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Management of Equality Program Development in Non-Formal Education Unit (SPNF) SKB of Kubu Raya District

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Abstract. This study aims to (1) find out the stages of planning the development of an equality program in SPNF SKB of Kubu Raya District; (2) knowing the implementation of the Equality program development in the SPNF SKB of Kubu Raya District; (3) knowing the coordination of the implementation of the Equality program development in SPNF SKB of Kubu Raya District; (4) knowing the evaluation of the Equality program development in the SPNF SKB District of Kubu Raya District. This type of research is a case study research with a descriptive research approach. The results of this study are (1) program planning of the UPT SPNF of the Kubu Raya District SKB involving participation from within the institution, namely the UPT SPNF SKB of Kubu Raya District and outside the institution, namely the Kubu Raya Education and Culture Office as policy makers; (2) UPT SPNF SKB of Kubu Raya District has implemented an equality program in SPNF SKB Kubu Raya District ; (3) UPT SPNF SKB of Kubu Raya District has carried out a fairly good coordination with the work units involved in program development, both with government institutions and institutions outside the government, in addition to good communication between each work unit in SPNF SKB of Kubu Raya District; (4) UPT SPNF SKB of Kubu Raya District has conducted an evaluation to find out the development of the Equality program in SPNF SKB of Kubu Raya District .

Keywords: Management; Development; Non-formal education

I. INTRODUCTION

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2016 concerning the Guidelines for Transfer of Functions of Learning Activity Centers (SKB) to Non-Formal Education Units (SPNF). From the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2016 it can be interpreted that previously the SKB's main task was to carry out pilot programs and quality control in the implementation of non-formal education programs, but after the Republic of Indonesia Minister of Education and Culture Regulation Number 4 of 2016, the role and function of the SKB changes according to the characteristics and policies of the respective district/city government. As an institution that has the main task of carrying out non-formal education, the SKB has the responsibility of organizing programs according to the needs of the community, but the

limitations of the SKB cause the institution to be unable to fully carry out its duties and functions.

Regional autonomy influences the role of the SKB in the implementation of non-formal education. Many problems that arise weaken the role and function of the SKB as a provider of non-formal education. These problems include the lack of commitment of the local government to allocate operational budgets to the SKB, the limited facilities, and infrastructure owned, the low participation and community partnerships.

Non-Formal Education Unit (SPNF) SKB of Kubu Raya District is a non-formal education institution. The Kubu Raya District Non-Formal Education Unit (SPNF) organizes programs such as life skills programs, education staff quality improvement programs, PAUD, non-formal education data and information development programs, and curriculum development. The UPT of the Non-Formal Education Unit (SPNF) of the Kubu Raya District Joint Decree requires funds, facilities, and supporting human

resources in order to be able to carry out these programs, but the amount of resources they have is very limited.

Funds, limited facilities, geographical factors and human resources are limited, it is not possible to develop programs of the UPT Non-Formal Education Unit (SPNF) in Kubu Raya District independently, so in organizing programs, UPT Non-Formal Education Unit (SPNF) SKB of Kubu Raya District has established partnerships with other institutions, including government, private and community institutions. This collaboration is carried out so that the programs carried out are more optimal and can achieve a higher level of success.

Some of the problems include those in the Non-Formal Education Unit (SPNF) SKB of Kubu Raya District (1) Regional Autonomy weakens the role and function of the Non-Formal Education Unit (SPNF), causing problems for Non-Formal Education Units (SPNF), such as lack of government commitment regions to allocate operational budgets for Non-Formal Education Units (SPNF), limited facilities and infrastructure owned, low participation and community partnerships; (2) The Government only focuses on providing assistance to community units or institutions; (3) Funds, limited facilities, geographical factors and limited human resources, do not allow SPNF SKB of Kubu Raya District to develop its programs independently. Based on the description above, the author plans to find out the Equality Development in the SPNF of Kubu Raya District.

II. RESEARCH METHOD

According to M. Subana (2011: 89), this research approach is descriptive can be interpreted as "extracting and interpreting data relating to facts, circumstances, variables, and phenomena that occur when the research takes place and presents it as is". This study aims to obtain objective, factual, accurate and systematic data/images, regarding the problems to be studied by the researcher. The type of this research is a case study (field) which according to Suharsimi Arikunto (2012: 185), case study research is "an intensive, detailed and in-depth study of a particular organization, institution or symptom". Because the researchers intend to describe and describe the Development of the Equality of Non-Formal Education Unit (SPNF) Program in Kubu Raya District.

