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EQUIVALENCE PROGRAM EVALUATION PACKAGE B PKBM KARTINI BEKASI CITY

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Abstrak

Kata Kunci:

Evaluasi Program,
Ujian Kesetaraan,
Paket B, PKBM.

Pendidikan adalah hal terpenting dalam proses pembangunan karena pembangunan itu sendiri merupakan proses yang terus berkembang. Kualitas sumber daya manusia menjadi faktor krusial seiring dengan perkembangan zaman. Tujuan dari pembangunan pendidikan adalah menciptakan individu yang memiliki kualitas dan daya saing tinggi. Upaya pembangunan pendidikan bertujuan untuk meningkatkan kecerdasan masyarakat, memperbaiki kualitas manusia, menciptakan masyarakat yang maju dan mampu meningkatkan potensi dalam dirinya. Selain jalur formal, pendidikan juga diselenggarakan melalui jalur nonformal seperti Pusat Kegiatan Belajar Masyarakat (PKBM). PKBM, seperti PKBM Kartini di Kota Bekasi, merupakan salah satu lembaga yang menyelenggarakan pendidikan nonformal. PKBM menyelenggarakan kegiatan pendidikan dari paket A setara dengan jenjang SD/Mi, paket B setara dengan jenjang SMP/Mts, dan paket C setara dengan jenjang SMA/SMK. PKBM Kartini menyelenggarakan kegiatan untuk semua paket. Tujuan penelitian ini adalah mengevaluasi program pendidikan kesetaraan Paket B di PKBM Kartini Kota Bekasi. Evaluasi tersebut mencakup berbagai aspek, seperti dukungan masyarakat, karakteristik peserta dan tutor, kurikulum, sarana dan prasarana, proses pembelajaran, serta pencapaian kompetensi peserta. Metode evaluasi yang dipakai adalah metode CIPP, dengan pengumpulan data melalui teknik dokumenter dengan mengacu pada berbagai sumber literatur. Hasil analisis menunjukkan bahwa implementasi program pendidikan Paket B di PKBM Kartini Kota Bekasi telah sesuai dan efektif dalam meningkatkan kompetensi peserta, sesuai dengan kriteria evaluasi konteks, input, proses, dan produk.

Abstract

Keywords:

Program Evaluation, process because development itself is a continuously

Equivalency Test, Package B, PKBM

developing process. The quality of human resources is a crucial factor as time goes by. The aim of educational development is to create individuals who have high quality and competitiveness. Educational development efforts aim to increase people's intelligence, improve human quality, create an advanced society and be able to increase its potential. Apart from formal channels, education is also provided through non-formal channels such as the Community Learning Activity Center (PKBM). PKBM, like PKBM Kartini in Bekasi City, is an institution that provides non-formal education. PKBM organizes educational activities from package A which is equivalent to SD/MI level, package B which is equivalent to SMP/MTS level, and package C which is equivalent to SMA/SMK level. PKBM Kartini organizes activities for all packages. The aim of this research is to evaluate the Package B equality education program at PKBM Kartini Bekasi City. The evaluation covers various aspects, such as community support, participant and tutor characteristics, curriculum, facilities and infrastructure, learning process, and participant competency achievement. The evaluation method used is the CIPP method, with data collection through documentary techniques with reference to various literary sources. The results of the analysis show that the implementation of the Package B education program at PKBM Kartini Bekasi City has been appropriate and effective in increasing participant competency, in accordance with the context, input, process and product evaluation criteria.

INTRODUCTION

Education is a basic need for humans in the world. The purpose of education is to increase the knowledge and skills of the community with the aim of being able to improve the quality of life that affects all parts of their lives, and to achieve a better life. Education development can be interpreted as an effort to improve people's intelligence, create superior human resources, form a developed nation, and be able to develop.

Education has a key role in the development process, because development itself is a process that continues to develop and continue. The quality of human resources has a significant role in accordance with the current times. Education development aims to produce highly competitive individuals and have an excellent quality of life. Development efforts in the education sector aim to improve the level of intelligence of the community,

develop the quality of human resources, and most importantly create an advanced society and can improve the existing capabilities of themselves.

