



## The Management of Equality Education in Kejar Paket C Program (Equal to High School)

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**Abstract:** Historically, knowledge was introduced into the school curriculum to enable people, who entered the education level to study related subjects to gain some background knowledge to a higher level. This study aims to describe program management in kejar paket C. This research is a descriptive study. The approach used is qualitative. The subjects of this study consisted of one manager, one tutor, and two learning residents. Data collection was carried out using observation, interviews, and documentation techniques. The techniques used in data analysis are data reduction, data display, and concluding. The results of this study indicate that planning uses problem identifiers, formulation of vision, mission and objectives, supporting and inhibiting factors, recruitment of tutors, learning residents, facilities/infrastructure, and costs. Organizing by distributing the tasks of managers, teachers, and learning residents. The learning implementation is carried out by preparing a learning implementation plan/syllabus, learning implementation is carried out twice a week, subjects, and complete learning resources are available, and face-to-face, tutorial, and independent learning activities. Supervision is carried out internally and externally. The assessment is carried out formatively and summatively.

**Keywords:** management of program; paket C; equality education

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## INTRODUCTION

Education is a basic human right that must be obtained by all Indonesian citizens regardless of differences: gender (male or female), social status (rich or poor), age (young or old), place of residence (village or city), and other differences (Ponte & Smit, 2013; Holford et al., 2014). To ensure the fulfillment of education for all citizens of the Unitary State of the Republic of Indonesia, Article 31 paragraph 1 has stipulated in the 1945 Constitution that all citizens have the right to education. This article clearly states that every citizen has the same opportunity to obtain education without exception (Republik Indonesia, 2003).

This is not an ultimate failure for students who do not have opportunities in formal pathways, so NFE is often an alternative educational service that better suits their needs. The community's need for non-formal education (NFE) is now increasing (Bello, 2011). Many factors encourage the increase in the need for NFE in people's lives. Changes in society that occur very quickly today cause the results of education obtained in schools (formal education) to be inappropriate or lagging behind new demands in the world of work (Ihwanudin, 2016). Science, and skills acquired from schooling ostensibly are increasingly becoming obsolete and less usable to solve new challenges faced in everyday life (Baker, 2009; Leiringer & Cardellino, 2011; Etherington, 2019). This kind of condition demands educational services carried out by the community and government that function as an enhancer or complement to formal education.

Sudjana (2007) revealed that non-formal education is a systematic activity, namely activities that have components, processes, and program objectives. The components of non-formal education programs consist of environmental input, instrumental input, raw input, and other input (Widodo, 2016). The scope of NFE includes first, early childhood education conducted through playgroups and daycare parks. Second, literacy education which is the main work of functional literacy programs. Third, equality education carried out through Package A programs equivalent to Elementary School, Package B equivalent to Junior High School, Package C

equivalent to Senior High School (Ernawati & Mulyono, 2017). Fourth, life skills education which is the field of work of the business learning group (KBU) program, courses, skills training, internships, workshops, padepokan, and so on. Fifth, youth education. Sixth, education or women's empowerment. Seventh, education of the elderly (Desmawati & Malik, 2018).

Equality education is NFE with the same graduate competency standards as formal schools, but the content, context, methodology and approach to achieve these competency standards provide more applied, thematic, inductive concepts related to environmental problems and train work-oriented life or independent business (Bagnall, 2017). In the development of national education, equality education has two strategic roles as support for the success of compulsory 9-year basic education with its main program package A equivalent to elementary school and package B equivalent to junior secondary school, and serving high school age students and adults who want to have basic education (Package A and Package B) and secondary education that organized through equality education Package C (Suharjudin, 2012).

The package C program is one of the efforts made by the government to provide opportunities for school-age and adult age people who for various reasons do not continue their education (Cahyaningtyas & Sutarto, 2021; Rahmat et al., 2022). As stated in law no. 20 of 2003 concerning the national education system, article 26 paragraph (6) that the results of NFE can be valued equivalent to the results of formal education programs after going through an equalization assessment process by institutions appointed by the government or local governments with reference to national standards of education (Republik Indonesia, 2003).

