection (Telaumbanua et al., 2022). This qualitative study aims to clearly describe information about the problem or phenomenon as accurately as possible, reflecting factual truth. Qualitative research must be objective, and the results or data presented must align with reality and be logical.The type of this research is descriptive research, namely a form of research aimed at describing or illustrating existing phenomena, both natural phenomena and

human engineering. The aim of descriptive research is to create systematic, factual, and accurate information about the facts and characteristics of a particular population or area.

### 3.2 Variables of the research

Variables are essential elements that researchers must consider. Henry et al. (2018), as cited in Alwiyah et al. (2018), state that a research variable encompasses everything the researcher has chosen to examine and understand in order to generate data on the subject under investigation and subsequently draw conclusions. This implies that variables are all the main focuses or objects to be examined through research.

Generally, two types of variables are frequently used: the independent variable and the dependent variable. An independent variable is one that influences the dependent variable, whereas the dependent variable is defined as the one affected by the independent variable. Therefore, this research involves two types of variables. The dependent variable is non-formal education, which includes aspects such as vision, mission, and goals. The independent variable is the concept management of building partnerships.

### 3.3 Setting and Schedule of the Research

This research will be started on April until May at PKBM Ziona , Jl. Sorai Hilina'a Village, Gunungsitoli District, Gunungsitoli City, North Sumatra Province. It will be focus to analyze about the process and concept of management in building partnership network. This research will be conduct during two weeks .Researchers carry out research by collecting data in the form of questionnaires and interviews, followed by working on the results of field surveys.

### 3.4 Source of Data

A data source is a source from which data is obtained, such as humans, events, behaviors, documents, files, and other things (Maryadi et al., 2011, p. 13). A data source encompasses all information, including events and

real-world phenomena. According to Sukandarrmudi (2006, p. 44), data sources in qualitative research are not subjective and must be of high quality. In the context of this qualitative research, the types and sources of data that will be obtained include:

1. Primary Data

This data is obtained from field observations or survey fieldwork, which includes interviews and direct field observations. Interviews are conducted to gather information pertinent to the research. The informants in this case are the Head of PKBM Ziona and its staff, as the researcher aims to understand the concept of partnership network management directly from the perspective of PKBM managers.

2. Secondary Data

This data is obtained from other sources or indirectly, known as secondary data. It includes existing data such as documents or previously recorded and validated information. Researchers only need to search for and collect this already available data or documentation.

### 3.5 Instrument of the Research

An instrument in research is a tool used to collect data, as described by Sanjaya (2013) in Hermayawati (2018), which measures variables and gathers empirical data to achieve research objectives. Instruments commonly used in research include interview transcripts, field notes, surveys, questionnaires, documentation, test results, and others. According to Teddy, as cited in Zebua (2023:16), a research instrument is used to measure observed natural and social phenomena. Similarly, Purwanto, as cited in Zebua (2023:16), defines research instruments as tools used to collect data in research. In this study, the researcher utilized two types of instruments: interview sheets and documentation. The interview sheets provided data on the processes typically employed at PKBM Ziona to build partnership networks.

### 3.5.1 Observation Sheet

According to Gorman and Clayton (2005) as cited in Kumar (2022), observational studies involve systematically recording phenomena or behaviors observed in a natural environment. This method is focused on gathering empirical data through direct observation. Qualitative observation, as described by the Indeed Editorial Team (2023), involves using subjective methods to collect data for research purposes. It relies on the researcher's senses—taste, sight, hearing, touch, and smell—to gather detailed and specialized information. Qualitative observation aims to capture nuances and experiences that may not be easily quantifiable. Hyginus (2023) categorizes observational research into several types, including controlled observation, naturalistic observation, and participant observation. These approaches vary in their level of intervention and interaction with the observed subjects or phenomena.

**Table 3.1 Observation Sheet Cheklist**

| No | Aspect | Indicator | YES | NO |
|---|---|---|---|---|
| 1 | Planning | Mapping potential collaboration | | |
| | | Mapping environmental carrying capacity | | |
| | | Mapping regulations/laws | | |
| | | Negotiations between both parties | | |
| | | Background and urgency of the partnership | | |
| | | Goal mapping | | |
| | | Partnership stages | | |
| | | Cooperation agreement | | |
| 2 | Organizing | Organizing personnel/HR | | |
| 3 | Implementation | Form partnership activities | | |
| | | Communication and coordination between *stakeholders* | | |
| | | Stakeholder involvement and support | | |
| 4 | Evaluation | Monitoring and evaluation | | |
| | | Partnership Activity Reporting | | |

| | | | | |
|---|---|---|---|---|
| | | Supporting factors | | |
| | | Obstacle factor | | |
| | | Efforts to overcome obstacles | | |
| | | Achievement of the objectives of partnership activities | | |
| | | Benefits of partnership | | |
| | | Partnership development | | |

### 3.5.2 Interview Sheet

An interview sheet, also known as a semi-structured interview, is a prepared form used by the interviewer to guide the conversation with the interviewee. It typically consists of predetermined questions printed on paper. According to Kvale (2018) as cited in Gulo (2023), interviews are crucial instruments in qualitative research, enabling researchers to gather detailed and in-depth data about the perspectives, experiences, and views of research subjects.

Gay et al. (2012) as cited in Gulo (2023) describe formal structured interviews, where researchers use a set of predetermined questions designed to elicit consistent information from respondents. There are various interview techniques that can be employed in research for data collection, including:

1. Structured interview

   The researcher prepares a predetermined list of structured questions aimed at obtaining specific information about writing activities in the learning process. These questions are formulated based on existing theories or hypotheses that have been developed for the study.
2. Semi-structured interview

   The researcher prepares a set of open-ended questions, allowing each respondent the opportunity to express their own opinions or experiences freely. Based on the respondents' answers,

researchers can delve deeper into specific questions to gain a more comprehensive understanding.

3. Unstructured interview

   The researcher allows respondents the freedom to express their own views or experiences without relying on a structured checklist of questions. This approach enables the researcher to explore topics more deeply based on the information provided by the respondents.

In this research, researcher used structured interview techniques. Structured interview is the researcher prepares a predetermined list of structured questions to obtain specific information with the theme " Descriptive Analysis Of Building Partnership Network In The Concept Of Management Towards Non-Formal Educational Institution At Pkbm Ziona In".

**Table 3.2 Interview Guidelines**

| No | Aspect | Indicator | Question Items |
|---|---|---|---|
| 1 | Planning | Mapping potential collaboration | Does the PKBM Ziona map potential Collaboration before determining cooperation partners? |
| | | | What just potency which the basis for cooperation? |
| | | Mapping environmental carrying capacity | Who parties which involved in partnership planning? |
| | | | Did the school do the analysis What facilities and infrastructure are needed? |
| | | | Who just which involved in analyzing need means and infrastructure? |
| | | | What kind of facilities and infrastructure? Required? |
| | | | Where do the facilities and infrastructure come from? originate? |
| | | Mapping regulations/laws | What base law program what partnership is in place? |

| | | | |
|---|---|---|---|
| | | Second negotiation both parties | Is done discussion related to the program partnership which will done? |
| | | | Anyone involved in the discussion Partnership program |
| | | Background and urgency of the partnership | What is the background to the program this collaboration? |
| | | | Since when cooperation partnership done? |
| | | Goal mapping | What is the purpose of the partnership program ? |
| | | | Why PKBM Ziona want to reach that goal? |
| | | Partnership stages | What steps is the school taking? In plan partnership? |
| | | Cooperation agreement | Is partnership which done have a memorandum of understanding (MoU)? |
| | | | What fill note understanding |
| | | | How follow carry on from Memorandum of Understanding (MoU) in implementation of PKBM Ziona programs? |
| 2 | Organizing | Organizing personnel/HR | What is the internal organizational structure implementation of partnership programs? |
| | | | Who are the parties involved In this organizational structure? |
| 3 | Implementation | Form partnership activities | What are the forms of activities in the program partnership? |
| | | | Who are the targets of this activity? |
| | | | How many times is this activity carried out in 1 year? |
| | | Communication and coordination between stakeholders | Who is involved in communication and coordinating partnership programs? |
| | | | How form communication and What coordination is carried out? |
| | | | In matter what communication and coordination carried out? |
| | | Stakeholder involvement and support | Who are the stakeholders involved in a partnership program? |
| | | | How form support from these stakeholders? |
| | | | Is there support from the education department local? |

| | | | |
|---|---|---|---|
| 4 | Evaluation | Monitoring and evaluation | Who party which involved in Monitoring implementation? |
| | | | What components of cooperation are there yet implemented? Why? |
| | | | Who does the evaluation? |
| | | | What are the components of cooperation evaluated? |
| | | | How to follow up on components Who is evaluated? |
| | | Partnership activity reporting | In what form is activity reporting partnership? |
| | | | Whoever gets it reporting? |
| | | Factor Supporter | What are the supporting factors in the program partnership? |
| | | Obstacle factor | What are the inhibiting factors in the program partnership? |
| | | | Why are these obstacles possible happen? |
| | | Efforts to overcome Obstacle | How to deal with it obstacle? |
| | | Achievement activity goals Partnership | What are the achievements of the partnership program that has been carried out? |
| | | Benefits of partnership | What are the benefits of partnership activities for school? |
| | | | What are the benefits of partnership activities for collaboration partners? |
| | | Partnership development | What aspects are still necessary improved? |
| | | | How are the efforts made to develop these aspects? |

### 3.5.3 Documentation

Documentation in qualitative research involves collecting data by reviewing, analyzing, and interpreting documents and related materials created by the subject or other individuals. This method entails studying existing data that has been recorded or documented. The advantages of using documentation techniques in qualitative research include:

a. The documentation method is the optimal choice for researchers aiming to understand the past.
b. The documentation method serves as a primary alternative in qualitative research when interviewing informants is challenging or impossible, such as in cases where informants have passed away.
c. This method enables researchers to maintain objectivity in their research, as documents or data are not influenced by the presence or interaction of researchers.
d. Documentation methods facilitate linking historical information with present-day contexts.

