Module-Based Assessment in the Contextualization of the Equality Education Curriculum as an Effort to Maintain the Quality of Graduates

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Abstract. The vision of literacy education is the basis for the development of equality education, so that the students could understand, or realize the reality and the surrounding environment. Equality education, that functions as a substitute, enhancer, and/or complementary to formal education in supporting of lifelong education, has begun to shift as an alternative education to foster entrepreneurship, special skills, special life skills in certain fields, and the ability to enter the workforce. Equality education services are not only to overcome the problem of dropouts and discoloration of students from formal schools, but also for other reasons. On the other hand, various negative issues regarding the implementation of equality education have led the equality education to be revitalized to oversee the implementation of equality education. Revitalization is carried out started with developing a curriculum that is linked to the learning needs of students and the flexibility of learning, as well as changes in the assessment system. Learning flexibility is implemented through the Competency Credit Unit (Satuan Kredit Kompetensi: SKK) system which is adjusted to the learning speed of students in learning equality education modules. The use of these modules has implications for the appraisal that is adjusted to be a module-based assessment design. The regulations and learning tools needed to maintain the quality of equality education have been prepared by the government. The results of this study will provide a proposal for the operationalization of the module-based assessment techniques related to the role of the testing center, the procedure for carrying out the assessment, and the division of authority between the central, regional and education units.

Keywords: Module-Based Assessment, Contextualization of Curriculum, Equality Education, Quality of Graduates
INTRODUCTION

The commitment of world education ministers in Oman (2014) and then continued at Incheon South Korea (2015) further confirmed the importance of lifelong education for all. It was agreed that "Education 2030: Towards Lifelong Education and Learning for All Inclusive and Equitable." In this case, all UNESCO member countries committed among others to "reaffirm that education is a public service, the most basic human rights and guarantee foundation for realizing other rights." (Direktorat Pembinaan Pendidikan Keakaraan dan Kesetaraan, 2015). Based on data, the number of elementary school dropouts from 2015 to 2017 has decreased, from 176,909, 68,066 to 39,219. While the number of junior high school dropouts and elementary school dropouts in 2015 to 2017 showed an increase, namely from 85,000, 405,939 and 466,613. High school dropouts and dropouts for junior high school in 2015 were 68,219, 2016 jumped to 783,336, 2017 decreased to 474,259 (Suryana, 2018). From the data shows that those who have the opportunity to play a role in minimizing the dropout rate and dropping out are equality education. This means that equality education is expected to be able to overcome problems because of several factors. The government's efforts to address the number of dropouts and dropouts are reflected in the number of students (dapodik) in 2017, namely Package A (63,936), Package B (179,010), and Package C (350,884). This condition confirms that life long education rests on the belief that learning takes place for life even though in different ways and through processes that are not the same. Therefore, in the adragogical foundation stated in the learning process equality education places more emphasis on the principles: placing the learning population (students) as active subjects; emphasize the needs of the learning community/students; using a participatory approach since the preparation/planning of the learning program, the implementation of the learning program up to the evaluation of learning progress; the role of "teacher" or "tutor" in equality education is more as a facilitator. Referring to the adragogical foundation above, the participatory approach is the main need for equality education because there is independence of students in designing, implementing, and evaluating their learning programs. The strength of the module in learning gives direction to how students will acquire competencies with a variety of learning experiences. The independence of learning based on modules has the meaning that ideally, modules are packaged interesting, activating students with learning activities that provide knowledge practices to acquire skills and strengthen attitudes. The contextual modules are the main characteristics of the equality education module. According to Eveline and Hartini (2014), contextual learning encourages students to make a connection between the knowledge they have and application in everyday life. Students acquire knowledge and skills in a limited context little by little and the process of constructing itself as a provision for students to solve their life problems in the community (in Nilasari, Djatmika, Santosa, 2016). The strength of the module is in line with the statement of Daryanto (2013) in the Nilasari, Djatmika, Santosa study that the module is a part of teaching material that is packaged intact and systematically, in it contains a set of planned learning experiences and is designed to help students master specific learning goals.