Management as the process of coordinating work activities so that they are completed effectively and efficiently through the efforts of others (Bryant, 2003). The proposed management concept contains several important elements. Process, in this definition is interpreted as a function (planning, organizing, leading and controlling) or the main activity that must be done and attached to managers, be it top managers, middle managers and low managers (Dimovski & Penger, 2011). The second part of the definition is, "coordinating the work", which is what distinguishes a person who is in a managerial and nonmanagerial position (Aziz & Hafez, 2013). As a consequence, there is coordination that must be carried out because of these differences so as to give rise to mutual active involvement to produce effective and efficient organizational activities (Olubunmi, 2015). And the last is efficiency which can be interpreted as an effort to achieve maximum results by using available resources wisely (Drucker, 1999). While education management is the whole of an implementation process in a collaborative effort of two or more people and / or joint efforts to utilize all resources (personal and material) effectively, efficiently, and rationally to achieve educational goals (Amanchukwu et al., 2015). Basically, the focus of education management is goals, people, resources and also time. When combined and viewed from their form and behavior, the four elements manifest themselves as a certain social unit, called organization (Bush & Glover, 2014).

Equality program management pursues package C as a process of planning, organizing the filling of staff, leadership, and control to optimize the use of resources for implementing organizational goals effectively and efficiently (Suharjudin, 2012; Maisaro, Atik, 2018). The purpose of the management of the package C chase program is the realization of an effective, efficient, and fun learning process, the creation of learning citizens who have the skills to work or independent business, and the creation of potential educators and educators so that they are able to control and run the program (Thiry, 2016). The purpose of this study is to describe the management of the equality program to pursue package C at the Aditya Community Learning Activity Center (PKBM).

## **METHODS**

The research approach used in this study is qualitative research (Koh & Owen, 2000). The research location is on Jl Yani (By-Pass) Gg. Betet No. 33, Karangpawitan, West Karawang District, Karawang Prov. West Java. The qualitative approach is expected to be able to produce an in-depth description of speech, writing, or observable behavior from certain individuals, groups, communities and organizations. The use of qualitative research in this study is intended to describe and analyze management in Aditya PKBM (Aspers & Corte, 2019). Research method is a way used to obtain data according to needs.

According to Aspers & Corte (2019), the understanding of the descriptive method is a method in examining the status of a human group, an object, a condition, a system of thought, or a class of events in the present. Researchers use descriptive research methods to collect data that aims to obtain valid data so that they can be found, proven, and developed a true picture of management conditions in PKBM Aditya. The determination of the target subjects of researchers in the study using premier data consists of three informants, namely educators (tutors), one education staff (managers) and two learning residents. Data collection techniques carried out by researchers are observation, interview, and documentation techniques, the purpose

of this collection technique is to make it easier for researchers to collect data. Data analysis is the process of systematically searching and swing data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others. Activities in data analysis, researchers use the stages of data analysis, namely data reduction, data display, and conclusion drawing/verification (Ridder, 2014).

## RESULT AND DISCUSSION

### Planning

At the planning stage of the equality program chase package c identify problems regarding complaints needed by the surrounding community in Karangpawitan village, namely people who cannot continue their education to the high school/equivalent level in the formal path, then the non-formal path as an alternative needed by the community by making an equality program chase package c in PKBM Aditya, based on community research in the Karangpawitan village area on average only With an elementary and junior high school education background, they cannot continue their further education because they have various reasons including, economic factors, work, and unsuitability to learn in formal channels, the identification is carried out by reviewing documentation, namely asking for data on people who have low education at the village office of Karangpawitan village, the identification is carried out by members of the PKBM Aditya foundation institution.

Furthermore, the formulation of the vision applied at PKBM Aditya which is inspirational so as to make learning residents who read feel inspired in the implementation of learning and provide an overview of the future that will encourage residents to learn. The formulation of the mission is made specifically that changes can be made with the realization of the mission that has been made, so that it can be carried out and achieved by residents learning the equality program to pursue package c at PKBM Aditya. Objectives need to be clearly formulated so that dialogue is targeted and dialogue messages that can provide knowledge and awareness of the problem and can further improve the actions of citizens. The formulation of goals applied in PKBM Aditya with the realization of residents learning in gaining knowledge with learning outcomes in equality pursue package C. This vision, mission, and goals are made by the foundation, namely together with other parties.