**Table 3.1 Documentation Guidelines**

| No | Document type | Existence | | Note |
|---|---|---|---|---|
| | | Yes | No | |
| 1 | MoU or Memorandum of Agreement | | | |
| 2 | school profile | | | |
| 3 | Photos/documents as evidence of the implementation of activities | | | |
| 4 | Meeting minutes | | | |
| 5 | Collaboration proposal submission | | | |
| 6 | List of infrastructure facilities | | | |
| 7 | Management organizational structure | | | |
| 8 | Implementation Report | | | |

### 3.6 Data Collecting Technique

Data collection techniques are special methods used to obtaining data in research that aims to prove the truth of an event or activity. In this research, researchers used 3 (three) methods of collecting data, namely:

#### 3.6.1 Observation

According to Haris Herdiansyah (2013: 132), the essence of observation lies in the visible behaviors and the goals to be achieved. Visible behaviors are those that can be directly observed by the eye, heard, counted, and measured. Through observation, researchers can uncover the true condition of the object and the field under study without any concealment. Saputri, as cited in Faisal in Sugiyono (2023:27), identifies three types of observation: participatory observation, overt or covert observation, and unstructured observation.

Based on this, the researcher plans to conduct direct observation using an observation sheet provided to the teachers at PKBM Ziona. Initially, the researcher sought permission from the Manager to conduct observations at the location. Subsequently, the researcher engaged with the research subjects, namely the Manager and staff at PKBM Ziona. The researcher explained the research objectives concerning Non-Formal Education at PKBM Ziona. The observation sheet will be used to document each step of the process and management concepts involved in building the partnership network at PKBM Ziona, ensuring adherence to the criteria outlined on the observation sheet.

#### 3.6.2 Interview

Interviews are direct communication techniques used as data collection methods involving face-to-face interactions between data collectors and respondents. In simpler terms, an interview is a tool where questions and answers are exchanged orally between the interviewer and the source of information, as described by Hadari

Nawawi & Martini Hadari (2006:98). Interviews serve as a means to gather in-depth data by posing questions related to the research topic to respondents.

According to Saputri, as cited in Esterberg (2023:28), there are three types of interviews: structured interviews, semi-structured interviews, and unstructured interviews. In this study, researchers employed structured interviews. Initially, the researcher prepared a set of questions and then conducted interviews with participants. The questions asked were consistent across all respondents. Subsequently, the researcher recorded the answers, using interview instruments such as notebooks, interview guidelines, and a camera to aid in documentation.

### 3.6.3 Documentation Method

Interviews serve as a data collection technique aimed at obtaining detailed information. Through interviews, researchers ask participants a series of questions pertinent to the research topic. According to Saputri, as cited in Esterberg (2023:28), there are three types of interviews: structured, semi-structured, and unstructured. In this study, researchers utilized structured interviews. Initially, the researcher prepared a set of standardized questions. Subsequently, interviews were conducted with participants where the same questions were posed to each respondent. The researcher then recorded the responses. Interview instruments such as notebooks, interview guidelines, and a camera were used to aid in documenting the process.

## 3.7 Data Analysis Technique

In analyzing qualitative data, there are three stages of activity, namely: Data reduction, data presentation and drawing conclusions (Mezmir,2020). Based on opinion then the data analysis will be carried out following the steps as follows:

### 3.7.1 Data Reduction

The data reduction stage involves summarizing, selecting key elements, emphasizing important aspects, identifying themes and patterns, and eliminating unnecessary details. By reducing the data in this manner, researchers aim to obtain a clearer understanding and facilitate further data analysis. In this research, data reduction will specifically focus on assessing the significance of management concepts in non-formal education.

### 3.7.2 Data Presentation (Data display)

The data presentation stage includes clarification and data identification, namely writing down an organized and organized collection of data.

### 3.7.3 Drawing Conclusions

In this research, the conclusion drawing stage involves assigning meaning and providing explanations based on the results derived from data analysis of the management concept of cooperative relationships in shaping the vision, mission, and goals of non-formal education.

# CHAPTHER IV
# RESULT AND DISCUSSION

## RESULT

### 4.1.1 PKBM Ziona Profile

**VISION**

To become a superior, modern, non-formal educational institution and to build a society that masters science, technology and religion so that skilled and noble human beings are formed.

**MISSION**

1. Realizing Independent and Accountable Governance of Non-Formal Education Institutions
2. Development of sustainable non-formal education programs that are based on the wider community and oriented towards life skills
3. Assisting government programs in creating reliable, educated and trained human resources through equality education, literacy, early childhood education and improving the quality of human resources
4. Implementation of appropriate business and skills programs that are able to improve the community and regional economy
5. Providing education that is oriented towards science and technology based on the Almighty God

**OBJECTIVE**

1. Become an independent, superior and accomplished PKBM
2. Providing quality educational programs and services according to current developments
3. Has complete and independent learning infrastructure
4. Producing student graduates who have faith, noble character, broad knowledge, competence and are able to compete in the era of globalization
5. Provide active contributions in developing community resources through education and skills.

### 4.1.2 Observation Results

This research was carried out at PKBM ZIONA which is located on Jl. Hilinaa, Gunungsitoli City, North Sumatra Province. Researchers observed collaborative activities carried out by PKBM Ziona and other institutional partners. The observation checklist used by researchers is

based on George Terry's theory regarding the concept of cooperative management and books on educational quality assurance regarding collaboration. The following are the results of researchers' observations of the concept of cooperation at PKBM Ziona.

**Table 4.1** Observation checklist

| No | Aspect | Indicator | YES | NO | Note |
|---|---|---|---|---|---|
| 1 | Planning | Mapping potential collaboration | ✓ | | |
| | | Mapping environmental carrying capacity | ✓ | | |
| | | Mapping regulations/laws | | ✓ | |
| | | Negotiations between both parties | ✓ | | |
| | | Background and urgency of the partnership | ✓ | | |
| | | Goal mapping | ✓ | | |
| | | Partnership stages | ✓ | | |
| | | Cooperation agreement | ✓ | | |
| 2 | Implementation | Organizing personnel/HR | | ✓ | |
| | | Form partnership activities | ✓ | | |
| | | Communication and coordination between *stakeholders* | ✓ | | Cooperation in the field of education |
| | | Stakeholder involvement and support | ✓ | | |
| 3 | Evaluation | Monitoring and evaluation | ✓ | | |
| | | Partnership Activity Reporting | ✓ | | Depending on the request of the collaborating institution |
| | | Supporting factors | ✓ | | |
| | | Obstacle factor | ✓ | | |
| | | Efforts to overcome obstacles | ✓ | | |
| | | Achievement of the objectives of partnership activities | ✓ | | |
| | | Benefits of partnership | ✓ | | |
| | | Partnership development | ✓ | | |

Based on the table above, it can be seen that the collaboration carried out at PKBM Ziona has implemented management concepts and indicators. However, there are 2 indicators that are not implemented,

namely the basis for cooperation according to law and the formation of an organizational structure. Apart from that, stakeholder involvement in collaborative activities only occurs if the collaboration is carried out by PKBM Ziona and other educational institutions. Then, from the table above it can also be seen that reporting the results of collaboration depends on the request of the partner institution.

### 4.1.2 Interview Results

Based on matters related to this research, the theories that support the research, and the methods used in the research, this chapter will explain the results of the research. Research will be presented based on the results of interviews and documentation. The discussion in this chapter was obtained through the results of data collection through interview studies and documentation of the informants needed in the research. In this research results and discussion chapter, we will explain various things regarding the results of interviews in May 2024-June 2024 which were conducted with the Head of the PKBM Ziona Foundation (Manager) and one of the tutor staff at PKBM Ziona. The selection of informants was done purposively where the researcher chose certain people because they were considered to know best about what we expected and could support the research.

**Table 4.2** Interview Sheet

**Respondent–1**

**Position** **:ZIONA PKBM staff**

**Date and time** **:Tuesday, May 28, 2024**

**Time** **:18.00 WIB**

**Location** **:ZIONA PKBM money**

**A. Planning Aspects**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | Mapping potential collaboration | Does PKBM map the potential for cooperation before determining cooperation partners? | PKBM Ziona is a private institution that operates independently but is of course under the Ministry of Education which is overseen by the Education Office in Gunungsitoli City. Of course, because PKBM Ziona operates independently, all forms of activities are also carried out by PKBM Ziona itself. So in that case, of course large activities will not be achieved if there is no collaboration with other partners. For example, PKBM Ziona wants to conduct training, so we at PKBM are looking to find out which institutions might be able to help in implementing the activities in question. So, of course we are mapping the potential of other institutions or other institutions with which we will collaborate. |
| | | What are the potentials underlying cooperation? | Of course, in planning cooperation, both parties or partners who will work together will look at the potential that exists in their cooperation partners. Before carrying out collaboration, we must also show ourselves first about our potential so that from there other institutions are interested in collaborating with our institution. For example, PKBM Ziona has been conducting video editing training, so several other institutions that have the same vision and mission as our institution have become interested in collaborating. At the moment, the Department of Education is actively promoting the use of digitalization, so because one of our programs is also about the use of digitalization, the Department of Education is interested in supporting us, namely providing scholarships for digitalization training participants aged 17-25 years. In this case, PKBM Ziona as the implementer of the activity and the Education Department is the source of financing. So, as I discussed previously, before collaborating, we must have potential and an interesting program first. |
| 2 | Mapping environmental carrying capacity | Who are the parties involved in partnership planning? | Myself, and all PKBM Ziona staff and also from partner institutions. |

| | | | |
|---|---|---|---|
| | | Does PKBM carry out an analysis of facilities and infrastructure? needed? | Yes, of course. |
| | | Anyone involved in the analysis<br>Need for facilities and infrastructure? | Those involved in the infrastructure analysis were myself and all PKBM Ziona staff |
| | | What kind of facilities and infrastructure are needed? | The facilities and infrastructure used are of course study rooms and computer equipment. Of course, in this case, we also pay close attention to the facilities and infrastructure because they greatly influence cooperation. When the Education Department asked us to collaborate, namely to open digitalization training, they determined the number of participants needed, namely 30 people. So, we at PKBM Ziona pay attention to whether our infrastructure allows for that large a quota. Do you have enough computers? So, when we see enough, then we accept the collaboration. So, in this case, facilities and infrastructure are also our focus in implementing cooperation. Then, several PKBM Ziona collaboration partner institutions actually provided additional facilities needed, such as in January 2024, PT Askrindo provided 10 computer units to PKBM Ziona. |
| | | Where do the facilities and infrastructure come from? | Of course, the facilities and infrastructure come from PKBM Ziona and also several collaborating partner institutions provide assistance in the form of facilities at PKBM Ziona. |

