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Learning evaluation of the study group of Packages C programme in Sragen Regency

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ABSTRACT

This study aims to evaluate the learning of the Study Group of Packages C programme in Sragen Regency. This evaluation research uses the EPPKC model, which consists of Process and Product aspects. This research uses a mixed method, a combination of quantitative and qualitative research using a descriptive approach. The evaluation subjects in this study were 322 people, including the Study Group of Packages C programme organiser, tutors, and learning citizens in the Sragen Regency. The main field trial used a sample of 84 people, while the operational field trial used a sample of 238 people. Data were collected using questionnaires, interviews, observation and documentation. Data validity techniques used source and method triangulation. The qualitative data analysis technique used in this research is an interactive analysis model, while the quantitative questionnaire results were analysed using the percentage analysis formula (percentile). The results showed that (1) the implementation of the Study Group of Packages C programme learning for the process component was included in the good category, (2) the Study Group of Packages C programme learning for the product component was included in the good category, and (3) the results of the Reviewer's Assessment of the EPPKC Instrument in the Study Group of Packages C Programme were included in the excellent category.

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INTRODUCTION

The demand for equitable education in Indonesia has yet to be met because many obstacles remain. Many citizens cannot attend formal education equivalent to senior high school for various reasons, including those who drop out. Another problem is that the available and working labour force needs a higher education level than senior high school (Frisnoiry et al., 2024). There are many unemployed people of a productive age, and it is still necessary to improve their knowledge and skills through educational efforts to have a livelihood (Mkrttchian et al., 2021; Sudan, 2023).

The Study Group of Packages C programme equivalent to senior high school was developed to provide opportunities for people who have completed the Study Group of Packages B programme equivalent to junior high school or have completed junior high school education but have yet to continue to senior high school (Hartoyo et al., 2023; Larasati et al., 2024; Rostini et al., 2023). Community members who dropped out of senior high school can

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continue with the Study Group of Packages C programme to improve their skills so that they have the knowledge and abilities equivalent to those of senior high school graduates.

According to Rosmilawati (2023) the characteristics of the Kejar Paket C program, as part of non-formal education in Indonesia, provide equivalency education aimed at citizens who still need to pursue formal education in schools. This aligns with Rodiah et al. (2023) and Yolanda's (2019) view that the target of the Kejar Paket C program is the underprivileged community in terms of economic, geographical, and socio-cultural aspects, with diverse characteristics in terms of age, experience, and environment.

The Kejar Paket C program is part of non-formal education. Out-of-school education emphasizes teaching by teachers, social interaction, and peer tutoring in the classroom (Barkatullah, 2022). Teachers must use and develop effective strategies, including good preparation, appropriate student-teacher ratios, information mediation, task orientation, and an understanding of interactive learning (Solórzano López et al., 2020). In non-formal education, educators act as facilitators who are required to apply various learning models to motivate learners to engage in learning activities (Hladik, 2022; Isa et al., 2023; Philip, 2021). Non-formal education is prioritized in multiple programs, such as literacy eradication, equivalency programs (Kejar Paket), early childhood education (PAUD), continuing education, and others (Arabaci & Özkan, 2023; Kicherova & Trifonova, 2023; Voos et al., 2023). Although the terminology and approaches in non-formal education have evolved, its primary function remains: to complement and replace formal education for those who need education outside the formal system (Andrieş, 2022; Botezatu, 2023; Myroshnychenko, 2022; Ndawonde, 2022).

The Kejar Paket C program was developed to address the current limitations in educational services. One of the characteristics of out-of-school education is its flexibility (Myroshnychenko, 2022; Ramatni, 2024). The Kejar Paket C program is flexible regarding learning schedules, study materials, and the age range of the learners. The study materials are designed as modules to enable learners to study independently without relying entirely on tutors. This flexibility is intended to maintain the quality of the Kejar Paket C program, with the primary goal being the acquisition of competencies equivalent to those of senior high school graduates.

Implementing the Kejar Paket C program includes face-to-face learning, which motivates students to participate actively and provides ample space for independence according to their talents, interests, and physical and psychological development. Another component is tutorial activities, where educators identify challenging materials for students, discuss these materials, provide exercises, use various teaching methods and media, facilitate interaction, involve students actively, and provide feedback and reinforcement.

