

The Evaluation of Paket C Equivalency Program Implementation in Tangerang District, Indonesia

 1st Herlyna

*Educational Management Department
State University of Jakarta
Jakarta, Indonesia*
herlyna_mp15s3@mahasiswa.unj.ac.id

 2nd Mukhneri Mukhtar

*Educational Management Department
State University of Jakarta
Jakarta, Indonesia*
mukhneri@unj.ac.id

 3rd Eliana Sari

*Educational Management Department
State University of Jakarta
Jakarta, Indonesia*
elianasari@unj.ac.id

Abstract—The objective of this study is to evaluate the implementation of high school equality program, namely Paket C. This research uses the CIPP evaluation model, which stands for context, input, process and product evaluation. The CIPP evaluation model is then further explained based on (1) the scope, purpose and target of the program; (2) the institutions, the learners, the tutors, the facilities, the learning materials; (3) planning, organizing, learning evaluation, financing; (4) the learners' outcome. The data collection technique was done through interview with the key informants, researcher's observation and document review. The results of this study show that the implementation of the program as a whole runs well; nevertheless, there are still some areas that could be improved. For that reason, the input of this evaluation is expected to be able to support and contribute to the success of the implementation of the program.

Keywords—CIPP model, equivalent education, lifelong learning, program evaluation)

I. INTRODUCTION

Education is a very important factor in human life. A person's level of education can be the key to unlocking opportunities to gain a better life. Education will make people able to compete in the business world to get a better job. Thus, education will be able to improve the quality of human life. In addition, education is important because it is a part of human rights. With education it will be able to realize a more just social life. Education can bring about a fair society. Looking at the importance of the role of education in human life, various regulations are made by the government to support the implementation of education. This can be seen from the various policies that regulate the right of every citizen to obtain education. It is affirmed that the opportunity to obtain a decent education is the right of every citizen.

Although there are various regulations that support the development in the field of education, its implementation has not yet achieved satisfactory results. Take for example, Indonesia's rating in education. The data released by UNESCO for the Education for All (EFA) program shows a not so satisfactory result. EFA is an international movement initiated by UNESCO, which aims to meet the educational needs of all people, one of which is by issuing a list of accomplishments in the achievement of education needs.

Indonesia's position in the world education development index shows that the education sector in Indonesia needs special attention. The success in conducting quality education is not solely the responsibility of the government. Society and educational institutions must also participate actively in the framework of improving all aspects of

education. In line with the purpose of Education For All, the government of Indonesia has organized a national education system that supervises all units and educational activities for the achievement of educational goals. It expects the discriminatory-free practices in providing educational services to the society, including the community-based education such as farmers-based educational community, marine-based community, street-children-based community, etc.

In reality, there are still many Indonesians who have not had the opportunity to get a decent education especially through formal education. Those are the marginalized people, or those who live in remote areas. Looking at these problems, then it is clear that education can not only be implemented merely through formal education. It should be carried out both in formal institutions (schools), and in non-formal institutions (out-of-school education) as well as various types of training. It is through non-formal education that learners who are poor and at a disadvantage can be accommodated. This non-formal education is a structured learning procedure. The learning process occurs outside the formal school or educational system. Non-formal education can be held separately or can also be interpreted as an essential component of a broader activity intended to serve the target learners or certain learners with a particular learning system as well. The presence of non-formal education unit itself is to support formal educational institutions, so that the educational process can be implemented optimally for the achievement of national education goals. Non-formal education is defined as all education outside of the formal system, so it is appropriate that non-formal education is also developed as an effort to improve the quality of education [1]. The non-formal education system is an educational scheme that complements, supplements or even replaces educational programs through formal channels intended to provide support for the realization of lifelong education. Thus, the provision of non-formal education can serve as a substitute for education through formal channels to develop primary and secondary education services specifically aimed at residents who have not had the opportunity to obtain formal school education.