| | | | |
|---|---|---|---|
| 3 | Mapping regulations/laws– invite | What is the legal basis for the partnership program being implemented? | There is no legal basis used in cooperation at PKBM Ziona, but in this case we use an MOU or Cooperation Agreement. For example, now PKBM Ziona has collaborated with digital platforms such as CAKAP, PINTAR, KARIRMU and several business worlds too. So, the legal basis is contained in the MoU. |
| 4 | Second negotiationboth parties | Are discussions held regarding the partnership program that will be carried out? | We always have informal and formal discussions via WhatsApp, as well as through intensive meetings. We have also worked on job sheets together with other partner institutions. But it always continues to change in the future along with the spirit of desire to change in a good direction. |
| | | Who is involved in partnership program discussions? | From PKBM Ziona itself, I as the Head of PKBM Ziona was directly involved in discussions on the partnership program along with the staff at PKBM Ziona and also delegates from each partner. Because PKBM Ziona has collaborative relationships with different partner institutions, those involved also vary depending on the delegates from each institution. |
| 5 | The urgency of implementing the partnership program | What is the background for this collaboration program? | PKBM Ziona moves independently so it requires strength from other external sources to achieve many big goals. As I explained previously, collaboration is carried out to complement each other's existing potentials in institutions. However, one of the urgencies apart from implementing training activities is the cooperative relationship with the business world where PKBM Ziona prepares graduate workers from PKBM Ziona to undertake internships in other workplaces. |
| 6 | Goal mapping | What is the aim of the partnership program? | There are many objectives for implementing the partnership program carried out by PKBM Ziona, namely: Achieving success in learning activities at PKBM Ziona, producing successful graduates who can be placed directly in the business/work world, improving the quality of PKBM Ziona. |

| | | | |
|---|---|---|---|
| | | Why does PKBM Ziona want to achieve this goal? | Because with the aim of the partnership program, PKBM Ziona can compete with other PKBMs in demonstrating the quality it has, then PKBM Ziona, which runs independently, has no difficulty when implementing new programs. |
| 7 | Partnership stages | What steps does PKBM Ziona take in planning the partnership? | The partnership stage, first we discuss together about long-term and short-term work programs with external institutions. Then, we align the Vision and Mission as well as the goals we want to achieve and draw up a cooperation agreement, and we carry out what is stated in the cooperation agreement and commit to each other. We analyze it at the management meeting, then we map it out and implement it. Whatever we can do first, we immediately implement it and don't force our will.It's important we start. |
| 8 | Cooperation agreement | Does the partnership have a memorandum? Understanding (MoU)? | In some cooperative relationships, PKBM Ziona and partners have a memorandum of understanding, however, in several others there is no MoU and only a final report. |
| | | What is the content of the memorandum of understanding (MoU)? | The contents of the MoU are all agreements that have been agreed upon by both parties and then become the basis for implementing cooperation and signed by representatives of each partner. In this case it contains a job sheet as well as the vision, mission and objectives of the collaboration |
| | | How is the follow-up to the memorandum of understanding (MoU) in implementing the school program? | Following up after the MoU has been agreed, we will realize where to start, we will start from what is small and what we can do. Later there will be monitoring, supervision from related partners and always being monitored, assessed and criticized after that we can improve and develop. |

**B. Organizing Aspect**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Organizing personnel | What is the organizational structure in implementing the partnership program? | At PKBM Ziona itself, we did not create a new management or team that would handle the implementation of the partnership, but I was directly the leader and |

| | | | |
|---|---|---|---|
| | | | implementer but was assisted in the implementation process by all the staff at PKBM Ziona. Because in making this collaboration, of course it is head to head. I made a cooperation agreement with partner institutions and then discussed with all PKBM Ziona staff how to realize its implementation. So in this case no new management structure or committee was formed. |
| | | Who are the parties involved in the organizational structure ? | There isn't any. |

**C. Implementation Aspects**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Form partnership activities | What are the forms of activities in the partnership program? | There are many types of activities in the partnership program at PKBM Ziona. We have implemented a PKK program for video editing training, implemented a graphic design PKW program, accepted students to do practical field work (PKL) from several major schools, community service and also other training. Apart from that, now PKBM Ziona has collaborated with the business/work world which is not only involved in the education sector, such as sending graduates from PKBM Ziona to do internships at UD.Cinta Reklame, photocopying places and so on. |
| | | Who are the targets of this activity? | The target is actually quite broad and open to the public. Targets also depend on the partner's needs. PKBM as a center for community learning activities of course generally opens every training or course that is held. However, in this case, some of the training is also focused on the general public who do not have the opportunity to study in regular schools so that they can continue to improve their abilities and knowledge through programs. program from PKBM Ziona. |
| | | How many times is this activity carried out in 1 year? | Every year, of course, this activity is still carried out because it has become a program of PKBM Ziona. Meanwhile, the implementation time is adjusted to |

| | | | |
|---|---|---|---|
| | | | needs and there is no standard for how many times a year. Maybe in previous years there were 3-5 activities that we programmed together with partner institutions and were implemented. |
| 2 | Communication and coordination between stakeholders | Who is involved in communication and coordination of the partnership program? | Communication and coordination is carried out by the Head of PKBM Ziona and partner institutions. In this case, the head of PKBM Ziona directly has control over the coordination and communication of the partnership program. |
| | | What are the forms of communication and coordination Which is conducted? | In communicating and coordinating, we are more flexible and adapt to existing conditions. Some communication is in the form of WhatsApp, email and direct meetings. |
| | | In what ways is communication and coordination carried out? | Of course, in implementing the partnership program there are many things that we do not expect to happen and may occur beyond our expectations at PKBM Ziona and partner institutions. So, communication and coordination are important things that must be done. Good communication also avoids suspicion in implementing cooperation. |
| 3 | Stakeholder involvement and support | Who are the stakeholders involved in Partnership program? | The involvement of stakeholders depends on the partner institutions we collaborate with. Some collaboration partner institutions do not involve other stakeholders (External). Every collaboration activity is handled jointly with PKBM Ziona and the institution itself. Likewise, when PKBM Ziona collaborates with trading businesses, it does not require external stakeholders. However, when cooperative relationships are carried out with state partner institutions and run in the education sector, the education department is involved as a stakeholder in implementing the partnership program. For example, when PPA invites collaboration, the Education Office becomes a stakeholder in the activity in question. |

| | | | |
|---|---|---|---|
| | | What is the form of support from these stakeholders? | The form of support from stakeholders such as the Education Department is in the form of policies and validators in implementing activities so that educational goals can be achieved optimally. Apart from that, there are several stakeholders who also provide financing for the activities carried out and provide facilities such as procurement of computers from PT.Askrido. |
| | | Is there any support from Local education department? | Yes, the Education Service is the supervisor and validator of the activities carried out because PKBM Ziona also focuses on improving the quality of community education, so I still consult every policy with the Education Office. |

**D. Evaluation Aspect**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Monitoring | Who are the parties involved in implementing monitoring? | During the evaluation, both parties are involved with the aim of finding out whether the progress that has been made is successful or not and whether it is in accordance with the initial plan. Meanwhile, the monitoring party is the Education Department. The education office supervises the activities carried out in the cooperation partner program, especially in the educational aspect so that the quality of education achieved is in accordance with the program of the education service. |
| | | What components of the collaboration have not yet been implemented? Why? | For PKBM Ziona, there is no component of cooperation that has not yet been implemented. Because there is no coercion in the collaboration carried out by any party, PKBM Ziona carries out the collaboration as best as possible and in accordance with the agreement with the partner institutions. However, several collaborations that have been planned so far have not yet been realized, namely from one of the educational platforms and are still in drafting form. This is because the process requires quite a long preparation time because it works using digitized educational platforms. So, |

| | | | |
|---|---|---|---|
| | | | cooperation that has not yet been implemented is just waiting for preparation time from both parties. |
| | | Who does the evaluation? | PKBM Ziona and the partner institutions themselves always monitor activities for consistency and implementation. We can be consistent And continuously apply it. |
| | | What components of cooperation are evaluated? | PKBM Ziona and partner institutions carry out evaluations all the time, evaluating how far we have reached. |
| | | How is the follow-up on the components being evaluated? | After being evaluated, we will follow up on what we note. What has not been done is carried out, and what is good we maintain, maintain and improve. And of course the notes from the evaluation activity become lessons for the next collaboration program. |
| 2 | Reporting partnership activities | In what form is partnership activity reported? | Reporting is of course very important in partnership collaboration. Some partner institutions ask for official activity reporting, such as reporting to the relevant department, while some also report simply. For example, reporting on the use of facilities from PT. Askrindo only consists of videos and photos of the implementation of activities that show that the facilities provided have been used properly. |
| | | Who are the parties Getting reporting? | Those who receive reports are cooperation partners and related education departments. |
| 3 | Supporting factors | What are the supporting factors in the partnership program? | The important supporting factors for both parties are mutual trust, commitment and consistency, and enthusiasm from the training or activity participants. Apart from that, another supporting factor is the human resources we have. We have reliable teaching staff so that we are able to carry out the activities in question. Then, the existence of PKBM Ziona on social media is also a supporting factor in the partnership program. |
| 4 | Obstacle factor | What are the inhibiting factors in partnership programs? Why do these obstacles occur? | The inhibiting factor that has occurred so far is the difficulty in arranging the schedule for implementing collaborative activities with partner institutions. Because the partner institution is also an active institution, of course in carrying out the stages of collaboration they must determine a |

| | | | |
|---|---|---|---|
| | | | time that does not interfere with the course of activities at their respective institutions. |
| | | | As I said previously, PKBM Ziona also has its own programs, namely packages A, B, C and independent training/courses and the same thing also happens at partner institutions. So both parties have difficulty in arranging the schedule for implementing the partnership program. |
| 5 | Efforts to overcome obstacles | How do you try to overcome obstacles? | In an effort to overcome obstacles, we communicate and coordinate several things using social media to speed up the communication process and not waste too much time. |
| 6 | Goal achievement partnership activities | What are the achievements of the partnership program that has been carried out? | The achievement of this partnership collaboration is marked by the response from the training participants and the targeted business places. The achievement of the partnership program is also marked by follow-up from both parties to continue or create new collaborations. |
| 7 | Benefits of partnership | What are the benefits of partnership activities for schools? What are the benefits of partnership activities for cooperation partners? | Partnership collaboration has had a very positive impact on PKBM Ziona. The partnership program makes people's views more positive and more trusting. PKBM Ziona also benefits from the achievement of many major programs and several financial assistance provided by partner institutions. |
| | | | The benefits of partnership activities for partner institutions are achieving the required programs and improving the quality of each partner institution. |
| 8 | Partnership development | What are the aspects? Still need to improve? How are efforts made to develop these aspects? | The aspect that needs to be improved in the partnership program is of course in terms of planning because there needs to be thorough preparation and preparation of more adequate facilities. Because so far the implementation that has been carried out so far should have been easier if there were more complete facilities. |
| | | | Yes, it comes back to careful preparation and improving better communication. |