III. RESULT AND DISCUSSION

A. Result

1. Planning the development of Equality program in SPNF SKB of Kubu Raya District

a. Planning the development of Equality program in SPNF SKB of Kubu Raya District

UPT SPNF SKB of Kubu Raya District as a non-formal education institution participated in organizing several non-formal education programs in Kubu Raya District. UPT SPNF SKB of Kubu Raya District organizes programs with cooperation or partnerships with other institutions.

Based on the results of interviews and observations conducted by researchers, it can be

concluded that there are several reasons for the background of the SPNF program development program which was carried out by the UPT SPNF SKB of Kubu Raya District. These reasons include:

- 1) Funding needs, facilities and human resources in the form of technical resource persons or tutors to optimize the program implemented.
- 2) UPT SPNF SKB of Kubu Raya District seeks to maintain the quality of the program that is organized, especially the quality of program output.
- 3) Distributing graduates of life skills programs to various places according to the required fields.

The UPT SPNF SKB program in Kubu Raya District requires resources such as funds, facilities, and human resources so that the programs implemented can run optimally. With limited funds, facilities and human resources, it is not possible for the UPT SPNF SKB of Kubu Raya District to plan its program independently, therefore UPT SPNF SKB of Kubu Raya requires an institution or another party, so that the funding, facilities and HR needs can be fulfilled and the program can be carried out optimally.

UPT SPNF SKB of Kubu Raya cooperates with other institutions on program planning activities, in order to meet the needs of funds, facilities, and human resources in order to be able to carry out the program optimally. In addition to meeting resource needs, collaboration is also needed to maintain the quality of the program and to channel program graduates.

b. Participation in program planning

Planning for the development of UPT SPNF SKB of Kubu Raya involves parties directly related to the program to be implemented. Apart from the UPT SPNF SKB of Kubu Raya planning also involves parties outside the institution.

Kubu Raya District Education and Culture Office as the body that oversees the UPT SPNF SKB of Kubu Raya also revealed its involvement in UPT SPNF SKB of Kubu Raya program planning.

From the results of the interview, it can be concluded that UPT SPNF SKB of Kubu Raya program development planning of the involves parties from the SPNF SKB of the Kubu Raya itself, consisting of the Head of the UPT SPNF SKB, Pamong, and Administration, as well as from the Education and Culture Office as the policymaker to determine the priority programs that will hold.

From the results of the study, UPT SPNF SKB of Kubu Raya program planning of the involved parties from the SPNF UPT as well as from the Kubu Raya District Education and Culture Office. The determination of program priorities is based on a joint decision between UPT SPNF SKB of Kubu Raya and the Kubu Raya Education and Culture Office. The planning of UPT SPNF SKB of Kubu Raya involves

the participation of the Education and Culture Office which is shown in the form of involvement by giving ideas or input of the program or can be carried out in real form in the form of funds, as well as facilities.

Education and Culture participation in UPT SPNF SKB of Kubu Raya program planning was carried out directly by providing input, ideas, and in the form of funds and facilities.

- c. Planning for the development of the Equity Program for UPT SPNF SKB of Kubu Raya District
UPT SPNF SKB of Kubu Raya plans a routine program every year. The plan was prepared based on the results of the identification carried out by the officials of UPT SPNF SKB of Kubu Raya and input from the Office of Education and Culture.

One of the basic components and standards in the implementation of equality education is the availability of non-formal educational resources. In line with this, the SPNF of Kubu Raya District has sufficient educators and education staff to roll out the equality program in Package B. In addition, the condition of the resources of the teaching staff (quality and quantity of tutors) owned by the SPNF of Kubu Raya District provides strong support for the development of the model this research.

The quality and quantity of tutors in the SPNF of Kubu Raya District can be seen from the number and relevance of the program being developed, the number of learning residents they have with the number and quality of tutors based on their educational background. For the standard criteria, educators can refer to the competency standards that have been set and or adjust to the situation and conditions characteristic of the program being held. Teaching tutors are supporting the success of learning citizens and therefore must be adjusted to their respective fields in providing lessons.

In this case, it is explained about the criteria for tutors in the field of learning but also supported by the existence of learning citizens who are also divided according to their needs. In the selection of criteria for learning non-formal education citizens are carried out with the steps: Organizing learning citizens can be done according to local needs and conditions, for example, 1) Grouping learning citizens according to levels and types of activities, 2) Forming small groups at each level and types of activities based on proximity, 3) Grouping learning citizens by type skills owned.