Through all the efforts in meeting the education needs, an equivalency education system was made. It came in the form of education packages. Equality package is a tiered education equivalent to formal education. The equivalence education package program here is Paket A, Paket B and Paket C, the graduates of which will then be equal with the graduates of their equivalent in the formal education. Paket A equivalency education program is equivalent to

elementary school; Paket B is equivalent to junior high school while Paket C is equivalent to senior high school. This program is a very strategic education system that provides opportunities to anybody who does not have access to the formal education system, such as those who live in isolated areas, migrant workers and those who drop out of school due to economic problems. Students who follow the equivalency package program can still work while the studying for the classes take place during the weekend.

It is clear that non-formal education with its equality education packages plays an important role in providing education needed by the Indonesian population in general. For this reason, the evaluation of this program is needed to investigate the implementation of the program in the field. Tangerang district is chosen as the research site because the number of Paket C students in this area is the highest compared with other regions. The study was conducted on Paket C program due to the following considerations. First, non-formal education itself is intended for adults. Adults constitute the most common target group. Next, the age group of 16 and above, which is the age at which the learner will begin secondary education, has a relatively higher percentage of dropout rates compared to the underlying age group.

Based on the background of the problem as mentioned above, the Evaluation of Equivalency Education Program of Paket C in Tangerang district is formulated as the focus of the research. As for the sub focus of the research is as follows: (1) the scope, purpose and target of the program; (2) the institutions that manage the program, the learners, the tutors and technical resources, infrastructure and facilities, learning and training materials/curriculum structure; (3) planning, organizing, learning evaluation, financing; (4) the learners' outcome.

A. The Program Evaluation in Education

Evaluation is the systemic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, feasibility, safety, significance, and/or equity [2]. A well-prepared evaluation can lead to rational and objective facts and findings both positive and negative regarding the results of program implementation in the field, so that it can then be very useful in terms of decision-making.

Program is a complex group of people, organization, management, and resources that collectively make up a continuing endeavor to reach some particular educational, social, or commercial goal [3]. The implementation of a program always occurs within an organization which means it must involve a group of people. Program implementation is expected to bring measurable changes as expected, so a program is not a single activity that can be completed in a short time, but is a continuous activity that can take place in a relatively long period of time. The equivalency education program, Paket C, is an educational program implemented with the aim of bringing change to a group of people in accordance with the understanding of national policy. The implementation of Paket C program involves various parties, including organizers, tutors and experts in order to achieve the expected objectives, namely the graduate of Paket C program which is equivalent to the graduate of formal education programs at secondary education level.

Program evaluation is the application of empirical social science research methods to the process of judging the effectiveness of public policies, programs, or projects, as well as their management and implementation, for decision-making purposes [4]. In this study, the program evaluation intends to provide input on the implementation of Paket C program. It is done by systematic data collection at the government service offices dealing with non-formal education and at the community leaning centers (PKBM) implementing Paket C program.

Program evaluation has many benefits and it serves many different purposes. Its primary purpose is to determine merit or worth, which includes assisting in decision making; improving programs, organizations, and society as a whole; enhancing democracy by giving voice to children with less power; and adding to our base of knowledge [5]. Program evaluation can tell us the required steps to achieve the program objectives effectively and efficiently. It can also give information and recommendations for decision makers to continue, improve or stop the program.

B. The High School Equivalency Program

The notion of equality education is education through non-formal channels with content and approaches that use concepts, which are related to environmental problems and work-oriented life skills with similar graduate competencies as formal schools. While the targets of equality education are those who do not get the opportunity to get formal education services for various reasons, such as constrained costs, dropouts, job demands, or geographical conditions.

Equality education recognizes the knowledge and skills acquired outside the school's pathway including independent learning. Thus equality education supports the development of one's creativity and productivity obtained through daily learning. This also distinguishes equality education from formal education. Thus, through equality education, which also provides competence in the field of academic skills, it is expected that graduates will be able to enter the world of work or study at a higher level of education.

