# EQUALITY OF LEARNERS CERTIFICATION AND THEIR SKILL PRODUCTION THROUGH PACKAGE C VOCATION

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**ABSTRACT**. *Package C is a program of non formal education which is equal to senior secondary school certification. It is an alternative for dropouts students or those who do not have a chance to get education at regular school such as senior secondary school or vocational school due to their busy work or unable to attend regular school, to help the society who cannot afford the education or dropout from regular school to get and improve their knowledge, skill, and good attitude. Package C vocation is principally a process of learning instruction in package C combined with the skill instruction by mainly implementing the instructional for enhancing the skill of the learners structurally to get competence. This study aims at analysing the implementation of the package C vocation to reduce the dropouts and to enhance the participants' knowledge and skill needed for their work and looking for a job in the work place. Secondary data and the FGD with main implementors of packaged C was used to set up model of package C vocation. This model enhances the participants/learners' skill and knowledge for their work.*

KEYWORDS: equality, learners certification, skill production , package C vocation

## INTRODUCTION

Indonesian government still face high dropout of the school age particularly at the secondary schools both junior secondary school and senior high school or vocational school. The school dropout rates within and between level of education are major barriers to achieving universal enrolment in senior secondary education. Millions of children between 7-19 age are not in school for a variety of reasons. For primary school, the dropout rate is relatively low, just 1.09% in 2011/2012. Among those who complete primary education, 95.3% move to junior secondary school while 4.7% cannot go to the next level of education (ACDP, Indonesia Book of Kopi Darat, 2013:6). Dropout rates are more significant at junior secondary school. During the course of junior secondary school, 1.74% of pupils are dropout. 8% of pupil who successfully complete junior secondary education are unable to continue their study at senior secondary school. Among the dropouts rates of elementary and secondary schools, the dropout rates at general elementary school (ES) and junior secondary school (JSS) is higher than those at Islamic primary (IP) and junior secondary school-Madrasah Ibtidaiyah (JSS-MI) and Islamic Junior Secondary School Madrasah Tsanawiyah (IJSS-MTS).

To overcome this problem, the government has implemented several successful programs to address some of the barriers that keep children from receiving an education, with great success. However, these programmes are not functioning optimally and they will have to become more efficient and be expanded if the targets for expansion to be reached. One of the successful innovative program to reduce the dropout students is the implementation of package A which is equal to elementary school, package B for junior secondary school, and package C is for

senior secondary school, and another one is the Multy Entry Exit System (MEES) program (Noor, 2016).

Package A, B, and C is a kind of non formal education program developed by Indonesian government to solve the dropout students who are unable to continue their study at the regular or formal education both in elementary school, junior secondary school, or senior secondary school as well as vocational school. In big cities, there are many dropout students who will be street children and unemployment, while in the remote areas or villages there are many children who will be workers or labourers as their parental status (farmers or fishermen). (MOEC, 2017)

For the dropouts of elementary school, they can take a course of package A, the dropouts of Junior Secondary School are accommodated at the package B, while the dropouts of Senior Secondary Schools or Vocational School can attend and complete their programs at the package C. Another program that has been established and now is being implemented is that the non formal education where the dropouts students or those who want to take special skills or jobs skills to look for the job as a full labor of workers or create their own jobs can go to special course conducted by both the government and private sectors.

Besides those programs, the government has also established a model of education which is suitable for not only the dropouts students but also those who would like to get the equal certification of Senior Secondary School and special skills or jobs skills to look for job as a full labor of workers or create their own jobs through Package C vocation. This vocational Education refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities (https://targetstudy.com/articles).This program has been implementend in several provinces since 2015. The difference between package C and the packge C vocation is that the package C vocation gives the certification of Senior Secondary School and special skills or jobs skills to look for job or create their own jobs while package C only give participants an equal certification of Secondary school based on their subject study of the course without having special skills or jobs skills to look for job or create their own jobs.