SPNF SKB of Kubu Raya District including SPNF which receives learning citizens who increase each year, this also makes researchers interested in researching the Management of SPNF SKB of Kubu Raya District.

In connection with the learning, the researcher again saw about the schedule settings for tutors who taught at SPNF. Establish learning schedules (for activities that already have a minimum standard) in

any given time period in accordance with the minimum standards. The community also participated in giving proposals by visiting UPT SPNF SKB of Kubu Raya to ask questions or register various life skills programs that will be held every year.

From the results of the interview, it can be seen that UPT SPNF SKB of Kubu Raya plans four routine programs each year, namely Data Development, Non-Formal Education Information, Life Skills Education, Curriculum Development for Teaching Materials, Learning Non-Formal Educators. Program planning is carried out in conjunction with the Kubu Raya District Education and Culture Office taking into account the needs of the community and available resources.

The planning of the equivalence program of UPT SPNF SKB of Kubu Raya is related to the decision making and the actions taken by the institution to formulate program priorities according to the needs of the community. The formulation of program priorities was carried out jointly between UPT SPNF SKB of Kubu Raya and the Kubu Raya District Education and Culture Office as policymakers, based on community needs. UPT SPNF SKB of Kubu Raya plans programs that are considered relevant to the needs of the community.

The equality program is planned by UPT SPNF SKB of Kubu Raya based on the results of identification that sees most of the people who need similar levels of education. Besides that, the community's interest in joining the equality program is still quite a lot. While non-formal educator learning training programs need to be planned and implemented so that tutors have better competence to be able to do learning.

UPT SPNF SKB of Kubu Raya program was prepared with the aim of providing opportunities for the Kubu Raya District community to gain knowledge and skills especially in the path of non-formal education through programs that are in accordance with the needs and interests of community learning.

From the interview results it can be concluded that the purpose of SPNF SKB of Kubu Raya is to plan program development to provide opportunities for the community, especially in Kubu Raya District to acquire the knowledge and skills needed, which can later be used productively to work or open a business so as to empower themselves, families or the environment.

The objectives to be achieved are important elements in program planning. UPT SPNF SKB of Kubu Raya program, especially the life skills program, was prepared with the aim that the Kubu Raya District community had the opportunity to get education, especially through non-formal education in order to empower themselves, their families and the environment. Another goal to be achieved by the

UPT SPNF SKB of Kubu Raya through non-formal educator learning programs is to provide better competence for non-formal educators or tutors so that they are expected to be able to provide learning in accordance with the development and needs of the learning community.

The program is an effort to improve the quality of educators and Informal Non-Formal Education (PNFI) education personnel. The planning of UPT SPNF SKB of Kubu Raya program development is based on the needs of the community, which is carried out through identification of problems in the field by the officials and input from the Kibu Raya District Education and Culture Office as policymakers.

From the results of the interview can be explained the stages of program planning UPT SPNF SKB of Kubu Raya District together with the Department of Education and Culture of Kubu Raya District as the policy maker of UPT SPNF SKB of Kubu Raya:

- 1) UPT SPNF (Learning Pamong) identifies needs in the field. Identification of needs in the field is carried out by listening to community input or by collecting various data such as data on the number of illiterates in Kubu Raya District, data on the number of school dropouts in Kubu Raya District, the number of unemployed in Kubu Raya District, the number and level of education of PKBM Kubu Raya District tutors in the number and level of education. Kubu Raya District ECD educators and so on.
- 2) Before deciding the priority of UPT SPNF SKB of Kubu Raya first listens to input from the Kubu Raya Education and Culture Office.
- 3) Hold a coordination meeting involving the Kubu Raya District Education and Culture Office to decide the priority of the program to be implemented based on the needs, situation and available resources. Every planned program also always considers the implementation of the previous year's program.

Explanation regarding the stages of program planning carried out by UPT SPNF SKB of Kubu Raya shows that the program planning of UPT SPNF SKB of Kubu Raya is conducted rationally based on the identification of the officials and input from the Kubu Raya District Education and Culture Office. In the program planning process, identification of needs is the first important step to be carried out. The needs identification activity carried out by UPT SPNF SKB of Kubu Raya was carried out by collecting various data and listening to community input, consulting and listening to input from the Kubu Raya District Education and Culture Office as the party considered important to request approval.