This Paket C program is implemented in non-formal education units such as course institutions, training institutions, study groups, community learning centers (PKBM), Islamic boarding schools, home school communities, and other similar education units. The Paket C program, in addition to providing students with knowledge equivalent to high school, also provides the skills needed to work independently. Thus, the Paket C program graduates have the same eligibility rights and are equivalent to high school diploma holders in entering the workforce or continuing their education to a higher level.

The characteristics of the Paket C program can be explained through the characteristics of the program objectives and the characteristics of the program organizers. Characteristics of program objectives are people in certain age groups who are the students of Paket C program. They are residents who are constrained to formal education. Unlike in formal schools, students in the Paket C program have an age range above 18 years to unlimited. There are various reasons why these students could not join the formal learning institutions, some of which are time constraints, economic reason, geography, beliefs and social factors [6].

Organizing characteristics are the forms of institutions and learning communities that organize Paket C. As a community-based education, program organizer is a community learning centers (PKBM). It was established by the community in response to perceived needs in the region. Because of this, PKBM is generally established in a community where most people do not continue their education to formal institutions.

The objectives of this Paket C program are: providing educational services on non-formal education for children who drop out of high school; improving the knowledge and attitudes of students so that they have the abilities equivalent to high school students; teaching the basics of life skills that are useful in the job field; enabling program graduates to pursue their education to a higher level of education units, or to improve their careers in their work [7]. In reaching the objectives, many problems were encountered in the field, especially those related to the management process and the learning process. Low student attendance level so that teaching and learning activities cannot run according to plan, is one of the problems that must be addressed. This is partly due to the general characteristics of the Paket C program students who are busy with various other activities. The students background, generally from poor families or over the age of school, results in the difficulty of motivating students to always be present and learn according to the agreed schedule.

II. METHOD

This study employs the CIPP model of Context, Input, Process and Product developed by Stufflebeam and colleagues at Ohio State University in 1986. This model provides a comprehensive form of evaluation for each evaluation stage. Each stage focuses on a particular part of the program. All elements of this evaluation is a whole series, but in practice an evaluator can do one type or a combination of two or three types of evaluation. The evaluation of the CIPP model includes four kinds of decisions, namely: (1) decision planning that affects the selection of objectives and priorities; (2) selection of program strategy decisions; (3) decisions implementation; (4) decisions that determine whether a program should be continued or dismissed.

The context evaluation is structured to answer the question of what needs to be done. An evaluator employs a context evaluation to assess needs, problems, assets, and opportunities within a defined environment [8]; therefore, this stage is to determine and assess the needs and problems that underlie the formulation of the program. This evaluation context helps planning decisions, determines the needs to be achieved by the program, and formulates program objectives [9]. Thus, context evaluation aims to provide input to decision makers in setting goals, priority scales and expected outcomes. In particular, the context evaluation component of the CIPP evaluation model can help identify learning needs, service providers and community needs.

The input evaluation determines alternative approaches to the implementation of the plan, the provision of facilities and infrastructure as well as the provision of cost-effective preparation in the face of various needs, in order to reach the

objectives. An input evaluation provides an opportunity to decide on the structure of the program related to strategy, personnel, resources, procedures or costs in achieving the program's pre-derived goals. Input evaluation gives an opportunity to decide on the structure of the programs related to strategies, personnel, resources, procedures or a cost in achieving the programs objectives which have been derived earlier [10].

A process evaluation provides information that can be used to guide the implementation of program strategies, procedures and activities as well as a means to identify successes and failures [11]. Process evaluation is carried out to assist in decision implementation. Evaluation in the process stage is designed and applied in the implementation of activities to identify problems. Every activity is monitored and changes are recorded in an honest and thorough manner. This recording is useful to determine follow-up improvements, the strengths and weaknesses of the program.

