STRATEGY ANALYSIS OF NON-FORMAL EDUCATION SERVICE QUALITY AT THE DEPARTMENT OF EDUCATION AND CULTURE, MAMASA DISTRICT

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Abstract The implementation of Non-formal Education at the Mamasa Regency Education and Culture Office is still limited in services, both in providing facilities and infrastructure, and other supports so that it is necessary to get maximum service. Research purposes to describe the quality of public and innovative services in the field of non-formal education at the Mamasa District Education and Culture Office, to realize a public service quality strategy with excellent character in the field of non-formal education at the Mamasa District Education and Culture Office. The data used in this study are primary data and secondary data. This research is a type of qualitative research. Research that describes a certain situation and object that will be studied in the current conditions, based on the facts or existing facts. Service strategies that can be carried out in the field of Non-formal Education at the Mamasa Regency Education and Culture Office with the following implementation: Implementation of advanced courses for alumni of Non-formal Education and improvement of infrastructure for supporting services for Non-formal Education, Implementing services with excellent character and creativity in service delivery, and Improvement and improvement of service quality in the field of Non-Formal Education, Mamasa Regency Education and Culture Office.

Introduction

Law No. 20 of 2003 article 1 paragraph 12, concerning the National Education system (David & Budianto, 2021), which is strengthened by the issuance

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of government regulation No. 17 of 2010 concerning the management and implementation of education (Organization, 2011), in particular article 1 paragraph 31 states that non-formal education is a level of education outside formal education that can implemented in a structured and tiered manner (Putri et al., 2018).

Non-formal education as part of the national education system (Alif et al., 2019), which is jointly organized by the government and the community, which aims to:

1. Increase piety to God Almighty
2. Improve intelligence and skills
3. Enhance character
4. Strengthen personality, national spirit and love for the homeland
5. Produce development humans who can build themselves, and jointly responsible for the development of the nation.

Functions of Non-formal Education, namely: 1) Non-formal education functions as a substitute (Hidayat et al., 2021), meaning that if the community member does not have a network with the Formal Education unit or has dropped out of school (DO) from Formal Education (Redondo et al., 2021), then he or she can attend Education through the Non-formal Education route (Marín & Espinoza, 2021); 2) Non-formal education functions as an addition to formal education, meaning that if the knowledge (Decembrotto, 2021), skills, and attitudes obtained by students in the formal education unit are deemed inadequate (Iannone et al., 2021), they can add them through non-formal education (Morgan et al., 2021); 3) Non-formal education functions as a complement (Fantozzi, 2021), meaning that if students in the formal education unit feel they still want to increase their knowledge and skills (Shantini et al., 2021a), then they can continue their education through the non-formal education pathway (Gultom, 2021). Such as: Computer Courses, Sewing Courses, Foreign Language Courses, and Personality Courses (Sokorutova et al., 2021).

The Education Unit which is the place for the implementation of Non-formal Education, which consists of (Shantini et al., 2021b): 1) Community Learning Activity Center (PKBM); 2) Learning Activity Studio (SKB); 3) Course and Training Institute (LKP); 4) Study Groups; 5) Taklim Council; and 6) Non-formal PAUD Institutions.

Based on the phenomenon that occurred at the research location (Jansà & Ramis, 2021), it was found that the implementation of Non-formal Education had not been carried out optimally where the implementation of Non-formal Education at the Mamasa Regency Education and Culture Office was still limited

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in services, both in providing facilities and infrastructure, and other supports so that they needed to get maximum service.

Non-formal Education Services At the Mamasa Regency Education and Culture Office, special attention needs to be paid to its implementation as stipulated in the legal basis for public services as follows: a) Law Number 20 of 2003 concerning the National Education System; b) Permendagri Number 52 of 2011 concerning SOPs within the Ministry of Home Affairs and Provincial, Regency/City Governments; c) Government Regulation Number 65 of 2005 concerning Guidelines for Compiling and Applying Minimum Service Standards; and d) Law Number 25 of 2009 concerning the implementation of Public Services.

Efforts to determine the success of a goal that has been set and want to be achieved, an analysis is needed to find out the strengths, weaknesses, opportunities, and threats within an organization, so an analysis is needed which is better known as a SWOT analysis (strengths, weaknesses, opportunities). , and threats) which can be described in the SWOT Matrix table as follows:

Table 1. Strategy Determination Using the SWOT Matrix.