**Figure 1. Dropout students in each level of education at national level year 2015/2016**

Source: Syamsuddin, E. Director of Directorate of  Non Formal Education 2017
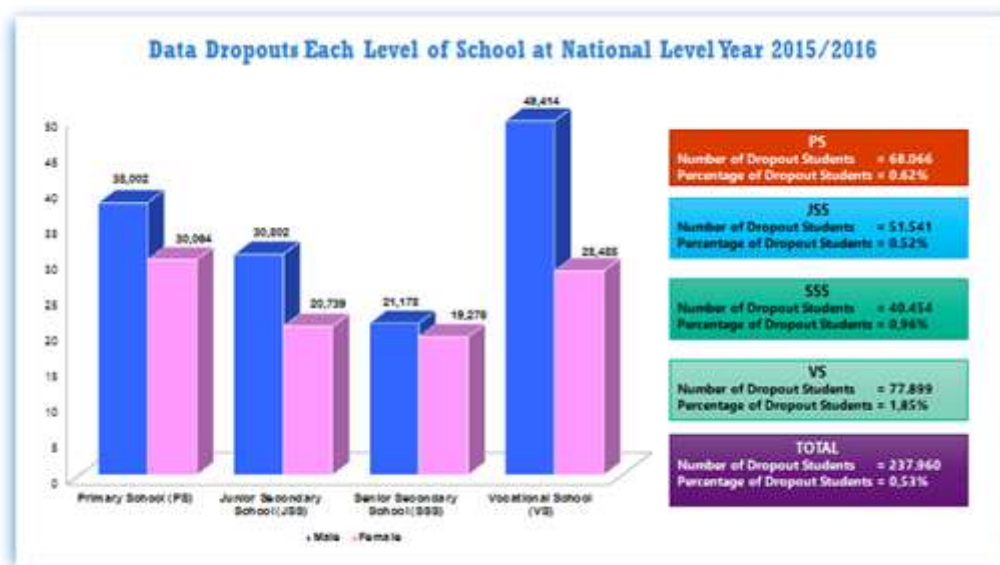
Data shows that the highest dropout rates in all level of education is still dominated by male. Meanwhile, vocational school keeps the highest dropout followed by the primary school. The percentage of the total number of dropout about 237.960 students is 0.53 percent.

## LITERATURE REVIEW

Package C is a kind of equal education program of Senior Secondary School (SSS) or Vocational School (VS) conducted through the stream of non formal education for society who are unable to get education formally due to some factors such as dropout from SSS or VS or unable to attend regular schooling due their working constraints, such as an artist, busisnessman, athletes. This program is also addressed to students who cannot concentrate learning with crowded people in the classs or students who is prefer to learn dividually such home schooling and those who are unable to benefit from regular classes (Latchem, 2014). To strengthen the program of package C, governmenet set up a Package C vocation with a principal of a process of learning instruction in package C combined with the skill instruction by mainly implementing the instructional for enhancing the skill of the learners structurally to get competence, then finally the learners are examined their competence to get a certification by a certification institution (http://pkbmassyifaaikmel. blogspot. com/2018/07/ eproposal-bindiktara- bop-paket-c-tahun html). This kind of non-formal education is useful for individual learners when both formal and non-formal educational contexts are integrated (Norqvist and Leffler, 2017). Package C vocation gives a choice to community to choose a vocational program based on their needs. Learning material of this program employs 65% of vocation and 35% academic with face to face tutorial and self learning (http://lukmancoroners. blogspot. com/2010/04/paket c-murni-vokasi-sistem-reguler.htm).

There are several reasons to set up package C: a) economy (poor people), b) helping parents to work. c) cultural factor such as early marriage (married before adults or under 17 years old), education will destroy their cultural heritage, d) live in isolated area, disaster, special area which has no educational facilities, and labourer or manpower who works in a foreign countries.

In remote areas or several small islands, there problems for access of education is caused by several factors: a) due to heavy waves or storms that the students cannot go to formal education, b) learners have no time to attend the regular school, forexample: labourers, for worker or dropout students and are ashame to go back to regular school, for students with specia needs and for reach and unreachable students.