Module-based learning completeness must certainly be strengthened by a scoring system that regulates the regulation of student evaluations according to the individual's speed in completing module completeness. The Government, in this case the Directorate General of Early Childhood Education and Community Education which fosters equality education, is determined to make equality education an alternative education, namely education services that foster entrepreneurship, special skills, special life skills in certain fields, and the ability to enter the workforce (Direktorat Pembinaan Pendidikan Keakaraan dan Kesetaraan, 2015). Revitalization of equality education is done by fixing contextual curriculum development, providing modules that are current, thematic, and contextual, as well as assessment systems by providing testing centers. The improvement certainly has an impact on the readiness of supporting resources and a scoring system that relies on the democratization of students in the speed of completion of the learning module. Although there is space in completing the learning progress, the quality of equality education graduates must be maintained. This article will dissect equality education and equality education orientation policies as alternative education with a focus on module-based assessment analysis that has been implemented so far and will then offer a choice of participatory module-based assessment systems.

METHOD

This article is written based on the results of document studies, both equality education policy documents and other related policies, relevant research results, and various supporting educational theories. Equivalent education is interpreted as part of non-formal education held for citizens who need educational services that function as substitutes, enhancers, and / or complementary formal education in order to support lifelong education (Undang-Undang RI, 2003).

Equality as education throughout the life believes that learning takes place throughout life even in different ways and through processes that are not the same as formal education. Thus, the design of learning and assessment of equality education have particular characteristics. The main characteristic is the learning burden of equality education expressed in the Competency Credit Unit (Satuan Kredit Kompetensi: SKK) and its achievement through face-to-face, tutorial, and independent
activities using learning modules according to the learning speed of students.

The learning module on equality education directs students to learn independently and actively through assignments and exercises contained in modules to achieve expected learning goals. Generally, modules have components: (1) activity sheet, containing material descriptions according to the competencies to be achieved along with stages to facilitate learning the module; (2) worksheets, in the form of activities of students to answer or work on problems, assignments, or problems that must be solved; (3) worksheet keys, to evaluate or correct work results independently; (4) question sheets, containing questions to determine the success of learning the material presented in the module; and (5) the answer key for the question sheet, as a correction tool for assessing the achievement of modules independently (Budiono, Hadi Susanto, 2006: 80). It can be said that the module is not only a tool for mastering a competency, but also measuring the level of achievement of expected competencies independently.

Mastery of competency in the module, does not provide enough confidence for educators regarding student achievement before the module exam is conducted by educators. This is because the modules included also answer keys for assignments and exercises for students to help learn independently. Educators need to make an assessment through a test or module test to find out the achievements of students in a module before they can learn the next module. Assessment is a process to gather evidence of student learning achievement and the basis for providing feedback for improving learning (Koneru, 2017: 130).

Equality education is carried out in 3 programs, namely Package A equivalent to SD / MI, Package B equivalent to SMP / MTs, and Package C equivalent to SMA / MA. To get recognition in the form of a diploma in accordance with the program that is followed, students can take the exam to get recognition of the equality of learning outcomes with formal education in accordance with the National Education Standards (Peraturan Pemerintah RI, 2010). The assessment of equality education is not only done by educators, but also by parties tasked with providing assurance that the final competence after participating in equality education is the same as formal education. This is because the profile of equality education graduates stated in the Competency Standards of Graduates of equality education is the same as its equivalent formal education.