Designing an activity will be hampered if there is no meeting, with the meeting can convey problems or express ideas that cannot be done openly other than through meetings, so if there is a meeting can establish communication relationships with other members, so that the manager can motivate colleagues to carry out the activities to be achieved. The supporting factor in the planning process is the existence of facilities and infrastructure to support the planning process. The activity plan is a design before the activity is carried out, so that the implementation is more structured and well organized. Activities prepared to support the implementation of learning by the Aditya PKBM institution are the recruitment of tutors, learning residents, facilities and infrastructure and costs.

The recruitment of tutors must have academic qualifications and competencies as learning agents, physically and mentally healthy. The following qualifications for tutors at PKBM Aditya are minimal S1 (according to the subjects taught), have teaching competence, and education and training certificates. The recruitment of educators/tutors is carried out by announcing colleagues at the Aditya PKBM foundation if relatives/friends/sodara have a teacher profession that is needed. PKBM Aditya has 7 number of tutors.

The selection of prospective citizens to study the package C equivalency program at Aditya PKBM is to complete the administration, fill out the formular, and have a graduation certificate for junior high school/ equivalent package b. Submit report cards for learning residents who transfer/transfer from formal schools. How to recruit learning residents by collaborating with external parties, namely homeschooling, villages, and creating a website about Aditya's PKBM profile. Based on research The number of residents learning equality package c at PKBM Aditya is 50 residents studying for 2020/2021 including class X (22 residents studying), XI (14 residents studying), XII (14 residents studying). On average, they are aged 18-40 years and have a working background. The facilities and facilities available at PKBM Aditya are available to support program implementation activities as follows.

**Table 1.** Infrastructure and Facilities

No	Name of Facility/Infrastructure	Sum
1.	Mosque	1
2.	Class	2
3.	Office	1
4.	Bathroom	1
5.	Computer Lab	1

6.	Library/Reading garden	1
7.	Guest Chairs	1 set
8.	Study table-chair	75 set
9.	Printer	2 unit
10.	Blackboard	4 pcs
11.	Books/modules/teaching materials	100 set
12.	Computer	35 unit
13.	Wifi	1 pcs

**Table 1** shows the number of facilities and infrastructure available at PKBM Aditya. All types of education must be equipped with various educational facilities such as educational media, educational equipment, books and other learning resources, equipment and other furniture. Each education unit must be equipped with educational infrastructure such as land, classrooms, teacher rooms, education unit leadership rooms, library rooms and other supporting infrastructure. The fees available at Aditya PKBM have two types, namely independent funds and budgets from the government. The independent fund in question is the funds obtained from each citizen studying. Each source of funds is used for the purposes of the institution's operational costs, namely managing the institution by using these two sources of costs. A series of plans are carried out for the selection of facts and efforts to relate facts to each other, then make estimates and forecasts about the situation and formulate actions for the future if needed to achieve the desired results (Ina et al., 2022).

### **Organizing**

An organization is a forum where people interact to achieve a common goal (Hairi, 2021). This understanding of organizations shows that wherever and whenever humans are (interacting) there appears an organization (Yusuf, 2017). Manager or manager is a person who is responsible for directing efforts aimed at helping the organization in achieving its goals (Resiana, 2017). Based on the results of research on the duties of managers in PKBM, Aditya is responsible for a series of activities carried out in PKBM such as managing institutions and supervising colleagues that they manage, organize, control tutor schedules and infrastructure and facilities costs, control HR (Human Resources) that have been given to their respective members, and coordinate members so that the teaching process runs smoothly. Tutors are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service, especially for educators in universities". The task of the package c equivalence tutor at PKBM Aditya is to design the preparation of learning activities by compiling syllabus and lesson plans, assigning assignments and assessing as well as teaching, educating, and providing insight to learning residents. Learning citizens are members of society, without age limit, who require one or several types of education, have a desire to learn, and are willing to pay for some or all of their learning needs. chase package c at PKBM Aditya. The purpose of organizing is communication with other members and directing each member to carry out their duties.