In some extent, rich people stop their studying at the regular school due not like a tight regulation at formal education/regular school and students are interested in learning using moduls than the regular formal school.

Figure 2 below explain the Gross and net enrollment ratios of Secondary education and package C based on the Central Bureau of Statistic on 31 October 2017.

**Figure 2. Gross and net enrollment ratios of Secondary education and package C**
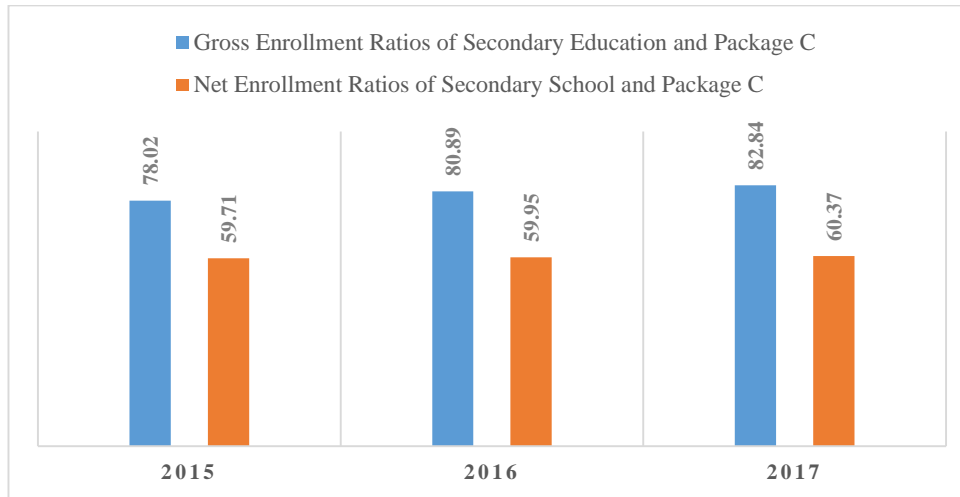


Source: Central Bureau of Statistic: 31 October 2017. Data Analyzed

Data reveals that the gross enrollment ratios of secondary education and package C tend to increase from 78.02 in 2015 to 80.89 in 2016 and 82.84 in 2017. While net enrollment ratios of secondary education and package C increases slightly from 59.71 in 2015 to 59.95 in 2016 and to 60.37 in 2017. The increase tendency of gross and net enrollment ratios of secondary education and package C shows that the participation of the dropout students and the unable students from regular classes are above the 50% of the target of participation of the package C. The slow increase of gross and net enrollment ratios of secondary education and package C is influenced by the difference area of the package C vocation location and the location of the participants' residence which are far from each other that make them difficult to get the location of package C centre or Community Learning Centre (CLC).

**The aims of package C**

The main objective of establishing package C is to help the society who cannot afford the education in regular school to get and improve their knowledge, skill, and good attitude (Suprayitno. 2012:5). Others are to reduce the dropout students, to develop basic principle to be good belief and good character, to enhance and improve their reading, writing, and counting skill, to enhance their independent learning experience, creative, and productive, and to give the competence of life skill for their work at the industries and creat their own work. Therefore, package C as a non formal education should be based to the community and society's resource as basis of the program (Putra, 2017). One of the community based activities in package C vocation to reduce the dropout rate in Medan, West Sumatera is that the life skill such as sewing skill, welding workshop, motorcycle engineering, cobbler (Rishandi. 2012).