INTERNAL EXSTERNAL	Strength/Kekuatan (S)	Weakness/Kelemahan (W)
	- The condition of the geographical location of Mamasa Regency - Is a new district - Have official permission - Many people are interested in Non-Formal Education	- Limited facilities and infrastructure to support non-formal education - Teachers/Tutors who are still lacking and not yet a bachelor (S1) - Not yet known to the general public
	SO Strategy	**WO Strategy**

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Opportunities (O) - Development and progress of science and technology - Strategic location - Community growth - Community needs for the importance of education	(Using Strength to Seize Opportunities) Mamasa Regency is a new Regency, located in the golden triangle which is close to Polman, Mamuju and Tanah Toraja Regencies and has an official operational permit.	(Overcoming Weaknesses by Taking Advantage of Opportunities) The public's concern for education is very good, the facilities and infrastructure to support education are limited. There are also educators who have S1 and are also in the process of continuing with S1 education.
	ST Strategy	**WT Strategy**
Threats (T) - High level of external competitors - Consideration of options that appear - Increasing community demands	**ST Strategy** (Using Strength to avoid or overcome the Threats) The location of Mamasa Regency which support, that has an official operational permit and community interest in the needs of Non-Formal Education in Mamasa District	**WT Strategy** (Minimizing Weaknesses and avoiding Threats) Improving non-formal education supporting infrastructure and improving quality so that it can compete with external competitors as well as increasing educators and maximum socialization of the goals and objectives of non-formal education

Research Method

This study uses a qualitative descriptive research approach. Qualitative descriptive research is research that describes the state of a certain object that will be studied in the current state or condition, based on the facts or existing facts. According to Sugiyono (2017: 9) the qualitative descriptive method is a research method based on the philosophy of postpositivism, which is used to examine the condition of natural objects (as opposed to experiments) where the researcher himself is the key instrument, and data collection techniques are carried out by triangulation. , meaning that the data obtained tend to be qualitative, so that the data analysis method is inductive/qualitative and the results of qualitative research are aimed at understanding meaning, understanding uniqueness, constructing phenomena, and finding hypotheses.

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Result and Discussion

Informant sources are people or individuals who are used and utilized as information providers who assist the process of researchers in revealing a phenomenon that occurs, then the selection of informants, namely, internal sources as many as 5 Structural officials and from external as many as 25 people as partners in the Non-formal Education Office Mamasa District Education and Culture which has been selected with certain criteria, namely: 1) Informants who master the problems of public service strategies in the field of Non-formal Education within the Mamasa District Education and Culture Office; and 2) Have experience in providing innovative services and excellent character.

Sources of informants who will be asked for information, data and information are: 1) Head of the Office of the Education and Culture Office of the Mamasa Regency; 2) Head of PAUD Development and Non-Formal Education Department of Education and Culture of Mamasa Regency; 3) Head of the Institutional and Infrastructure Section for Non-formal Education at the Mamasa Regency Education and Culture Office; 4) Head of the Curriculum and Assessment Section of the Non-formal Education Department of the Mamasa Regency Education and Culture Office; 5) Head of Section for Students and Character Development for Non-formal Education at the Mamasa Regency Education and Culture Office; 6) Non-formal Education Work Partners, Learning Activity Centers (SKB) in Mamasa District; 7) Working Partners for Non-Formal Education, Community Learning Activity Center (PKBM) in Mamasa District; 8) Non-formal Education Teachers or Tutors in Mamasa District; and 9) Non-formal Education Students and Alumni in Mamasa District.

Suggestions that can be submitted by several informants in an effort to improve the Quality Strategy of Non-Formal Education Services at the Mamasa District Education and Culture Office, namely:

1. In providing services, always prioritize the quality of public services so that the people served get satisfaction

2. Improve digital-based education services such as report submission applications online finance

3. IImproving infrastructure facilities to support non-formal education services in Mamasa District

4. Maximizing the teaching and learning process in every Non-formal Education Institution in Mamasa Regency

5. Alumni of course participants at Non-formal Education Institutions, may be given advanced courses to improve their knowledge and skills

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6. Teachers/Tutors at Non-formal Education Institutions should be given study assistance to improve their education

7. There is transparency between the field of Non-Formal Education and partners of Non-Formal Education Institutions in Mamasa Regency.

Conclusion

Implementation of Non-formal Education at the Education and Culture Office of Mamasa Regency, it was concluded that several things were needed by customers in Mamasa Regency such as advanced courses for Non-formal Education alumni, infrastructure for supporting services for Non-formal Education and improving the quality of teaching staff in the Non-formal Education unit, which was very much needed by work partners. In the field of Non-formal Education in Mamasa Regency, the strategy for the quality of Non-Formal Education services at the Mamasa District Education and Culture Office, it is necessary to understand the strategy in service delivery so that customers feel satisfied and feel valued when providing services, besides that it is necessary to apply SOPs as standards in service delivery. especially in the field of Non-formal Education, as well as support and commitment from all apparatus at the Mamasa District Education and Culture Office and Non-formal Education partners regarding understanding and behavior that must be changed in m providing services and equipping infrastructure to support services in the field of non-formal education so that the services provided can be maximized and the information submitted by internal and external informants on services in the field of non-formal education in general can be said to be good, but there are still things that need to be improved and perfected by the work unit of the Mamasa District Education and Culture Office, especially in the field of Non-formal Education regarding the quality of services that will be provided to customers so that they feel satisfied and feel valued in receiving services.

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