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Optimizing Community Learning Center Operations: A Post-Pandemic Perspective

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Abstract

This study explores innovative operational strategies for Community Learning Centers (CLCs) in Indonesia's post-pandemic educational landscape. Using a systematic literature review method, the study analyzed 35 relevant academic and policy sources to investigate how CLCs adapt their organizational frameworks to meet emerging challenges while enhancing operational effectiveness. The findings identify three critical optimization domains: (1) resource mobilization and allocation innovations that combine traditional funding with digital-enabled financial diversification; (2) hybrid service delivery models that strategically integrate physical and virtual learning environments; and (3) adaptive governance structures that enhance organizational resilience. The study emphasizes the importance of context-specific optimization approaches, with urban and rural CLCs facing distinct operational challenges that require tailored strategies. These findings contribute to understanding educational organization management in transitional contexts and provide practical insights for CLC practitioners and policymakers to improve operational sustainability, enhance service accessibility, and ensure long-term institutional adaptability in the evolving educational ecosystem.

Keywords: *community learning center, operational optimization, post-pandemic education, organizational adaptation*

Introduction

The COVID-19 pandemic has resulted in a fundamental transformation in the operational landscape of educational institutions worldwide (Susanti et al., 2022). As a non-formal educational institution in Indonesia, the Center for Community Learning Activities (CLC) faces significant challenges in adapting to this new reality. As physical restrictions forced the temporary closure of learning Centers, CLCs had to quickly reconfigure their operational models to maintain the continuity of education services (Zaifullah et al., 2023). The transition to the post-pandemic phase brings new operational complexities that require targeted and innovative optimization strategies.

According to the Ministry of Education, Culture, Research and Technology data, Indonesia has 10,399 CLCs serving various communities throughout the archipelago (Medium, 2024). The distribution of CLC management shows that private entities manage 99% and only 1% of the government, illustrating the characteristics of decentralization that require a diverse and adaptive operational approach. However, despite the significant numbers, many CLCs face challenges in maintaining effective and sustainable operations, especially in areas with limited resources and minimal digital infrastructure (Wahyudin et al., 2024).

The World Bank reports that the pandemic has caused substantial learning losses in developing countries, with about one-third of low-income countries reporting that 50% of children are unreachable by distance learning initiatives (Riaz, 2020). Statistics from the Directorate of People's Welfare Statistics reveal a significant gap in education participation, with early childhood education (ages 3-6 years) showing a very low participation rate, only 35.93%

(Directorate of People's Welfare Statistics, 2023). This figure shows the urgent need to strengthen the operational capacity of CLC as a non-formal educational institution that reaches underserved populations.

Digital transformation accelerated by the pandemic has created significant opportunities for operational innovation in managing and delivering CLC services. Hidayahtulloh et al. (2022) noted that the post-pandemic era in Indonesia has resulted in increased adoption of technology that creates the potential for innovative hybrid learning models that combine traditional face-to-face approaches with digital components. However, research by Wahyudin et al. (2024) found that while some CLCs have adopted digital learning modalities, many continue to use conventional approaches due to technological limitations and learners' preferences for face-to-face learning.

In this context, optimizing CLC operations is crucial to ensure their sustainability and effectiveness as non-formal education providers. Operational optimization involves strategic updates to organizational structures, resource allocation, service delivery models, and management approaches to produce greater efficiency and improved outcomes in a post-pandemic context (Kuntoro, 2019). The research questions are: 1) How can CLC optimize mobilization and resource allocation for sustainable operations? 2) What hybrid service delivery model is most effective for CLC in the post-pandemic context? 3) What kind of governance and adaptive management structure can improve the operational resilience of CLC?

The significance of this research lies in its contribution to the understanding of the management of educational organizations in a transitional context, especially for non-formal educational institutions operating in environments with limited resources. These findings offer practical insights for CLC administrators, policymakers, and education stakeholders on operational strategies that can improve the sustainability and impact of community-based educational institutions.

Method

This study uses a systematic literature review approach to examine the Center for Community Learning Activities' operational optimization strategy in Indonesia's post-pandemic context. The literature review methodology was chosen for its ability to synthesize existing knowledge, identify research gaps, and develop a conceptual framework for understanding complex organizational phenomena (Abdussamad, 2021). This method allows for a comprehensive analysis of various scientific literature, policy documents, and research reports to identify innovative approaches in the operational management of CLC.

