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Overview of Learning Evaluation in Entrepreneurship Subjects Equality Education Paket C

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Abstract

This research is backed by the high percentage of people's graduation to learn to take national examinations of computer standards and school exams in national standards. This research aims to illustrate the implementation of the learning evaluation conducted by tutors at the community leaning Centers Farilla Ilmi. This research form ex post facto with population learning C package as much as 60 people. Samples were pulled as many as 30 people using a stratified random sampling technique. Data is collected using poll techniques and analyzed using a percentage formula. The results of the study showed (1) package C tutors at the community learning centers Farilla Ilmi very varied, there are already graduates who are still students and some are only having a senior secondary school diploma but have a certificate of training A lot. (2) The evaluation of learning conducted by tutors performed very well. The evaluation is conducted comprehensively ranging from assessing the readiness of the citizens to learning, assessing the learning process, and assessing the learning outcomes of oral learners, writings and practices. The benefits that can be learned from the findings of this study are the existence of tutors who are young and generally almost the same age as the citizens learn so that the citizens learn not shy and very excited about following the lesson. The newness factor here that most tutors are recruited from Padang State University students who already carry out the teaching practice. Thus, the teaching tutor is ideal according to what it is practiced in school as a prospective teacher.

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INTRODUCTION

Community leaning centers are educational institutions that are managed by the community to meet the needs of the community. The Institute aims to provide learning opportunities to communities in need through a variety of learning programs. Many forms of programs that can be implemented in community leaning centers include education equality (packages A, B, and C), functional literacy programs, life skills, early childhood education (PAUD), courses, etc. Education package Equality C as one form of the program held in Community leaning centers have a purpose so that citizens who do not have the opportunity to study in school can be accommodated in the program package C. (Kamil 2011)

The education of package equality C is intended for people who do not have the opportunity to study in senior secondary school and will be eliminated by a non-formal education unit (Hanafi, 2015). The Learning Excellence of package C with the study in formal education lies in the additional skills given to citizens studying. The skills given are tailored to the interests and needs of the citizen's learning and the availability of learning resources in the local community environment. Pamungkas (2014) expresses the suitability between the needs, participation, and knowledge of students about entrepreneurial objects that will be undertaken will help the entrepreneurial implementation. With the skill lessons expected graduates of package C can visit a better life in the future. With the skills provided it also helps the family economy to be better or to open new ventures for those interested in entrepreneurial or can work more productively than ever. From several expressed opinions can be concluded how important entrepreneurship learning is given to citizens learning package C so that they have sufficient knowledge and skills to study package C while doing business.

Implementation of the learning process several components interrelated with each other. One of the components that must exist in the evaluation of learning. Learning evaluation works to measure the extent to which the success of learning has been implemented. According to Rusman (2017) The evaluation of learning is a tool/indicator to assess various things in the implementation of the learning process consisting of assessing the readiness of the learning community, assessing the learning process, and assessing the learning outcomes of citizens Be able to know whether or not the objectives have been established. In conducting evaluation several principles

should be a concern for teachers/tutors One of them is a comprehensive principle that is implementing a thorough evaluation of both affective, cognitive and psychomotor covering all materials Learned from start to finish. Further evaluation is also known as the term evaluation process and results (Mardikanto, 2015). Evaluation of the process is the evaluation activities conducted during the progress of the study while the evaluation of results carried out when the activity will be in a semester.

Based on observations and interviews conducted at the Community leaning centers at Farilla Ilmi, it is evident that the learning process takes place in a very good way that is to divide the learners into small classes wherein one class consists of 20 people learn. Besides, residents learn seriously in following the learning so that it is successful in taking the test of success of package C program organized by Community leaning Centers Farilla Ilmi Padang proved from the seriousness of the citizens learn in Learning so that many citizens learn who passed the national computer-based exams and the end of the national Standard School Jian. It is certainly not detached from the various factors that affect it. One of the alleged factors that can lead to success in learning is the evaluation of the learning performed by a subject tutor. One of the lessons provided by skills in this regard is entrepreneurial skills. This course is given aimed to make citizens learn C packages that come from citizens learning to drop out of school can work with the skills given. According to the results of the research of Malik (2016), One of the causes of high school dropouts is caused by the value of parents who consider the school is not a guarantee for someone to get a decent job. With these subjects, it is hoped that the citizens learn to have courage in making changes and dare to appreciate the risks that occur in life.