Product evaluation is the gathering of data to determine the extent the objectives are being attained [12]. Product evaluation identifies and assesses both short and long term results. It is a collection of records of achievement and decisions for improvement and refinement. In general, product evaluation involves the activities of comparing field realities with the objective, and compiling rational interpretations.

Research on the implementation of the Paket C education equality program will be conducted on three PKBM in Tangerang district. as the organizer of the Package C program and has been accredited. The research was carried out on PKBM Melati Tigaraksa, PKBM Ottista and PKBM Tunas Bhakti. This recommendation is based on the consideration that the three PKBMs are the ones that carry out the Paket C program and have been accredited. The research was carried out from September 2017 to March 2018.

This study is an evaluative research; a research that compares data or information with criteria for taking a conclusion, which is then referred to as the evaluation results [13]. The use of the evaluative research approach is based on the consideration that in the implementation of the Paket C program equality education there are various aspects that must be explored in more depth and comprehensively. The evaluation approach is intended to answer the formulation of research problems that have been established. The researcher chooses an approach that is tailored to the needs of finding answers to research questions (problem formulation). In line with the focus of the problem and the purpose of the study, the evaluative research approach was used with the type of descriptive research.

The program evaluation design answers the question on how to gather information in such a way that the results of the evaluated program can be used to assess the program's usefulness. This research uses qualitative research design with the notion of having a better understanding concerning the Paket C equivalency program. This research employs qualitative research design. Qualitative research is a study that intends to understand the phenomenon regarding the experience of the subjects in a specific context by utilizing various scientific methods [14].

Qualitative research is aimed at the formation of substantive theories based on concepts arising from empirical data. The research design developed in qualitative research is always an open possibility of various changes that are needed and flexible to the conditions in the field of observation[15]. Thus, qualitative research design serves as a guide that connects the interpretive paradigm, and strategies for investigation and data collection methods [16].

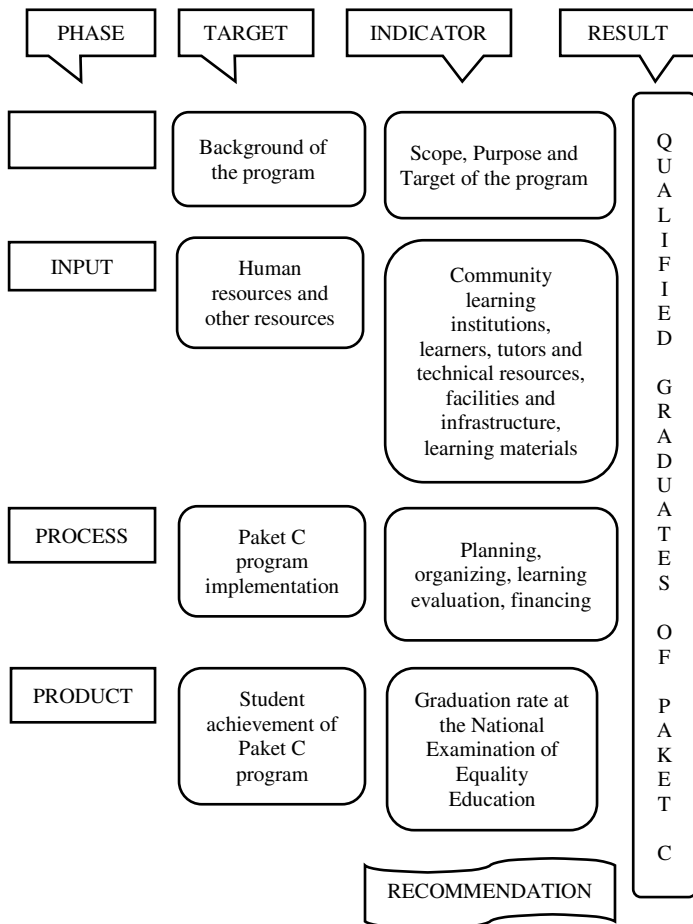


Fig. 1. The research design for the evaluation of Paket C equivalency program.