The next component is independent learning activities, where students self-study according to a learning contract, complete assignments, report their learning progress and submit portfolios. In this study, the evaluation model focuses on face-to-face learning.

As times have changed, so have perceptions. Society has traditionally viewed the Kejar Paket C program as targeting the underprivileged and marginalized. However, this perception has evolved. Today, equivalency education serves the underprivileged and marginalized and those who choose equivalency education as an alternative. This means the target audience includes intellectually and materially capable individuals with limited opportunities and time (Nudiati & Anggraeni, 2023).

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Research by Dilia and Irmawita (2023) indicates that challenges faced by the Kejar Paket C program include tutors needing minimum qualifications, inadequate learning facilities, and a lack of learning resources. Ngatman and Roswitha (2012) reports that in Sragen Regency, many tutors or teachers complain about the lack of supportive facilities and infrastructure for better learning. This is evident from the makeshift classroom facilities, with Kejar Paket C classes at PKBM (Community Learning Activity Center) Harapan in Gemolong District, often borrowing residents' homes for learning sessions.

Other research on learning evaluation shows that the problems lie in the methods used; active, innovative, creative, and engaging learning methods have yet to be employed. The material still relies on indoctrination methods, and the content remains normative and theocentric (Meylani, 2024). This condition can weaken the development of students' attitudes Hanifa and Yusra (2023) notes that learners are often already working, so the teaching-learning process needs to be adjusted to their conditions. Other issues include the mental readiness of learners to accept the material, the available facilities, and the competence of educators in delivering lessons.

Empirical data on learning problems in one Kejar Paket C program in Sragen Regency (Kejar Paket C Ulul Albab) show that the quality of teaching staff could be improved. This is evident from the educational level of tutors, with three out of seven tutors not holding a bachelor's degree. The quality is also reflected in the training the tutors have attended, with only one out of seven tutors participating in training related to the Kejar Paket C program. Other issues include the limited variety of teaching methods and media, leading to less optimal learning. Furthermore, the need for supporting facilities and infrastructure, such as supporting books, learning media, curriculum, classroom atmosphere, and learning equipment, poses significant problems for the Kejar Paket C program. These issues hinder the program from running optimally and achieving satisfactory results.

Learning in the Kejar Paket C program requires evaluation. The evaluation aims to assess whether a program is being implemented as planned and whether it is achieving the desired results (Rubin et al., 1982; Skedsmo, 2020). The goal of program evaluation is to provide information as a basis for decision-making, policy formulation, and the development of future programs (Nesoff, 2022; Rassel et al., 2022; Walker et al., 2022). Decisions may relate to ongoing programs, determining whether they need to be improved, discontinued, or continued. Information is essential for policy and program decisions to be effective, complete, accurate, and timely.

Based on observations, a specific need still needs to be addressed regarding the learning in the Kejar Paket C program. Therefore, the Learning Evaluation Model for the Kejar Paket C Program (EPPKC) is proposed as an alternative to address this issue. This study aims to evaluate the learning in the Kejar Paket C program in the Sragen Regency using the EPPKC evaluation model.

RESEARCH METHOD

The research is an evaluation study. The evaluation subjects in this study comprised 322 individuals, including program organizers of the Kejar Paket C, tutors, and learners in the Sragen Regency. The main field trial involved a sample of 84 people, while the operational field trial used a sample of 238 people. The evaluation model of the Kejar Paket C learning program

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focuses on the dimensions of process and product. The EPPKC model has been developed through ten steps of model development (Gall et al., 1996). The first stage is information gathering, which begins with a literature review, examining relevant research results, and conducting preliminary research.

The next stage is planning, which involves preparing a prototype of the Kejar Paket C learning program evaluation model. The result of this stage is a prototype evaluation model. This is followed by developing the initial product to measure the process and product, complete with scoring guidelines and criteria for evaluation and an evaluation implementation guide. The aspects prepared by the researcher refer to the Kejar Paket C program standards using the Delphi technique, which was conducted in two rounds by meeting respondents where they are. The first-round Delphi respondents involved five people, while the second round involved 26. Delphi respondents included experts, practitioners, and managers of the Kejar Paket C program from Sragen Regency.