### **Implementation**

Preparation for the implementation of learning by compiling a syllabus and Lesson Preparation Plan, syllabus in the package c program at PKBM Aditya is guided by the thirteen curriculum. The arrangement was prepared by tutors who collaborated with each other at PKBM Aditya with the guidance of the manager. According to Fahrinnisak (2018) a syllabus is a learning plan for a certain subject and/or group of subjects/themes that includes competency standards, basic competencies, subject matter/learning, learning activities, indicators of competency achievement for assessment, time allocation and learning resources. The benefits of the syllabus are as a guideline for further learning development, namely in the preparation of lesson plans. The preparation of RPP is described from the syllabus to direct students' learning activities to achieve KD.

The implementation of the package C chase program is carried out 2 times a week, namely Saturday and Sunday from 09.00 to 15.00. The subjects applied in Aditya's PKBM package equality program include general groups (religious education, citizenship, Indonesian, mathematics and English). Specialization groups (natural sciences, biology, chemistry, physics and social sciences, history, geography, economic sociology) and special groups (cultural arts). Learning resources available in the package c equivalence program at PKBM Aditya include modules provided for each citizen to learn around 100sets with other panduan books in the form of package books that have been revised curtilas (curriculum thirteen), and the internet that has been connected to the network with wifi facilities.

The implementation of learning applied in the Aditya PKBM package c equivalence program includes face-to-face activities, tutorials, and independent. Face-to-face activities applied in the learning process for equality package c are good using the lecture method, this activity is often done to deliver material, tutorial learning at PKBM Aditya in the equality program pursues package c, namely discussing material using discussion or group methods. According to [Djalal](#) (2017) explained about the learning approach that is considered suitable for the implementation of the package C equality program, namely individual learning and discussion (group). According to [Syafuruddin](#) (2017) discussion is a process that involves two or more individuals, integrates verbally and confronts each other exchanging information (information sharing), maintaining each other's opinions (self maintenance) in solving a particular problem (problem solving). With this method to solve problems, answer questions, increase and understand student knowledge and to make a decision, in addition to creating interaction between learning residents and other learning residents and tutors can identify difficult materials, then tutors can explain further in detail after discussions are carried out by students studying in groups. The independent activities implemented in the equality package c of Aditya's PKBM have been good by distributing modules used for independent study at home outside the learning schedule and giving assignments if learning residents cannot attend because of work/other matters. The purpose of independent learning is to determine effective learning methods, be able to carry out learning tasks well and master a competence in order to solve a problem.

### **Supervision**

The supervision carried out in the equality program pursues package c at PKBM Aditya has two types, namely internal and external supervision. Internal monitoring is supervision carried out by supervisory apparatus originating from the internal environment, the meaning of the definition above is supervision carried out by insiders ([Yendrawati, 2013](#)). Supervision activities carried out by members of the Aditya PKBM foundation are learning activities, making syllabus / RPP and the presence of learning residents. The activity is held by receiving reports such as the attendance of learning residents, learning activities, and making syllabus/ lesson plans made by tutors, the reports are submitted by the secretary of each tutor and then submit to the manager, these reports are seen first by the manager if something must be updated or not, but this supervision activity is always mandatory every semester three months. Activities by receiving these reports are called indirect supervision by studying reports received from implementers both oral and written and studying community opinions and so on without visiting the place of work.

External supervision is supervision carried out by officials from outside the organization. External supervision is supervised by overseers and education offices, the activities carried out are looking at teaching and learning activities, the number of learning residents, funds, tutor activities, managers whether all work optimally or not. Supervision carried out by overseers and the education office is directly visiting PKBM during teaching and learning activities or when residents study to carry out exams. The supervision is carried out by visiting and conducting on-the-spot checks on the objects being monitored. Supervision carried out by overseers and education offices is carried out on an uncertain schedule, can be done once a year or every two years.

### **Valuation**

Assessment activities carried out by the manager are supervisory activities previously carried out such as teaching and learning activities, making syllabus, and the presence of learning residents. The activity is assessed at the end of the year or the beginning of the year with an assessment method that is reviewing documentation by receiving reports provided by tutors.