In principle, the preparation of non-formal programs must be based on policy and what / what

needs to be fulfilled. Identification activities carried out by UPT SPNF SKB of Kubu Raya by collecting various data, listening to community input, consulting and listening to Kubu Raya's Office of Education and Culture shows that program planning in these institutions is in accordance with the principles of non-formal program planning. Every program plan of UPT SPNF SKB of Kubu Raya is always coordinated in advance with the Kubu Raya District Education and Culture Office. Because of the limited resources, especially funds, not all programs submitted by the officials were approved and accepted by the Kubu Raya District Education and Culture Office. Determination of program priorities carried out jointly between UPT SPNF SKB of Kubu Raya and the Office of Education and Culture by paying attention to available resources both owned by UPT SPNF SKB of Kubu Raya, the Office of Education and Culture, as well as resources owned by the community.

From the interview result, it can be seen that the planning carried out is not only based on the identification of the learning staff but also considers the input from the Education and Culture Office as a policymaker. Not all program proposals from the community can be carried out by UPT SPNF of Kubu Raya because they have to get approval from the Kubu Raya Education and Culture Office.

Explanation regarding the stages of program planning carried out by UPT SPNF SKB of Kubu Raya shows that the program planning of UPT SPNF SKB of Kubu Raya is conducted rationally based on the results of identification of the civil servants and input from the Kubu Raya District Education and Culture Office. Non-formal education planning theory states that another feature of planning is rational decision making in choosing and determining actions to achieve goals (Sudjana, 2004: 59).

UPT SPNF of Kubu Raya determines program priorities based on the results of identification, input, and approval of the Kubu Raya District Education and Culture Office. This is part of a stakeholder analysis carried out to ensure that priority programs receive approval and support from the Education and Culture Agency as policymakers and from the community as recipients of the program.

Priority determination in program planning is prepared based on the needs, situation, and available resources, both those owned by the SPNF UPT, the Education and Culture Office, and the resources owned by the community. Through identification activities from the civil service and considering the input of the Kubu Raya District Education and Culture Office, the Kubu Raya SPNF UPT can find out whether the programs that have been prepared have the support of resources so that later the program can be implemented.

2. The implementation of the development of SPNF SKB of Kubu Raya District

a. Mechanism of Development Program for Non-Formal Education Unit (SPNF) SKB of Kubu Raya District.

UPT SPNF SKB of Kubu Raya District which has been known by the most of the people of Kubu Raya District, has a mechanism in the development of a simple program that is carried out without specific procedures and is not difficult for UPT SPNF SKB of Kubu Raya District and for other institutions involved in the development of SPNF programs. Can be explained in a simple way the partnership mechanism for UPT SPNF SKB of Kubu Raya, as follows:

- 1) The tutors conduct discussions about prospective institutions that will be invited to cooperate in developing the program that will be carried out. Prospective institutions that will cooperate generally are proposals from UPT SPNF of Kubu Raya officials who have known the quality of institutions or personally know the candidates for other institutions. The purpose of choosing other agency candidates to collaborate is already known to be facilitated by the SPNF.
- 2) After deciding on the prospective institution that will be invited to cooperate in developing SPNF programs, UPT SPNF of Kubu Raya contacted or visited directly in the institutions that will collaborate and then convey the intent of collaboration in developing these programs.
- 3) The prospective institutions that will collaborate with cooperation, UPT SPNF SKB of Kubu Raya and other institutions hold further discussions on the partnership matters to be carried out.

b. Supporting and inhibiting factors in the development of the SPNF Program

Based on the results of research conducted by observing and interviewing factors that support and hinder partnership.

From the statements above, the writer can include the supporting factors for the development of the SPNF UPT program, including:

- 1) Both funds' Factors of Resources, facilities and human resources from other institutions that support UPT SPNF of Kubu Raya program.
- 2) Network owned by UPT SPNF of Kubu Raya, both government and private institutions that cover the National, Provincial and District levels.

While factors that hinder UPT SPNF of Kubu Raya partnership include:

- 1) Funds that only come from one government agency. Even though there are many institutions that collaborate with UPT SPNF but according to the regulation one program can only be financed by one government agency.

3. Coordination of the implementation of the SPNF SKB Equality Program of the Kubu Raya District.

Based on the results of the research program in UPT SPNF SKB of Kubu Raya, good coordination is established between the structure of the SPNF Kubu Raya management and the Education and Culture Office, as well as support from the community.

