

# The Effectiveness of Learning Strategy based on "SETARA DARING" Application at Equivalency Education in Community Learning Center in Jakarta

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## ABSTRACT

The equivalency education programme (EEP) gives people who failed basic and secondary school a second chance. "Paket A" represents primary education (SD), "Paket B" junior secondary (SMP), and "Paket C" senior secondary (SMA) in EEP. In 2017, the Ministry of Education and Culture created "SETARA DARING" to boost EEP learning. The purpose of this research is to examine the effectiveness of online-based learning strategies through the application of SETARA DARING on equality education organized by the Community Learning Center (PKBM) in DKI Jakarta. The research method uses the CIPP (Context, Input, Process, Product) technique developed by Stufflebeam. PKBM, which practices SETARA DARING in DKI Jakarta, hosted the research. This study found the following. The context evaluation found that SETARA DARING met ICT-based and online learning challenges. Many equity education students are older and working. The input evaluation of SETARA DARING's application included prepared components and distance learning. The Ministry of Education and Culture provides sufficient resources, facilities, and funds for SETARA DARING. In process evaluation, the SETARA DARING application is still not working successfully since the non-formal education programme has not gotten support, technical direction, capacity building, facilities and equipment assistance, or data access. Product evaluation shows that SETARA DARING application development and use have not met expectations. The Directorate General of Early Childhood Education and Community Education cannot support SETARA DARING. Developing and using SETARA DARING requires technical assistance and capacity building for infrastructure and human resources, as well as financial support for equality education providers in PKBM, SKB, and homeschooling. Thus, the Directorate of Education and Special Education must execute and build the SETARA DARING application, which has a noble objective to provide alternative education services through non-formal education in PKBM, especially in Jakarta.

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## 1. INTRODUCTION

Many citizens still do not have graduate certificates in basic and secondary education. They haven't finished elementary school (SD), junior high school (SMP), and senior high school (SMA). For that situation, many reasons are economic reasons (no cost), geographical location, physical condition or disabilities who children with special needs, culture, and other reasons. There are still about 4.4 million children who are not in school (Badan Pusat Statistik, 2018). The national education system still provides opportunities for those who do not have a graduate certificate for primary education and secondary education to keep up an Equivalency Education Program (EEP). This program supports citizens who do not have a graduate certificate from elementary school, junior high school, senior high school, and vocational high school. Equivalency education is in the form of "Paket A" which is equivalent to primary education, "Paket B" which is equivalent to junior secondary, and "Paket C" which is equivalent to senior secondary school. Participants of equality education programs go past the compulsory age of learning, 7-18 years. This program's enrollment or participants are teenagers, adults, and parents throughout school coverage from 20 to 60 years old.

The EPP is conducted by non-formal educational institutions, namely "Pusat Kegiatan Belajar Masyarakat" (PKBM) or Community Learning Center. The learning process is more flexible than usually carried out in the afternoon or evening after they work or carry out other activities. Nevertheless, the curriculum and learning orientation are almost the same as the formal education program in school and use the same adjusted Curriculum of 2013. Commonly, the learning system is implemented in 3 (three) forms of activities, as follows (1) face-to-face between teacher and student as much as 20%, (2) tutorial activities based on modules as much as 30%, and self-learning tasks or lessons as much as 50% according to the curriculum and learning materials set, such as modules, textbook, quiz, and evaluation, etc.

Since 2017, EPP implemented distance learning or an online system called "SETARA DARING" as a Learning Management System (LMS). The application (<http://setara.kemdikbud.go.id/kesetaraan>) was designed for distance learning programs in EPP. The Directorate of Equivalency Education Development developed this program application in collaboration with the SEAMOLEC (The Southeast Asian Ministers of Education Organization Regional Open Learning Centre). The purpose of this application's development is to provide alternative learning options to students who have limited time, mileage, and residence. It is a change in Equivalency Education learning strategies from outside the network (offline) into the network (online) that need to be reviewed for its effectiveness in improving equality education's learning outcomes. (Kesetaraan, 2019)

