
THE ATTITUDES OF STUDENTS IN SELECTING PROGRAMS AND PLACES FOR "PACKAGE C" EQUIVALENCY EDUCATION

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Submitted: 18/11/2022

Revised: 26/01/2023

Accepted: 28/03/2023

Published: 30/05/2023

Abstract

This research aims to determine the attitude of the high school students in selecting Package C Equivalency Education Program and PKBM Tirta Pelangi. The research was a case study and was carried out using a qualitative approach. Data collection techniques involved interviews, observation, and documents. The data analysis technique employed discourse analysis. The research results reveal that the learners assess the Package C Equivalency Education Program as a tool to achieve the next goal, problem solver, and a fun school. Moreover, high school students select PKBM Tirta Pelangi because it is a fun and profitable place. Students' attitude in selecting the Package C Equivalency Education Package C program is that it is used to find jobs and continue students' education.

Keywords

Attitude, Package C, Equivalency Education, Students



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INTRODUCTION

Education is a key to enhancing degrees or qualifications as it significantly impacts one's future (Musa et al., 2023; Prihatiningsih, 2021; Wulandari et al., 2021). However, awareness of the importance of education still needs to be improved (Ministry of Education and Culture, 2020; Kerby & Wroughton, 2017; Maison et al., 2021). Based on the Ministry of Education and Culture, in the 2015/2016 and 2016/2017 school years, data on out-of-school children at the elementary level in 2015/2016 amounted to 68,066 people, then in 2016/2017 changed to 39,213 people. These data mean there was a decrease in out-of-school children by 28,853 people or 42.4%. Junior high school level in 2015/2016 amounted to 51,541 people, then in 2016/2017, changed to 38,702 people, decreased by 12,839 people or equivalent to 25%. Meanwhile, the high school level for the 2015/2016 school amounted to 40,454 people, then in 2016/2017 changed to 36,419 people. Thus, it decreased by 4,035 people, equivalent to 10% (Ministry of Education and Culture, 2016; Pratiwi, 2019). At a high school level, many school-age children still prefer not to continue their education at the high school level (Ministry of Education and Culture, 2017; Utamy et al., 2020).

Many school-age children prefer not to go to school, but some still try to repeat their education or continue their education even though it is not on the formal education path (Musengimana et al., 2021; Omar, 2018). One alternative for repeating high school education is by participating in the Package C Equivalency Education Program (Pangestu et al., 2021; Suryana, 2019). Equivalency education is a nonformal educational institution that is equivalent to formal educational institutions but has a specific learning schedule, unlike regular education (Kamaruzzaman, 2021).

According to Law No. 20 of 2003 concerning the National Education System, Government Regulation No. 17 of 2010 concerning the Management and Implementation of Education and Culture, and *Permendikbud* No. 81 of 2013 concerning the Establishment of Nonformal Education Units, it is known that all citizens need educational standards in order to improve their abilities and knowledge (Agnesiana et al., 2023). The implementation of Package C is one of the places that officially organizes education equivalent to high school/vocational school (Fajar et al., 2022).

According to the Directorate of Equivalent Education, the Package C Education Program is nonformal education equivalent to high school or equivalent level, emphasizing mastering science and technology and developing professional attitudes and personalities (Ellyzabeth Sukmawati et al., 2022). This program can be conducted by nonformal education units, such as SKB (Learning

Activity Center), PKBM (Community Learning Activity Center), and others (Karina, 2019; Senjawati & Fakhrudin, 2017; Residents Learn in Participating in Equality Education Study Group Program Riski Arum Senjawati Package & Kersana Learning Activities Center, Brebes Regency, 2017).

Community Learning Activity Center (PKBM) is a nonformal education unit owned and managed by the community, community organizations, social organizations, or religious organizations (Umar, 2018; Residents Learn in Participating in Equality Education Study Group Program Riski Arum Senjawati Package & Kersana Learning Activities Center, Brebes Regency, 2017). In Malang, one of the PKBM that has the highest number of Package C students is owned by PKBM Tirta Pelangi, located in the Sumbermanjing Wetan area. Besides a large number of Package C students, the average age of Package C students in PKBM ranges from 16-21 years. The cause of the large number of school-age students in the Package C program at PKBM is school mutation or changing schools from formal schools to Package C programs. Then, there are also those who, after graduating from junior high school, directly continue their education in the Package C program. Of course, there are many factors that underlie their decision to pursue education in the Package C program, which can come from internal or external factors of the students.