Instruments are needed as guidelines in making a list of questions or to develop research instruments. From the grid, the boundaries of the aspects to be studied and the boundaries in making data collection instruments through documentation, observation and interviews will be known.

In data collection, topics should be understood in order to know the data collection methods and the sources of data. The data results were obtained from various sources. By comparing various types of data, such as documents and interviews, from different sources and participants, the truth can be verified for a particular interpretation. In this study, data collection is data that is in accordance with the research focus, namely the Paket C equality education program.

III. RESULTS AND DISCUSSIONS

The context evaluation reveals that Paket C program is not limited to those of school age, but is open to all ages, so that learners consist of workers, business owners, those with

family and those with economic limitations. Data shows that the learners's age ranges from the age of 17 to 48 years, so most are already working and married. Paket C program is intended for all levels of society, which is reflected in the characteristics of the learners.

The program objectives states that the graduates of Paket C program is expected to have the knowledge equivalent to the senior high level. This is supported by the content of the subjects in the program, which is of similar level with those given in the senior high level. As a result, Paket C graduates can continue their education to a higher level.

The students of Paket C program are all citizens who do not have the opportunity to get education through formal channels. Citizens without formal school certificate will find it difficult to continue their education to a higher level. Likewise it happens in the career fields since a high school diploma has become imperative as one of the working requirements in almost all companies.

In the Input evaluation, Community learning center (PKBM) is the organizer of education program through non-formal channels. PKBM's establishment is an initiative of the local people who feel the need to promote education for the society, thus PKBM is located in the midst of densely populated areas. Its main objective is for the community to take a greater part in educational planning, implementation and evaluation of educational programs of all levels, types, and channels of education [17].

Learners in Paket C program are members of the community who seek to develop themselves through the process of education as referred to in Indonesian law no. 20 of 2003 regarding the National Education System. The students'files which consist of students' identification and previous level certificate of achievement reveal that students of Paket C program are those who drop out of high school or those who could not continue their education in formal institutions for various reasons.

Regarding the tutors in Paket C program, all of them have at least bachelor degree. As for the technical sources, all of them have the competence/qualification in accordance with the skills taught. These tutors are also educators in formal schools. That's why tutors have no trouble while teaching in PKBM and they are familiar with the material being taught. Tutors also mostly reside in areas not far from PKBM so there is no problem as of the tutorial being held on Saturday and Sunday. The attendance rate of tutors that reaches up to 90% is very beneficial since the face-to-face meetings between tutors and learners are very limited in terms of time, so the presence of tutors at each meeting will be helpful. Still, there are few shortcomings; namely some of the tutors teach the subject which is not in accordance with their academic background.

The observation regarding the facilities and infrastructure shows that the condition of classes is unsatisfactory for teaching and learning activities, especially with the vast number of students as listed. The existing rooms in the building, are used for different purposes, for example for the reading room and tutor room. These rooms are only separated by bookcases. The number of desks and chairs for

students are inadequate. This condition is partly due to the limited funds managed by the institution. In addition, as complained by PKBM managers, the grants provided by the government are insufficient. The funds provided to non-formal education institutions are very limited, unlike those disbursed for formal educational institutions. This is very unfortunate because non-formal institutions also play an important role in educating the public and should get full support from the government in terms of financing, since through this non-formal institutions, a fair and equitable education for the entire community can be realized.

Learning materials refers to the regulation of the Minister of National Education of the Republic of Indonesia number 14 of 2007 on content standards for Paket C. The syllabus development formats has been provided by the Directorate of Equivalency Education. In implementing the learning process, the tutor has to make the appropriate lesson plan. The portion of learning in order to achieve unit competence is done by tutorial, face to face and self-learning. The face-to-face learning activities are initially held three days a week, on Fridays, Saturdays and Sundays, but since Friday is almost always no one arrives, the schedule of face-to-face events takes place only on Saturdays and Sundays only.