Based on the 1945 Indonesian Constitution, every citizen is entitled to learning, as evidenced by the ownership of a primary education graduate certificate. The right of citizens to get education and Learning, a mandatory learning program is prepared. In the 1980s, Indonesia's government launched a 6-year "Compulsory Learning" program that everyone graduated from elementary school. In the 1990s, Compulsory Learning 9 Years proclaimed that everyone has to graduate from junior high school. In the 2000s was declared "universal junior secondary education" similar to "compulsory learning 12 years" that everyone has to graduate senior high school or vocational school. Through compulsory learning programs, Indonesia successfully fulfills the obligations and rights of citizens to have educational certifications. One measure of academic success is the participation rate of both the crude participation rate or Angka Partisipasi Kasar (APK) and the pure participation rate or Angka Partisipasi Murni (APM). The Indonesian education APK has successfully met the target. At the elementary education level (primary and junior high school), it has reached 100%. Meanwhile, APM at the elementary and junior high school level has gained about 90%. Then, senior secondary education and vocational has been able to increase the APK by 82% and APM by 61% (Badan Pusat Statistik, 2018).

Although Indonesia has succeeded in expanding and improving access to education through compulsory primary and secondary education programs, there are still around 4.4 million out-of-school children (OOSC). OOSC in secondary school age (16-18 years) reaches 19%. For the 13-15-year-old age group about 8%. For the seven to 12-year-old age group, about 0.7%. Therefore, providing services to ATS and equality education programs are needed to complete their compulsory education. EEP organizes

under Law No. 20 of 2003 on the National Education System as a non-formal education program. Article 26 Paragraph 1 explained that non-formal education serves citizens who serve as substitutes, enhancers, and complements to formal education. Formal education is sometimes less successful in meeting the learning needs of children from underprivileged families. EPP, through non-formal education is organized using a demand-driven approach, in which the learning materials taught to students are more oriented towards life skills-based learning according to the needs of everyday life. (Desmawati et al., 2020)

The education system in Indonesia has three service lines, namely formal education in schools, non-formal education in the community, and informal education in the family. This system is in line with the concept of "Tri Pusat Pendidikan" or the Three Centers of Education, which Ki Hajar Dewantara initiated as the Father of Indonesian Education (Kurniawan, 2015). With these three educational paths, the principle of lifelong Learning or lifelong Learning in Islamic teachings is highly instructed for humans to learn from an early age (in a cradle) to the grave or death (end of life). Lifelong Learning is a learning paradigm carried out continuously in one sequence that has a linkage from initial knowledge and assignments to the most recent ones. Lifelong Learning is often used in online Learning (online) to complete various lessons that can tackle multitasking (multitask/function) problems that focus on training efficiency and also knowledge transfer. From here comes support for developing the online lifelong learning framework (With, 2018).

Since 2017, the government has developed an online equality education program called "SETARA Daring." This program is an online-based distance learning system for equivalency education programs supported by the Southeast Asian Ministers of Education Organization-Regional Open Learning Centre (SEAMEO-SEAMOLEC) and the Directorate of Mass Education and Special Education (<https://sumberbelajar.seamolec.org/>). This program needs to be supported by infrastructure, facilities and infrastructure, internet, ICT Tools, human resources, and commitment from stakeholders in SETARA Daring. Based on the problems above, it is necessary to conduct an evaluative study of the "SETARA Online" program implemented by PKBM in DKI Jakarta, specifically.

The proposed research problem is "How was the effectiveness of the Equivalency Education Program that implementation's of learning with SETARA Daring held by some of the PKBMs in DKI Jakarta? Overall, there are 286 PKBM in DKI Jakarta spread across 5 city areas and 1 district, with 39 states and 245 private. Based on the problems above, it is necessary to conduct an evaluative study of the "SETARA Online" program implemented by PKBM, especially in DKI Jakarta.