The war of education in this nation is to explore potential, create a good personality, and also create a noble culture for Indonesia, with the aim of creating skills in national life. The focus is to form human individuals who believe in Allah SWT, behave well, are intelligent, skilled, active, independent, and also become a democratic, disciplined society, and obey all existing rules. In an effort to achieve it all, the government through the Ministry of National Education and Culture, seeks to make changes and updates in the education system to be much better. This includes curriculum changes, improving the quality of educators, developing management in the field of education, building educational facilities, and infrastructure. From all these changes, it can be realized society, especially qualified individuals in accordance with the needs of the times, so that the quality of education in Indonesia can increase.

As stated in Chapter I of Law No. 20 of 2003 concerning the National Education System, education can be defined as a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble aklhlak and skills needed by themselves, society, nation and state.

Law No.20 of 2003 concerning the National Education System confirms that education can be accessed through three different channels: formal, non-formal, and informal. Each path has its own characteristics in its implementation. Formal education looks more established and becomes the center of educational development. Non-formal education is often used for adult education. However, informal education seems to be losing popularity over the other two pathways. Today, legal recognition does not necessarily reflect socio-academic respect for informal education processes and outcomes. This leads to a lack of attention, recognition, and appreciation of informal education. In fact, informal education has great potential in

changing lives, especially in the development of children, through learning carried out in the family and community. Therefore, a shift in thinking is needed to build educational policies and programs that take informal education into account. It is important that in the future, the recognition and appreciation of informal education can become more clear and substantial.(Shaadah et al., 2022)

Non-formal education is an educational service that aims to replace, supplement, or complement formal education to support lifelong learning. In implementing these functions, there are logical consequences arising related to the importance of improving the quality of non-formal education to be in line with the role of education carried out by the government through official institutions in an effort to meet the needs related to education in society. (Sitorus & Hutasoit, 2021)

Non-formal education is an integral part of the national education system with the aim of fulfilling learning opportunities for people who cannot receive education through

formal channels. It provides diverse services to ensure that every individual gets a continuous education according to the changing times. One form is equivalency education which includes Package A programs equivalent to elementary / MI, Package B equivalent to SMP / MTS, and Package C equivalent to SMA / MA, focusing on knowledge, functional skills, and the formation of students' professional attitudes and personalities. Non-formal education outcomes can be recognized as equivalent to formal education outcomes after going through an equalization assessment process by institutions appointed by the government or local government, with reference to national education standards.

Non-formal education is an educational process outside the context of schools that have their own structure and system. This highlights the importance of careful program planning for any non-formal educational development.(Kamil, 2010)

According to Law Number 20 of 2003 Article 26 paragraph (4), non-formal education units include various entities such as course institutions,

training institutions, study groups, community learning activity centers, taklim assemblies and other similar educational units. PKBM is one form of non-formal education that is currently experiencing rapid growth.

Non-formal education that is developing quite well in this country today is PKBM. PKBM is an educational institution organized outside the formal education system aimed at rural and urban communities, managed by the community itself and providing opportunities for them to develop community skills and abilities to improve the quality of life lived. (Suci Rahmaida Sihombing et al., 2023).

In Government Regulation number 17 of 2010 concerning the Management and Implementation of Education, Article 1 paragraph (33), it is explained that PKBM is a non-formal educational institution that organizes all learning activities that accommodate the needs of the community. The system implemented in PKBM is indeed the same as formal education, but the approach is more tailored to the needs of the local community. In addition, in PKBM

there is no age limit for students, this is very different from formal education in schools.

The purpose of PKBM is to help someone who has dropped out of school get an education. PKBM has a scheme called the Equal Education Program, which seeks to equalize community education and be equal in Elementary Schools (SD), Junior High Schools (SMP) and High Schools (SMA). Package A is equivalent to elementary school, Package B is equivalent to junior high school, and Package C is equivalent to high school. (Maskun, 2018)

Equality Education is a type of non-formal education that involves programs such as Package A Equivalent to Elementary School / MI, Package B Equivalent to SMP / MTs, and Package C Program Equivalent to Senior High School / MA. The focus of attention is to ensure that learners acquire good knowledge, useful skills, a positive attitude, and form a professional personality.

The Package B program is an educational pathway that offers primary education parallel to junior high school for anyone constrained in

formal education to complete their primary education. Students who graduate from Package B Program have the same status and rights as those who graduate from formal education. (Ministry of National Education : 2004)

This Package B program is designed to provide knowledge, skills, and functional abilities that can be used in the world of work or independent business, while ensuring that they have the same competencies and attitudes as those in formal schools at the same level. In addition to the six core subjects of Civics, Mathematics, Language, Science, Social Studies, and English and the Package B curriculum also includes skills education as an addition.