The next stage is the initial field test. This stage aims to obtain preliminary information about the clarity and limitations of the instruments in the developed evaluation model. The purpose of this stage is to ensure that the evaluation model is clear and comprehensive, and to identify any potential limitations or areas for improvement. This stage is carried out by providing the evaluation model instrument containing questionnaires and documents regarding the Kejar Paket C learning program along with its assessment sheets to experts to assess whether the model is ready to be used to evaluate the Kejar Paket C learning program. The model implementation stage is the field trial stage, where the model along with its instruments and devices are applied to determine whether the evaluation model can be used effectively to evaluate the Kejar Paket C learning program.

The test subjects in this study consisted of program organizers of the Kejar Paket C, tutors, and learners in the Sragen Regency. According to Teglasi et al (2023), the validity of the data was measured. Empirical validity refers to the notion that validity estimates are expressed by a number, coefficient, or analysis conducted on data obtained empirically from the scores of subjects who took the test. The data from the trials collected were then analyzed quantitatively using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) with the help of SPSS and Lisrel 8.54 programs. CFA was used to examine the construct validity of the instrument (Baharum et al., 2023; Park, 2023).

Table 1. The results of the Exploratory Factor Analysis

Aspects	KMO MSA	Bartlet's test	Df	Sig
Planning	0,607	28,768	21	0.120
Implementation	0,621	217,834	91	0,000
Assessment	0,742	49,973	15	0,000
Personal Skills	0,614	26,851	15	0,30
Social Skills	0,674	121,918	45	0,000
Academic Skills	0,755	221,101	21	0,000
Vocational Skills	0,647	29,779	15	0,13

Based on the testing of the EPPKC Model (Evaluation of the Learning Program for Package C using CFA with SEM overall), it is known that the EPPKC model has a good ability to fit the data (good fit). Based on the standardized loading values of the hypothetical model of the relationships between components and the evaluation process and product variables, as

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shown in Figure 1, it indicates that the correlation of the indicators with the variables has high loading factors ≥ 0.3 (Tabachnick & Fidell, 2007).

The results of the EFA in Table 1 show that the KMO and Bartlett's test indicate that the KMO Measure of Sampling Adequacy is above 0.5 (> 0.5). The KMO values range from 0 to 1, and the desired value must be > 0.50 for conducting factor analysis (Kara et al., 2022; Nkansah, 2018). This indicates the adequacy of the sample. The KMO and Bartlett's test values (as seen in the chi-square value) with significance values indicate correlations among variables and are suitable for further processing.

The results of the CFA show that the model fit test for the EPPKC evaluation model meets the goodness of fit criteria because the p-value is 0.6094 (p≥0.05), RMSEA is 0.054 (RMSEA ≤ 0.08) (Kara et al., 2022; Tallis, 2008). Additionally, the GFI value is 0.94, AGFI is 0.90, NFI is 0.97, and CFI is 0.99, all with values ≥ 0.90, indicating that the hypothetical EPPKC evaluation model meets the goodness of fit criteria. Moreover, the relationships between the components and variables in the EPPKC process and product evaluation show correlational indicators with variables having high loading factors ≥ 0.3 (Doll et al., 1994; Tabachnick & Fidell, 2007). These results can be interpreted as the main indicators of the latent constructs of the EPPKC model, which have been assessed well, making them suitable for use as they have been empirically tested. The empirical model of the EPPKC evaluation is presented in Figure 1.

