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Limited Face-to-Face Learning Time Optimization Strategy on the Package C Program at PKBM Tunas Harapan Kota Batu

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Abstract

Package C Equivalency Education needs to be implemented to ensure the quality of competency achievement equivalent to formal education through SKK standardization. However, PKBM Tunas Harapan Batu City faces obstacles in the form of limited face-to-face time allocation which is only conducted once a week with a duration of four hours. This study aims to design a strategy to optimize the limited face-to-face learning time in the Package C program at PKBM Tunas Harapan Batu City. A qualitative approach with a descriptive case study design was used as a data collection tool through in-depth interviews, open observations, and documentation studies with managers, tutors, and adult learners selected by purposive sampling. Data validity was tested using the member check technique, while data analysis was carried out using Creswell thematic analysis. Two main findings that can be concluded from the results of this study are as follows: (1) The organization of the schedule is made based on managerial efficiency by allocating a duration of 90 minutes per subject and dynamic schedule reconstruction with the placement of high-difficulty subjects in the final semester; (2) Tutors use modular teaching strategies, strict learning contracts at the beginning of the semester, and structured group presentation techniques to complete three materials in one hour of learning. (3) The main obstacles identified include limited time for meetings and low levels of student attention in learning, so that several adaptive solutions were taken through material acceleration at the beginning of the session, group presentations as a learning method to condense the material at once, tolerance of repeating material for students who are late. This study concludes that flexibility in schedule management and tactical adaptation of tutor instructional strategies are the keys to the success of dealing with limited time without reducing the quality of adult students' competency achievements.

Keywords: Independent Learning, Package C, Schedule Organization, Time Optimization, Tutor Strategy

1. Introduction

The Center for Community Learning Activities (PKBM) has an important role in the Non-Formal Education system in Indonesia. The latest data from the Ministry of Primary and Secondary Education shows that there are 10,931 PKBM serving around 1.78 million students throughout Indonesia. As part of PNF, PKBM offers the main advantages in the form of flexibility of place and learning time which means that it is easily accessible to all ages. This is in line with the affirmation of Salsabila et al. (2026) that non-formal education provides opportunities for more flexible and adaptive learning, especially for people who have economic, time, and location limitations. At the Package C level, the characteristics of learning residents are generally dominated by the adult age group who are already working or having families. People who study Package C in adulthood usually already have a lot of life experience and also have independent learning abilities and social maturity, although attendance at

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learning activities is sometimes late due to work (Lawolo et al., 2026). As a result, the limited time to attend face-to-face classes is the most common obstacle. It is in this context that the flexibility of the system which PKBM has is present as a very relevant educational solution.

The flexibility of time in equality education is different from formal education which has a more rigid and structured schedule. Nevertheless, the government guarantees that equality education graduates have an equal quality of achievement through standardization of learning load measured using Competency Credit Units (SKK). This is stated in Law Number 20 of 2003 (National Education System Law) Article

26 paragraph (6) which contains "Non-formal education results can be valued at the same level as the results of formal education programs after going through an equalization process by institutions appointed by the Government or local governments in accordance with national education standards". According to Munir et al. (2025), the learning content in the equality education program is formulated in the SKK to show the weight of competencies that must be mastered by learning residents in participating in the learning program, both face-to-face, tutorial, and independent learning.

The rules regarding this process standards are officially regulated in the Minister of National Education Regulation Number 3 of 2008. The regulation requires the distribution of the proportion of learning in equality education, namely face-to-face at least 20%, tutorials at least 30%, and independent activities at a maximum of 50%. PKBM managers are required to map the weight of SKK for each subject into three combinations of learning methods. It is further explained that 1 SKK is a unit of competency achieved through learning 1 hour of face-to-face learning, or 2 hours of tutorial learning, or 3 hours of independent activity learning, or a proportional combination of the three, with a duration of 1 hour of learning equivalent to 45 minutes for the Package C Program.