Based on the literature review, the results of other studies show that there is an influence of learning attitudes and interests on learning motivation reaching 74,50% (Putri & Rifai, 2019). This is in line with other researchers' research that states that the attitude of students who follow package C related to activeness, attendance, the readiness of learning residents, and spirit in following package C is still low (Senjawati & Fakhrudin, 2017). Internal factors that affect the motivation of residents to learn are physical and spiritual conditions, while external factors are social environment, family background, parents' education level, and economy (Saidah, 2018). In contrast to this study, it conducted an in-depth analysis of students' attitudes in selecting Package C Equivalency Education programs and places. Therefore, it is in line with the study's objective to determine the attitudes of students in selecting the program and place of Package C Equivalency Education.

METHOD

This research used a qualitative approach which aimed to examine the condition of students naturally according to actual conditions in the field (Sugiyono, 2018, 2019). The purpose of this study is to determine how the attitude of high school students in selecting the Package C Equivalency Education Program, namely by exploring information through the students' reasons with the aim of

showing the form of response about real students' attitudes. The type of research used is a case study. The target case study involved a person, event, setting, or document (Sugiyono, 2017). The subjects of this study employed high school students who prefer to study in the Package C Equivalency Education Program and a school place in PKBM Tirta Pelangi. The research was conducted in the Tirta Pelangi Community Learning Activity Center at Jalan Argotirto Gg. Buntung, Sumbermanjing Wetan District, Malang Regency, East Java, zip code 65176. Meanwhile, the place used for the teaching and learning process was located at SD Ringinsari I. Data collection techniques employed interview, observation, and document techniques. Interviews used a combination of two types of interviews, namely structured and unstructured, or can also be called semi-structured. The observation technique was carried out by observing the object of research directly, students at PKBM Tirta Pelangi. In collecting document or archive data, it WAS done by collecting student data, namely student biodata. Data analysis techniques use discourse analysis by analyzing and evaluating the results of data that has been collected (Darmalaksana, 2020).

FINDINGS AND DISCUSSION

Findings

Attitudes of High School Students in Selecting Package C Equivalency Education Program

Based on the results of data reduction that has been carried out, it was found that the students' reasons for selecting the Package C Equivalency Education Program are as follows:

1. Requires a diploma

The main reason underlying students' need to pursue their education to the equivalent level of high school is that they need a diploma or education certificate. Diplomas are needed because they want to find a job. Based on the students' statement, the world of work now provides qualifications for prospective workers with a minimum level of high school education, so it is very important to get a diploma equivalent to high school and continue their education until college. Some students turned out to have the motivation to continue their education until college. Therefore, this diploma is highly necessary for their desired college administration.

2. Cheap Tuition Fees

The second reason is the cost of education issue in the low price of Package C Equivalency Education program. School-age students will receive assistance from the Smart Indonesia Program. Therefore, they no longer need to pay education fees, which can also be called "*sekolah gratis*". This

policy is considered very helpful for students whose economic conditions are low.

3. Non-daily Schooling

The Package C Equivalency Education Program will certainly differ from formal high school education in terms of the school schedule. Meanwhile, the formal high school takes place from Monday to Saturday. On the other hand, it is different from Package C, which carries out teaching and learning activities as much as 1x a week for each level. This is a tolerance from PKBM so that working students can divide their time between work and school.

4. Discomfort with Formal School

Based on the data obtained by the researchers, there were two Package C students who were transferred participants from the formal school environment. The reason is that they feel uncomfortable or don't fit into their formal schooling, that is, strict regulations, which they found to be very restrictive.

Table 1. Students' Name and School of Origin

No.	Name	Origin of School
1.	Elok Anggi Kurniawan	SMA N 1 Sumbermanjing
2.	Puput Verindasari	YBPK High School

5. Parents Don't Allow to School in Far Places

In fact, there are some students who want to continue their education in formal schools, but they are located far away and near the city. If they choose a formal school located near the city, they must live in boarding houses or rent houses to be closer. However, these students' parents do not permit this arrangement, causing them to continue their education in those formal schools. Parents have great significance for these students, and they also respect whatever decisions are made.