Through equality education it is expected that students who drop out, or drop out, or are isolated from formal schools for various reasons can be served by their educational needs. The diversity of these students was accommodated through the implementation of equality education tailored to the learning needs of students. Learning needs of students include attitudes, knowledge, and skills that can be directly applied to real life or known as context (Directorate of Literacy and Equality Education Development, 2015: 17). Contextual learning on equality education has been designed in a curriculum whose expectations can be implemented in modules and learning by educators. The contextual word comes from the word context which means “relationship, context, atmosphere or situation” (Hamruni, 2015: 178). While contextualization of the curriculum can be interpreted as a curriculum formulation that relates to a particular atmosphere or situation (real life). The equality education curriculum still has the same competence as equivalent formal education competencies, but is contextualized so that it is clearer in implementing it.

Given the diverse backgrounds of students being served, equality education is directed as the creation of creative spaces, or creative and productive social arenas or arenas, or as alternative education to foster entrepreneurship, special skills, special life skills in certain fields, and the ability to enter the workforce. This is the context that wants to be built through equality education.

RESULT AND DISCUSSION

The practice of implementing equality education which has so far made the public doubt the quality of equality education graduates. For this reason, there needs to be an improvement in the practice of equality education which must begin with the redesign of the equality education policy at the central, regional, and educational units.

The practice of implementing equality education graduates due to the practice of implementing equality education so far. For this reason, there needs to be an improvement in the practice of equality education which must begin with the redesign of the equality education policy at the central, regional, and educational units. Redesigning equality education policies includes curriculum, curriculum implementation, and scoring systems.

CURRICULUM

The practice of equality education has been separated from the reforms that occur in education or formal schools. Formal education remains a reference in defining the quality of equality education. Development of equality education curriculum by referring to and through contextualizing formal education curricula which include attitudes, knowledge, and skills and oriented towards empowerment and increasing knowledge and skills specifically carried out to ensure the quality of graduates who are equivalent to formal education. Equivalent education here can be interpreted not only as an alternative education to overcome problems, but also futuristic to improve the quality of life and encourage the development of society’s progress.

In general, the equality education curriculum must contain two things, namely programs to be equal and programs for empowerment. Programs to
be equal so that equality graduates can be equated with formal education even though both have different orientations. The program to become empowered is intended to foster the empowerment of students through mastery of life skills and special skills to overcome their life's problems and challenges (Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2015: 29-30). It has implications for the development of the content of the curriculum, subjects, and the structure of the equality education curriculum. The following are those who develop programs on equality education along with the general characteristics of the program.

**Figure 1. The stakeholder who responsible for developing the Equality Education Program**
(Source: Author, 2018)

**IMPLEMENTATION OF THE CURRICULUM**

**1. Determinants**

No matter how good the curriculum design is, it does not provide a significant positive change if the implementation does not go according to the plan. The expected positive change is to achieve the competence of graduates who are expected from an educational program. There are many factors that influence the implementation of the curriculum, namely students, tutors, organizers, infrastructure, supporting personnel, government, and the surrounding environment, as well as other factors (Sutarto, 2010: 211). This study will limit tutors, organizers, students, and the government, as well as the surrounding environment which is the learning context (curriculum implementation).

Sutarto in his study found that the knowledge and attitudes of tutors had a significant influence on the quality of learning planning and implementation of learning, namely at 12.25% and 18.49%, in addition to other factors. So that the first effort that needs to be done to revitalize equality education is to improve the competence of tutors so that they can help students overcome the demands of knowledge-based societies sensitive to global and local contexts (Wulandari, 2018: 18). Besides it, the tutor profession also needs to get an equal award with the teacher as an educator in formal education which is currently not yet realized.

The organizer of equality education has a very big role in arranging the operational curriculum that will be carried out by tutors in educational units. Selection of programs must also pay attention to the learning needs of diverse students. Based on the results of Kintamani's research (2015), students in the Package A Program amounted to 11% of school age (7-12 years) and 89% of adults; The Package B program is 18% of school age (13-15 years old) and 82% of adult age; and Package C Program as much as 30% of school age (16-18 years) and 70% of school age. Apart from diverse learning needs, the learning speed is also different. This has an impact on equality education services directed at individual services. Individual services here are intended for students to be given the freedom to regulate their learning speed, while organizers facilitate through face-to-face, tutorial and independent learning services.

