

DETERMINATION OF PASSING GRADE FOR EDUCATIONAL EQUALITY EXAM RESULTS IN PACKAGE C PROGRAM BASED ON PASSING COMPETENCY STANDARD

Oong Komar¹, Cucu Sukmana²

^{1,2} Departemen Pendidikan Masyarakat, Universitas Pendidikan Indonesia Bandung Indonesia

¹ prof.oongkomar@upi.edu , ²cucusukmana@upi.edu*

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Abstract

The background of this study is related to the complexity of canceling the 2020 UN implementation. However, it is said that graduates who graduate from the equivalent school unit/application through the easiest means have completed the study application during the COVID-19 pandemic as evidenced by means of playing card documents every semester, reaching the correct minimum attitude/behavior score and take the exam prepared through the school unit facilities. So that for now it no longer reaches the graduate competency standard (SKL). Meanwhile, the application of school equity (Package A, B, and C) is the flagship of non-formal schooling efforts to contribute to suppressing network problems that are hampered in gaining access to schools, drop outs and are constrained to enter the community. school offerings, especially competencies/lifestyle competencies, school offerings that remain complete and evolving through various packages on the network. Therefore, this discussion aims to provoke opportunities for answers to these problems through searching and finding product models for equality schools examining content material, especially based entirely on the competency requirements of graduates of package C applications at the school unit level. The concepts and theories used as references in this research consist of Community Education Concepts and Theories, school equity (Package A, B, and C), and academic tests mainly based on graduate competency requirements. This review uses the ADDIE type of study and development (R & D), this selection is mainly based entirely on the purpose of the study to provide a version of equivalence testing. The place of this research was carried out in PKBM bina Mandiri and Ash-shoddiq. The results of the experiment to create a product version of the equivalency school examination material are mainly based entirely on the competency requirements of the package C application graduates at the school unit level. For the future, this research can present a limitation in the assessment of equivalence education and provide an overview in the implementation of equivalence education.

Keywords: Graduate Competence, Equivalence Education Package C, Assessment of equivalence education graduation

Abstrak

Latar belakang penelitian ini terkait dengan rumitnya pembatalan pelaksanaan UN 2020. Namun, dikatakan lulusan yang lulus dari satuan/aplikasi sekolah sederajat melalui cara termudah telah menyelesaikan aplikasi studi selama pandemi COVID-19 yang dibuktikan dengan dokumen kartu remi setiap semester, mencapai skor minimal sikap/perilaku yang benar. dan mengikuti ujian yang disiapkan melalui fasilitas unit sekolah. Sehingga untuk saat ini tidak lagi mencapai standar kompetensi lulusan (SKL). Sementara itu, penerapan pemerataan sekolah (Paket A, B, dan C) merupakan unggulan dari upaya persekolahan nonformal untuk berkontribusi menekan permasalahan jaringan yang terhambat dalam memperoleh akses ke sekolah, putus sekolah dan terkendala masuk ke masyarakat. penawaran sekolah, terutama kompetensi/kompetensi gaya hidup, penawaran sekolah yang tetap lengkap dan berkembang melalui berbagai paket di jaringan. Oleh karena itu, pembahasan ini bertujuan untuk memancing peluang jawaban atas permasalahan tersebut melalui pencarian dan penemuan model produk sekolah kesetaraan yang mengkaji materi muatan, terutama berdasarkan sepenuhnya pada persyaratan kompetensi lulusan aplikasi paket C di tingkat satuan sekolah. Konsep dan teori yang

dijadikan acuan dalam penelitian ini terdiri dari Konsep dan Teori Pendidikan Masyarakat, pemerataan sekolah (Paket A, B, dan C), dan tes akademik terutama berdasarkan persyaratan kompetensi lulusan. Tinjauan ini menggunakan jenis studi dan pengembangan (R&D) ADDIE, pemilihan ini terutama didasarkan sepenuhnya pada tujuan penelitian untuk memberikan versi pengujian kesetaraan. Tempat penelitian ini dilaksanakan di PKBM bina Mandiri dan Ash-shoddiq. Hasil percobaan untuk membuat versi produk materi ujian sekolah kesetaraan sebagian besar didasarkan sepenuhnya pada persyaratan kompetensi lulusan aplikasi paket C di tingkat satuan sekolah. Untuk kedepannya, penelitian ini dapat menyajikan keterbatasan dalam penilaian pendidikan kesetaraan dan memberikan gambaran dalam pelaksanaan pendidikan kesetaraan.