6. Not Accepted in Formal Schools

The last reason is that these students need to be accepted into formal education. This situation made the students feel hopeless and no longer want to enroll in formal education, as they believed the results would be the same. Therefore, with the Package C program, they finally found a solution to continue their education when they were not accepted in formal schools.

Attitude Of High School Students In Selecting PKBM Tirta Pelangi

Sumbermanjing area has two PKBMs that both organize Package C Equivalency Education Program, namely PKBM Tirta Pelangi and PKBM Ceria. The distance between both PKBMs is quite close, but the number of enthusiasts is different. Based on data collected by researchers, the number

of school-age students in PKBM Ceria is only 14 people, while in PKBM Tirta Pelangi are 57 people. In this section, researchers try to review what makes PKBM Tirta Pelangi more desirable.

Students revealed that the only PKBM they knew was PKBM Tirta Pelangi. It is because the distance between students' homes and PKBM Tirta Pelangi is near, so it is not surprising that they only know PKBM Tirta Pelangi better than other PKBM. Many friends of students who also study at PKBM Tirta Pelangi. The prospective students get information about PKBM Tirta Pelangi from their close friends who study at this school. More interesting socialization strategies PKBM Tirta Pelangi often conducts program socialization to the surrounding community. Therefore, many people are more familiar with PKBM Tirta Pelangi. The strategies used are door-to-door socialization, online social media, and socialization with the assistance of village officials, such as village heads, RT, and the last UPT (Education Unit) briefing.

Discussion

Attitudes of High School Age Students in Selecting Package G Equivalent Education Program

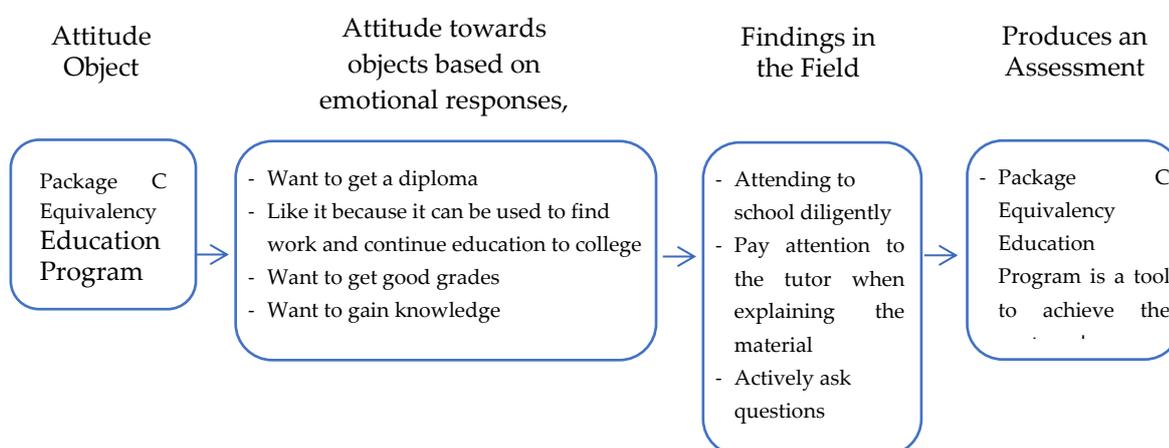
Attitude can be interpreted as a person's evaluation of an object in readiness to react (Ginevra et al., 2022; Nja et al., 2022). Attitudes are closed or unpredictable and viewable, but Rosenberg and Hovland reveal that attitudes can be known through three forms of response: affect, cognition, and behavior (Cahill et al., 2018; Hasanuddin, 2020).

Researchers have analyzed the findings in the field and then concluded that high school students rated the Package C Equivalency Education Program as:

1. Tools in achieving goals (*tools*)

The following is illustrated a scheme regarding the students' attitudes who assess the Package C Equivalency Education Program as a tool to achieve goals.