**Respondent–2**

**Position** **:ZIONA PKBM staff**

**Date and time** **:Tuesday, May 28, 2024**

**Time** **:18.00 WIB**

**Location** **:ZIONA PKBM money**

**A. Planning Aspects**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Mapping potential collaboration | Does the school map potential collaboration before determining collaboration partners? | Of course. For each partnership cooperation plan, there is still a potential mapping which will become the basis for a partnership program to be implemented. |
| | | What are the potentials underlying cooperation? | The potentials underlying cooperation are of course seen from both sides of the implementing partner institutions. For PKBM Ziona, the potential we have is of course in the education sector. We have a digitalization education program and Packages A, B, C for those who do not have the opportunity to attend regular schools. So that potential is what underlies other institutions being interested in implementing collaboration in PKBM Ziona. |
| 2 | Mapping environmental carrying capacity | Who are the parties involved in partnership planning? | The parties involved in this are all staff, but this is handled by Mr. Rido Waruwu as Head of PKBM Ziona. The involvement of all staff occurs when the Head of PKBM Ziona and partner institutions have reached a cooperation agreement. |
| | | Has PKBM Ziona carried out an analysis of the facilities and infrastructure needed? | Yes. Facilities and infrastructure are also one of the factors in implementing cooperative relations at PKBM Ziona. Just as facilities in the form of computers now exist at PKBM Ziona, other institutions that want to collaborate in the field of editing or digitalization training are interested because they can practice directly. |

| | | | |
|---|---|---|---|
| | | Anyone involved in the analysis need for facilities and infrastructure? | Head of PKBM Ziona and staff. |
| | | What kind of facilities and infrastructure are needed? | Of course, the main facilities and infrastructure needed are classrooms and then computers and their equipment. |
| | | Where do the facilities and infrastructure come from? | Facilities and infrastructure are of course from PKBM Ziona itself. Because before implementing the collaboration, PKBM Ziona already had an editing training program, but in this case the collaboration was carried out at PKBM Ziona and several partner institutions helped PKBM Ziona in providing infrastructure, such as PT Askrindo which provided 10 computer units to PKBM Ziona. |
| 3 | Mapping regulations | What is the legal basis for the partnership program being implemented? | Until now, I don't think there is a legal basis for carrying out the cooperation program at PKBM Ziona. I don't know, but maybe it's because it's still private. |
| 4 | Negotiation<br>Second both parties | Are discussions held regarding the partnership program that will be carried out? | Yes, of course. Before carrying out collaboration, discussions are needed from both parties or institutions. However, as far as I know, the discussion in question is not in a formal form. There is no meeting agenda or formal submission of cooperation proposals from either partner institutions or PKBM Ziona. |
| | | Anyone involved in program discussions partnership? | Head of PKBM Ziona and representatives from partner institutions. |
| 5 | Background and urgency of the partnership | What is the background for this collaboration program? | As a private institution, cooperation is certainly a factor in the development of PKBM Ziona. Ziona PKBM requires collaboration with other institutions to be able to gain the trust of the wider community and of course also to improve the quality of Ziona PKBM. |
| 6 | Goal mapping | What is the aim of the partnership program? | The aim of partnership or collaboration is of course to achieve a vision, mission and institution. In this case, we, PKBM Ziona, are certainly moving to improve the quality of education and provide a place to study for people who are not yet in school. And how to achieve that big target while we are standing alone? So the |

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| | | | answer is cooperation. |
| | | Why does PKBM Ziona want to achieve this goal? | Because, we want the public's view of PKBM not to be looked down upon. We want to show that graduates from PKBM Ziona are also able to compete with graduates from formal schools. |
| 7 | Partnership stages | What steps does PKBM Ziona take in planning the partnership? | I am not involved in the stages of partnership planning because this is directly handled by the Head of PKBM Ziona directly while we are only the implementers of the agreed collaboration activities. |
| 8 | Cooperation agreement | What is the partnership do you have a memorandum of understanding (MoU)? | As far as I know, several partner institutions when collaborating at PKBM Ziona made an MoU and it was mutually agreed upon, but some also did not make an MoU, in this case the partner institutions came from private institutions or the collaboration was only in the form of a training program. |
| | | What is the content of the memorandum of understanding (MoU)? | I don't fully understand the contents of the memorandum of understanding, but in general the MoU is an agreement between the two collaborating institutions and serves as a guide for implementing the collaboration. |
| | | How is the follow-up to the memorandum of understanding (MoU) in implementing school programs? | For institutions that make MoUs, our next follow-up action is to implement all agreements and the contents of the MoU itself so that it does not violate the agreements that have been made together. |

**B. Organizing Aspects**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Organizing personnel/HR | What is the internal organizational structure Implementtion of partnership programs? | As far as I know, there is no personnel structure for implementing the collaboration because it is directly coordinated by the Head of PKBM Ziona. |
| | | Who are the parties involved in the organizational structure? | There isn't any. |

**C. Implementation Aspects**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Form partnership activities | What are the forms of activities in the partnership program? | Of the several partnerships that have been implemented at PKBM Ziona, the activities carried out can be in the form of training (video editing, graphic design) then there are also partnerships where PKBM Ziona sends its graduates to work in the world of work/business, in this case partner institutions that collaborate with PKBM Ziona such as UD. Love Advertising. |
| | | Who are the targets of this activity? | The targets of the partnership program are of course in accordance with the agreement between the two institutions. In implementing training, of course the target is society in general and in particular people who do not yet have special skills to work in the world of work. |
| | | How many times is this activity carried out in 1 year? | Partnership activities in one year vary depending on capabilities. In this case, within a year PKBM Ziona still has a partnership cooperation program. |
| 2 | Communication and coordination between stakeholders | Who is involved in communication and coordination of the partnership program? | In this case, the Head of PKBM Ziona is in control and carries out communication in direct coordination with partner institutions. |
| | | What form of communication and coordination is carried out? | Carried out in accordance with the agreement of both parties. Can be in person and discuss or via social media and email. |
| | | In what case is communication And coordination is carried out? | Of course, in my opinion, communication is one of the keys to successful collaboration. As far as I know, everything in collaboration must continue to communicate with each other so that the mutually agreed goals can be achieved. So, in all matters communication and coordination are still carried out. |
| 3 | Stakeholder involvement and support | Who are the stakeholders involved in the partnership program? | In planning and implementing the partnership, external stakeholders are not involved. However, for several partner institutions operating in the |

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| | | | education sector, the Education Department is a stakeholder in the process of monitoring activities. |
| | | What is the form of support from these stakeholders? | Stakeholders in this case, especially the Education Office, provide support in the form of policies and monitoring of activities so that they can be carried out well and educational goals can be achieved. |
| | | Is there any support from Local education department? | Because the Department of Education in this case is a stakeholder for several partnership programs implemented at PKBM Ziona, the Department of Education itself continues to support every collaboration program carried out. |

**D. Evaluation Aspect**

| No | Indicator | Question Items | Answer Description |
|---|---|---|---|
| 1 | Monitoring | Who are the parties involved in implementing monitoring? | The party involved in implementing monitoring is the Education Department. This is if the collaboration is carried out in the field of education. |
| | | What components of the collaboration have not yet been implemented? Why? | In my opinion, the cooperation component in PKBM Ziona has been implemented well. |
| | | Who does the evaluation? | Evaluation activities were carried out by both institutions. |
| | | What components of cooperation are evaluated? | One of the components of the collaboration being evaluated is the implementation of internships by PKBM Ziona graduates. We usually evaluate the extent to which they can have an impact on the world of work. |
| | | How is the follow-up on the components being evaluated? | The evaluation results will certainly be a stepping stone for us to carry out collaborative activities again. What are the complaints from partner institutions? We can improve our concepts as much as possible. |

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| 2 | Reporting partnership activities | In what form is the reporting of partnership activities? | Actually reporting of partnership activities varies depending on the partner institution. Some partner institutions ask for formal reporting, which can be in the form of a written report, but some also only ask for proof of implementation with photos and videos of activities. |
| | | Who are the parties who receive the report? | Of course the partner institutions and the Department of Education are related. |
| 3 | Supporting factors | What are the supporting factors in the partnership program? | The supporting factor for the partnership program is human resources, because in this case we have many partners who collaborate in implementing training so that PKBM Ziona has reliable natural resources. Then another supporting factor is complete facilities and infrastructure. |
| 4 | Obstacle factor | What are the inhibiting factors in a partnership program? | Because I may be involved in the implementation process, there are no obstacles that I encounter. But I don't know if Mr. Rido Waruwu faced significant obstacles in planning this collaboration program. |
| | | Why obstacles Can this happen? | Missed. |
| 5 | Efforts to overcome obstacles | How do you try to overcome obstacles? | Missed. |
| 6 | Goal achievement partnership activities | What are the achievements of the partnership program that has been carried out? | So far, the collaboration program implemented at PKBM Ziona has been achieved well, as evidenced by the many parties who provide feedback and support, such as PT Askrindo. |
| 7 | Benefits of partnership | What are the benefits of partnership activities for PKBM Ziona? | Partnerships have many benefits, namely improving the quality of PKBM Ziona and increasing existence and increasing positive views from the community. |
| | | What are the benefits of partnership activities for partner institutions? | In my opinion, it is the same as PKBM Ziona, the benefits obtained from the collaboration program are achieving the vision, mission and goals of the institution as well as improving the quality of the institution. |
| 8 | Partnership Development | What aspects still need to be | In my opinion, the aspect that needs to be improved is perhaps in the planning |

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| | | improved? | process. |
| | | How are efforts made to develop these aspects? | Of course with good communication between cooperation partners. |

### 4.1.3 Description of Interview Results

#### 1. Planning

##### a. Mapping potential for cooperation

According to head of PKBM Ziona, PKBM has many programs that wants to achieve but implementing it is not easy because PKBM Ziona is a private institution so it must be able to operate independently. Therefore, cooperation from other institutions is needed. PKBM Ziona carries out potential mapping from other institutions that can help PKBM Ziona develop programs and goals. And also in planning the cooperation program, of course PKBM Ziona must also have the potential to attract other partner institutions to be willing to become cooperation partners in PKBM Ziona.