Evaluation of the development of the SPNF SKB Equality Program of the Kubu Raya District. Based on the results of this study, it has been going well, this is indicated in the following matters:

- a. Communication in the form, program socialization, technical guidance and dissemination of the technical guidelines for the Package C Equality Education Program carried out by the SPNF of Kubu Raya District has gone well. This can be seen in several indicators of communication, namely transmission, clarity, and consistency that have a positive impact on the achievement of the program's objectives. Transmission in the Package C Equality Education Program has been well achieved this can be seen from the organizers of the program at the Kubu Raya District SPNF who know and understand what tasks they carry out, how the program implementation procedures are submission of funds, and accountability reports. In connection with the clarity indicator, it was clear enough that in carrying out the Package C Equality Education Program everything was clearly arranged and detailed in the technical instructions and the implementers had been provided with provisions to implement the program with the technical guidance. As for consistency in terms of inconsistent program implementation schedules, the program implementation time is an agreement between the study group and the tutors and resource persons. However, this is not a negative thing but on the contrary, because if the schedule is made consistent with the time of implementation, the attendance rate will be low and the minimum attendance standard which is a requirement for being able to take part in the Package C Equality Education Program Examination will not be fulfilled.
- b. The resources available in SPNF of Kubu Raya District are sufficient enough starting from the human resources with an S-1 education background by adjusting the scientific field to the fields handled, and the infrastructure facilities are quite complete. However, for the community reading park (TBM) facility is still not fully utilized. Government support in the form of BOP funding assistance to improve educational infrastructure in an education program turned out to have a positive impact on other programs.
- c. The trends have been well implemented, this can be seen from the existing commitment and support from the government, policymakers, and policy implementers. Policymakers create technical guidelines, budget funds and conduct socialization of program policies that have been made through technical guidance and dissemination of technical

guidelines and information dissemination through the District's Ministry of Education and Culture website. The implementers of SPNF in Kubu Raya District also have a commitment to implement the program properly in accordance with the technical guidelines and regulations that exist.

- d. Bureaucratic Structure of SOP used by SPNF SKB of Kubu Raya District technical guidelines for the implementation and implementation of programs as well as technical instructions for submitting aid funds issued by the Ministry of Education and Culture, through Community Education with the aim that the program can run well and in accordance with the provisions of legislation laws, and can be legally accounted for so that there will be no problems in the future. Organizational fragmentation has been carried out by SPNF SKB of Kubu Raya District, namely by dividing tasks into several sections along with their respective duties and responsibilities. Existing coordination is well established because all management has the same vision & mission to advance the institution.

B. Discussion

1. Planning for the development of the Equality program at the SPNF of Kubu Raya District

Based on the results of research conducted by researchers on the Implementation of Equality Program in SPNF SKB of Kubu Raya District, the following development planning was obtained:

- a. Planning the development of the Equality program in SPNF SKB of Kubu Raya District because of the need for resources to optimize the program implemented, the need to maintain the quality of the program, and channel program graduates.
- b. Planning the Equality program in the SPNF SKB of Kubu Raya District involves participation from within the institution and from outside the institution, namely the Education and Culture Office as a policymaker.
- c. The objectives of the Equality program planning in the SPNF SKB of Kubu Raya District is to provide the community with the opportunity to acquire knowledge and skills needed, which can later be used productively to work or open a business so as to empower themselves, their families and the environment.
- d. Stages of Equality program planning in SPNF SKB of Kubu Raya District begins with activities to identify needs that are carried out by listening to community input, then listening to input from the Education and Culture Office as policymakers, then a coordination meeting to determine program priorities.

UPT SPNF SKB of Kubu Raya cooperates with other institutions on program planning activities, in order to meet the needs of funds, facilities, and human resources in order to be able to carry out the program optimally. In addition to meeting resource needs, collaboration is also needed to maintain the quality of the

program and to channel program graduates. Cooperation is a form of partnership between two or more parties that form a cooperative relationship on the basis of agreement and a sense of mutual need in order to increase the capacity and capability of a particular field so that it can obtain better results (Ambar, 2004: 129).