Kata kunci: Kompetensi Lulusan, Pendidikan Kesetaraan Paket C, Penilaian kelulusan pendidikan kesetaraan

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INTRODUCTION

"Education is the ticket to the future and tomorrow belongs only to those who prepare themselves from today". This proverb can at least give an idea of how important education is for individuals. Not only that, education is often seen as a symbol of the progress of a nation. The philosophy of the importance of education in principle has also been well realized by this nation. This can be seen from the mandate that every citizen has the right to education as stipulated in Article 31 paragraph (1) of the 1945 Constitution as the constitutional basis of the Republic of Indonesia. The existence of the concept of rights in this case can actually be interpreted that the state guarantees its fulfillment for every citizen without exception, including children who are in conflict with the law and are placed in Special Child Development Institutions, Temporary Child Placement Institutions, Correctional Institutions, and Branch Detention Centers/Detention Centers. Country.

Empirically, the situation of children dealing with the law cannot be equated with children in general. This is because their legal status results in the deprivation of physical freedom, both when detained in detention institutions and sentenced to prisons. On this basis, the Convention on the Rights of the Child and the Havana Rules - as international instruments that regulate the rights of adolescents who are deprived of their liberty - emphasizes that every child and adolescent of compulsory school age has the right to education according to their needs and abilities so that they are ready to return to society. Education should be provided outside of correctional facilities, if possible carried out in public schools, by qualified teachers through a program integrated into the country's education system so that after their release the youth can continue their education without difficulty. In addition, youth who are illiterate or have understanding or learning difficulties should have the right to special education.

In practice, the fulfillment of the right to education for children in conflict with the law has so far been carried out at the Child Correctional Institution. By referring to Article 14 of Law Number 12 of 1995 concerning Corrections and Government Regulation Number 32 of 1999 concerning Conditions and Procedures for the Implementation of the Rights of Correctional Inmates, Correctional Institutions organize several educational programs such as Kejar Paket and other skills training. However, in its implementation there are still many weaknesses. Based on the research of the Center for the Study of Child Protection (2011), from a substantial perspective, Child Correctional Institutions are still dealing with limited teaching materials and tools; the lack of public schools willing to accommodate children in conflict with the law

(ABH); minimal library facilities and access; and the absence of standard formal and non-formal education programs for Child Correctional Institutions. This problem is basically caused by the absence of a clear policy regarding the format of the implementation of educational programs for ABH in Child Correctional Institutions.

The success of passing the SKL essentially rests entirely on the Package C class, in the form of treatment of motives and a preface to the burden in the form of unit value weights (SKK) which must be taken with the help of undergraduates. The composition of the main motives is based entirely on the BSNP estimation letter No. 0110/ SDAR/ BSNP/ IX/2019, the names of the UN exam motifs are as follows Indonesian Language, Mathematics, English, and One of the important challenges being tested. Contextually and functionally, SKK is the success of getting to know the package, either through face-to-face, tutorials, or singly. SKK can also be the end result of an unbiased exchange of credit scores that are included from informal, formal, coursework, capacity, and habituation education. Besides that, based entirely on exposure to the addition of undergraduate creativity to gain practical capacity that represents the Package C program, they are also required to have entrepreneurial capacity. Thus, the Package C test must be a commensurate combination of the 3 effects above, in particular (1) the application of content is substantially based entirely on the class structure, (2) the SKL is separated from the elaboration in the form of fetings. dipping and dipping credit score switches, (3) exposure to Package C general practical abilities, particularly entrepreneurship. (2) SKL that is separate from elaboration in the form of fetings. dipping and dipping credit score switches, (3) exposure to Package C general practical abilities, particularly entrepreneurship. (2) SKL that is separate from elaboration in the form of fetings. dipping and dipping credit score switches, (3) exposure to Package C general practical abilities, particularly entrepreneurship.