Based on staff opinion, Potential is what underlies cooperation. The two institutions carrying out cooperative relations certainly pay attention to the potential they have and also that of the collaborating partner institutions. So we can conclude, the thing that underlies the collaboration at PKBM Ziona is the potential that is attractive. PKBM Ziona is looking for institutions that have the potential to develop programs and realize the goals of PKBM Ziona. Likewise, partner institutions, before implementing the collaboration program, see the potential that exists in PKBM Ziona, which of course has a positive impact on partner institutions.

##### b. Mapping of environmental carrying capacity

In accordance with the statement by the head of PKBM that before carrying out the collaboration, the Head of PKBM Ziona

and staff and partner institutions planned a partnership program. Facilities and infrastructure were also analyzed by the Head of PKBM Ziona and all staff. The facilities and infrastructure used are study rooms and computers which are provided by PKBM Ziona, however, several partner institutions also help provide the facilities.

Supported by statements from a staff at PKBM Ziona, in planning cooperation, the head of PKBM Ziona handles all partnership program plans together with all staff and coordinates with partner institutions to reach agreements. In planning, an analysis of facilities and infrastructure is also carried out, in this case classrooms and computers. Analysis of facilities and infrastructure is carried out by the Head of PKBM Ziona and all staff. Some of the facilities and infrastructure are already available at PKBM Ziona, but several collaboration partners have also helped provide facilities at PKBM Ziona, such as PT Askirndo which provided 10 computer units to PKBM Ziona.

Then we can conclude, collaboration starts from the planning process of both parties who will collaborate. Planning in this case is led by the Head of PKBM Ziona and partner institutions together with PKBM Ziona staff. In planning, one of the important things to analyze is facilities and infrastructure. The facilities and infrastructure needed can be in the form of classrooms and computers and are provided by PKBM Ziona, however several partner institutions also provide assistance in procuring the required facilities.

**c. Mapping of regulations/laws**

There is no legal basis used to implement the partnership program, but in this case the MoU is used as a basis. Cooperation at PKBM Ziona has no legal basis or statutory regulations. However, in this case the MoU can be used as the main basis for implementing cooperation.

**d. Negotiations between both parties**

According to head of PKBM Ziona, In planning cooperation, joint discussions are still carried out with partner institutions. Discussions can be held informally or formally via WhatsApp or in person. The head of PKBM Ziona was directly involved together with delegates from partner institutions in discussions.

According to staff at PKBM Ziona, before carrying out collaboration, discussions are needed from the two institutions that will collaborate. This discussion is usually carried out directly by the head of PKBM Ziona together with representatives from partner institutions.

The researcher conclude that in planning cooperation at PKBM Ziona, the Head of PKBM Ziona and partner institutions held discussions in a flexible manner. Can be via WhatsApp or meeting in person

**e. Urgency of implementing the partnership program**

Head of PKBM Ziona said that, PKBM Ziona moves independently so it requires strength from other external sources to achieve many big goals. As I explained previously, collaboration is carried out to complement each other's existing potentials in institutions. However, one of the urgencies apart from implementing training activities is the cooperative relationship with the business world where PKBM Ziona prepares graduate workers from PKBM Ziona to undertake internships in other workplaces.

Based on opinion from Staff at PKBM Ziona, cooperation is certainly a factor in the development of PKBM Ziona. Ziona PKBM requires collaboration with other institutions to be able to gain the trust of the wider community and of course also to improve the quality of Ziona PKBM.So, the researcher conclude

that, PKBM Ziona is a private institution that can operate independently. PKBM Ziona carries out collaboration so that the programs that have been designed can be implemented and the goals of PKBM Ziona can be achieved. Collaboration provides considerable strength for PKBM Ziona, including increasing positive views from the community and the business world's trust in PKBM Ziona graduates.

**f. Goal mapping**

According to head of PKBM Ziona, there are many objectives for implementing the partnership program carried out by PKBM Ziona, namely: Achieving success in learning activities at PKBM Ziona, producing successful graduates who can be placed directly in the business/work world, improving the quality of PKBM Ziona. Because with the aim of the partnership program, PKBM Ziona can compete with other PKBMs in demonstrating the quality it has, then PKBM Ziona, which runs independently, has no difficulty when implementing new programs.

According to staff at PKBM Ziona, The aim of partnership or collaboration is of course to achieve a vision, mission and institution. In this case, we, PKBM Ziona, are certainly moving to improve the quality of education and provide a place to study for people who are not yet in school. And how to achieve that big target while we are standing alone? So the answer is cooperation. Because, we want the public's view of PKBM not to be looked down upon. We want to show that graduates from PKBM Ziona are also able to compete with graduates from formal schools

The researcher conclude that the aim of implementing the partnership program is to achieve success in PKBM Ziona activities, improve the quality of education for the community and produce successful graduates, achieving the vision and mission.

In this way, PKBM Ziona can show its quality and receive good attention from the community.

**g. Partnership Stages**

According to head of PKBM Ziona, The partnership stage, first we discuss together about long-term and short-term work programs with external institutions. Then, we align the Vision and Mission as well as the goals we want to achieve and draw up a cooperation agreement, and we carry out what is stated in the cooperation agreement and commit to each other. We analyze it at the management meeting, then we map it out and we implement it. Whatever we can do first, we immediately implement it and don't force our will, the important thing is that we start.

According to staff at PKBM Ziona, The stages of partnership planning are directly handled by the Head of PKBM Ziona directly, while we are only the implementers of the agreed collaboration activities

The researcher conclude that The stages of partnership program planning start from joint discussions with partner institutions about short-term and long-term programs. Then align the vision, mission and goals of both institutions and agree on what they want to achieve together. Then, discuss all cooperation programs that will be implemented such as training, internship activities and so on. Next, the Head of PKBM Ziona together with partner institutions mapped out the activities that would be carried out first. At this stage, PKBM Ziona is represented directly by the Head of PKBM Ziona, then the results will be submitted to PKBM Ziona staff to be realized together.

**h. Cooperation Agreement**

According to head of PKBM Ziona, some cooperative relationships, PKBM Ziona and partners have a memorandum of understanding, however, in several others there is no MoU and only a final report. The contents of the MoU are all agreements

that have been agreed upon by both parties and then become the basis for implementing cooperation and signed by representatives of each partner. In this case it contains a job sheet as well as the vision, mission and objectives of the collaboration. Following up after the MoU has been agreed, we will realize where to start, we will start from what is small and what we can do. Later there will be monitoring, supervision from related partners and always being monitored, assessed and criticized after that we can improve and develop.

According to staff at PKBM Ziona, When collaborating at PKBM Ziona, several partner institutions made an MoU and it was mutually agreed upon, but some also did not make an MoU, in this case the partner institutions came from private institutions or the collaboration was only in the form of a training program. I don't fully understand the contents of the memorandum of understanding, but in general the MoU is an agreement between the two collaborating institutions and serves as a guide for implementing the collaboration. For institutions that make MoUs, our next follow-up action is to implement all agreements and the contents of the MoU itself so that it does not violate the agreements that have been made together.

The researcher conclude that PKBM Ziona in collaborating with partner institutions created a memorandum of understanding or MoU and used it as the basis for implementing the collaboration program. However, private institutions that collaborate sometimes do not conclude an MoU. The MoU contains an agreement agreed by both parties and signed. There is a job sheet, vision, mission and objectives of the collaboration. After the signing of the MoU, cooperation will then be implemented.

**2. Organizing**

**a. Personnel/HR organization**

According to head of PKBM Ziona, there is no new management or team that will handle the implementation of the partnership, but the Head of PKBM Ziona is directly the leader and implementer but is assisted in the implementation process by all staff at PKBM Ziona. Because in making this collaboration, of course it is head to head. The Head of PKBM Ziona made a cooperation agreement with partner institutions and then discussed with all PKBM Ziona staff how to realize its implementation. So in this case no new management structure or committee was formed. According to staff at PKBM Ziona, There is no personnel structure for implementing the collaboration because it is directly coordinated by the Head of PKBM Ziona

The researcher conclude that In implementing the PKBM partnership program, Ziona did not form a new management structure. The Head of PKBM Ziona directly manages and designs collaboration activities. However, in terms of implementation or realization, the head of PKBM Ziona works together with the team or staff to make the collaboration program a success.

**3. Implementation**

**a. Form of partnership**

According to head of PKBM Ziona, There are many types of activities in the partnership program at PKBM Ziona. We have implemented a PKK program for video editing training, implemented a graphic design PKW program, accepted students to do practical field work (PKL) from several major schools, community service and also other training. Apart from that, now PKBM Ziona has collaborated with the business/work world which is not only involved in the education sector, such as sending graduates from PKBM Ziona to do internships at UD.Cinta Reklame, photocopying places and so on. The target is

actually quite broad and open to the public. Targets also depend on the partner's needs. PKBM as a center for community learning activities of course generally opens every training or course that is held.

However, in this case, some of the training is also focused on the general public who do not have the opportunity to study in regular schools so that they can continue to improve their abilities and knowledge through programs. program from PKBM Ziona. Every year, of course, this activity is still carried out because it has become a program of PKBM Ziona. Meanwhile, the implementation time is adjusted to needs and there is no standard for how many times a year. Maybe in previous years there were 3-5 activities that we programmed together with partner institutions and were implemented.

According to staff at PKBM Ziona, the several partnerships that have been implemented at PKBM Ziona, the activities carried out can be in the form of training (video editing, graphic design) then there are also partnerships where PKBM Ziona sends its graduates to work in the world of work/business, in this case partner institutions that collaborate with PKBM Ziona such as UD. Love Advertising. The targets of the partnership program are of course in accordance with the agreement between the two institutions. In implementing training, of course the target is society in general and in particular people who do not yet have special skills to work in the world of work. Partnership activities in one year vary depending on capabilities. In this case, within a year PKBM Ziona still has a partnership cooperation program.