In the context of this extreme time allocation cut, the Curriculum Compaction Theory developed by Joseph Renzulli and Linda Smith (1988) became a very relevant analytical knife. According to Reis and Renzulli (1992), this strategy is a systematic procedure to identify less-essential subject matter, so that it can be eliminated in order to make room for core material that has not been mastered. Through this theoretical lens, the challenge of time constraints in PKBM Tunas Harapan is solved not by moving the entire content of the textbook rawly, but to the extent that tutors are able to select, modify flexibly, and map essential materials (Renzulli et al., 2014; Stammer, 1992) so that the competency standards of graduates are still optimally achieved. Based on the gap between the time standardization regulations, in practice, PKBM Tunas Harapan in Batu City implements this SKK rule by holding face-to-face classes only once a week for four hours. The rest of the learning load is transferred through the provision of modules so that students can learn independently in house. Meanwhile, for the tutorial component, learning residents are directed to search for learning videos independently through social media. The face-to-face time, which is only four hours a week, is very limited to discuss all the important materials from various subjects in one day. This condition is a real challenge for the management of PKBM Tunas Harapan. Salsabila et al. (2026) stated that learning management that is not adaptive to field situations can reduce motivation, participation, and effectiveness of the equality program. Therefore, if the curriculum arrangements are not managed firmly and the tutor does not have the right

teaching strategy, it is feared that this time limitation can cause problems, such as subject matter that is not completed and the quality of graduates decreases.

Based on the gap between the regulation of standardization of learning time and the reality of limited face-to-face hours that occur in the field, this research is crucial to be conducted. This article aims to examine in depth the strategy of optimizing face-to-face learning time limited to the Package C program at PKBM Tunas Harapan Batu City. The results of this study are expected to make an empirical contribution to non-formal education managers in overcoming time constraints without reducing the quality of competency achievements of learners.

2. Method

This study uses a qualitative approach with a Descriptive type of research. It is explained by (Samsu, 2017) in (Syahrizal & Jailani, 2023) that a qualitative research approach is a research approach that tries to represent the object or subject of research as it should be. The qualitative approach was chosen because it aims to gain a deep, complete, and contextual understanding of the strategy for optimizing face-to-face learning time limited to the Package C program at PKBM Tunas Harapan. The research was carried out at the Tunas Harapan Community Learning Activity Center (PKBM), Batu City, taking into account special characteristics in the form of the implementation of minimalist face-to-face classes, which is only one meeting a week for four hours.

The subjects in this study were selected based on the purposive sampling technique which has three important pillars, namely PKBM managers as curriculum policy makers, Package C tutors as instruction implementers, and adult learners. The research subject plays a role as the main instrument in obtaining data from the field.

The data collection technique is specifically designed through three methods:

1. In-depth interviews were conducted in a semi-structural manner to learn the schedule strategy of the section, the tactics of selecting the materials, and their strategies in managing time.
2. Direct observation of the teaching process in the classroom, the response of adult learners, and the technical obstacles they experienced during the meeting process.
3. Documentation Study by examining SKK weight documents, learning schedules, independent modules, and assignments of digital audiovisual media-based tutorials.

The validity of the data is guaranteed through the member check technique by reconfirming the results of the interview transcription from the informant. Then, the analysis process is carried out based on inductive data analysis with a theme analysis model from Creswell, namely data organization, thorough reading, deconstruction into a descriptive narrative, to the drawing of final conclusions.

3. Results and Discussion

3.1 Organizing Subject Schedules and Weight Distribution SKK at PKBM Tunas Harapan

With reference to Permendiknas Number 3 of 2008 and the latest curriculum data based on Munir et al. (2025), learning in Package C must be balanced in a combination of face-to-face learning (minimum 20%), tutorials (minimum 30%), and independent learning (maximum 50%). PKBM Tunas Harapan Kota Batu implements policies based on applicable regulations and also still adjusts to the characteristics of adult learning residents who are the majority of workers. The decision made by PKBM Tunas Harapan Batu City regarding face-to-face classes, that face-to-face classes are held once a week and are effective for four hours.