The role of the government as the initiator and the most interested parties also play an important role. Revitalization of equality education must begin with the preparation of policies that support its implementation. Some government policies to encourage the revitalization of equality education include preparing the contextual learning modules, providing training for equality tutors, providing Education Operational Assistance (BOP), collecting data on students (through basic education / dapodik data), and issuing technical instructions for implementing education equality, and preparing a monitoring and evaluation system. Data collection of students through Dapodik becomes a control tool to monitor the learning process carried out by students. Giving this BOP shows the government's seriousness in revitalizing equality education that has been given in 2018. The budget allocation is

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**Equivalent Program:**
- Subjects are formal
- National exam

**Empowerment Program:**
- Mandatory skills
- Optional skills
- Competency Test / Certification (optional)

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**Government**

- District
- Educational unit
- Business / industry
recorded for 7,672 package A students, 41,473 Package B students, and 78,793 package C students (Suryana, 2018).

2. Setting Learning Loads

The learning burden on Equality Education is expressed in the Credit Competence Unit (SKK) through modular learning. Students as active subjects can plan the learning burden that will be completed, do the learning, and evaluate the learning independently as owed in the learning contract. But there needs to be signs so that the organizers can also serve all the needs of students well.

The learning burden of equality education is currently determined for each level of the 6 levels served in equality education, i.e.

<table>
<thead>
<tr>
<th>Package</th>
<th>A Level 1 (Equivalent Elementary School class I-III)</th>
<th>Package</th>
<th>A Level 2 (Equivalent Elementary School class IV-VI)</th>
<th>Package</th>
<th>B Level 3 (Equivalent Junior High School Class VII-VIII)</th>
<th>Package</th>
<th>B Level 4 (Equivalent Junior High School Class IX)</th>
<th>Package</th>
<th>C Level 5 (Equivalent Senior High School Class X-XI)</th>
<th>Package</th>
<th>C Level 6 (Equivalent Senior High School Class XII)</th>
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<tbody>
<tr>
<td>Group</td>
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<tr>
<td>General</td>
<td>71</td>
<td>82</td>
<td>56</td>
<td>27</td>
<td>56</td>
<td>29</td>
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<tr>
<td>Special</td>
<td>31</td>
<td>35</td>
<td>24</td>
<td>11</td>
<td>24</td>
<td>13</td>
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<tr>
<td>Total (SKK)</td>
<td>102</td>
<td>117</td>
<td>80</td>
<td>38</td>
<td>80</td>
<td>42</td>
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Source: Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, 2018.

The education unit has the duty to allocate this learning burden in each subject and semester, then determine the module packages for each subject per semester. This allocation should also pay attention to the burden of learning in its equivalent formal education so that the competency target with the learning burden is relatively appropriate.

Study load for 1 SKK = 1 hour face to face, or 2 hours tutorial, or 3 hours independently. The allocation of 1 hour face-to-face is equal to 35 minutes for Package A, 40 minutes for Package B, and 45 minutes for Package C. Education units also need to regulate the minimum and maximum learning load that can be taken by students for each semester or specified period. Besides that, the education unit also needs to schedule schedules for face-to-face learning and tutorials, as well as assessments.

Suppose the education unit schedules learning for each program 3 times a week with the assumption that per day 8 hours of study, then the maximum SKK load that can be taken by students is $3 \times 8 = 24$ SKK (using the assumption of 1 SKK = 1 hour face to face), the amount This SKK will be reduced if students want to reduce their face-to-face schedule as a tutorial and be independent. The evaluation schedule in question is an assessment of the achievement of modules and an assessment of the increase in levels or levels. Regarding assessment, the education unit needs to prepare questions that train reasoning power and analysis as a reflection of student achievement after the learning process using modules.