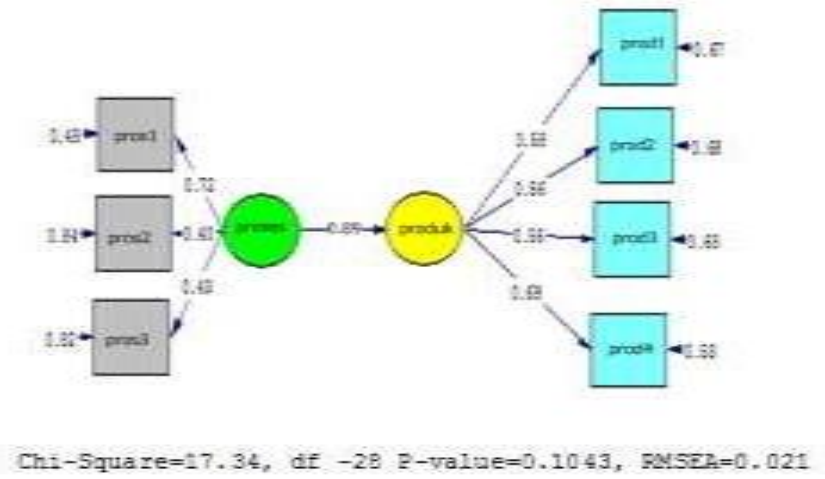

Figure 1. Empirical Model of EPPKC Research Results

This result is interpreted as the main indicators of the latent construct of the EPPKC model have been well assessed and understood by the respondents. The EPPKC model construct is well applied and highly recommended for maintenance and use. The loading factor value in Figure 1 means that the process evaluation against the product has a loading factor value of 0.89 with a squared value of 0.892 = 0.7921. This result means that 79.21% of the process variance affects the product.

Based on the those criteria, the empirical model of the learning evaluation model for the Kejar Paket C program is a good fit. The p-value = 0.1043 > 0.05; GFI value = 0.97 > 0.90; RMSEA value = 0.021 < 0.08; AGFI = 0.94 > 0.90; NFI = 0.93 > 0.90; and CFI value = 0.98 > 0.90. These five elements have been met, categorizing the model as a fit model. In conclusion, the testing of the hypothetical model fit of the EMI-PSPI model refers to the goodness of fit test criteria as shown in Table 2, reaffirming the model's fit. The assessment results are used as a basis for improving the EPPKC model by also considering the feedback and suggestions from the respondents. Respondent feedback and suggestions serve as material to enhance the EPPKC

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model; however, not all suggestions can be accommodated concretely as various factors must be considered.

Table 2. Lisrel Output for Evaluating the Overall Fit of the SEM Model

Ukuran Uji Kecocokkan Model secara Keseluruhan	Nilai Patokan untuk Kecocokkan Model (*rule of thumb*)	Nilai Model	Kecocokkan Model terhadap Data
Absolute Fit Measure			
Probabilitas dari χ^2_{hitung}	≥ 0.05	0.1043	Fit
χ^2_{hitung} Df	χ^2_{hitung}/df<2	0.619	Good fit
Goodness of fit index GFI	≥0.9	0.97	Fit
Adjusted goodness of fit index (AGFI)	0.8≤ AGFI < 0.9	0.94	Fit
*Root Mean Square Residual (*RMR)	≤ 0.05	0.046	Fit
Standardized Root Mean Square Residual (SRMR)	≤ 0.05	0.040	Fit
Root Mean Square Error Of Approximation (RMSEA)	≤ 0.08	0.021	Fit
Incremental fit Measure			
*Normed fit index*NFI	≥0.9	0.93	Good Fit
Non-normed fit index NNFI	≥0.9	0.97	Good Fit
Comparative fit index (CFI)	≥0.9	0.98	Good Fit
Incremental fit index (IFI)	≥0.9	0.98	Good Fit
Relative fit index (RFI)	≥0.9	0.89	Fit

FINDINGS AND DISCUSSION

Findings

Learning Evaluation Results of the Kejar Paket C Program at Darussalam using the EPPKC Model

The Kejar Paket C program evaluation refers to the criteria table in the EPPKC guidelines. Based on these guidelines, Table 3 presents the evaluation results of the Kejar Paket C program at Ulul Albab.

Table 3. Evaluation Results of the Kejar Paket C Program.

Evaluation	No.	Dimension	Score	Category
Process	1	Planning	3,82	Good
	2	Implementation	3,44	Good
	3	Assessment	3,76	Good
Average Process			3,67	Good
Product	4	Personal Skill	3,46	Good
	5	Social Skill	3,58	Good
	6	Academic Skill	3,44	Good
	7	Vocational Skill	3,42	Good
Average Product			3,47	Good
Average Evaluation			3,57	Good

Learning the Kejar Paket C program is considered good if it meets the EPPKC evaluation standards. These standards, which encompass components, dimensions, and indicators, are a

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set of criteria that determine the quality of education. When the components, dimensions, and indicators of EPPKC align with the established quality standards, the program is deemed capable of conducting education well.

The planning aspect of the Kejar Paket C Ulul Albab learning received a score of 3.82, indicating good quality. In this context, 'good' means that the planning aspect meets or exceeds the expected standards. The lesson planning includes clear subject identities, Competency Standards, Basic Competencies, and measurable learning indicators. It encompasses clear learning objectives, with teaching materials detailed according to indicator achievement. Time allocation is appropriately determined for each stage of learning. The Lesson Plan selects teaching methods based on indicator achievement. It also includes descriptions of learning activities, methods and tools for assessment, and suitable teaching media to achieve indicators.