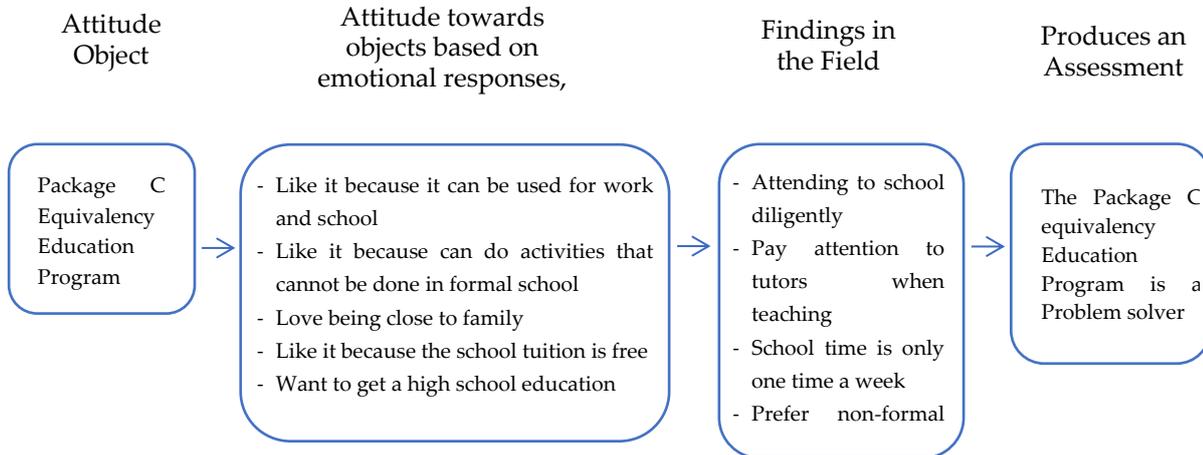
Figure 1. Package C Equivalency Education Evaluation Scheme is a Tool to Achieve Goals



2. Problem solver

The following is illustrated a scheme regarding the students' attitudes who assess the Package C Equivalency Education Program as problem solving.

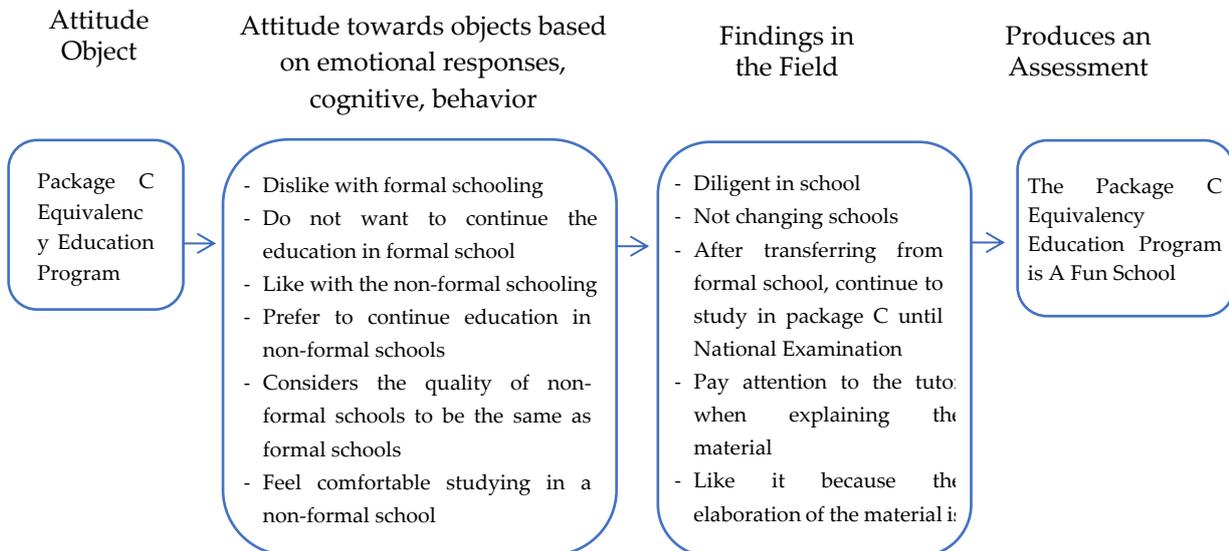
Figure 2. Package C Equivalency Education Assessment Scheme is a Problem, Solver



3. Fun School

The following is illustrated a scheme regarding the students' attitudes who assess the Package C Equivalency Education Program as a fun school.