The researcher conclude that the collaboration carried out at PKBM Ziona turns out to have many forms of activity. Some of the activities that have been carried out are the implementation of the PKK program for video editing training, the implementation of the PKW graphic design program, accepting students to do

practical field work (PKL) from several major schools, community service and also other training. Apart from that, now PKBM Ziona has collaborated with the business/work world which is not only involved in the education sector, such as sending graduates from PKBM Ziona to do internships at UD.Cinta Reklame, photocopying places and so on. The target of this activity was agreed upon by both partner institutions, but in general the target of the activity is the community, especially people who do not have experience studying in formal schools, so with the existence of Ziona PKBM it is hoped that it can improve skills and increase the life values of the community.

**b. Communication and coordination between stakeholders**

According to head of PKBM Ziona, Communication and coordination is carried out by the Head of PKBM Ziona and partner institutions. In this case, the head of PKBM Ziona directly has control over the coordination and communication of the partnership program. In communicating and coordinating, we are more flexible and adapt to existing conditions. Some communication is in the form of WhatsApp, email and direct meetings. Of course, in implementing the partnership program there are many things that we do not expect to happen and may occur beyond our expectations at PKBM Ziona and partner institutions. So, communication and coordination are important things that must be done. Good communication also avoids suspicion in implementing cooperation.

According to staff at PKBM Ziona, in this case, the Head of PKBM Ziona is in control and carries out communication in direct coordination with partner institutions. Carried out in accordance with the agreement of both parties. Can be in person and discuss or via social media and email. Of course, in my opinion, communication is one of the keys to successful

collaboration. As far as I know, everything in collaboration must continue to communicate with each other so that the mutually agreed goals can be achieved. So, in all matters communication and coordination are still carried out.

The researcher conclude that Communication and coordination are things that are very necessary in the process of implementing partnership programs. During the partnership process at PKBM Ziona, the Head of PKBM Ziona communicates with partner institutions for the smooth running of each agreed partnership program. The communication in question is carried out flexibly according to needs. Communication can be done using WhatsApp or meeting in person.

**c. Stakeholder involvement and support**

According to head of PKBM Ziona, the involvement of stakeholders depends on the partner institutions we collaborate with. Some collaboration partner institutions do not involve other stakeholders (External). Every collaboration activity is handled jointly with PKBM Ziona and the institution itself. Likewise, when PKBM Ziona collaborates with trading businesses, it does not require external stakeholders. However, when cooperative relationships are carried out with state partner institutions and run in the education sector, the education department is involved as a stakeholder in implementing the partnership program. For example, when PPA invites collaboration, the Education Office becomes a stakeholder in the activity in question.

The form of support from stakeholders such as the Education Department is in the form of policies and validators in implementing activities so that educational goals can be achieved optimally. Apart from that, there are several stakeholders who also provide financing for the activities carried out and provide facilities such as procurement of computers from PT.Askrido. The

education office is the supervisor and validator of the activities carried out because PKBM Ziona also focuses on improving the quality of community education, so I still consult every policy with the Education Office.

According to staff at PKBM Ziona, in planning and implementing the partnership, external stakeholders are not involved. However, for several partner institutions operating in the education sector, the Education Department is a stakeholder in the process of monitoring activities. Stakeholders, in this case, especially the Education Office, provide support in the form of policies and monitoring of activities so that they can be implemented well and educational goals can be achieved. Because the Department of Education in this case is a stakeholder for several partnership programs implemented at PKBM Ziona, the Department of Education itself continues to support every collaboration program carried out.

The researcher conclude that In implementing the partnership program at PKBM Ziona, partner institutions carry out cooperative relationships without requiring stakeholders. Collaboration carried out in the private sector, such as UD, does not involve external stakeholders. Collaborative activities are carried out only between the two partner institutions. However, the case is different with partner institutions in the education sector. Of course, it requires stakeholders such as the education department. The form of support from the Education Department is in the form of policies and validators in implementing activities so that educational goals can be achieved optimally. The education department is the supervisor and validator of the activities carried out because PKBM Ziona also focuses on improving the quality of community education. Apart from that, there are several stakeholders who also provide financing for the

activities carried out and provide facilities such as procurement of computers from PT. Askrido.

**4. Evaluation**

**a. Monitoring and evaluation**

According to head of PKBM Ziona, during the evaluation both parties are involved with the aim of finding out whether the progress that has been made is successful or not and whether it is in accordance with the initial plan. Meanwhile, the monitoring party is the Education Department. The education office supervises the activities carried out in the cooperation partner program, especially in the educational aspect so that the quality of education achieved is in accordance with the program of the education service.

For PKBM Ziona, there is no component of cooperation that has not yet been implemented. Because there is no coercion in the collaboration carried out by any party, PKBM Ziona carries out the collaboration as best as possible and in accordance with the agreement with the partner institutions. However, several collaborations that have been planned so far have not been realized, namely from one of the educational platforms and are still in drafting form. This is because the process requires quite a long preparation time because it works using digitized educational platforms. So, cooperation that has not yet been implemented is just waiting for preparation time from both parties. PKBM Ziona and the partner institutions themselves always monitor activities for consistency and implementation. We can be consistent and continuously apply it. PKBM Ziona and partner institutions carry out evaluations all the time, evaluating how far we have reached. After being evaluated, we will follow up on what we note. What has not been done is carried out, and what is good we maintain, maintain and improve. And of course the notes from the evaluation activity become lessons for the next collaboration

program.

According to staff at PKBM Ziona, the party involved in implementing monitoring is the Education Department. This is if the collaboration carried out is in the field of education. In my opinion, the cooperation component in PKBM Ziona has been implemented well. Evaluation activities were carried out by both institutions. One of the components of the collaboration being evaluated is the implementation of internships by PKBM Ziona graduates. We usually evaluate the extent to which they can have an impact on the world of work. The evaluation results will certainly be a stepping stone for us to carry out collaborative activities again. What are the complaints from partner institutions? We can improve our concepts as much as possible.

The researcher conclude that several collaborations operating in the education sector continue to be monitored by the Education Office. The education department monitors every process that has been implemented and provides input. Meanwhile, the evaluation process is carried out by the Head of PKBM Ziona directly together with partner institutions. The evaluation carried out produces notes that must be followed up and become lessons learned in future partnership programs.

**b. Reporting of partnership activities**

According to head of PKBM Ziona, Reporting is of course very important in partnership collaboration. Some partner institutions ask for official activity reporting, such as reporting to the relevant department, while some also report simply. For example, reporting on the use of facilities from PT. Askrindo only consists of videos and photos of the implementation of activities that show that the facilities provided have been used properly. Those who receive reports are cooperation partners and related education departments.

According to staff at PKBM Ziona, reporting of partnership activities varies depending on the partner institution. Some partner institutions ask for formal reporting, which can be in the form of a written report, but some also only ask for proof of implementation with photos and videos of activities. Of course the partner institutions and the Department of Education are related.

The researcher conclude that reporting on the results of collaboration at PKBM Ziona is carried out differently. For institutions that collaborate in the education sector, the reports submitted are written in formal form and submitted to partner institutions and the education department. Meanwhile, for business institutions that collaborate with PKBM Ziona, the reporting does not have to be formal but can be in the form of photo/video evidence of the implementation of activities.

**c. Supporting factors**

According to head of PKBM Ziona, the important supporting factors for both parties are mutual trust, commitment and consistency, and enthusiasm from the training or activity participants. Apart from that, another supporting factor is the human resources we have. We have reliable teaching staff so that we are able to carry out the activities in question. Then, the existence of PKBM Ziona on social media is also a supporting factor in the partnership program.

According to staff at PKBM Ziona, the supporting factor for the partnership program is human resources, because in this case we have many partners who collaborate in implementing training so that PKBM Ziona has reliable human resources. Then another supporting factor is complete facilities and infrastructure.

The researcher conclude that supporting factors in the partnership program are trust, commitment and consistency from activity participants. The most important thing is the existence of

adequate human resources (HR). PKBM Ziona in this case certainly has human resources who are reliable in teaching and also providing training so that it is able to carry out the training program in question. Another supporting factor is the existence of PKBM Ziona on social media and the completeness of the facilities and infrastructure it has.

**d. Inhibiting factor**

According to head of PKBM Ziona, the inhibiting factor that has occurred so far is the difficulty in arranging the schedule for implementing collaborative activities with partner institutions. Because the partner institution is also an active institution, of course in carrying out the stages of collaboration they must determine a time that does not interfere with the course of activities at their respective institutions. As I said previously, PKBM Ziona also has its own programs, namely packages A, B, C and independent training/courses and the same thing also happens at partner institutions. So both parties have difficulty in arranging the schedule for implementing the partnership program.

According to staff at PKBM Ziona, there are no obstacles that he encounter. But He doesn't know if Mr. Rido Waruwu faced significant obstacles in planning this collaboration program. The researcher conclude that the obstacle faced was the difficulty in arranging a schedule for implementing collaborative activities with partner institutions. Because the partner institution is also an active institution, of course in carrying out the stages of collaboration they must determine a time that does not interfere with the course of activities at their respective institutions.

**e. Achievement of the objectives of partnership activities**

According to head of PKBM Ziona, the achievement of this partnership collaboration is marked by the response from the training participants and the targeted business places. The achievement of the partnership program is also marked by follow-

up from both parties to continue or create new collaborations. According to staff at PKBM Ziona, the collaboration program implemented at PKBM Ziona has been achieved well, as evidenced by the many parties who provide feedback and support, such as PT Askrindo.

The researcher conclude that the cooperation carried out at PKBM Ziona so far has been quite good and has been implemented. The achievement in question can of course be seen from the feedback from partner institutions who want to continue collaboration or the existence of new partner institutions who want to build cooperation in PKBM Ziona.

**f. Benefits of partnership**

According to head of PKBM Ziona, Partnership collaboration has had a very positive impact on PKBM Ziona. The partnership program makes people's views more positive and more trusting. PKBM Ziona also benefits, namely the achievement of many large programs and several financial assistance provided by partner institutions. The benefits of partnership activities for partner institutions are achieving the required programs and improving the quality of each partner institution. According to staff at PKBM Ziona, Partnerships have many benefits, namely improving the quality of PKBM Ziona and increasing existence and increasing positive views from the community. Similar to PKBM Ziona, the benefits obtained by partner institutions from the collaboration program are achieving the institution's vision, mission and goals as well as improving the quality of the institution.