2. Implementation of Equality Program Development in SPNF SKB of Kubu Raya District

Based on the results of research conducted by researchers on the Implementation of Equality Program in SPNF SKB of Kubu Raya District, the implementation of the development as follows:

- a. UPT SPNF SKB of Kubu Raya cooperates with various government and private institutions to support its programs for Equality development at SPNF in Kubu Raya District.
 - b. UPT SPNF SKB of Kubu Raya implements a mutualistic cooperation model by applying the principle of mutual benefit. In establishing cooperation with UPT SPNF SKB of Kubu Raya is not too concerned about the institutional status, the most important thing is that the institution can cooperate with each other well and each of them will benefit from the agreement or cooperation carried out.
 - c. UPT SPNF SKB of Kubu Raya benefits from cooperation that is carried out such as obtaining support from resources, can channel program graduates and can overcome technical obstacles that occur in the implementation of the program. Equality in SPNF in Kubu Raya District
 - d. Resources both funds, facilities and human resources owned by other institutions are supporting factors in the development of the program. Another supporting factor is the network owned by UPT SPNF SKB Kubu Raya, both government, private and community institutions.
3. Coordination of the implementation of the Equality program development in SPNF SKB of Kubu Raya District

Based on the results of research conducted by researchers on the Coordination of the Implementation of Equality Program Development in SPNF SKB of Kubu Raya District, the following coordination was developed:

- a. UPT SPNF SKB of Kubu Raya has carried out good coordination with work units involved in program development, both with government institutions and institutions outside the government, in addition to good communication between each work unit in SPNF SKB of Kubu Raya
 - b. UPT SPNF SKB of Kubu Raya continues to involve the work units in SPNF, to maximize the tasks and responsibilities of the units, and to carry out planned programs.
4. Evaluation of the development of the Equality program in the SPNF SKB of Kubu Raya District.

To find out the success of a program that has been implemented, it must be evaluated or assessed.

Evaluation is essentially an ongoing effort of observation, assessment, and measurement since the planning, implementation and follow-up stages that aim to find out the progress of a program. Therefore, considering the Equality program in SPNF SKB of Kubu Raya District is centered on the teaching and learning process, evaluation is carried out with initial assessment, process evaluation, and assessment of learning outcomes. Each stage of the assessment has its own procedures and procedures, but are interrelated from one stage to another. Researchers' findings in the field revealed that for evaluation in each series of Equality program activities in UPT SPNF SKB of Kubu Raya was true. Evaluation of the Equality program in UPT SPNF SKB of Kubu Raya in each series of event activities was never held at all, and the evaluation was held after all series of event activities were completed, with an evaluation format in the form of administering performance management instruments. Then the research findings in the field revealed that there were no problems and obstacles that occurred during the evaluation of the activity.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the description of the results of the research and discussion, the researcher can draw conclusions as follows:

1. UPT SPNF SKB of Kubu Raya District based on the findings that the planning of UPT SPNF SKB of Kubu Raya District involves participation from within the institution, namely the UPT SPNF SKB of Kubu Raya District and outside the institution, namely the Kubu Raya Education and Culture Office as policymakers.
2. UPT SPNF SKB of Kubu Raya District based on the findings has implemented the Equality program in SPNF SKB of Kubu Raya District .
3. UPT SPNF SKB of Kubu Raya District, based on the findings has done a fairly good coordination with the work units involved in program development, both with government institutions and institutions outside the government, in addition to good communication established each work unit in SPNF SKB of Kubu Raya District .
4. UPT SPNF SKB of Kubu Raya District , based on the findings it has conducted an evaluation to determine the development of the Equality program in SPNF SKB of Kubu Raya District.

B. Suggestions

After conducting research on the Implementation of Equality Program Development in the Non-Formal Education Unit (SPNF) SKB of Kubu Raya District, the researchers proposed:

1. Internal supervision should be carried out by the head of the Non-Formal Education Unit (SPNF) SKB of Kubu Raya District and the organizer more intensively and routinely given the presence of learning citizens who are obstacles during learning, need to be monitored more closely while for external supervision a routine schedule should be made every year what month.
2. To the tutor, the implementation is expected to be able to improve the quality of learning in accordance with the conditions and interests of the learning community by providing material and tutor learning experience.
3. Program evaluation is not only done in the aspect of knowledge, but it needs an assessment of behavioral aspects that can be used to improve the professionalism of educators, improve learning processes and foster the attitude of learning citizens.
4. UPT SPNF SKB of Kubu Raya District is expected to be more active in developing programs by collaborating with private institutions and community institutions to obtain funds, support facilities, and human resources.

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