However, in the learning process at the Community Learning Activity Center (PKBM), there are several problems that are often faced. One of them is the lack of participation support from the community in running equality education programs. In addition, it is difficult to adapt the learning approach to the individual characteristics of the participants, since such diversity is quite large. Other

problems include curricula that do not come from the government, the availability of inadequate facilities, and ineffective learning processes. There are also problems related to the attendance rate of participants that are not optimal.

One of the programs carried out at PKBM Kartini Bekasi City is education package B. This program is structured to equip knowledge, skills and provisions to participants so that they are ready to work or independent. The goal is for graduates to have the same abilities, knowledge, and attitudes as junior high school graduates. The program aims to provide access to those who have not completed nine-year compulsory education as well as those who need educational equity.

From this presentation, researchers paid special attention to this discussion and really wanted to raise it in the evaluation research of the package B equality program at PKBM Kartini Bekasi City.

RESEARCH METHODS

According to *the Alacrity Journal of Education* published by LPPI Publishing, literature review is an

activity to review literature that has been published by academics or researchers previously related to the research topic to be carried out. This is similar to summarizing previous research to gain an understanding of the topic to be researched. In addition, compiling a literature review also helps in overcoming the challenges that may be faced while starting research.

On the other hand, the Kupang State Agricultural Polytechnic website describes a literature review as part of a scientific work that combines the results of research reports with literature relevant to the research being conducted. Researchers conduct this literature review to explain the relationship between the research to be carried out and previous research.

The descriptive analysis method approach, as described, is a type of data analysis that helps in describing, demonstrating, or summarizing data points to develop patterns that fit the existing data. This is a useful technique in identifying patterns and relationships in both current and historical data. Although it only identifies patterns and relationships without performing

further analysis, it is often referred to as the most basic data analysis.

Descriptive analysis is very useful when it comes to describing changes over time. It starts with identifying patterns as a starting point for further research that can aid in decision-making. When done systematically, this analysis is not complicated or laborious.

There are two main methods used in descriptive analysis to generate historical data, namely data aggregation and data mining. Data aggregation involves collecting initial information that is then sorted to simplify big data. While data mining is the next stage of analysis, where data is sought to find patterns and significance.

This research is included in the type of descriptive research, with methods that fall into the category of library research. The approach used is a qualitative paradigm that relies on data, not statistical data (Rukmaningsih, 2020). Data collection is carried out through documentary techniques by referring to various literature sources such as books and scientific journals

(Sugiyono, 2016). Next, the collected data is analyzed using a descriptive approach.

RESULTS AND DISCUSSION

The package B education program which is the same as the junior secondary education level has the aim of helping people who cannot afford and cannot get formal education. (Saleh Marzuki, 2010).

The equality education program package B is an equality education program at the Junior High School/Madrasah Tsanawiyah level conducted by a non-formal institution. The aim is to help individuals complete primary education and provide access to communities that cannot access formal education.

A. Program Evaluation

Program evaluation should be based on criteria as a direction for determining the power to be collected and as a basis for interpreting data. In developing this criterion attention should be focused on primary (which must be met) and ultimate factors, so not secondary factors. This is so that the evaluation results can achieve high

objectivity. The criteria can be based on the success of the experience of other institutions as determinants. This can be done with the study of the supervision program, research findings, opinions of teachers, staff, students, and physical equipment in each school.(Grace, 2013)

This program evaluation is a process in an effort to collect information related to context, input, and, as well as the results of the programs that have been implemented. The most important thing about the program evaluation model is to help researchers evaluate various things that are very relevant so that they can determine how the program can be continued, changed, and terminated.

B. Evaluation Model

One evaluation model that is often used is the CIPP (Context, Input, Process, Product) model developed by Daniel Stufflebeam. This model focuses on evaluating the context, inputs, processes, and products of a program.

The CIPP model is the product of a collaboration of a research team from the Phi Delta Kappa committee in the United States. The CIPP model is currently a model that is in great demand for use by researchers. Below

will be described about the explanation of the model:

1. Context Evaluation

Context Evaluation, according to research conducted by a team of researchers from *the Phi Delta Kappa committee organization at Ohio State University*, refers to an attempt to outline the conditions of the place of learning, unmet needs, communities, examples served, and program objectives created. This contains a description of the program being assessed, the objectives of the program implemented, the elements of program achievements, setting program targets implemented, and assessing the program that has been determined.