Table 4. Reviewer Assessment Results of EPPKC Instrument for Kejar Paket C

	GENERAL FORMAT				
No	Indicator	Max	Score	%	Criteria
1	Packaging & Display of Evaluation Model	40	28	70	Quite attractive
2	Packaging & Display of Evaluation Model	40	33	82,5	Very good
3	Choice of Letters, Fonts, and Spacing	40	31	77,5	Good
4	Writing Systematics	40	35	87,5	Very good
5	Use of Language	40	32	80	Good
6	Page Thickness	40	27	67,5	Fairly thick
7	Readability Level	40	36	90	Easy to read
8	Ease of Understanding	40	32	80	Easy to understand
	MODEL SUBTANCE				
1	Evaluation Guidelines	40	31	77,5	Easy to understand
2	Scope of Evaluation Coverage	40	35	87,5	Very comprehensive
3	Depth of Component Explanation	40	34	85	Very detailed
4	Instructions for Instrument Completion	40	30	75	Easy to understand
5	Ease of Completion	40	31	77.5	Easy to complete
6	Time to Complete	40	30	75	Somewhat time-consuming
7	Usefulness	40	36	81,7	Very useful
8	Urgency of Evaluation	40	35	87,5	Highly necessary for school evaluation
9	Achievement of Evaluation	40	30	75	Capable of evaluating Paket C
10	Compared to School Self-Evaluation (EDS)	40	31	77,5	Similar difficulty level
11	Compared to Other Evaluation Models	40	31	77,5	Similar difficulty level
	EVALUATION PROCEDURE				
1	Preparation and Planning	40	30	75	Not troublesome
2	Evaluation Implementation	40	31	77,5	Easy to conduct
3	Data Analysis of Evaluation	40	30	75	Easy to conduct
4	Establishment of Evaluation Results Criteria	40	32	80	Easy to conduct
5	Preparation of Evaluation Results Report	40	31	77,5	Easy to conduct

The implementation aspect of learning received a score of 3.44, categorizing it as good. Learning activities from opening to core activities meet reasonable standards. Tutors also use methods suitable for learner characteristics and select appropriate media for teaching. The

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assessment aspect of learning received a score of 3.76, categorizing it as good. The Kejar Paket C program assesses through daily tests, mid-term exams, end-of-term exams, promotion exams, school exams, and national exams. The scope of assessment covers cognitive, affective, and psychomotor domains with standard assessment principles. The personal competence aspect scored 3.46, categorizing it as good. Learners show good personal skills through adherence to rules, executing tasks according to procedures, and other personal aspects. The social competence aspect scored 3.58, categorizing it as good. Learners demonstrate good social skills through discussions, consultations, interactions with other learners, and other social aspects.

The academic competence aspect scored 3.44, categorizing it as good. Learners demonstrate good academic abilities through standardized documentation results and questionnaire responses indicating an understanding of learning concepts. The vocational competence aspect scored 3.42, categorizing it as good. Based on the questionnaire results, learners showed good vocational skills, indicating an understanding of learning concepts.

The comprehensive connection between process and product evaluation in the EPPKC model is evidenced in the Kejar Paket C Ulul Albab program, where good products are determined by good process quality. Based on the Table 4, it is concluded that learning achieves a score of 3.57, categorizing it as "good."

Results of Reviewer Assessment on the Study Group of the Ulul Albab Package C Programme Using the EPPKC Model

Table 4 presents the evaluation results of the Kejar Paket C program at Study Group. From 24 aspects of evaluation in the evaluation model, sixteen of them achieved percentages above 76% (very good), while eight aspects—packaging and appearance of the evaluation model, page thickness, breadth of component descriptions, instructions for completing the instrument, time for completion, achievement of evaluation, compared to school self-evaluation, preparation and planning of evaluation—achieved percentages above 51% (good).

Through in-depth interviews, some teachers mentioned that the number of items in the questionnaire is quite high, making it appear somewhat thick, especially with columns for explanations and improvements, which takes up considerable time. Additionally, tutors added that providing explanations in the columns requires some thought, thus taking more time.