Based on the results of the documentation study and interviews with PKBM managers, the division of subject schedules in a duration of four hours starting from 16.00 to 20.00 is regulated based on considerations of managerial efficiency and budget allocation of the institution. In one day of the meeting, there are three subjects taught with a time allocation of 90 minutes or 2 SKK for each subject. This policy has implications for the teaching workload, where one tutor is required to teach as many as three sessions a day to optimize the distribution of honorarium based on teaching hours.

This face-to-face time restriction policy was set by the management of the institution because it is in accordance with the limited time of the residents study who works part-time. A pattern like this certainly presents its own challenges for tutors who are in charge of teaching two subjects at once. This adaptive but limited governance condition confirms the study of Salsabila et al. (2026), that the effectiveness of this equality program depends on how managers can trick the lack of facilities and human resources in the field. One of the managers of PKBM Tunas Harapan Kota Batu explained that "We made a schedule to be more efficient in the use of teacher honor funds and residents' time to study, but there are several tutors who teach two subjects".

However, PKBM Tunas Harapan Kota Batu also has a dynamic scheduling adaptation strategy on a regular basis. At the beginning of the semester, all subjects are given with an equal portion of face-to-face hours. However, ahead of the final semester exam, the manager reconstructed the schedule by increasing the face-to-face portion for subjects that were felt to have a higher level of difficulty for the majority of study residents. At the Package C level, it is usually majors such as economics, geography, sociology, and history for the social sciences and chemistry, physics, biology, and mathematics for the natural sciences. This time portion shift strategy is carried out to ensure that students are able to master each subject before undergoing the final exam. As explained by Munir, et al. (2025), in contrast to the formal curriculum that is structural, the PKBM curriculum has flexibility in the implementation of learning. For subjects whose face-to-face portion is exchanged for major subjects, their SKK will be converted through project assignments given and collected before the final semester exam.

This face-to-face time restriction policy was taken by the institution's management because it has indeed met the weight of 20% that has been determined by the government. In addition, it is also due to various other busyness of students studying such as work, residents studying at boarding schools who are given time limits to get out of their cottages, and some also have obstacles to the distance of the students' homes from studying far away.

3.2 Tutor Adaptation Strategies in Sorting Curriculum Essential Materials

The limited time limit that only has 90 minutes per subject in a week requires tutors from PKBM Tunas Harapan. The hope of Batu City is to make an effective instructional plan so that the subject matter can be explained optimally for all its learning residents. To overcome these time constraints, tutors carry out several adjustment strategies in the classroom. Based on the results of interviews with Package C subject tutors, there are several strategies used, which are as follows:

First, tutors carry out a modular teaching method. Here, the modules distributed by the institution are the main learning compass. This was emphasized by Afidah et al. (2025) in their research where the results showed that the implementation of learning modules, both in print and digitally, had a positive impact on the level of engagement and learning independence of the learners. Before the start of the lesson, students were invited to study independently at home. As stated by (Putra et al., 2017) in (Makleat et al., 2022) independent learning is one of the learning methods that are commonly applied in equality education programs that are carried out independently without using face-to-face learning or tutorials. Then the tutor sorts out the material by teaching the basics of the week's material and determining the level of difficulty of the material. If the material to be taught has a high level of difficulty, the tutor will only teach 1 material. However, if the material to be taught is easy, the tutor will provide 2 materials at once that day.

Second, tutors make a commitment with residents to learn from the beginning of the semester. The agreements made include a ban on residents learning to interrupt by joking as long as the tutor explains the material and the tutor will no longer repeat it when it has passed, except for certain conditions. From the results of observations, residents learned to be able to adjust and obey the rules well. This helps to create a good classroom atmosphere, so that every minute of the total 90 minutes can be put to good use. This was revealed by the tutor in an interview session "If I were you, at the beginning of the learning year I immediately emphasized at the beginning that I didn't like it when I explained the material, especially since the material was a bit heavy and a lot, I talked to the learning community. But if it's too late for some acceptable reason, I'm willing to do it again, but after all the residents learn to do their job, I'll be willing to do it, repeat again for all residents to learn, young and old."