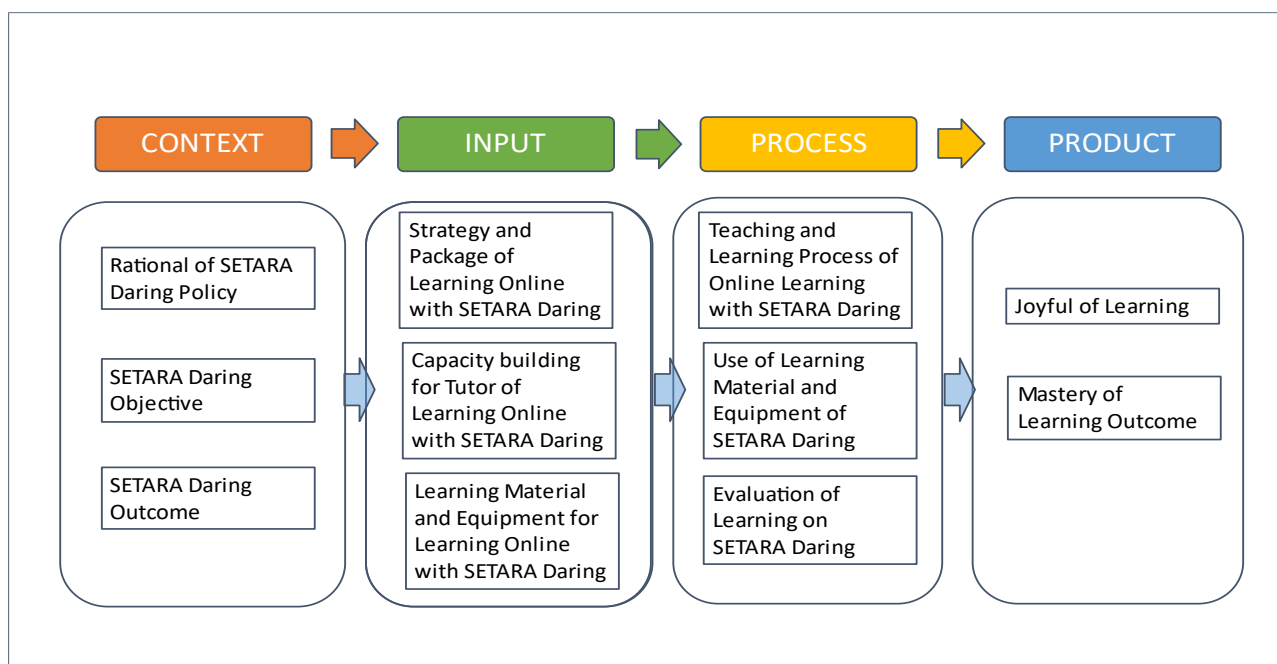
Meanwhile, the research stage refers to the research method of program evaluation with CIPP techniques, namely Context, Input, Process, and Product (Kurniawati, 2021). The steps are as follows:

1. To conduct analysis and review of regulations and policies related to equality education, including the "SETARA Daring" program.
2. To review various input components in the learning process using " SETARA Daring" applications, both raw input, instrumental input, and environmental input to support Learning;
3. To review the learning process between those in the guidelines and technical instructions to realize the implementation of online Learning through the application " SETARA Daring" related to how to access, follow the materials/teaching materials, methods used, and teachers (tutors).
4. To review the learning outcomes of learners through measuring the achievements of learning outcomes in each subject.

## 2. METHODS

This study used a qualitative-descriptive approach using program evaluation methods with the CIPP technique (Context, Input, Process, and Product) from Stufflebeam (2005) cited by Kurniawati (2021). The program evaluation technique has four stages. The context stage collects and analyses a documentation study on planning and policy documents, an academic paper for developing online learning through SETARA Daring applications; at the input stage, the research looked for the objectives and outcome of the program. It must be taken as a documentary study and carried out on the

implementation manual or technical guidance and others for online Learning through SETARA Daring applications published. In the process stage, the research undertakes observations and interviews with head of PKBM, tutors, and students to have data and information on how to organize and implement online learning with SETARA Daring application that support learning materials and equipment. At the Product stage, the research an analysis of the learning outcomes of participants in the online learning program through SETARA Daring applications that is carried out compared to regular Learning. The research was conducted at some of PKBM in Jakarta as a representative on public or private. The following is an overview of the implementation of the research conducted, as shown in Figure 1.



**Figure 1.** The Stages of Research and Analyze on SETARA Daring Online Learning

### 3. FINDINGS AND DISCUSSION

Based on the results of document studies, interviews, and Focus Group Discussions (FGD) about learning with "SETARA Daring" application described as follow.