2. Evaluate Feedback

Input evaluation (Eko Putro Widoyoko, 2009), is an evaluation that helps manage decisions, determine available resources, choose alternatives, plan strategies to achieve goals and determine appropriate work procedures. Used. The components of input evaluation include: a) Human resources, b) Supporting facilities and infrastructure, c) Funds or budgets and d) Various procedures and rules applied. (Agustanto et al., 2020).

3. Process Evaluation

This evaluation aims to predict or manifest procedures during the implementation stage, provide information for program decisions,

record, and archive procedures that have been implemented. This evaluation includes the collection of data from assessments that have been determined during the implementation of the program. Basically, and this evaluation has the aim of evaluating the plans that have been realized and which components must be improved. This evaluation is focused on activities carried out in the program in accordance with the established plan.

4. Product Evaluation.

This evaluation is part of the assessment carried out to assess a program to achieve predetermined goals. In this section, the researcher can determine whether the program is worth continuing, developing, or even should be stopped, based on the results of the evaluation.

Based on the results of the implementation of a program that has been carried out, there are four possible policies that we can do:

- a) Stopping the program, this is based on because the program is considered not to provide benefits or is not carried out in accordance with the expectations that have been set.
- b) Improving the program, this can be done if there are parts that are not equal between expectations and also the occurrence of errors.

- c) Continuing the program, if the implementation of the program can run very well and achieve all the things that have been determined and provide maximum benefit.
- d) Expand the program, that is, by implementing the program in other places or can repeat the program at different times, if the program can prove successful and is considered very effective. (West Java;, 2014)

The CIPP model has several advantages, including its comprehensiveness, because it not only evaluates program results but also includes context, inputs, processes, and products. This model also has limitations. For example, in the context of application to classroom learning programs, the level of implementation may be low without variation. This can happen because measuring context, inputs, and results thoroughly will require many parties and also require considerable time and budget. (Agustanto et al., 2020)

This study discusses the evaluation of package B equivalence program at PKBM Kartini Bekasi City with a focus on improving student competence through effective and efficient learning implementation. The environment in which the program is

implemented is considered quite supportive, supported by adequate participation from the community. This environmental condition is still able to meet the needs of improving the quality of society in terms of education. The package B equivalency program is considered to provide great benefits, especially for those who previously dropped out of school, because it makes it easier for them to continue their education to a higher level.

The aim of this program is to reduce the dropout rate in society in line with the development of globalization, in the hope of reducing the unemployment rate. The success of the program is evaluated based on the ability of residents to learn in the use of the knowledge skills they gain in running their lives in their daily lives, and how effective the program is in empowering the community in the future.

The success of the program also depends on the high motivation of the learning community, the availability of tutors who understand the concept of learning, and organizers who have adequate qualifications as managers. Adequate learning facilities are also an important factor in the success of this program. The learning process is

tailored to the needs of learning residents and uses various methods to maintain interest and motivation to learn. Assessment of the learning process is focused on mastering the teaching material.

The evaluation of this program considers the extent to which learning outcomes can be applied in the daily lives of learning residents, as well as how effective the program is in empowering communities in the future. The follow-up of this evaluation will include maintenance and development of successful programs, as well as improvements to elements that have not been maximally carried out. This program is considered successful and will be followed by follow-up activities.

CONCLUSION

From the analysis and discussion of "Evaluation of Package B Equality Program at PKBM Kartini Bekasi City," the following can be concluded:

The context evaluation of the Package B Equality Program has proven to be effective in accordance with the equality evaluation criteria of Package B. This is due to the active role of the community in the

implementation of the Package B equality program.

Input Evaluation: In the evaluation of the implementation of the Package B equivalence program at PKBM Kartini Bekasi City, it shows that the exposure of inputs such as students, tutors, managers, curriculum, and infrastructure facilities is in accordance with the established references. Therefore, it can be concluded that the implementation of the Package B equivalence program on the input criteria has been carried out effectively and accordingly.

The learning process in the Package B equivalency program uses an Andragogic approach. This indicates that the evaluation of Package B equivalence programs on process criteria is effective and appropriate.

Products in the Package B equivalency program have proven effective and in accordance with the required criteria with the achievement of graduates with maximum exam results.

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