This is in line with what Cashmere is saying (2011) that an entrepreneur is a person who has strong courage to bear any risk that happens when he starts his business and in running his business. The entrepreneurial learning that can be given is expected to help improve the life welfare of learning citizens. This is in line with the opinion of Hidayat (2016), the purpose of learning entrepreneurship so that citizens learn to have skills and entrepreneurial attitude to expand the business so that it impacts on improving the economic welfare of the family with Optimizing social, cultural and natural resources based on local potentials. Majid (2012) finds that entrepreneurial learning has a significant effect on the ent-

repreneurial motivations that are being and will be involved. Besides the research results, Ahmad (2018) shows that entrepreneurship subjects and entrepreneurial practices can motivate citizens to learn in entrepreneurial and entrepreneurial practice can encourage the growth of new heroes. Therefore, there is a need for learning that leads to achieving good learning outcomes. Therefore, there is a need for the perfection of the implementation of learning components, among which is very important in the evaluation of learning.

Evaluation of learning on entrepreneurship subjects must be conducted from the readiness of the citizens learn to learn in this possible readiness of birth and inner, evaluation during the learning process takes place to see the seriousness of the citizens learn, and evaluation through a variety of exams whether oral, written, or practical. The evaluation will affect the results of learning obtained so that the citizens can reach the satisfying value of the national Computer-based exam and the final examination of the national Standard School. Due to the importance of this, researchers are interested in researching the implementation of learning evaluation on entrepreneurship subjects at the C-equality program in community learning centers (PKBM) Farilla Ilmi.

METHODS

English translation. This research is the facto exposed form with the intention that the research does not manipulate research targets but to see what is happening. The population of the study consisted of citizens studying on the package C equivalent of senior secondary schools at the community learning centers Farilla Ilmi amounting to 60 persons consisting of three classes. Half of the population is taken as sample research. To be able to represent all populations then used a stratified random sampling technique. Each class is sampled as much as 50%. Thus the sample amounted to 30 people. The source of data obtained from the citizens learned the program package C selected as a sample of research. Data is collected using a poll, while the data collection tool is a list of statements. The collected data is analyzed by using the percentage formula.

RESULT AND DISCUSSION

General research findings

In general, the study resulted in an overview of the number of subject tutors and their scholarly background. The tutor in package C is

not any different from the teacher at school. As well as teachers' informal education, the tutor must also have competence following the field of study/subjects that can be learned. Only as a condition of being a tutor is not too strict. From the data obtained in PKBM Farilla Ilmi Tutor Package C amounted to 7 people consisting of a field of study tutor and skilled tutor. For more details can be seen in the following Table 1.

Table 1. Lecturer in package C PKBM Farilla Ilmi Year 2018-2019

Name	Subjects	Education
Hujaifa Katarudin	English	Ongoing Degree
Steffi Diego	Math	Degree
Mhd. Rizki	Sociology	Degree
Nunung Elmalia	Economic	Ongoing Degree
Avia Nola Putri	Bahasa Indonesia & Skills	Ongoing Degree
Dimas Oktama	PPKN	Ongoing Degree
Dewi Anggraini	Skills	Have a certificate of garbage recycling skills

Data Source: Community Management leaning centers at Farilla Ilmi

From the table that was presented earlier can be concluded that the package C tutor at the community learning centers Farilla Ilmi is very varied, some have been a scholar as many as two people, some are still a student as many as four people and there is even one person who Has a senior secondary schools diploma but has certificate of garbage recycling skills training.

One thing that became the advantage of the citizens Learning Package C in the community leaning centers Farilla Ilmi is that citizens learn directly as entrepreneurship trainees who are the programming community leaning Centers Farilla Ilmi. Thus the citizens learned that they really can learn well the skills he chooses.