**PROBLEM**

In managing package C, there are some problems that make the package C unable to work well.

a. Participants

The problems of participation consists of: a) the location of the participants' residence are far from each other so that it is difficult to get the 40 participants, b) most of the participants are poor, c) participants are also responsible to earn money for their family, d) they are allowed to study if they have a permission from their family, and e) their learning motivation is low.

b. Tutor

Tutor as an educator of Package C should have an academic qualification of competencies, knowledge, skill, experience as a tutor in nonformal education. The competencies they should have are pedagogic competencies and androgogic (means to manage the nonformal education particularly the instructional teaching and learning), personal competencies (good moral and be a sample of the learners), professional competencies (understand comprehensively the content of the subject he/she teaches), and social competencies (be able to communicate effectively with learners and other people). Tutor of package C is a teacher from Senior Secondary School (SSS) who have a minimum Bachelor of Art (BA/Strata 1) certification from higher education or Teacher Training Institute and should have relevant subject teaching at package C subject of studying).

However, there are some problems, such as: the difficulty to find the tutor who have background of science and English, honorarium of tutor is very low, many tutors have not attended a training yet, tutors are unable to identify learning needs of the participants, unable to communicate well with the participants, unable to use various kind of teaching method, unable to evaluate their teaching and learners' learning, and unable to use the result of the evaluation to improve the program. Therefore, it is needed to encourage the tutors to be a profession with professional knowledge and understanding, and professional skills (Hammond, Darling, Hyler, Gardner 2017). Professional development needs to emphasize practices that will help tutors be able train students into critical thinkers and problem solvers. To achieve this target for professional development, a tutor or a teacher quality encompasses a range of skills, competencies and motivation, specific training is required in order to expect quality services from a teacher (Unesco, 2006:51)

c. Learners

A learner of the package C may come from a graduate from package B or a graduate from Junior Secondary School (JSS), dropout from SSS or vocational school. They may also also come from people who cannot attend the the regular or formal school due to limited time, geography, economy, social, and others.

d. Facilities

The problem of managing of package C is that package C has no permanent building or training rooms. Some package centres use training school building, community building, village office,

or the house of the society. The number of moduls and textbook is also limited, there no libraries and laboratorium.

## Learning Time

Learning time of packeg C is flexible with the allocation for grade 1 is one year or 969 hours, grade 2 is 969 hours. The schedule of teaching and learning activities is compromise or arranged by the learners and the tutor. Here, the learner plays a fundamental role in determining how well learning time is used (OECD, 2011:2) which refers to identify needs and shape teaching (Looney, 2008:12).

## Curriculum

Curriculum of package C is designed by the District of Educational Office based on the national standard of the curriculum from the Board of National Standardization with the pricinple: concentrate to the living society, related to the science and technology and arts, continuity, concern to the implementation of the life skill concept, and long life education (The government Rule No 19 of 2005 about National Standard of Education). This curriculum is designed based on the principle of community lifes, varieties and integratedly and long life learning which means that the curriculum employs the concept of implementation, thematic for life skill (Nasdianto, 2008).

Learning material and the subject study are as follows:

Grade 1:

| |
|---|
| Civic, Geography, Indonesian language, History, Biology, Economy, Physics, Mathematics, and the skill |

Grade 2:

| Social Program | Science Program |
|---|---|
| Civic, geography, Indonesian language, history, economy, mathematics, English, sociology, and skill | Civic, Indonesian language, history, biology, physics, mathematics, English, chemistry, and skill |

Grade 3:

| Soial Program | Science Program |
|---|---|
| Civic, geography, indonesian language, history, economy, mathematics, English, sociology, and skill | Civic, Indonesian language, history, biology, physics, mathematics, English, chemistry, and skill |

**Management of the program from Ministry down to school/learning centre**

Central government only makes the general regulation/Guide, then the District/PKBM makes the guide for the detail implenentation of the program

**Financial system and management process of the program**

Most financial of the package C comes from the Indonesian budget (national yearly budget), regional government budget, and other sources from society.

There are supporting budget, each students of package C/vocational contributess Rp 1.750.000. (1 US$= Rp 1.370.000). The money is directly transfered to Community Learning Centre (CLC), and then CLC writes a report to District Eduational Office.