ASSESSMENT SYSTEM

The results of this study indicate the activity, attendance, readiness of the citizens of learning and how to participate in package C are still low, adequate infrastructure facilities have not been maximized. Residents learn to follow package C in the hope of obtaining a diploma equivalent to high school / MA as job requirements, and education to a higher level (Senjawati, Fakrudin, 2017: 40). Motivation to just get a diploma causes the classes to only be full when there is an exam or before the exam. Students are still learning oriented for the test. Furthermore, the study found that students did not prepare themselves to take part in learning, arrived late, talked when the tutor explained, and did not pay attention to the material presented. Learning is done by tutors face-to-face, meaning that the flexibility of equality education by using a tutorial and independent approach still cannot be used. Likewise with module-based learning, so that students are equated with the speed of learning. As with assessment, no self-assessment is carried out by working on assignments or questions in the module, the assessment of the process is entirely done by the tutor.

Learning and assessment using modules is a distinctiveness of equality education that can accommodate the learning speed of each student. The grading system is also structured and integrated between self-assessment, tutors, testing centers as quality assurance, education units and government in the framework of mapping the quality of equality education. This quality assurance is needed so that the quality of equality education graduates is equivalent to formal education. The assessment system on equality education can be described as follows.
Students can carry out self-assessments related to mastering the modules they learn, if they feel they have mastered the expected competencies of one module, students can submit module examinations to tutors. Students can continue to study the next module if the module exam results exceed the minimum required. Instead, students can repeat learning the module again independently or with the help of a tutor and submit a module test again when ready. And so on, until the time the students have completed all the modules in one level, then they can submit an upgrade test conducted by the testing center. So on until students complete the entire program so they can take school exams and national examinations. At present, school exams and national examinations are only held once a year. With the application of module-based learning and assessment in accordance with the learning speed of students, it is necessary to consider adding the school exam schedule and national examinations.

Figure 2. Equality Education Assessment System
(Source: Author, 2018)
CONCLUSION

Education is a public service, the most basic human rights and guarantee foundation to realize other rights. Equality education disrupts the principle of lifelong education, learning takes place for life even though in different ways and through processes that are not the same. The participatory approach is the main need for equality education because there is independence of students in designing, implementing, and evaluating their learning programs through module-based learning and assessment.

Equality education is directed as the creation of creative spaces, or creative or productive social arenas or arenas, or as alternative education to foster entrepreneurship, special skills, special life skills in certain fields, and the ability to enter the workforce. This is the context that wants to be built through equality education.

Development of equality education curriculum by referring to and through contextualizing formal education curricula which include attitudes, knowledge, and skills and oriented towards empowerment and increasing knowledge and skills specifically carried out to ensure the quality of graduates who are equivalent to formal education. So that the equality education curriculum contains programs to be equal and programs for empowerment which have implications for the development of curriculum, subject matter, and the structure of equality education curriculum.

No matter how good the curriculum design is, it does not provide a significant positive change if the implementation does not go according to the plan. There are many factors that influence the implementation of the curriculum, namely students, tutors, organizers, infrastructure, supporting personnel, government, and the surrounding environment, as well as other factors. Revitalization of equality education must begin with the preparation of policies and tools that support its implementation, among others by preparing contextual learning modules, providing training for equality tutors, providing Education Operational Funding, collecting data from students (through basic education/dapodik data), and issue technical guidelines for implementing equality education, and prepare a monitoring and evaluation system.

Learning and assessment using modules is a distinctiveness of equality education that can accommodate the learning speed of each student. The grading system is also structured and integrated between self-assessment, tutors, testing centers as quality assurance, education units and government in the framework of mapping the quality of equality education. This quality assurance is needed so that the quality of equality education graduates is equivalent to formal education. At present, school exams and national examinations are only held once a year. With the application of module-based learning and assessment in accordance with the learning speed of students, it is necessary to consider adding the school exam schedule and national examinations.

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