METHOD

For this research, the method of development study (R&D) is applied, which in this study is focused on the purpose of development, then expands and can explore in depth to become the extent of the research on certain disciplines. The type of R & D that is decided is mainly based entirely on the study's objective to provide an equivalence check model, specifically ADDIE, which stands for Analysis, Design, Development, Implementation and Evaluation.

RESULTS AND DISCUSSION

General

Assessments are carried out by educators on learning outcomes to measure the level of achievement of student competencies, and are used as material for preparing reports on progress of learning outcomes, and improving the learning process. Assessment is carried out consistently, systematically, and programmed using written or oral tests, and non-tests in the form of performance observation, attitude measurement, assessment of work results in the form of assignments, projects and/or products, portfolios, and self-assessments. Assessment of learning outcomes using Educational Assessment Standards and Subject Group Assessment Guidelines. Assessment of learning outcomes to obtain a Package A, Package B, and Package C diploma is carried out after students reach the required SKK.

Assessment Principles

The assessment of the learning outcomes of students participating in the package A program, package B program, and package C program is based on the following principles:

1. Sahih, means that the assessment is based on data that reflects the measured ability.

2. Objective, means that the assessment is based on clear procedures and criteria, not influenced by the subjectivity of the rater.
3. Fair, means that the assessment is not beneficial or detrimental to students because of special needs and differences in religious, ethnic, cultural, customs, socio-economic status, and gender backgrounds.
4. Integrated, means that the assessment by educators is an inseparable component of learning activities.
5. Open, meaning that the assessment procedure, assessment criteria, and basis for decision making can be known by interested parties.
6. Comprehensive and continuous, means that the assessment by educators covers all aspects of competence by using various appropriate assessment techniques, to monitor the development of students' abilities.
7. Systematic, means that the assessment is carried out in a planned and gradual manner by following standard steps.
8. Referring to criteria, means that the assessment is based on the size of the achievement of the specified competence.
9. Accountable, means that the assessment can be accounted for, both in terms of techniques, procedures, and results.

Assessment Techniques And Instruments

1. Assessment of learning outcomes by educators uses various assessment techniques in the form of tests, observations, individual or group assignments, and other forms that are in accordance with the characteristics of the competence and level of development of students.
2. Test techniques in the form of written tests, oral tests, and practical tests or performance tests.
3. Observation techniques or observations are carried out during learning and/or outside learning activities.
4. Assignment techniques, both individual and group, can take the form of homework and/or projects.
5. The learning outcomes assessment instrument used by educators meets the requirements of (a) substance, which represents the competence being assessed, (b) construction, which meets technical requirements according to the form of the instrument used, and (c) language, which uses good language and correct and communicative according to the level of development of students.
6. The assessment instrument used by the education unit in the form of school/madrasah exams meets the requirements for substance, construction, and language, and has evidence of empirical validity.
7. The assessment instrument used by the government in the form of the National Examination meets the requirements for substance, construction, language, and has evidence of empirical validity and produces scores that can be compared between schools, between regions, and between years.

Assessment Mechanism And Procedure

1. Assessment of learning outcomes is carried out by educators, education units, and the government and other stakeholders (stakeholders).
2. The design of the assessment strategy by educators is carried out during the preparation of the syllabus whose description is part of the learning implementation plan (RPP).
3. Mid-semester tests, end-of-semester tests, and grade-level tests are carried out by educators under the coordination of UPT Penitentiary.