The researcher conclude that the collaboration carried out must certainly provide benefits for both parties. For PKBM Ziona, the benefit of collaboration is building a positive view of the community towards PKBM Ziona and being able to achieve many major programs and also financial assistance from partner

institutions. Partner institutions also certainly benefit, namely increasing the quality and quality of the institution. Apart from that, with cooperation, the vision, mission and goals of the institution can be achieved according to wishes.

**g. Partnership development**

According to head of PKBM Ziona, the aspect that needs to be improved in the partnership program is of course in terms of planning because there needs to be thorough preparation and preparation of more adequate facilities. Because so far the implementation that has been carried out so far should have been easier if there were more complete facilities. According to staff at PKBM Ziona, the aspects that need to be improved are possible in the planning process. Of course with good communication between cooperation partners.

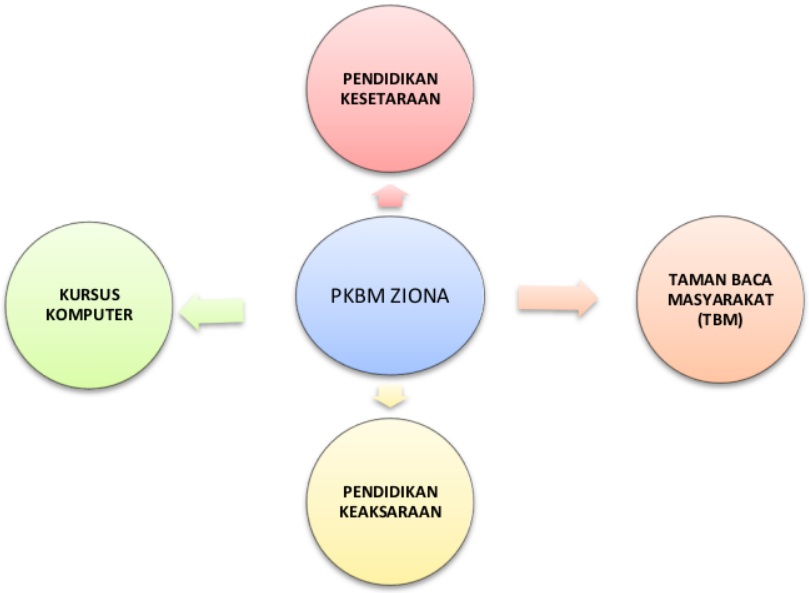
The researcher conclude that in the stages of collaboration that have been carried out, the planning process is something that continues to be developed. According to the head of PKBM Ziona, thorough preparation and more adequate facilities are still needed.

## 4.1 DISCUSSION

### 4.2 What is the process of building partnership network at PKBM Ziona?

From the results of observations and interviews conducted by researchers, it can be seen that the collaboration carried out at PKBM Ziona consists of 4 stages, namely planning, organizing, implementing and evaluating. At the planning stage, the first thing to do is mapping the potential and objectives of the collaboration. PKBM Ziona must have the potential to be quite attractive to partner institutions. The potential in question must be created consistently so that institutions wishing to carry out collaboration can benefit. PKBM Ziona has superior potential with several services offered which can be seen in the image below

Figure 4.1 Potential of Ziona's PKBM services




1. Equality Education

Equivalent education consists of 3 levels, namely, package A, Package B and Package C. Package A (equivalent to elementary school) is an education service intended for people who have not finished elementary school (SD) or have dropped out of school at the elementary school (SD) level to get educational services and get a Package A diploma (Equivalent to elementary school). Package A diplomas can be used to continue to junior high school or package B. Package B (equivalent to junior high school) is a continuation of package A and is intended for people who have not finished junior high school (SMP) or have dropped out of school at junior high school (SMP) level. but have graduated from elementary school/package B to get education services and get a Package B diploma (equivalent to junior high school). Package B diplomas can be used to continue to SMA/SMK level or Package C. And finally Package C (equivalent to SMA) is intended for people who have not graduated from Senior High School (SMA) or have dropped out of school at the Senior High

School (SMA) level but have graduate from junior high school/Package B to get education services and get a Package C diploma (equivalent to high school). Package A diplomas can be used to continue to university level or apply for jobs.

2. Computer courses

   The computer courses held at PKBM Ziona also consist of 2 learning packages, namely an office package and a graphic design package. office package (Microsoft Office), which is a computer course package, an office package that prioritizes learning on improving participants' abilities to be able to do office administration using Microsoft Office Word, Excel and Power Point applications, while the graphic design package (Corel Draw, Adobe Photoshop) is a course package. computer graphic design package that increases participants' competency to be able to carry out graphic design processes both in creating logos, vector and bitmap objects, photo editing, posters, brochures, banners, etc. to being able to print.

3. Community Reading Park (TBM)

   Community Reading Park (TBM) is a literacy service, a library that can be accessed by the public to read and obtain book references. This program aims to increase people's interest in reading.

4. Literacy Education

   Literacy education is a service program for the community to learn to read and write, especially for the communityold age or not of learning/school age.

   Of the four services that PKBM Ziona has above, thenIt will be a consideration for partner institutions to determine what types of collaboration activities can be implemented. PKBM Ziona also apart from offering its services, the main thing that is the basis for cooperation is accepting partner institutions which of course have the potential to improve the quality of services at PKBM Ziona. After mapping this potential, the next process is determining the vision, mission and objectives of the collaboration. After there is an

agreement from the two institutions, an MoU will then be made (According to the results of interviews, not all partner institutions make MoUs, usually MoUs are made at state partner institutions or partner institutions which operates in the education sector) In this process, Mr. Rido Favorit Waruwu as Head of PKBM Ziona organizes and handles the entire discussion process with partner institutions. There is no management structure or committee for collaborative activities. The planning was agreed upon by the Head of the Ziona PKBM institution and partner institutions and then discussed with the Ziona PKBM staff about how to implement and realize the collaboration.

The next process is the implementation of collaborative activities. At this stage, PKBM Ziona has a team and staff who are experts in their respective fields (the PKBM Ziona team can be seen in the picture below)

Figure 4.2 Ziona PKBM Team

The entire team will work together in designing activities within the previously agreed collaboration program. However, at this stage PKBM Ziona does not create a new organizational structure for each collaboration program. The team will work according to their respective fields and will be assisted by the best graduate tutors. The collaboration carried out at PKBM Ziona in 2024 is:

1. Collaboration between PKBM Ziona and the Director General of Vocational Education, Ministry of Education, Culture, Research and Technology

   In 2024, this will be the 5th time that the Directorate of Courses and Training, Director General of Vocational Education, Ministry of Education and Culture, Research and Technology has entrusted PKBM ZIONA as the organizer of the Work Skills Education (PKK) program. It should be noted that the PKK Program is an education and training service program that is oriented towards developing work skills in accordance with the needs of the business world, industrial world and world of work (DUDIKA). Looking at its objectives, the PKK Program aims to educate and train students with appropriate vocational skills. in line with DUDIKA's needs, ensuring students have competency certificates and channeling students to DUDIKA.

   Based on this, the Head of PKBM ZIONA Rido Favorit S. Waruwu, S.Pd took this opportunity so that it could become a forum for the community to obtain work competency-based education and training and have a National standard competency certificate. Rido Favorit S. Waruwu as head of PKBM ZIONA said that the 2024 PKK program will be implemented for 150 hours of learning, participants will take part in an internship program, and competency certification so they can enter the world of work,

   The PKK Video Editing program is a collaboration program between PKBM ZIONA and the Directorate of Courses and Training, Directorate of Vocational Education, Ministry of Education and Culture, Research and Technology of the Republic of Indonesia by providing FREE education and training services to participants who meet the criteria. PKBM ZIONA chose the type of video editing skill because currently in the digital era, a person's ability in the field of video editing is needed in almost all business fields, so through the

PKK program participants will be able to become professional workers and even have competitive work quality..

2. Collaboration between PKBM Ziona and Nias University

   Nias University, which is one of the largest universities in the Nias Islands, through its information technology study program invites PKBM ZIONA to establish a partnership. This partnership is packaged in the form of a Cooperation Agreement agreed upon by the Head of PKBM ZIONA and the Head of the Study ProgramTechnologyInformation. Located at the PKBM ZIONA secretariat (Thursday/30/05/2024), the Head of the Information Technology Study Program, Faculty of Science and Technology, Nias University together with the Head of PKBM ZIONA held the signing of the Cooperation Agreement. The scope of the Cooperation Agreement is (1) Innovation consisting of TechnologyEducation, Innovation Laboratory, Innovation Competition, Innovation Collaboration, Information Technology Based Entrepreneurship Development, Collaboration Platform, (2) Education and Teaching Program consisting of Internship Programs and Field Work Practices, Guest Lectures and Seminars, Workshops and Technical Training, Access to Facilities and Resources Daya, Certification Program, Academic Tutoring, Collaborative Projects, Teacher Training, Teacher Exchange. (3) Research and Development Program consisting of Collaborative Research, Scientific Publications, Technology Product Development, Research Competitions, Industry-Based Case Studies, Scientific Forums/Discussions (4) Community Service Program consisting of Technology Festivals, Information Technology Training, Development Information Systems, Technology Extension, Digital Literacy Program, Social Technology Projects, Local SME Assistance.

Employment agreementwhich is established to mutually support the programs being held, as well as synergize to create innovations in the curriculum, internship and joint research opportunities as well as digital literacy programs for the community. Ofelius Laia, S.Kom., M.Kom added that apart from the agenda for signing the Cooperation agreement, the Information Technology Study Program also made a visit to see the availability of facilities and infrastructure in the computer laboratory at PKBM ZIONA, and that it was sufficient to be used as a place for education, training and testing. competence.

3. Collaboration between Ziona and the PRAKEJA PINTAR Platform

The ZIONA Job Training Institute (LPK), which is a job training institution that has been registered with the Indonesian Ministry of Manpower, is now collaborating with PT. Asia Winner Training which is often referred to as the SMART platform. On Tuesday/25/06/2024 LPK ZIONA and PINTAR succeeded in signing the Cooperation Agreement (PKS). The PKS was signed by the Chairman of LPK ZIONA Rido Favorit S. Waruwu with Ray Z. Parsioan Pulungan as Director of PT. Asia Winners Training (PINTAR Platform).