The Evaluation of the Context. This evaluation means whether the program developed is under the needs and demands of program development to support equivalency education students' independent Learning. The SETARA Daring application adds media and learning resources for equivalency education students. In the era of developing information and communication technology (ICT) and the world of the internet (internet of things), the use of LMS (Learning Management System) is very relevant for use in learning in equivalency education. Both students and tutors (educators) helped a lot by applying the SETARA Daring application. So far, students and teachers have only relied on a minimal numbers of textbooks and modules. Meanwhile, through the SETARA Daring application, an electronic module or digital module that every student can download or see and read.

The Evaluation of the Inputs. This evaluation implies the need for support related to human resources, facilities/infrastructure, teaching materials/materials, and a prepared budget. Currently, the SETARA Daring application's management is managed by the Directorate of Community Education and Special Education and supported by the SEAMEO Regional Open Learning Center (SEAMOLEC). The program support by an adequate budget, resources, facilities/infrastructure, and digital learning materials/media development. Meanwhile, at the education unit level (PKBM), infrastructure support,

tutor training / other education personnel, and budget availability are still not fully supported by the government budget. The need for data access to use the SETARA Daring application must also provide by students and teaching units or tutors who want to use it.

**The Evaluation of the Process.** This evaluation interprets as empowering all aspects and components in implementing the SETARA Daring application. Implementing the SETARA DARING application program was somewhat hampered when there was a change or removal of the Directorate General of Early Childhood Education and Community Education terminology. The SETARA Daring application program is technically and operationally implemented in each education unit. There has not been much training and technical guidance on learning management through the SETARA Daring application. The managers/administrators of equality education, tutors, and students have not fully mastered how to use the SETARA Daring application. Training activities and technical guidance for managers, tutors, and students will significantly determine the SETARA DARING application's process in supporting independent Learning.

**The Evaluation of The Product.** This evaluation is related to the SETARA Daring application program's success in supporting Equivalency Education students' Independent Learning. The program has been successful at the level of distance learning system design but not yet at the level of implementation in every education unit that administers the Equality Education program. It is happening because there is no technical guidance to any equality education provider. During the COVID 19 pandemic, students required the SETARA Daring application because of a student's face-to-face Learning. The tutorial activity evaluates the last movement. Thus, the purpose of developing the SETARA Daring application cannot utilize by students and tutors to have enjoyable learning. Therefore, this program is feasible to continue with strengthening education units.

EEP is one of the non-formal education services in the form of general education. Which is equivalent to SD for Paket A Program, SMP equivalent for Paket B, or equivalent SMA for Paket C. Students in this program are children who have passed the age limit of learning in general. Indonesian education regulations stipulate the learning age of SD who aged 7-12 years, for SMP aged 13-15 years, for SMA aged 16-18 years. Students in EPP are for children who are at least three years old over the learning age (Hermawan, 2012).

Many children over the age of learning have not completed their studies due to various problems, so they have to drop out of school or do not continue to the next level. This equality education program hoped that it would serve residents who have not completed their studies at the primary and secondary education levels. Every citizen must fulfill or complete tasks at the primary and secondary education levels defined as compulsory education.

The equivalency education program is managed and organized by non-formal education units, namely PKBM (Community Learning Activity Center) and SKB (Learning Activity Center) or other educational units included in the homeschooling program. PKBM Faradika is one of the non-formal educational private institutions that provides many programs, namely Equivalency Education, Literacy Education, Community Reading Gardens, Computer Courses, English Language Courses, and Life Skills Education. PKBM Faradika's address is Jl. Cipinang Kebembem V NO. 32, Pisangan Timur, Pulo Gadung, East Jakarta City, Jakarta. The number of students in the equality education program at PKBM Faradika is 89 boys, 63 girls. This PKBM is one of the education units that carry out learning through the SETARA Daring application developed in 2017. As a representative of public of PKBM was chosen PKBM Negeri 35 address Jl. Kebagusan Wates, Jagakarsa, Jakarta Selatan. It was established on July 28, 2015 and organize Early Education Program dan Equivalency Education Program (Paket A, Paket B, and Paket C) that consist of 16 learning groups, approximately 150-250 students.