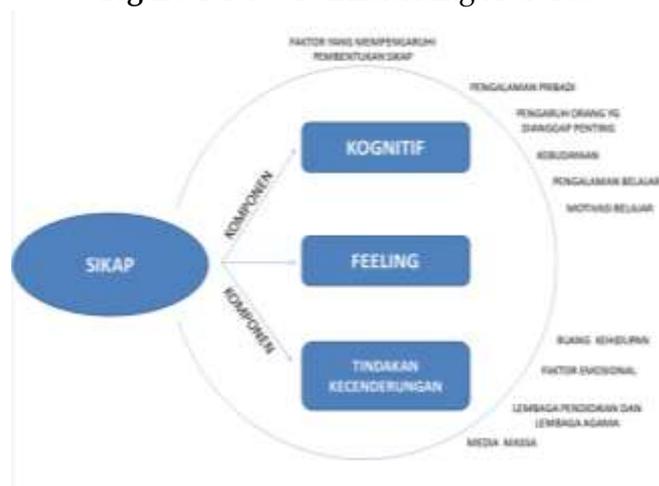
Figure 3. Package C Equivalency Education Assessment Scheme is a Fun School



4. Factors Influencing the Attitude of Students in Selecting Package C Equivalency Education Program

There are influencing factors in attitude formation. This factor can derive from internal or external factors of the learners. According to Azwar (2013), the factors that influence attitudes are as follows:

Figure 4. Factors Influencing Attitude



In the discussion regarding the students who perceive the Package C Equivalency Education Program as a tool, there are two influencing factors in the decision, namely internal and external factors. An internal factor is the need for a diploma to find a job and continue higher education (Saat, 2015). Necessity occurs when individuals perceive an imbalance between what they possess and what they expect. Another factor is the emotional factor expressed by students that they consciously and without coercion choose this program (Handoyo & Zulkarnaen, 2019; Main, 2021). The external factors are the presence of friends, relatives, or other people they know studying in Package C and have been able to find work and continue their education using a diploma from the Package C program. This leads them to decide to apply for the same program. One assumption of social cognitive theory is that individuals learn by imitating what is in they observe in their environment (Mukodi, 2019).

In the discussion about students who assess the Package C Equivalency Education Program as a problem solver, the internal factor influencing the attitude to select is the students' learning motivation. Learning motivation is a driving force both from within and outside the individual that encourages someone to carry out learning activities to achieve the desired goals. Then, the emotional factor believes that the Package C program can provide learning facilities with cost and time

flexibility (Albiladi & Alshareef, 2019; Tokunbo Olufemi et al., 2018). External factors are factors that are considered important, namely, parents. Parents forbid going to school in distant places, so they do not want to go with their parents' wishes. This is in line with research that states this attitude is motivated by a desire to affiliate and a desire to avoid conflict with the important (Musengimana et al., 2021)

The Package C Equivalency Education Program is perceived as a pleasant place, and the internal factor is a personal experience, specifically unpleasant experiences during formal school (Khoiriyah, 2019; Omar, 2018). Another factor is emotional, namely prejudice from students who think that there is no need to enroll again in formal schools because the results would be the same. External factors are factors in students' learning environment (Sukmawati E, 2009). The members of PKBM Tirta Pelangi treat them kindly. The relaxed learning atmosphere and easy-to-understand tutor explanations make them feel at home studying in the Package C program.