The research process is carried out through four systematic stages: 1) Planning Phase: Formulating specific research questions that focus on the operational aspects of CLC, defining the inclusion and exclusion criteria of the literature, and identifying academic databases and relevant data sources; 2) Search Phase: Conduct a systematic search in various databases including Google Scholar, ERIC, ProQuest Education, and institutional repositories from Indonesian universities. The search using a combination of keywords in Indonesian and English includes: "CLC management", "non-formal education operations", "CLC optimization", "post-pandemic educational organization adaptation", "Community Learning Center operations", and "educational organization management"; 3) Evaluation and Analysis Phase: Review, organize, and categorize selected literature based on its relevance to the operational aspects of CLC. This process involves thematic analysis to identify patterns, trends, and innovative practices in CLC operational management; and 4) Synthesis Phase: Integrating findings from various sources to

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develop a comprehensive framework on CLC operational optimization strategies in the post-pandemic context.

Data sources for this study include 1) Academic Literature: Journal articles, conference proceedings, and dissertations from the 2019-2024 period which focus on the management and operational aspects of non-formal educational institutions; 2) Policy Documents: Government regulations, ministerial decisions, and operational guidelines related to the management of CLC from the Indonesian Ministry of Education, Culture, Research and Technology; 3) Institutional Reports: Publications from international organizations such as UNESCO, the World Bank, and other UN agencies that address the management of non-formal education in post-crisis contexts; and 4) Statistical Data: Quantitative information from the Indonesian Central Statistics Agency and the Ministry of Education Data Center regarding CLC operations and performance indicators.

The inclusion criteria for the selection of literature include: (1) focus on the operational and management aspects of CLC or similar non-formal educational institutions; (2) relevance to the post-pandemic context or transitional situation; (3) issued between 2019-2024; and (4) methodological quality or adequate conceptual contribution. Several strategies are implemented to ensure the rigour and reliability of the research, including triangulation of different data sources, critical evaluation of existing claims in the literature, and establishing a clear audit trail for the decision-making process during the analysis. The limitations of these methods, including potential publication bias and gaps in the literature regarding the latest innovative practices, are recognized and addressed through a comprehensive and inclusive search effort.

Results

A literature review reveals three main domains of operational optimization for Community Learning Activity Centers in the post-pandemic context: (1) resource mobilization and allocation innovation, (2) hybrid service delivery models, and (3) adaptive governance structures. This section outlines the findings in each domain and discusses their implications for CLC management.

Innovation in Mobilization and Resource Allocation

An analysis of the literature reveals that the pandemic has forced CLCs to rethink their resource management strategies, resulting in innovations in funding, human resource development, and infrastructure utilization. According to a report from Ansori et al. (2024), CLCs demonstrating post-pandemic operational resilience have developed a funding diversification approach combining traditional sources with innovative digital-based mechanisms. Three main patterns of resource innovation have been identified in the literature:

Diversification of Funding Portfolio

Research by Zaifullah et al. (2023) identified that progressive CLCs have moved from relying on one or two funding sources (generally government subsidies and participant contributions) to a multi-source model that includes private sector partnerships, social entrepreneurship initiatives, and digital fundraising platforms. Fismanelly et al. (2022) documented how CLC Permata Bunda successfully developed a social business unit that generates revenue to support educational operations while providing practical training opportunities for students. Data from the Ministry of Education and Culture shows that CLCs with a diversified funding portfolio show excellent operational stability during periods of uncertainty (Medium, 2024).

Competency-Based Human Resource Development

Anggraini et al. (2024) identified that educators' digital literacy significantly predicts pedagogical competence in the digital era. CLC, which optimizes its operations, has implemented a competency-based human resource development approach that strategically invests resources in improving the digital capacity of staff. Syamsuri et al. (2024) observed that the effective implementation of the Independent Curriculum in CLC Luthfillah Palangka Raya is facilitated by systematic investment in developing educator competence. However, this capacity development remains uneven, with significant differences between urban and rural CLCs.

Adaptive Resource Allocation

A strategic rethinking of infrastructure and physical resource allocation is emerging as a critical component of operational optimization. Mutakim et al. (2024) reported that CLCs responsive to learning needs have adopted a flexible space-use approach, reconfiguring physical facilities to accommodate hybrid learning modes. Wahyudin et al. (2024) found that 65% of urban CLCs have invested in digital infrastructure, compared to only 30% of rural CLCs, illustrating a significant gap in resource adaptation capacity.