**Policies to encourage implementation of Package C**

The training is conducted for society or community who need knowledge, skill, life skill, and attitude for self development, to be a professional worker, work as a labour or to look for job or create their own jobs/or to continue their study at higher education (MOEC, 2003. MOEC 2008).

Policies to encourage the implementation of Package C are as follows:

1. The Rule of Republic Indonesia No. 20 Year 2003 about National Education System. Jakarta. Article 13 point 1 states that educational stream consists of formal education, non formal education, and informal education which are related and completed each other to enrich. Article 26 states that non formal education functions to change and to complete formal education in supporting the long life education.

2. The government Rule No 19 2005  about National Standard of Education

3. The Ministrial Regulation No. 22 of  2006 about Content Standard of Package A, B, C,

4. The Ministrial Regulation No. 14 of  2007 about Content Standard of Package A, B, C,

5. The Ministrial Regulation No. 23 of  2006 about Graduation Competence Standard

6. The Ministrial Regulation No. 3 of  2008 about Process of Education Standard of Package A, B, C

The criteria of the Institution implemenetd Package C Program

The implementation of package C program is conducted by the Community Learning Centre (CLC). The CLC shoud have:

1. Notarial document

2. Tutors and administrator

3. Licence from the District of Educational Office

4. Be ready to implement the instructional teaching and learning minimun 30 learners

5. Be ready to implement the training both theory and practicum with the experience tutors collaboratively with other related institutions

6. Infrusctructure and teaching and learning facilities

7. Organizational structure of Package C, minimun: Advisor, head of the organization, Tutors and administrator, secretary, and treasures/chamberlain

## Delivery system

Delivery system (e.g., organizational arrangements permitting students to learn at times, and location, or both, more favorable to students who work or are unable to attend regular schooling, etc.)

## Instructional system

Where do they learn**?**

This programe is conducted at Place for Learning Activities (PLA)/Sanggar Kegiatan Belajar (PKB), Community Learning Centre (CLC)/Pusat Kegiatan Belajar Masyarakat (PKBM) or at other institution or self individual learning. Having completed their programs at PLA and CLC, learners may attend national exam of eduactional equality to get the certificate.

## Support systems

Support systems (e.g. capacity building, advocacy and social mobilization, organizational arrangements, financial system, monitoring and evaluation, etc.) necessary to support sustainable and effective Alternative delivery modes (ADM) operations. One of the ways to support this system is to conduct, so that learners m a governance management to control over all other business processes to ensure that processes are realized effectively to meet the organization's business needs, such as providing better control of IT investments and expenditures (Almunawar et al.,2012; Lee Lock, 2009 in Pańkowska 2017).

## Learner assessment

Evaluation is conducted to know whether the participants have understood the modul they learnt particularly the modul of civic, Indonesian language, science, social science, mathematics, and English.

Evaluation for learners of package C is conducted along the process of learning the modul and the evaluation of learning outcomes (final evaluation).

The problems found for the evaluation are:

1. There is a limited of capable persons to conduct the evaluation

2. The registration of the participants is always late

3. The registration of the participants of the evaluation never do on time, as a result the data from provinces sent the central ofiice is always different and the always changes

4. There is not a tight monitoring conducted in provinces

5. There is always late the annnouncement of the result of the evaluation

**The advantage of Package C**

Before attending the package C vocation, a learner should have package B certifiaction. Learners who dropout from Senior Secondary School (SSS) should copy their study report from SSS

Having attended a package C vocation course, the learners will get a C certification which is equal to senior secondary school certification. This certification can be used for continuing their study at higher education or looking for a job both at the private sector and a government civil servant. This vocational Education also helps people in the better performance of their jobs as they acquire a great learning experience (https://targetstudy.com/articles). Participants or learners of the package C vocation also get some benefits that become more productive and satisfied workers when they attend a training course (Lettmayr, 2011:7). For young people, non formal education, they can learn within a context of social responsibility (Hellen 2001:19).

Most importantly, they learn within a

context of social responsibility.