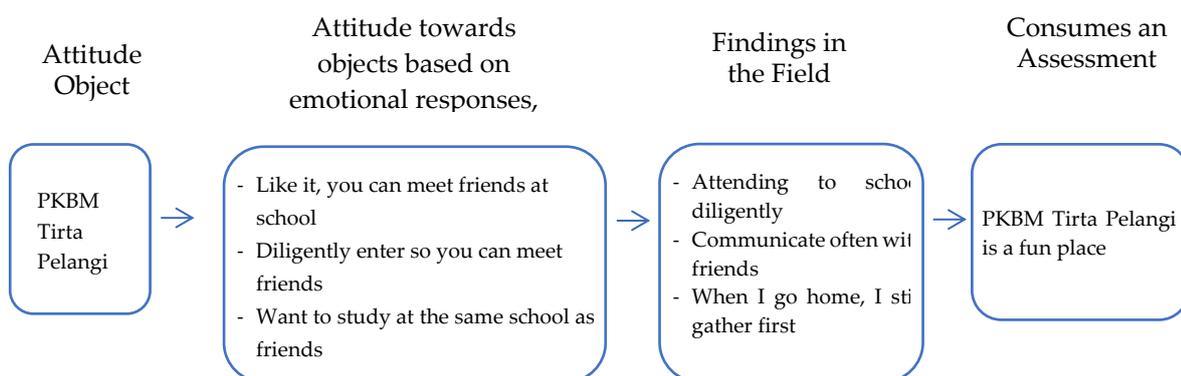
The Attitude of High School Age Students Choosing PKBM Tirta Pelangi

Researchers have analyzed the findings in the field and then concluded that high school students assess PKBM Tirta Pelangi as:

1. Fun place

The following illustrates a scheme regarding the students' attitude who consider PKBM Tirta Pelangi a fun place.

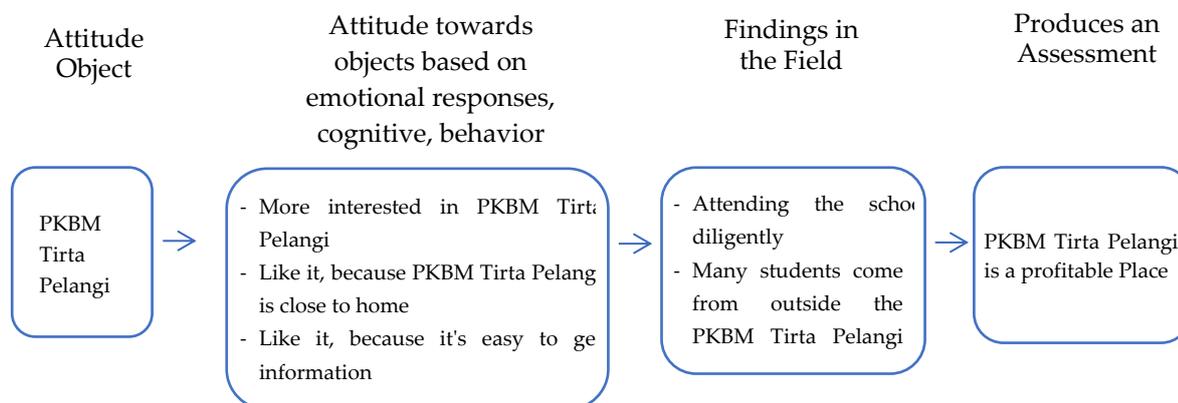
Figure 5. PKBM Assessment Scheme Tirta Pelangi is a Fun Place



2. Profitable place

The following illustrates a scheme regarding the students' attitude who consider PKBM Tirta Pelangi a profitable place.

Figure 6. PKBM Tirta Pelangi Assessment Scheme is a Profitable Place



3. Factors Influencing Student Attitudes in Selecting PKBM Tirta Pelangi

The internal factor is learning motivation in the discussion regarding students who perceive PKBM Tirta Pelangi as a fun place. In comparison, external factors are people who are considered important friends who study at PKBM Tirta Pelangi. Because peers have a very large influence and are stronger than parents or other people, in the speakers of students who rated PKBM Tirta Pelangi as a profitable place, the external factors are distance and information dissemination factors.

CONCLUSION

The students' attitude in selecting Package C Equivalency Education Package is based on the results of the data analysis. They perceive the program not only as a means to fulfill the 12-year compulsory education but also as a pathway to seek employment and continue their education. Furthermore, the students assess this program as problem solver for their challenges, such as financial constraints and time limitations. Some students have parents who forbid them to study in distant places. Third, they considered this program as a fun school because it was more comfortable and not as restrictive as formal schools. The attitude of high school students in selecting PKBM Tirta Pelangi is based on the reasons that have been expressed by students. They consider PKBM Tirta Pelangi to be a fun place because it can meet with friends and be served by the management of PKBM Tirta Pelangi kindly. PKBM is a profitable place because it is near home, and it is easier to get information about education.

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