The process context consists of planning, organizing, learning evaluation and financing. Planning in the learning process begins with the selection of prospective learners. They are given the placement test to determine their level or they can skip the test and start from the beginning, that is class 10. Based on the criteria, each study group should consist of 20 to 30 learners but in practice, the number of learners in each group far exceeded the criteria. In PKBM Melati Tigaraksa there are 95 students in class 12 which is divided into two study groups. PKBM Ottista has 40 students of class 12 in one study group, while PKBM Tunas Bhakti has 43 students of class 12 in one study group. The planning stage also determines the location of the community language centers. It can be observed that the location of PKBM is in the midst of the local community to meet the necessary educational needs of the people. So, the learners are those who live nearby.

The implementation component is related to the rights and obligations of the institution organizers, tutors and learners as well as the implementation of the academic learning process and skills training. The organizers need to organize the teaching and learning activities and to prepare the learners to take the exam. The organizers must also ensure that the tutors are present as scheduled so that the teaching and learning process can be done effectively. So far, the attendance rate of tutors ranged from 75% to 90% for each semester.

In the learning process, in reference to the characteristics of the learners, the learning approach used is andragogy method. Contrary to the pedagogical model, andragogy is defined as learning for adults where students and teachers learn together and from each other. In addition, the concept of andragogical learning also emphasizes that adults are encouraged to learn new skills or understand new concepts based on the demands of work and life that are always changing, so setting the time to adjust to the task at hand is at

the core of this adult learning principle. The learning process emphasizes group tasks or activities carried out in groups. This group task activity is necessary for adult learning, to overcome shyness or lack of self-confidence due to various conditions, such as age. By working in groups, each member can help each other and learn together. In addition, when working in groups, learners can also apply and share the various values and experiences they face in their daily life. The obligation of the learner is to be present on a predetermined schedule. Since many of the learners are workers, perhaps to attend classes twice a week is not that easy. Fortunately, the nature of non-formal educations is to cater to the need of the learners, thus tutors do not stress on the learners' attendance but they try to help learners as much as possible in the learning process. By emphasizing the flexibility in learning, in which learners are given responsibilities in organizing their learning time, it is expected that learners' motivation in studying will increase.

The evaluation of learning has been done in the form of weekly and monthly test. From the result of the interview and the document study, it can be assumed that the evaluation held referred to the ones in the formal school which includes the final exams and the preparatory exercises ahead of national exam.

Regarding the implementation of the program, PKBM gets the funding from learners and from the government. The education operational aid (BOP) from the government amounts to Rp 1,700,000 (one million seven hundred thousand rupiah) annually for each learner. Unfortunately, the aid allocated for non-formal education is limited, so most of the time, it is not in conformity with the number of students. Funds obtained are then used to finance the expenditure post as set forth in the technical guidelines of Paket C.

The results of the interviews also indicate that there are also grants and contributions from companies which is part of their corporate social responsibility (CSR). These companies then send their employees to PKBM in order to obtain the high school certificate as part of the company's human resource development.

The success indicator of the product component is the attainment of high school certificate. It also means that there is skills improvement and new knowledge acquired. To further help the Paket C graduates, the Minister of National Education let out a Circular Letter confirming that the graduates of Paket C are eligible to enroll in any higher education units. It is also stated that Paket C graduates have similar rights and chances as the formal school graduates in terms of employment opportunities. Hence, the number of graduates indicates the effectiveness of the program implementation.

In this regards, the three community learning centers where the research was carried out show an impressive result. The record reveals that the number of graduates in each PKBM is quite high. For PKBM Melati Tigaraksa, the percentage of graduates in the last three years, 74%, 85% and 89%, respectively. While in PKBM Tunas Bhakti, the percentage reaches 88%, 75% and 90%. As for PKBM Ottista, it is 100%, 95% and 89%. From the graduates

number which is quite high in each PKBM, it can be concluded that the implementation of Paket C equivalency program runs smoothly.