In the general findings of the research, it was seen that the tutor of this equality program was very young and even the majority still sat at the end of the final semester. The age distance between tutors and villagers is not very far. This is very helpful in increasing the activity and learning outcomes of the citizens because the citizens

learn not to hesitate to ask more about what it does not yet know.

The results of Wahyuni's research (2017) found an increase in teacher activity, student activity, and increased entrepreneurship outcomes by using peer tutor. The advantage of the peer tutor that citizens learn not to be shy of learning let alone entrepreneurial practice that could have been citizens studying so far has never been entrepreneurial so that the citizens can learn still shy and reluctant entrepreneurial. This condition is very helpful to citizens to learn to gain more knowledge and skills. This not only happens in entrepreneurship subjects but also on other subjects that must be followed by all citizens studying primarily for the preparation of a computer-based National exam final exam.

Learning Evaluation Implementation overview

Results of the study evaluation in the Study of Entrepreneurship Education program package C in Community leaning centers Farilla Ilmi Padang seen from the 3 aspects is (1) assessing the readiness of citizens learn to follow Learning, (2) Assessing the learning process, (3) Assessing the learning outcomes of the learning community. Based on the respondents ' answers from various statements it appears that as much as 53.74% of respondents provide a very well-defined statement. 40% of respondents gave an often-interpreted statement, and 4.43% gave statements rarely, meaningless good and few (1.83%) Stating never that can be categorized is not good. For more details can be seen on the following histogram.

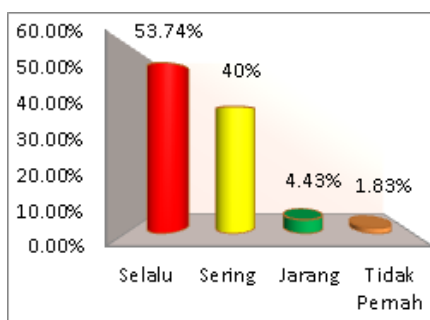


Figure 1. Histogram implementation of learning evaluation on entrepreneurship subjects

From the histogram, it is known that the implementation of the learning evaluation conducted by tutors on Entrepreneurship Subjects program Equality package C is in the very good and good category. This means the tutor performs well with the learning evaluation of entrepreneurship subjects ranging from evaluating

the readiness of citizens learning to learn, evaluating the learning process, and evaluating learning outcomes. Besides, evaluation is also conducted in a conjugated way through written, oral, and entrepreneurial practice. Written tests include matters relating to the knowledge of entrepreneurship, oral tests include several things related to a strong motivation to start and run a business while the assessment of practice includes entrepreneurial ability Which is carried out as a citizen study in package C.

Research findings show that the implementation of learning evaluation in Entrepreneurship Courses program package C is very well done. This is possible due to the learning evaluation that applied Tutor package C in Community leaning centers Farilla Ilmi very varied and comprehensive. Indeed, the evaluation should be carried out with a variety of good variations of time, methods and evaluation techniques used. This is following the principle of evaluation which is revealed by Sukardi (2011) covering several things that are implemented in accordance with learn grids, done in a comprehensive, organized in cooperative and continuous processes and consider The applicable values. This way guarantees the desired learning outcomes as per the learning objective.

Reviewed from the method and technique of evaluation the tutor performs using a test technique in the form of written and oral tests. Written tests use the form of essay and objective tests. Oral tests were conducted with interviews while practice using a direct container of entrepreneurship community leaning centers owned by Farilla Ilmi in the form of lifeskill activities. Entrepreneurial activities in the form of Lifeskill include beauty makeup, garbage recycling, and garbage bank business.

In line with what has been done at the community leaning Centers Farilla Ilmi, Nurdin (2016) reveals that the evaluation should use measuring instruments and techniques that vary depending on the type of data you want to obtain. The evaluation of the learning is not only assessed at the end of learning but starts from the readiness of citizens to learn to receive learning, follow the learning process and assess learning outcomes. Assessments conducted in a conjugated or thorough manner include all the materials learned following the principles of justice. Moreover, the assessment techniques used not only measure the cognitive ability as is common in other subjects but at once measures the affective and psychomotor aspects.