Third, to achieve curriculum compactness on dense material, tutors do not only speed up the tempo of the conversation, or make material deviations that are so fast at the beginning and then shorten other parts. Tutors get around this by using active learning techniques by means of a structured group presentation method. The knowledge of its execution is that each small group of class members must be responsible for solving one particular material. With such a way of working, maximum time efficiency can be achieved, namely within one hour the class can discuss up to three materials.

In these short classes, interaction is directed to active discussion during the assignment after the tutor explains the material briefly. This is explained by Hartono and Ningsih (2025) that discussions can increase the participation of learning members in the learning process and the motivation of learning residents. The tutor will also give assignments to take home as a reference when they study independently at home with the help of tutorials as well.

3.3 Technical Barriers and Time-Restricted Management Solutions

The implementation of a limited face-to-face system combined with independent learning is not spared from operational challenges. The results of the study identified that the biggest obstacle from the tutor's point of view was the limitation of meeting time. To get around this, the tutor should explain the material quickly at the beginning of the session and place special emphasis on the heavy material, which is then followed by a question and answer session. This condition is in line with the research of Suryani et al. (2022) which states that in limited face-to-face learning, teachers compress the material and convey important points so that learning outcomes are still met.

In addition to time issues, the challenge of interaction in the classroom is also a crucial obstacle. Tutors often face unconducive behavior from learners, such as chatting when important material is explained, not paying attention to lessons, using headsets in class, to less serious attitudes that seem to disrespect tutors. Similar problems were also found by Sitohang et al. (2023) who explained that limited face-to-face learning presents difficulties in classroom management, low attention to learning residents, and obstacles for teachers in conditioning an effective learning atmosphere. If dissected using Malcolm Knowles' (1975) Self-Directed Learning Theory, various barriers to interaction and low attention of adult learners in this class are rooted in their immature self-directedness when absorbing dense material (Guglielmino, 2013). According to Tough (1971), the substance of learning independence rests on strong internal motivation through independent learning projects. Students' lack of attention shows a psychological clash between the fatigue of work activities and the demands of academic focus in the classroom (Brookfield, 1985). To overcome these obstacles, PKBM Tunas Harapan takes the following adaptive solution steps:

First, the strategy of compaction of material by the tutor begins by delivering material quickly and concisely at the beginning of the meeting so that the curriculum target is not left behind or cut, considering that face-to-face meetings only take place once a week. This strategy is relevant to the results of research on the implementation of limited face-to-face learning which shows that teachers need to adjust learning methods by condensing the material and emphasizing the core of learning so that learning goals are still achieved.

Second, learning flexibility and educational approach by tutors by applying tolerance by repeating material for students who are late to learn, providing freedom to choose analytical reading materials so that students can enjoy the learning process more, and assigning the task of reading modules as a persuasive rebuke for learners who do not pay attention in class. This approach is in line with the concept of independent learning which emphasizes the importance of motivation, learning responsibility, and flexibility in the learning process of Package C learning citizens.

Third, the application of the group learning method by tutors by applying the group learning method so that students are more active and easily understand the material. The tutor divides students into groups, then each group is given one material to study and discuss together. After that, each group presented the results of their discussion in front of the class so that all students could gain additional knowledge from other group materials. This method

makes the learning atmosphere more interactive, improving cooperation and confidence of students, as well as helping the learning process run more effectively and not boring.

These tactical steps were taken so that the limited duration of the meeting did not compromise academic quality, while ensuring that the graduation rate of residents studying Package C of PKBM Tunas Harapan was optimally maintained. The tutor's efforts in adjusting learning strategies also show the important role of tutors in overcoming learning difficulties for learning residents through an adaptive and persuasive approach.



PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM) T U N A S H A R A P A N
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JADWAL PEMBELAJARAN PAKET C KELAS X, XI, DAN XII
TAHUN 2025-2026

MINGGU KE-	PUKUL	KELAS X	KELAS XI	KELAS XII
JUMAT, MINGGU KE I	15.30-16.15	Ekonomi (B. Reny Widayanti, S.E)	Sejarah (P. Haris Hariyono, S.Pd)	MTK (P.Agus Junaedi, S.Pd)
	16.15-17.00	Ekonomi (B. Reny Widayanti, S.E)	Sejarah (P. Haris Hariyono, S.Pd)	MTK (P.Agus Junaedi, S.Pd)
	17.00-17.30	Sejarah (P. Haris Hariyono, S.Pd)	MTK (P.Agus Junaedi, S.Pd)	Ekonomi (B. Reny Widayanti, S.E)
	17.30-18.00		**ISHOMA**	
	18.00-18.45	Sejarah (P. Haris Hariyono, S.Pd)	MTK (P.Agus Junaedi, S.Pd)	Ekonomi (B. Reny Widayanti, S.E)
	18.45-19.15	MTK (P.Agus Junaedi, S.Pd)	Ekonomi (B. Reny Widayanti, S.E)	Sejarah (P. Haris Hariyono, S.Pd)
	19.15-20.00	MTK (P.Agus Junaedi, S.Pd)	Ekonomi (B. Reny Widayanti, S.E)	Sejarah (P. Haris Hariyono, S.Pd)
JUMAT, MINGGU KE II	15.30-16.15	Geografi (B. Reny Widayanti, S.E)	PKN (P.Suwito, S.Pd)	Bhs Inggris (P. Hanif Humaidi, S.Pd)
	16.15-17.00	Geografi (B. Reny Widayanti, S.E)	PKN (P.Suwito, S.Pd)	Bhs Inggris (P. Hanif Humaidi, S.Pd)
	17.00-17.30	PKN (P.Suwito, S.Pd)	Bhs Inggris (P. Hanif Humaidi, S.Pd)	Geografi (B. Reny Widayanti, S.E)
	17.30-18.00		**ISHOMA**	
	18.00-18.45	PKN (P.Suwito, S.Pd)	Bhs Inggris (P. Hanif Humaidi, S.Pd)	Geografi (B. Reny Widayanti, S.E)
	18.45-19.15	Bhs Inggris (P. Hanif Humaidi, S.Pd)	Geografi (B. Reny Widayanti, S.E)	PKN (P.Suwito, S.Pd)
	19.15-20.00	Bhs Inggris (P. Hanif Humaidi, S.Pd)	Geografi (B. Reny Widayanti, S.E)	PKN (P.Suwito, S.Pd)
JUMAT, MINGGU KE III	15.30-16.15	Informatika (P.Yoga Adi, S.Kom)	Bahasa Indonesia (B. Laila Maulidia, S.Pd)	Agama (B. Siti Rokhmah, S.Pd.I)
	16.15-17.00	Informatika (P.Yoga Adi , S.Kom)	Bahasa Indonesia (B. Laila Maulidia, S.Pd)	Agama (B. Siti Rokhmah, S.Pd.I)
	17.00-17.30	Agama (B. Siti Rokhmah, S.Pd.I)	Informatika (P.Yoga Adi, S.Kom)	Bahasa Indonesia (B. Laila Maulidia, S.Pd)
	17.30-18.00		**ISHOMA**	
	18.00-18.45	Agama (B. Siti Rokhmah, S.Pd.I)	Informatika (P.Yoga Adi, S.Kom)	Bahasa Indonesia (B. Laila Maulidia, S.Pd)
	18.45-19.15	Bahasa Indonesia (B. Laila Maulidia, S.Pd)	Agama (B. Siti Rokhmah, S.Pd.I)	Informatika (P.Yoga Adi, S.Kom)
	19.15-20.00	Bahasa Indonesia (B. Laila Maulidia, S.Pd)	Agama (B. Siti Rokhmah, S.Pd.I)	Informatika (P.Yoga Adi , S.Kom)