TABLE I. ACADEMIC ACHIEVEMENT OF THE LEARNERS

No	PKBM	2015			2016			2017		
		1	2	3	4	5	6	7	8	9
1.	Melati Tigaraksa	79	5	74	17 1	25	14 6	269	30	23 9
2.	Tunas Bhakti	49	6	43	59	15	44	63	6	57
3.	Otto Iskandar	26	0	26	10 3	5	98	187	20	16 7

Note:

- 1 = the number of learners of Paket C grade 12 year 2015
- 2 = the number of learners who did not pass the National Exam year 2015
- 3 = the number of graduates of Paket C program year 2015
- 4 = the number of learners of Paket C grade 12 year 2016
- 5 = the number of learners who did not pass the National Exam year 2016
- 6 = the number of graduates of Paket C program year 2016
- 7 = the number of learners of Paket C grade 12 year 2017
- 8 = the number of learners who did not pass the National Exam year 2017
- 9 = the number of graduates of Paket C program year 2017.

IV. CONCLUSIONS AND RECOMMENDATION

A. Conclusion

The evaluation of Paket C equivalency education program at community learning centers (PKBM) in Tangerang district can be summarized as follows:

1. The context component; scope, purpose and target of the program which gives understanding of the Paket C equivalency program as a whole, has met the criteria as mentioned in the Technical Guidance of Paket C Equivalency Program, Ministry of Education and Culture, Education Development of Literacy and Equality Directorate.
2. The input evaluation looks into the community learning institutions, learners, tutors and technical resources, facilities and infrastructure as well as learning materials. The community learning institutions (PKBM) as the organizers of the program have met the criteria, as can be seen in the fulfillment of administrative and substantive requirements. Learners participating in Paket C program come from different background and various age groups as intended in the objective of the program. The students' acceptance file acts as the documentation proof on this matter. Tutors and technical resources have met the requirements in terms of academic qualification including the regular training held by Tangerang district education office. The facilities and infrastructure component, unfortunately, have not yet met the standard. The learning space is not in proportion to the number of students. The tools and learning materials are lacking both in quality and quantity. The learning materials is already in accordance with the regulation of the National Education Minister of the Republic of Indonesia number 14 of 2007 on Content Standards for Paket C equivalency program
3. The process evaluation comprises planning, organizing, learning evaluation and financing. The planning

component involving data collection of tutor and learners has fulfilled the criteria. The organizing stage however, has not yet met the criteria. The learning evaluation stage has met the criteria partially. The evaluation which is carried out in the class runs well but not for the autonomous learning which is a part of the whole learning process. The financing stage is also in accordance with the criteria. There are documents that show the montly report of the allocation of funds with the appropriate percentage of expenditure as mentioned in the program.

4. The product evaluation has met the criteria on the grounds of the increasing number of students as well as the number of graduates of Paket C equivalency program.

B. Recommendation

Based on research in the field, the results of the evaluation of the Package C program on PKBM in Tangerang district, some have not met the standards. However, this program has helped many people in terms of having the opportunities to get education. In addition, this program also supports the government programs as stated in Law Number 20 of 2003 concerning the national education system. Among other things, it is stated that the national education system must be able to guarantee equal distribution of educational opportunities. For this reason researchers recommend the following:

1. In order to achieve the goals and objectives of the program, the government in this case the manager of the program should be more proactive in attracting students. This is done by for example distributing brochures or holding counseling programs for prospective students so that the Paket C program can reach more people.
2. Institutions should pay more attention to the condition of facilities and infrastructure of learning places. Program management should also include standards for facilities and infrastructure. It is imperative to make standards of facilities and infrastructure for non-formal education programs. For this reason, the government must be fairer in providing funds to non-formal education so that non-formal education can provide the necessary facilities and infrastructure. The government should also provide assistance needed to program organizers when issuing new regulations to be implemented, such as computer-based national exams policies. The organizing institution does not have the equipment needed for its implementation so it must use formal school facilities.
3. In the learning process, online learning technology should be integrated into the program. Very limited face-to-face time should be used as best as possible to discuss material that the students have not understood. For assignments and exercises can be given in the form of online learning. Evaluation of learning should be carried out more intensively and structurally. So far, evaluations have been held only on the material given during face-to-face meetings. There is no evaluation and documentation of tasks or material independently

studied. Even if there is a task that is given independently, it is not included in the students portfolio, so that independent learning the weight of which reaches 50% of the total learning hours cannot be accounted for.