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**Research Method of Designing Model**

Model of Package C vocation aims to fulfil the needs of the learners who have no chance to study regularly at the formal school but needs to get knowledge and skill for their work as well as to look for a job in the industries. Through package c vocation, the learner's certification is proved to be equal with formal vocational school certification in the form of package C certification with the skill production. This integration model of regular package C and formal vocational school is set up with a combination of the program of package C and the chosen program at vocational school suitable to meet the needs of learners. Step of fulfilling the needs and the programs, model was set up based on the need assessment taken from the learners and the tutors of the package C. Based on the needs of the learners and the perception of the tutors, the draft model was designed collaboratively with the vocational school and the package C. The draft then was tried out at both vocational school and package C, then analyzed by the experts, the teachers, and tutors to visualize and to make it to be a concrete model of the integration of the two. Final step, the model was tried out at vocational school and the package C to see whether the model is acceptable or not.

**RESULTS AND DISCUSSION**

The result of the study explains the trends of Package A.B. C learners, trend of package C Vocation for 3 years, and the model of package C vocation. Table 2 shows the trends of package A.B. C learners for four years from 2015 to 2018.

**Table 2. The trends of Package A.B. C learners**

| No | Programme | Number of Learners | | | |
|----|-----------|-----------|-----------|-----------|-----------|
| | | Year 2015 | Year 2016 | Year 2017 | Year 2018 |
| 1 | Package A | 11.583 | 63.940 | 63.936 | 84.592 |
| 2 | Package B | 169.086 | 179.039 | 179.010 | 174.149 |
| 3 | **Package C** | **249.807** | **370.884** | **350.884** | **47.126** |
| | Total | 430.476 | 613.863 | 593.850 | 605.867 |

Source: Main Data of Education (Dapodik) MOEC 2015-2018: Analyzed

Data shows that the learners of Package A, the equal certification level with elementary school increases significantly from from 11.583 persons in 2015 to 84.592 persons in 2018. While the Package B the equal certification level to Junior Secondary School increases from 169.086 persons in 2015 to 174.149 persons in 2018, and the package C the equal certification level to Senior Secondary School increases from 249.807 persons in 2015 to 370.884 persons in 2016, then decreases to 350.884 persons in 2017 and decrease significantly to 47.126 persons in 2018. This indicates that the number of dropout of participants at the level of secondary school decreases during the implementation of package C. The successful of package C influences the number of participants transfer their study at the package C vocation in order they get knowledge and skill beside the equal certification of the senior secondary school.

The trends of package A, B, C learners shows the development of participants from 2015 to 2018. This increase number of participation in the package A indicates that the motivation of learners from the dropout students who participate in the package A is higher and higher every year. This condition is affected by the needs of minimum standard of unskilled laborers in industries that should have school certificate. It also happens to package B where 169.086 persons in 2015 increases to 179.010 in 2017, even though decreases again to 174.149 persons in 2018.

The indication of increasing number of participants of package C from 249.807 persons in 2015 to 370.884 persons in 2016, even though decreases significantly to 350.884 persons in 2017 and to 47.126 persons in 2018 shows that there is a progress of participation number of learners of package C. particularly for the package C vocation.

Figure 3 below describes the development of package C vocation in three years from 2015 to 2017.