Hybrid Service Delivery Model

The second operational optimization domain focuses on developing a hybrid service delivery model that is adaptive and responsive to stakeholder needs. The analysis reveals three main approaches that innovative CLCs have developed:

Integration of Synchronous and Asynchronous Modalities

Japar et al. (2024) noted that implementing online-based interactive learning methods has become a characteristic of 21st-century education delivery. CLCs that optimize their operations have integrated synchronous modalities (in-person meetings or video conferences) with asynchronous components (digital modules, discussion forums, self-assignments) to create a more flexible and customized learning experience. Pratiwi et al. (2022) documented the successful use of WhatsApp for distance learning in CLC Dusun Sungai Arang, describing how widely available technology can be an effective platform for hybrid learning design in a context with limited infrastructure.

Program and Content Localization

Research by Nurmalasari et al. (2023) reveals that effective collaboration between CLC and village governments has resulted in more locally relevant programs that directly respond to community needs and priorities. CLCs that have successfully optimized their service delivery have developed a content localization approach that adapts the national curriculum and competency framework to the needs and contexts of specific communities. Belete et al. (2022) emphasized the importance of development within and by the community, with CLC operating as a learning hub embedded in the community rather than a separate entity providing services.

Delivered Micro-Targeted Programs

A significant trend in optimizing CLC service delivery is the shift from conventional long-term programs to more targeted micro offerings accessed through various channels. Rosdiana & Irwan (2020) note that this more granular approach allows learners to engage with the most relevant content to their needs, improving retention and completion. Picciano et al. (2022) reported that CLCs implementing a structured blended model that combined micro-learning with periodic face-to-face meetings achieved an average retention rate of 78% compared to 45% in fully online programs.

The operational implications of this hybrid model are significant, requiring changes in program planning, resource management, and performance evaluation. Romadhon (2024) identified that the function of CLC in the education system must evolve to include content delivery and facilitation of an integrated multi-channel learning experience. The operational

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challenges of implementing this hybrid model vary significantly between urban and rural contexts, with rural CLCs facing more significant infrastructure barriers but often having advantages in community engagement and local relevance.

Adaptive Governance Structure

The third optimization domain is related to the evolution of the governance and management structure of CLC to improve operational resilience and responsiveness. An analysis of the literature identifies three key trends in governance adaptation:

Decentralization of Operational Decision-Making

Research by Syamsuri et al. (2024) on implementing the Freedom to Learn Policy in CLC Luthfillah Palangka Raya illustrates the advantages of a more decentralized management approach, where the program team has greater autonomy in operational decision-making. This model allows for faster responses to learner needs and community opportunities. Pangastuti et al. (2023) emphasized the importance of management flexibility in contemporary educational institutions, with overly rigid governance structures often hindering innovation and adaptation.

Integrated Quality Management System

Ahmad (2021) identified that integrated quality management is a key component of sustainable education operations, especially in a transitional context where delivery models change rapidly. CLCs that optimize their operations have developed a dynamic quality management system that integrates stakeholder feedback, program performance data, and external standards to monitor and improve organizational effectiveness continuously. Fismanelly et al. (2022) identified that quality teaching staff, an understandable curriculum, an effective learning process, and appropriate assessments are key factors in successful CLC, emphasizing the importance of a holistic approach to quality assurance.

Collaborative Multi-Stakeholder Partnerships

CLC, which demonstrates operational resilience, has developed a governance framework that actively engages various stakeholders in program planning and implementation. Nurmalasari et al. (2023) document how the strategic partnership between CLC Nurhidayah and the Sukmulya village government creates an ecosystem of support that increases participation and sustainability. This partnership structure is increasingly formalized in the CCBM governance model, shifting from self-operation to collaborative networks connected to local governments, businesses, civil society organizations, and formal educational institutions.

Discussion

The findings of this study underscore that optimizing the operations of Community Learning Centers (CLCs) in Indonesia's post-pandemic landscape requires not only structural innovation but also strong contextual adaptability. In line with previous studies (Loyzaga et al., 2022; Mardihang et al., 2023), our analysis confirms that resource diversification and digital transformation are foundational elements in sustaining CLC operations. However, this study extends existing literature by highlighting how these strategies must be implemented differently across urban and rural settings due to disparities in digital infrastructure and community engagement levels.

For instance, while Loyzaga et al. (2022) emphasize private sector collaboration, our findings suggest that digital fundraising and local community involvement are equally vital, particularly in rural CLCs where access to corporate partnerships is limited. This implies that resource mobilization strategies must be multi-layered and context-sensitive to be effective.