The ongoing cooperation is stated in PKS document number 1048/2024/06/L/PK which is signed by both parties. In the PKS created there are several points of cooperation, namely cooperation in the field of pre-employment training in 2024. LPK ZIONA has responsibility as a provider of Instructors and Facilitators in the implementation of online pre-employment training. Rido Favorit S. Waruwu said that there will be dozens of Instructors and Facilitators from LPK ZIONA in the future. will be assigned to facilitate online pre-employment training together with the Smart Platform team.

When the above collaboration started in early 2024 until now. And from the explanation above, it can be concluded that the implementation of cooperation at PKBM Ziona varies according to previous agreements that have been discussed together with PKBM Ziona and partner institutions.

The next process after implementation is evaluation. At this stage, the implementation of the evaluation also varies depending on the request of the institution. The evaluation process that begins with monitoring activities is usually carried out after collaboration activities take place. For partner institutions operating in the education sector, monitoring is carried out by the local Education Office. Meanwhile, at partner institutions in the business world, monitoring and evaluation activities are carried out directly by the heads of the institutions of both collaborating parties.

**4.3 What is the concept of management of partnership networks for non-formal education at PKBM Ziona?**

In accordance with the results of observations, interviews and documentation, the concept of cooperation carried out at PKBM Ziona consists of 4 parts, namely:

1. Planning stage

The planning concept at this stage can be seen in the chart below

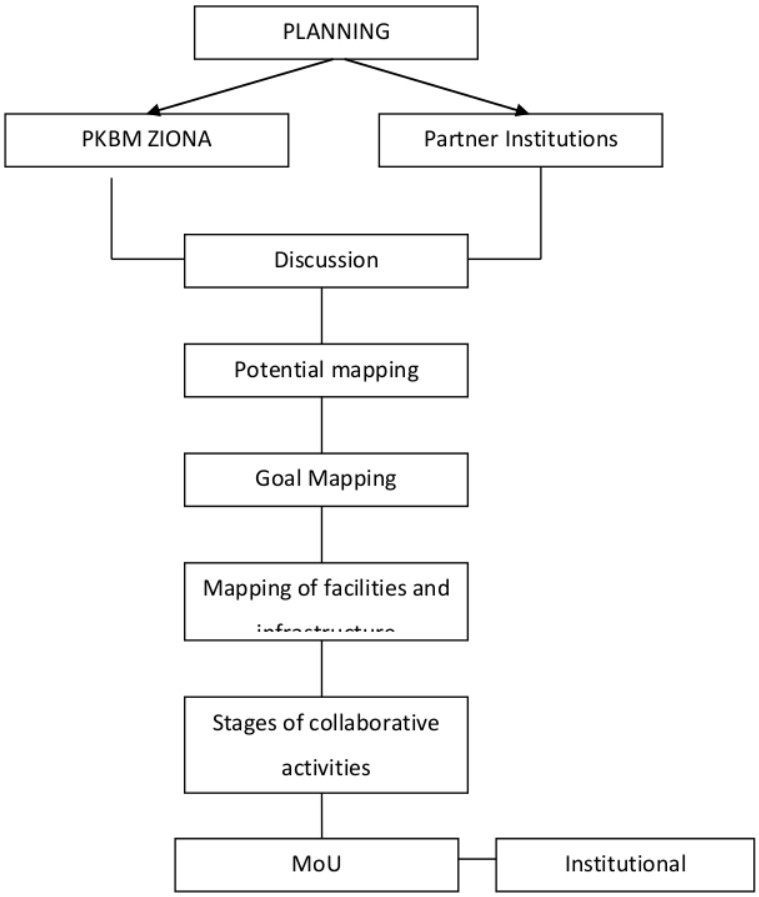



Figure 4.3 Concept chart for cooperation planning at PKBM Ziona

In the chart above, it can be seen that the concept of planning cooperation at PKBM Ziona with partner institutions started from discussions between the head of PKBM Ziona and partner institutions. Then, potential mapping was carried out between the two

collaborating institutions, followed by mapping of the facilities and infrastructure needed, then stages of collaboration activities were created. The results of discussions at this stage for several institutional collaborations will result in an MoU between the two institutions.

2. Organizing stage

   The concept of cooperation at this stage at PKBM Ziona was not implemented. Because the form of collaboration carried out does not require a management structure or committee for collaborative activities. From the results of observations and interviews that have been conducted, the researchers concluded that organizing each person's responsibilities is not carried out officially. The Head of PKBM Ziona takes full charge of planning the collaboration. However, the implementation only involved the entire team and staff at PKBM Ziona. Teams and staff work according to their respective fields.

3. Implementation stage

   The concept for implementing cooperation at this stage was agreed upon by PKBM Ziona and partner institutions. Several partner institutions and PKBM Ziona collaborate in the fields of education, computer training and also implementing internships. Of the several partnerships that have been implemented at PKBM Ziona, the activities carried out can be in the form of training (video editing, graphic design) then there are also partnerships where PKBM Ziona sends its graduates to work in the world of work/business , in this case partner institutions that collaborate with PKBM Ziona such as UD. Love Advertising.

   At this stage, things that need to be conceptualized are the targets you want to achieve and the targets you hope to achieve. Usually, the target of collaboration is the community in general and specifically people who do not have the opportunity to study in state schools. In implementing the partnership program at PKBM Ziona, partner institutions carry out cooperative relationships without requiring

stakeholders. Collaboration carried out in the private sector, such as UD, does not involve external stakeholders. Collaborative activities are carried out only between the two partner institutions. However, the case is different with partner institutions in the education sector. Of course, it requires stakeholders such as the education department. The form of support from the Education Department is in the form of policies and validators in implementing activities so that educational goals can be achieved optimally. The education department is the supervisor and validator of the activities carried out because PKBM Ziona also focuses on improving the quality of community education. Apart from that, there are several stakeholders who also provide financing for the activities carried out and provide facilities such as procurement of computers from PT.Askrido.

4. Evaluation Stage

   At this evaluation stage, several collaborations operating in the education sector continue to be monitored by the Education Office. The education department monitors every process that has been implemented and provides input. Meanwhile, the evaluation process is carried out by the Head of PKBM Ziona directly together with partner institutions. The evaluation carried out produces notes that must be followed up and become lessons learned in future partnership programs.

   Apart from that, reporting on the results of collaboration at PKBM Ziona is carried out differently. For institutions collaborating in the education sector, the reports submitted are written in formal form and submitted to partner institutions and the education department. Meanwhile, for business institutions that collaborate with PKBM Ziona, the reporting does not have to be formal but can be in the form of photo/video evidence of the implementation of activities.

### 4.2.4 The Research Findings Implications

Based on the research results, it shows that the partnership management between PKBM Ziona and partner institutions has been going well, because the pattern formed is a productive and mutually beneficial partnership pattern. This partnership has also been proven to increase the effectiveness and efficiency of institutions in achieving their goals, although much development is still needed. This implies that partnerships have a very important role, especially for Ziona PKBM in achieving institutional goals. Through ideal partnership management, the hope is to increase the efficiency and effectiveness of the institution. From the research results, it can be seen that the entire collaboration process is managed directly by the Head of PKBM Ziona. Therefore, the Head of PKBM is expected to:

1 Able to direct and lead all staff and teams in realizing the intended collaborative activities
2 Able to divide time amidst other activities to smooth the collaboration process with partner institutions
3 Leaders must continue to provide good examples to their subordinates and provide managerial knowledge to their staff through various training.
4 To be able to maintain the quality that it has, PKBM Ziona must continue to process by synergizing all existing quality components. Mutual support between leaders and all existing staff and lecturers.

For the entire team, of course good cooperation is needed to make the entire collaboration program planning concept a success. Apart from that, in the theory used by researchers, namely Georgy Terry's theory regarding management concepts, it turns out that in the field the four management concepts, namely planning, organizing, implementation and evaluation, are not fully implemented. In building cooperation, the

management concept used in PKBM Ziona is created in 3 stages, namely planning, implementation and evaluation.

### 4.2.5 The Research Findings Limitations

In this research, researchers realized that there were many short comings in the research process. This is the first research, so the researcher has no experience conducting previous research. Therefore, many things become challenges in conducting research due to lack of knowledge. And there were misinterpretations of several terms, new sentences, and so on, and these are several factors that future researchers must pay attention to in perfecting their research. Some of the limitations are as follows:

**a.** The researcher realizes that the research process carried out is still not perfect, there are still many shortcomings in conducting research, writing and processing data because the researcher is still a beginner, so the researcher cannot carry out this research perfectly.

**b.** Researchers' knowledge is still very limited in processing qualitative analysis data, as well as researchers' lack of ability to find reference sources that are in accordance with teachers' social competence in learning English.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

Based on the results of the research and discussions that have been carried out, the following conclusions can be drawn:

1. The partnership planning concept between PKBM Ziona and partner institutions includes mapping potential cooperation, mapping environmental carrying capacity, mapping goals, determining partnership stages, and signing cooperation agreements.
2. The concept of implementing the Ziona PKBM partnership and partner institutions is the realization of partnership activities in educational programs such as training and also in business cooperation programs in the world of work.
3. Evaluation of the Ziona PKBM partnership and partner institutions includes monitoring and evaluation, reporting on partnership activities, analysis of supporting factors and inhibiting factors for partnerships including efforts to overcome obstacles, determining the achievement of partnership activity objectives, benefits of partnerships, and partnership development.

From the research results, the management concept above in the three stages, in its implementation, certainly varies according to the agreement and cooperation agreement between PKBM Ziona and partner institutions.

## 5.2 Suggestions

From the results of the research that has been carried out, several suggestions that the researcher would like to convey are:

1. PKBM Ziona is carrying out more innovations to develop partnerships.
2. PKBM Ziona and partner institutions prepare activity implementation plans or operational plans as guidelines for carrying out each partnership activity.

3. PKBM Ziona continues to improve the competency of adaptive and normative teachers so that they can better support ongoing partnership activities
4. For PKBM that does not yet have partnerships with other institutions, it is hoped that they can establish partnerships to support programs at PKBM.
5. Students who will conduct research that is relevant to this research are expected to be able to further refine the results of this research.

# DESCRIPTIVE ANALYSIS OF BUILDING PARTNERSHIP NETWORK IN THE CONCEPT OF MANAGEMENT TOWARDS NON-FORMAL EDUCATIONAL INSTITUTION AT PKBM ZIONA IN 2023/2024

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