4. Students should be given the understanding that the Paket C program is not just a mean to get a diploma. The graduates of Paket C should have an expansion of insight, addition of knowledge and skills and changes in attitudes so that they are equal to high school graduates.

REFERENCES

- [1] Alan Rogers, 2004, 'Non-Formal Education Flexible Schooling or Participatory Education', Hong Kong: Kluwer Academic Publishers, Comparative Education Research Centre, pp. 73.
- [2] Daniel L. Stufflebeam, Anthony J. Shinkfield, 2007, "Evaluation Theory, Models & Applications", USA: John Wiley & Sons, Inc., pp. 16.
- [3] Marta Lopez, 2000, "An Evaluation Theory Perspective of the Architecture Tradeoff Analysis Method", Pittsburgh: Carnegie Mellon University, pp. 4.
- [4] Laura Langbein and Claire L. Felbinger, 2006, "Public Program Evaluation: A Statistical Guide", New York: M.B. Sharpe Inc., pp. 3.
- [5] Jody L. Fitzpatrick, James R. Sanders, Blaine R. Worhten, 2004, "Program Evaluation: Alternative Approaches and Practical Guidelines", Boston: Pearson, pp. 113.
- [6] Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Non Formal dan Informal, 2008, "Acuan Proses Pelaksanaan dan Pembelajaran Pendidikan Kesetaraan Program Paket A, Paket B dan Paket C", pp. 7-14.
- [7] Ministry of Education and Culture, Directorate of Education Development of Literacy and Equality, 2016, "Technical Guidance of Paket C Equivalency Education Program", pp. 2-3.
- [8] Daniel L. Stufflebeam, Chris L. S. Coryn, 2014, "Evaluation Theory, Models, and Applications", Michigan: Jossey-Bass, pp. 319.
- [9] Farida Yusuf Tayibnapi, 2000, "Evaluasi Program", Jakarta: PT Rineka Cipta, pp. 14.
- [10] Nor Hasnida Md Ghazali, 2016, "A Reliability and Validity of an Instrument to Evaluate the School-Based Assessment System: A Pilot Study", International Journal of Evaluation and Research in Education, vol. 5, no. 2, pp. 149.
- [11] Harshit Topno, 2012, "Evaluation of Training and Development: An Analysis of Various Models", Journal of Business and Management, volume 5, issue 2, pp. 20.
- [12] Mitra Farsi & Maryam Sharif, 2014, "Stufflebeam's Cipp Model & Program Theory: A Systematic Review", International Journal of Language Learning and Applied Linguistics World, volume 6, pp. 400.
- [13] Suharsimi Arikunto, 2010, "Prosedur Penelitian, Suatu Pendekatan Praktik", Jakarta: Rineka Cipta, pp.36.
- [14] Lexy J. Moleong, 2013, "Metode Penelitian Kualitatif", Bandung: PT Remaja Rosdakarya, pp. 6.
- [15] S. Margono, 2005, "Metode Penelitian Pendidikan", Jakarta: PT Rineka Cipta, pp. 35.
- [16] Nomazulu Ngozwana, 2018, "Ethical Dilemmas in Qualitative Research Methodology: Researcher's Reflections", International Journal of Educational Methodology, volume 4, issue 1, pp.20.
- [17] Abbas Hafid, 2003, "Community-Based Education: A Roadmap of Indonesian Education from Crises to Recovery", Bandung: Mizan Media Utama, pp. 11.