**Figure 3. Trend of package C Vocation for 3 years**
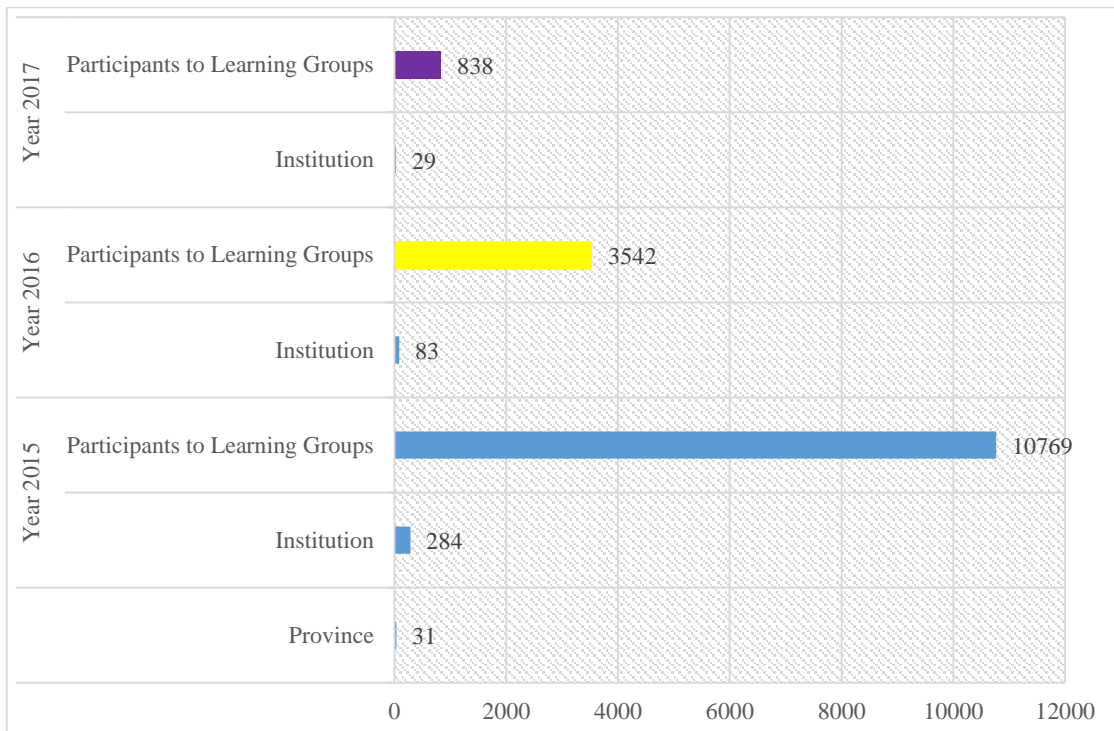


Source: Non Formal Directorate of MOEC 2017. Data Analyzed

Data reveals that the participants to learning groups is 10769 persons in 2015 decreases to 4542 persons in 2016, then become 838 persons in 2017. The number of institutions which were involved in 2015 is 284 decreases to 83 in 2016, then 29 in 2017. In 2015 when the package vocation was set up, the number of participants was booming up due their needs to get a certification equal to senior secondary school accompanying with the knowledge and skill for their work. A large number of dropout students and those who are unable to attend regular schooling want to get and improve their knowledge, skill, come to race to the course of package C vocation. The successful of this program in reducing the number of the dropout and giving the participants knowledge and skill for their works affects to the decrease of the participants of the pacakge C vocation as it is seen at the above table. The reducing of dropouts after attending the package C is due to the learners' skill and competence they gain from the course for their own work and the work in industries. This phenomena also happens to the reduction of poverty among young adults (Akpama, Esang, Asor, Osang, 2011).

**Model of Package C Vocation**

Package C vocation employs instructional teaching and learning through partnering tutor as a teacher and learners in several aspects which are different with the formal or regular education such as senior secondary school (SSS) or vocational school (VC). The specific forms of the package C vocation in the implementation of the program is that the collobarative design of instructional teaching and learning such as the deciding of the time and place of teaching and

learning and teaching material (modul). The package C vocation prioritizes to master the competence and skills the learners needs for their work.