The assessment objectives used in the classroom are categorized into two assessments, namely focal and summative assessments. Formative assessment is an assessment that aims to seek feedback (feed back), then the results of the assessment can be used to improve the teaching and learning process that is being or has been implemented. Formative tests are not only carried out at the end of each lesson, but can also be done while the lesson is in progress. The formative assessment activity carried out by the tutor in the equality program chasing package c at PKBM Aditya is when the tutor finishes delivering the material, the tutor gives some questions to the learning community about the material that has been delivered, the purpose of the assessment is carried out when the learning process activity takes place knowing the feedback from the learning community. In addition, the tutor assesses by giving practice tasks – exercises by making essays and quizes, the assignment is done outside class hours or during class hours.

Summative assessment is an assessment that is performed at the end of each unit of time. Summative assessment includes more than one subject that is intended to determine the extent to which students have been able to move from one learning unit to the next. Summative assessment can also be interpreted as the

use of tests at the end of a certain teaching period, which includes some or all of the units taught in a semester, even after the completion of the discussion of a field of study. Summative assessment activities carried out by tutors are midterm exams and end-of-semester exams. The purpose of the assessment is to find out how far the planning that has been made is optimal or not in the results of learning implementation (Rambe, 2019).

## CONCLUSION

Planning at PKBM Aditya regarding identifying problems in the needs of the community, namely not being able to have the opportunity to receive high school education (upper school) on formal channels, identification is carried out by requesting data on people with low education to Karangpawitan village. Then create a vision that can inspire citizens to learn, as well as a mission that is made specifically that can be made changes with the realization of the mission that has been made and made clear goals so that messages can be conveyed to the target. The inhibiting factor in planning activities is that if a meeting is not held together, support is carried out by providing facilities and infrastructure to assist the planning process. Planning activities carried out before the learning implementation process are the recruitment of educators and education personnel, the recruitment of learning residents, facilities and infrastructure, and financing.

Organizing, by distributing tasks to managers in PKBM Aditya by being responsible for a series of activities carried out in PKBM such as managing institutions and supervising colleagues that, organizing, controlling tutor schedules and infrastructure and facilities costs, controlling HR (Human Resources) that have been assigned to their respective members, and coordinating members. The task of the package c equivalence tutor at PKBM Aditya is to design the preparation of learning activities by compiling syllabus and lesson plans, assigning assignments and assessing as well as teaching, educating, and providing insight to learning residents. The task of residents learning equality package c at PKBM Aditya is to improve cognitive and affective by studying and diligently, expressing their understanding after being explained by the tutor and following all the procedures of the rules that have been applied in the equality program package c. The implementation carried out by the tutor compiles the syllabus and lesson plan (Rencana Persiapan Belajar), syllabus, prepares learning resources that are already available, subjects are divided into three groups, namely general, specialization, and special, the learning process at the beginning of the activity, the implementation of learning has face-to-face activities, tutorials, and independent. The supervision carried out in the equality program pursues package c at PKBM Aditya has two types, namely internal and external supervision. Internal supervision is supervised by the Aditya PKBM foundation in collaboration with other members such as secretaries, tutors, and other members with guidance from the management. Supervision activities carried out internally are learning activities, making syllabus / RPP and the presence of learning residents. External supervision is supervised by overseers and education offices, the activities carried out are looking at teaching and learning activities, the number of learning residents, funds, tutor activities, managers. The assessment carried out by the manager is supervisory activities that were previously carried out such as teaching and learning activities, making syllabus / RPP, and the presence of learning residents, and assessment activities carried out by tutors, namely formative and summative. In implementation, all tutors from each subject are expected to have the same teaching about the discussion method, so that all learning residents can have the same experience in following the learning process and need to be equipped with power point media or video playback, with the media can increase motivation in learning learning residents. External supervision carried out by overseers and education offices is further optimized regarding supervision time with regular scheduling, so that tutors and managers are more aware of things that must be improved. For assessment, tutors are better at assessing also the attitude of learning residents, because there is an attitude to get feedback (feedback) both every teacher and student as a basis for improving the teaching and learning process and holding improvement programs for their students.

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