The learning strategy in the equivalency education program has oriented towards independent Learning. However, the implementation divided into three types, namely: (a) Face to face; learning strategies in the form of direct interaction between teachers/tutors and students; (b) Tutorial; learning design in the form of providing assistance or guidance by tutors to students to help smooth the independent learning process individually or in groups related to the material studied; and (c)

Independent assignments; Learning strategies in the form of projects in the form of worksheets that each student must complete. PKBM/SKB/Home-school organizers conducted the three equivalency education learning strategies to carry out independent Learning. Besides, an innovative program developed to support students' independent Learning, namely the "SETARA Daring" application.

The SETARA Daring application has a website page made, namely <http://setara.kemdikbud.go.id/kesetaraan>. There is an account for students and organizers to be able to access the program on the application. There are programs and teaching materials (e-modules) for equality education in the application, Package A, Package B, and Package C. The SETARA Daring is a Learning Management System (LMS) that provides various learning tools ranging from design aspects to process implementation of Learning and assessment (Gao et al., 2020). The evaluation of equivalency education material and system can access at any time, with the tagline "learn anytime and anywhere." Even though the Directorate General of Early Childhood Education and Mass Education's format has changed, the development somewhat hampered the "SETARA Daring" application program to the Directorate of Special Education and Services, Directorate General of Early Childhood Education and Primary-Secondary Education. The SETARA Daring must be continuous and improve the outcome of graduation of the Equivalency Education Program to fulfill compulsory education in primary and secondary education. The presence of EEP is intended to serve members of the public who do not yet have a diploma in primary and secondary education. Students in the EEP are relatively beyond the age of learning and are already working or other activities. Through the "SETARA Daring" application, online learning can be carried out which they can take part in anywhere and anytime. The results of this study reinforce the importance of using the SETARA Online application in equality education which is very much in accordance with the concepts and results of previous studies which reinforce the importance of digital-based learning by Anshori (2016).

The "SETARA Daring" application was also developed as a Learning Management System (LMS) by the Directorate of Community Education and SEAMOLEC. The "SETARA Daring" application development has relatively met the standards of the LMS application program. Login and registration mechanisms are available for organizers, tutors, and students – various materials and learning media in the form of electronic modules (e-modules) and other teaching materials. Based on the CIPP evaluation analysis, we have found several weaknesses. In the context evaluation, the SETARA DARING application has met the challenges and needs of the ICT-based learning model and internet development.

Moreover, the students of equality education are no longer young, and many are already working. In the input evaluation, the SETARA Daring development has prepared components and aspects of distance education implementation. The SETARA Daring was developed at the Directorate of Community Education and Special Education and supported by sufficient resources, facilities/infrastructure, and budget allocation. In the process evaluation, the SETARA Daring application is still not running well because the non-formal education unit, namely PKBM, has not received support and technical guidance, capacity building, facilities and equipment assistance, and data access. In product evaluation (results), the development and utilization of the SETARA DARING application still have not reached the expected targets and goals. By changes or deletions of the Directorate General of Early Childhood Education and Community Education, managing and maintaining this application must continue. With the revival of the Directorate of Community Education and Special Education, the SETARA Daring application's management must continue. Hopefully, with the management institution's clarity, the Directorate of Community Education and Special Education, the SETARA Daring application can continue to be developed and improved in its features and services. The essential thing in developing and utilizing SETARA Daring is technical guidance, capacity building for infrastructure and human resources, and financial support for any equality education provider in PKBM, SKB, and home schools. Thus, the SETARA Daring application development still needs to be implemented and continued growth through the Directorate of Education

and Special Education, which has a noble vision and goal to provide alternative education services through non-formal education.

#### 4. CONCLUSION

Equivalency education is a non-formal education program as an alternative for fulfilling primary and secondary education levels, especially for residents three years older than the stipulated learning age at each class according to the provisions. With the characteristics of students who have passed the learning age period and some are even over 20 or 30 years old, of course, they need flexible Learning according to their needs. Regularly, equality education has developed independent learning strategies through face-to-face, tutorials, and independent. Thus, the existence of the SETARA Online application is very important and needed by citizens who still want to continue learning to fulfill their study obligations. It's just that strengthening capacity and providing supporting facilities and infrastructure must be carried out continuously.

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