**Picture: 1. Principle of Package C Vocation**



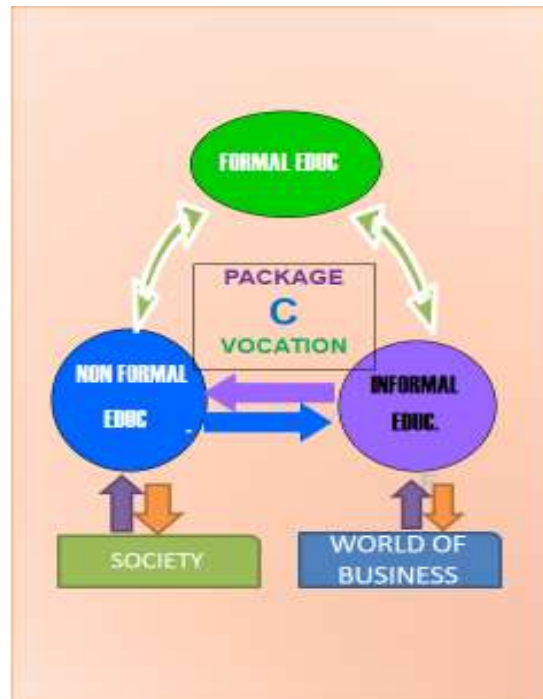In implementing a learning and teaching process in the package C vocation, the course material combines the learning material of vocational school and the practical material of package C. The learning material for package C vocation is the combination of the material from package C which is related to the riil work in industries and the learning material from vocational school which tends to use the time allocation for combination of the theory and practical work for their life skill. Teaching and learning method of Package C vocation employs the most of the course time allocation for practical work to gain an experience at industries and the knowledge as well as competence for their own creation jobs. Most of the curriculum content of the course (75%) is the practical work and only a small part of the curriculum content (25%) accommodates the theory and subject study of the equivalence of the subject study of the secondary school or vocational school. The example of the implementation of package C vocation is the package C vocation : "Program PKBM Menuju Makmur" (Community Learning Centre) has conducted a sewing program for the community around the centre. This program is set up based on the needs of the community who intend to improve their skill and competence of the high and modern quality sewing. For the those who has no experience about sewing, this program train them to work in the product section in ready made clothes industries or to work at home industries.

## CONCLUSION AND RECOMMENDATION

### Conclusion

Having discussed the result of the study, it is come up with the conclusion that the number of dropout students who attend the package A, B, and C tends to reduce significantly along with

the increase number of participants of the course of package A, B, C. The effect of package C especially package C vocation enhances the learners' competence, knowledge, and skill for their work or some of them to look for a job in industries.

The trend of the participants to learning groups and institutions from 2015, 2016, and 2017 decreases significantly. It indicates that there is a reduce number of dropout students and those who are unable to attend regular schooling. The package C vocation, learning groups, and institutions also affect the number of dropout students as well.

Package C vocation also employs the instructional teaching and learning through partnering tutor as a teacher and learners in several aspects including a collabarative design of instructional teaching and learning. The collaborative working in deciding time and place of teaching and learning as well as teaching material (module) makes the package C vocation become a model of the motivated course for not only the dropout students but also those who intend to improve their work with practical knowledge and skill.

For all package A, B, C and particularly package C vocation become an instructional model of reducing dropout students and enhancing the number of participation of the people who want to improve their skill and knowledge for their work and seeking a job at industries. The most important contribution of the model of package C vocation to the education is to give the participants knowledge and skill to enhance their work competence and skill for their job seeking.

## RECOMMENDATION

Based on the findings and the conclusion of the research, there are some recommendation addressed to be taken out:

- The district educational office collaboratively work with assembly at provincial/regional to allocate the budget for package C vocation activities.

- The program of package C vocation should be based on the needs of the learners for their work and seeking a job in industries.

- The program of package C vocation should be more related to the professional development programmes that create a motivation and learning environment for their professional work. The programmes are supposed to help every participant set and work for his/her own goals of increasing competence, skills, knowledge, and self-confidence.

- Tutor's professional development programmes should not be rigid and closely related to empirical situation and context of each tutors. Tutors should be given a chance to enhance their professional ability, continuous engagement with evolving pedagogical theories and methods and ways to correlate them with one's practice in critical and reflective framework.

- Viewing from the current method and technique of training for professional development, it is suggested that there is a need to allocate a sufficient time for training to in depth discussion about the curriculum material in the sense of the content of each subject study of the training session.

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