Each aspect has a distinct dimension of

knowledge as Anderson (2015) stated he classifies the dimension of knowledge in four categories: (1) factual knowledge, (2) conceptual knowledge, (3) procedural knowledge, (4) Cognitive meta-knowledge. Cognitive abilities of factual knowledge such as natural resources, the environment in which the local people are located, the culture of the community can all be a valuation material. It also includes factual knowledge such as the philosophy of "natural taxon of the teacher". The philosophy of "natural taxon so Teachers" has a philosophical meaning in the study because of any situation, the conditions that occur in daily life can be used as meaningful learning. One will not stumble upon the same stone if this philosophy is held tightly. An entrepreneur despite falling in his business but will never recede as much as the more often a person falls more and more experience gained.

The experience itself will be a good teacher. Conceptual knowledge is like the law of supply and demand in the business world. This law will apply as long as a person becomes an entrepreneur so that in practice should pay attention to market conditions at that time and should always be on guard in the worst condition though. Procedural knowledge such as knowledge of techniques and methods of entrepreneurship must be owned by every entrepreneur. This knowledge helps entrepreneurs find customers and keep subscriptions from turning to other entrepreneurs. An entrepreneurial person should be able to find possible success tips.

Lastly, it is a metacognitive knowledge of the awareness of self-ability to entrepreneurial, knowing more value and less value. Knowing "more value" is very useful to add confidence and a passion for the business that is done while the "weak spot" is used to add to the skill and skills of the weakness that is owned, not to Berhiba's heart or discouraged Weaknesses that they have.

The readiness of citizens to learn to receive learning determines the process and outcome of subsequent learning. Learning citizens who are ready to learn usually willingly accept all the risks posed in learning such as sacrifice time and energy even cost to learn both in the Study Group and to learn individually. Residents learn to leave their daily work to learn to gain knowledge and get recognition in the form of certificates or diplomas. This is following the opinions of Suryana (2013), residents who are prepared with conducive conditions allow citizens to learn to be prepared to follow the next learning.

The evaluation is also seen in the learning process to see the extent to which the people's se-

riousness learn in following the learning performed. This is in line with the opinion of Rusman (2017), the evaluation of learning is a tool/indicator to assess various things in the implementation of a learning process consisting of assessing the readiness of the citizens to study, assessing the learning process, and assessing Learning outcomes of the residents learn in full so as to know whether or not the objectives have been established.

The evaluation of the learning used can analyze the extent to which the progress and development of the citizens learn in understanding the learning that has been given then from the results of the analysis is considered and used as a foundation in deciding to determine what action will be taken next. This corresponds to the opinion of Saputra, Solfema & Wahid (2018), the evaluation of the learning that is data collection activities then compares it and inter achievements so that the results can be used as an ingredient in decision making. Also in line with the opinions of Ramadani and Syur'aini (2018), the evaluation of learning is a series of activities undertaken purposely to see the level of success on learning that has been done before. This intentional element has the meaning that the assessment was planned first and prepared in such a way the device/instrument well and the implementation schedule is also well planned.

It can be concluded that the evaluation of the learning can prove the extent of the success of the material that has been studied, and the action to be taken if the result is not following expectations. Learning evaluation activities are conducted from assessing the readiness of the learning community, assessing the learning process, and assessing thoroughly throughout the various forms of assessment techniques.

CONCLUSION

General research findings suggest that package C tutors at the community learning centers Farilla Ilmi belong to very young age. This is a driving force for citizens to learn to understand the theory and practice of entrepreneurial learning. Further research results show the implementation of learning evaluation on the subjects of Entrepreneurship program package C in Community leaning centers Farilla Ilmi Padang City done very well. Tutors conducted a comprehensive evaluation from the preparation of the citizens learning, the implementation of the learning process to the assessment at the end of learning.

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