Discussion

Based on the analysis of 24 evaluation aspects, the majority of aspects showed good to very good performance. These findings indicate that the Kejar Paket C program in Darussalam has successfully met most of the evaluation standards set by the EPPKC model. The quality of planning, implementation, and assessment in this program significantly influences the evaluation results, reflecting a high level of commitment to ensuring educational quality.

The finding that the planning aspect received a high score (3.82) aligns with research demonstrating the importance of effective planning in the success of educational programs. According to Ralph W. Tyler's (1969) educational planning theory, clear and structured planning helps achieve the desired educational objectives. Planning that includes subject identity, competency standards, and appropriate time allocation shows that the Study Group of Packages C program has a strong foundation to support an effective learning process (Komar & Sukmana, 2022; Nengsih et al., 2022).

In the aspect of implementation, a score of 3.44 indicates that the learning activities have been well executed (Mayarani et al., 2024). This is consistent with Donald L. Kirkpatrick's

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program implementation theory, which emphasizes that good implementation should include the use of appropriate teaching methods and media to meet students' needs (Novitasari, 2022). Tutors in the Kejar Paket C program use methods that suit the learners' characteristics, demonstrating that the program is responsive to individual learners' needs.

The assessment in this program also shows good performance with a score of 3.76. Comprehensive assessment covering various domains (cognitive, affective, and psychomotor) aligns with Benjamin Bloom's educational assessment theory (Brungardt & Crawford, 1996; Edwards, 2023; Gormly, 1981; Mendoza et al., 2021). Bloom emphasizes that good assessment should cover various aspects of learning to provide a complete picture of learners' abilities. The Kejar Paket C program, which uses various types of exams (daily, mid-term, end-term, promotion, school, and national exams), reflects a holistic and balanced assessment approach.

Although the evaluation results show many positive aspects, there are several areas that need further attention, such as the packaging and appearance of the evaluation model, page thickness, and time management. These issues reflect practical challenges in implementation, as mentioned by some educators regarding the large number of items in the questionnaire. This indicates the need for simplification of the evaluation instruments without reducing the quality of the information collected, in line with Robert L. Ebel's theory of effective evaluation instrument design.

The evaluation results of the Kejar Paket C program in the Study Group using the EPPKC model reveal several findings that provide a comprehensive overview of the program implementation quality. From an analysis of 24 evaluation aspects, the majority achieved good to very good performance levels. Particularly, aspects such as layout, readability, comprehensiveness of component descriptions, and clarity of evaluation instructions showed significant achievement with percentages above 76%. This reflects a strong commitment to ensuring effective implementation of the EPPKC evaluation model (Zhang & Cheng, 2012).

However, the evaluation also identified several areas needing further attention. Despite achieving percentages above 51%, eight other aspects indicate room for improvement. Issues such as packaging and appearance of the evaluation model, page thickness, and time management for completion were highlighted. Feedback from educators regarding the high number of items in the questionnaire underscores practical challenges in implementation, potentially affecting time efficiency and stakeholder engagement.

CONCLUSION

Implementing learning in the Kejar Paket C program demonstrates good quality for both main components: process and product. The execution of learning is assessed as effective in delivering instructional materials and managing the teaching-learning process well. Furthermore, the reviewer's assessment of the EPPKC evaluation instrument in this program also indicates that it is of excellent quality. The evaluation covers critical aspects such as the clarity of the instrument, relevance to learning objectives, and the instrument's ability to measure learning outcomes comprehensively. The conclusion of the evaluation shows that the learning of the Kejar Paket C program in Sragen Regency can be categorised as good. However, there are several suggestions to consider for improving its quality. Firstly, before implementing the EPPKC model, respondents and evaluators must receive clear explanations about the evaluation implementation to ensure an understanding of the instructions for correctly using the evaluation instruments. Secondly, the timing of implementing the Kejar Paket C learning program's

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evaluation must be carefully planned to ensure its effectiveness. Lastly, optimising facilities and infrastructure, such as teaching materials and learning media, must be enhanced to ensure that learning outcomes reach their optimal potential. By implementing these suggestions, the Kejar Paket C learning program can continually improve its quality and significantly benefit students in Sragen Regency.

Conflict of interests

There are no known conflicts of interest associated with this publication.

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