When compared with the hybrid learning literature (e.g., Setyawan, 2019; Nurhadianto, 2024), our findings reinforce the pedagogical value of blended modalities. However, a critical

practical challenge emerges: inconsistent digital literacy among CLC educators and learners. Despite training efforts (Putri et al., 2023), many CLCs, especially in remote areas, struggle with implementing synchronous learning tools effectively due to unstable internet connections and limited digital devices. This suggests that while hybrid learning is conceptually robust, its scalability remains constrained by technological inequities.

In terms of governance, this study supports earlier claims (Bano & Dyonisius, 2022) that decentralized management enhances organizational responsiveness. However, our findings indicate that decentralization without sufficient capacity-building often leads to fragmented program implementation. For example, CLCs granted more autonomy but lacking leadership training or monitoring systems may experience inconsistent educational quality. This highlights a practical implementation gap between policy flexibility and institutional readiness.

Furthermore, while multi-stakeholder partnerships are widely endorsed in the literature (Haq et al., 2024), operationalizing these collaborations is not without challenges. Bureaucratic complexity, misaligned agendas, and short-term donor interests often hinder long-term partnership sustainability. Thus, while such alliances are ideal in theory, in practice they require clear governance frameworks and mutual accountability mechanisms.

Despite the promising frameworks identified, CLCs face several real-world barriers to operationalizing these strategies: 1) Technological Divide: Rural CLCs lag in accessing digital infrastructure, making hybrid models difficult to implement equitably; 2) Human Resource Capacity: Variations in digital literacy among educators limit the adoption of technology-enhanced pedagogies; 3) Financial Stability: While diversification is beneficial, not all CLCs have equal access to digital platforms or private-sector networks; 4) Governance Readiness: Decentralized governance models demand a level of managerial competency that many local CLC leaders are still developing; and 5) Sustainability of Partnerships: Many CLCs face difficulties in maintaining long-term partnerships due to shifting political and economic priorities.

To bridge these gaps, targeted capacity-building programs, investment in rural digital infrastructure, and institutional support for leadership development are necessary. Additionally, adaptive governance must be coupled with continuous evaluation to ensure that autonomy translates into quality outcomes. Finally, sustainable partnerships require formalized agreements and alignment of long-term educational goals.

Conclusion

This study examined operational optimization strategies for Community Learning Activity Centers (CLCs) in post-pandemic Indonesia, focusing on three interrelated dimensions: innovation in resource mobilization and allocation, hybrid service delivery models, and adaptive governance structures. The findings highlight that successful CLC transformation is not solely driven by technology adoption, but requires a comprehensive alignment of internal capacities, organizational processes, and responsiveness to the changing needs of the community and environment.

Theoretically, this research contributes a conceptual framework for understanding CLC optimization as a multidimensional process that balances organizational agility with sustainability. Practically, the insights gained have implications for CLC managers, policymakers, and education practitioners in strengthening operational resilience.

Key Recommendations for CLC Administrators: 1) Diversify Funding Sources: Actively pursue a mix of funding streams, including government support, private partnerships, community contributions, and digital fundraising platforms to reduce dependency and enhance financial sustainability; 2) Invest in Capacity Building: Prioritize training for educators and staff

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in digital pedagogy, program management, and data-driven decision-making to support hybrid learning models and improve service quality; 3) Adopt Flexible Learning Models: Implement hybrid and modular learning formats that are adaptable to local contexts, especially by integrating both face-to-face and digital components tailored to learners' availability and infrastructure access; 4) Enhance Community Engagement: Involve local communities in curriculum design and program planning to ensure relevance and increase participation, particularly in rural and marginalized areas; 5) Strengthen Governance Mechanisms: Build decentralized, data-informed, and transparent decision-making processes to ensure responsiveness and continuous improvement in operations.

Despite the valuable contributions, this study has limitations, particularly its reliance on secondary data and the limited capture of emerging, undocumented innovations. Future research should adopt empirical approaches, including primary data collection and field evaluations, to assess the direct impact of these strategies. Comparative and longitudinal studies across regions will also deepen the understanding of adaptive practices in diverse operational contexts. In conclusion, optimizing CLC operations in the post-pandemic era requires a contextual, inclusive, and strategic approach. Through sustained innovation and adaptive governance, CLCs can expand access to quality lifelong learning and contribute significantly to community empowerment in Indonesia.

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