4. Assessment of student learning outcomes on subjects in the science and technology subject group that are not tested on the National Examination and the cognitive and/or psychomotor aspects for the religious and noble character group and the citizenship and personality subject group are carried out by the education unit through school/madrasah examinations to obtain recognition for learning achievement and is one of the requirements for graduation from the education unit.
5. The final assessment of learning outcomes by the education unit for aesthetic subjects and physical education, sports and health subjects is determined through a board meeting of educators based on the results of the assessment by educators.
6. The final assessment of the learning outcomes of students in the religious and morals subject group and the civics and personality subject group is carried out by the education unit through a board meeting of educators based on the results of the assessment by the educator taking into account the results of the school/madrasah exam.
7. Exam activities are carried out in the following steps: (a) compiling exam grids, (b) developing instruments, (c) administering exams, (d) processing and determining student graduation from school/madrasah exams, and (e) report and utilize the results of the assessment.
8. Assessment of noble character which is the affective aspect of the group of religious subjects and noble character, as a manifestation of the attitude and behavior of having faith and piety to God Almighty, is carried out by religious teachers by utilizing information from other subject educators and other relevant sources.
9. Personality assessment, which is an embodiment of awareness and responsibility as a good citizen and citizen in accordance with the norms and noble values prevailing in the life of society and the nation, is part of the group assessment of citizenship and personality subjects by citizenship education teachers.

Assessment By Educator

Assessment of learning outcomes by educators is carried out continuously, aiming to monitor the learning process and progress of students and to increase the effectiveness of learning activities. The assessment includes the following activities:

1. Inform the subject syllabus which contains the design and assessment criteria at the beginning of the semester.
2. Develop indicators of achievement of KD and choose appropriate assessment techniques when compiling the syllabus of subjects.
3. Develop assessment instruments and guidelines in accordance with the chosen assessment form and technique.
4. Carry out tests, observations, assignments, and/or other necessary forms.
5. processing the results of the assessment to determine the progress of learning outcomes and learning difficulties of students.
6. Returning the results of the examination of student work accompanied by educational feedback/comments.
7. Utilize the results of the assessment to improve learning.
8. Report the results of the assessment of subjects at the end of each semester to the head of the education unit in the form of:

Assessment By Education Units

Assessment of learning outcomes by UPT Penitentiary is carried out to assess the achievement of student competencies in all subjects. The assessment includes the following activities:

1. Determine the KKM for each subject by taking into account the characteristics of the students, the characteristics of the subjects, and the condition of the education unit through the board of educators meeting.
2. Coordinate mid-semester tests, end-of-semester tests, and grade increase tests.
3. Determine the criteria for grade promotion for educational units that use the package system through a board meeting of educators.
4. Determine the final score for the aesthetics subject group and the physical education, sports and health subject group through a board meeting of educators taking into account the results of the assessment by the educator

CONCLUSION

The norms of the ISI and the force that apply, then for the learning program carried out with online seTARA is the operation of the Learning Management System which is designed for distance literacy in equivalence education. From these results, the implementation of the current equivalence education national exam is not held but through monitoring of report cards. Therefore, in this study, it provides an input in the form of a threshold for the implementation or value of each equivalence education learning subject and is expected to assist educators or tutors in carrying out their duties in equivalence education learning in package C. then for the learning program carried out with seTARA online is the operation of the Learning Management System which is designed for distance literacy in equality education. From these results, the implementation of the current equivalence education national exam is not held but through monitoring of report cards. Therefore, in this study, it provides an input in the form of a threshold for the implementation or value of each equivalence education learning subject and is expected to assist educators or tutors in carrying out their duties in equivalence education learning in package C. then for the learning program carried out with seTARA online is the operation of the Learning Management System which is designed for distance literacy in equality education. From these results, the implementation of the current equivalence education national exam is not held but through monitoring of report cards. Therefore, in this study, it provides an input in the form of a threshold for the implementation or value of each equivalence education learning subject and is expected to assist educators or tutors in carrying out their duties in equivalence education learning in package C.

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