MINGGU KE-	PUKUL	KELAS X	KELAS XI	KELAS XII
JUMAT, MINGGU KE IV	15.30-16.15	Sosiologi (P. Haris Hariyono, S.Pd)	IPA (B. Viky Arina, M.Si)	Antropologi (P.Yoga Adi, S.Kom)
	16.15-17.00	Sosiologi (P. Haris Hariyono, S.Pd)	IPA (B. Viky Arina, M.Si)	Antropologi (P.Yoga Adi, S.Kom)
	17.00-17.30	Antropologi (P.Yoga Adi, S.Kom)	Sosiologi (P. Haris Hariyono, S.Pd)	Seni Budaya (P. Sutikno, S.Pd)
	17.30-18.00		**ISHOMA**	
	18.00-18.45	Antropologi (P.Yoga Adi, S.Kom)	Sosiologi (P. Haris Hariyono, S.Pd)	Seni Budaya (P. Sutikno, S.Pd)
	18.45-19.15	IPA (B. Viky Arina, M.Si)	Antropologi (P.Yoga Adi, S.Kom)	Sosiologi (P. Haris Hariyono, S.Pd)
	19.15-20.00	IPA (B. Viky Arina, M.Si)	Antropologi (P.Yoga Adi, S.Kom)	Sosiologi (P. Haris Hariyono, S.Pd)
JUMAT, MINGGU KE V	15.30-16.15	Pemberdayaan & Keterampilan (P. Sigit Setiyo Aji, S.Pd)	Seni Budaya (P. Sutikno, S.Pd)	Penjaskes (P. Syah Rizal, S.Pd)
	16.15-17.00	Pemberdayaan & Keterampilan (P. Sigit Setiyo Aji, S.Pd)	Seni Budaya (P. Sutikno, S.Pd)	Penjaskes (P. Syah Rizal, S.Pd)
	17.00-17.30	Penjaskes (P. Syah Rizal, S.Pd)	Pemberdayaan & Keterampilan (P. Sigit Setiyo Aji, S.Pd)	MTK (P.Agus Junaedi, S.Pd)
	17.30-18.00		**ISHOMA**	
	18.00-18.45	Penjaskes (P. Syah Rizal, S.Pd)	Pemberdayaan & Keterampilan (P. Sigit Setiyo Aji, S.Pd)	MTK (P.Agus Junaedi, S.Pd)
	18.45-19.15	Seni Budaya (P. Sutikno, S.Pd)	Penjaskes (P. Syah Rizal, S.Pd)	Pemberdayaan & Keterampilan (P. Sigit Setiyo Aji, S.Pd)
	19.15-20.00	Seni Budaya (P. Sutikno, S.Pd)	Penjaskes (P. Syah Rizal, S.Pd)	Pemberdayaan & Keterampilan (P. Sigit Setiyo Aji, S.Pd)

Batu, 10 Juli 2025
Kepala PKBM Tunas Harapan

SUTIKNO, S.Pd

Figure 1. Tunas Harapan PKBM Package C Learning Schedule
Source of Learning Schedule Package C PKBM Tunas Harapan Batu City

4. Conclusion

The limited time for face-to-face learning limited to the Package C Program at PKBM Tunas Harapan Kota Batu does not hinder the achievement of learning competencies thanks

to the implementation of adaptive managerial and instructional strategies. This success is supported by three main factors:

(1) schedule flexibility adjusted to the characteristics of working learners; (2) adaptive learning strategies by tutors through curriculum compacting, the use of independent modules, the selection of essential materials, and active discussion methods; and (3) persuasive and interactive solutions in overcoming obstacles such as time constraints and delays in attendance. Thus, the combination of flexible schedule management, efficient material compaction, and strengthening independent learning is the main key in maintaining the quality of learning residents' competency achievements.

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