EFFECT OF PLACEMENT TEST TO SPEED UP PAKET C LEARNING IN SKB KOTA BANDUNG

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Abstract

Equivalent education Paket C is an educational alternative that can be chosen by the community. Students who enter the Paket C program are not only those who have just graduated from SMP / MTs / SMPLB / Paket B, dropped out of high school or vocational school, but those who have graduated or dropped out of school years ago, so that sometimes their administrative requirements have been lost. However, they already have learning experiences based on their life experiences, these competencies must still be respected. The placement test is one way to place students according to their competencies. The purpose of this study was to determine the effect of the placement test on the learning acceleration of Paket C. The approach used in this study was a quantitative approach which measured the results of the effect of the placement test on learning acceleration of students. Placement test with the completeness of the Paket C module. By conducting a placement test it can be seen how many modules have been completed and how many modules have not been completed. The completeness of this module shows that the competence in the module has been mastered by the test taker, so that the test taker does not need to repeat learning in the module. So this placement test can place students, according to the abilities they already have. So it can be concluded that the Paket C equivalent placement test can accelerate the learning process of students.

Keywords: placement test, equivalence, Paket C, accelerated learning

Abstrak

Pendidikan kesetaraan Paket C merupakan alternatif pendidikan yang dapat dipilih masyarakat. Peserta didik yang masuk pada program paket C tidak hanya mereka yang baru lulus SMP/MTs/SMPLB/Paket B, putus SMA atau SMK, tetapi mereka yang sudah lulus atau putus sekolah bertahun-tahun lalu, sehingga terkadang persyaratan administrasi mereka telah hilang. Namun demikian mereka telah memiliki pengalaman belajar berdasarkan pengalaman hidup yang mereka alami, kompetensi tersebut tetap harus dihargai. Tes penempatan merupakan salah satu cara untuk menempatkan peserta didik sesuai dengan kompetensi yang dimilikinya. Tujuan dari penelitian ini untuk mengetahui pengaruh tes penempatan terhadap percepatan belajar Paket C. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantatif yang mengukur hasil pengaruh tes penempatan terhadap percepatan belajar peserta didik Kesetaraan Program Paket C. Penelitian ini menggunakan uji korelasi untuk melihat adakah hubunga antara tes penempatan dengan ketuntasan modul Paket C. Dengan melakukan tes penempatan maka dapat dilihat berapa modul yang telah tuntas dan berapa modul yang belum tuntas. Ketuntasan modul ini menunjukkan kompetensi pada modul tersebut telah dikuasai oleh peserta tes, sehingga peserta tes tersebut tidak perlu mengulang pembelajaran pada modul tersebut. Maka tes penempatan ini dapat menempatkan peserta didik sesuai dengan kemampuan yang telah dimilikinya. Sehingga dapat disimpulkan bahwa tes penempatan kesetaraan Paket C dapat mempercepat proses belajar peserta didik.

Kata kunci: tes penempatan, kesetaraan, paket C, percepatan belajar

INTRODUCTION

Equivalence education has a multientry-multiexit program that allows prospective students to be placed in educational positions / levels in accordance with the attainment of knowledge and skills they already have. This is important so that prospective students who wish to switch educational programs (from formal to non-formal, informal to non-formal education; or between non-formal education programs) are not disadvantaged by having to repeat teaching materials that they have mastered, or are forced to learn a teaching material. N (continued) which is far beyond the basic knowledge he has to learn the new teaching material. (Equality, Guidelines for Implementing Equivalency Education Placement Tests Paket A, B, C, 2008).

The data show that the national level junior high school graduates in 2017 were 3,281,121 people. West Java has a fairly high number of junior high school graduates, namely 585,506 people. Meanwhile, the high school dropout rate was 5,626 people, vocational school dropouts 5,952 people (2016/2017 Education Data Overview, Education and Culture Data and Statistics Center 2017). On the other hand, the high workforce of junior high school graduates both working and not working in West Java is 3,727,638 people and the national figure for both working and not working is 22,795,090 people, apart from that there are still many adults who still need secondary and upper primary education services. Which may not be recorded in the data.

This data shows the number of targets that need to be served both from students who have graduated from SMP / MTs / SMPLB / Paket B or who have dropped out of high school / MA / SMK / MAK / SMALB / Paket C. Equality Education Program Paket C can be an alternative education. . Students who enter the Paket C program are not only those who have just graduated from SMP / MTs / SMPLB / Paket B, dropped out of high school or vocational school, but those who have graduated or dropped out of school years ago, so that sometimes their administrative requirements have been lost. However, the academic abilities of these students must still be respected.

Thus, the Paket C equivalency program organizers must be able to accommodate the above problems. One effort that can be done is a placement test. The placement test is a measurement device that measures the effect of learning, which is the experience that a person gets through structured activities (for example, learning activities in education delivery units) as specified in the competency standard, which is then used as a reference in placing him in a position that is in accordance with the achievement of knowledge and skills it has. (Equality, Guidelines for Implementing Equivalency Education Placement Tests Packages A, B, C, 2008).

The placement test includes academic knowledge that is based on the applicable curriculum in equivalent education. The placement test contains questions that measure the things that should be taught in the education provider unit in accordance with the applicable curriculum for certain competency levels / degrees. Therefore the results of the placement test can reflect the mastery of prospective students on the material that has been previously studied.

THEORITICAL REVIEW
Equivalence Education Program Paket C
The General Paket C program is a non-formal education equivalent to high school or equivalent, with an emphasis on mastering science, technology and the development of professional attitudes and personalities. The results of the general Paket C program can be

valued as equal to the results of formal education programs after going through an equivalent assessment process by an institution appointed by the government or local government with reference to the National Education Standards (Law No. 20/2003 on National Education System Article 26 Paragraph (6) students who pass the General C package exam have the same eligibility rights and are equivalent to those who hold a high school diploma or equivalent to be able to continue to tertiary education, and / or enter the workforce.

The National Education System Law in article 12, paragraph 1b mandates that "Every education unit has the right to receive educational services according to their talents, interests and abilities". Placement tests support this. With a placement test, students will get education according to their abilities. The test is a tool or procedure that is used to find out or measure something in an atmosphere, in certain ways and rules (Arikunto S., 2010)

Placement assessment is an assessment aimed at finding out the prerequisite skills required for a learning program and mastery of learning as programmed before starting learning activities for that program. In other words, this assessment is oriented towards the readiness of students to face new programs and the suitability of the learning program with students' abilities, and assessments is carried out when there is a need to place each student in an educational program / teaching and learning program according to their abilities. The placement assessment function, namely, to find out the condition of the student at a glance, including the condition of his entire personality, the student is placed in his position. The implementation of the placement test is usually carried out at the beginning of the lesson, because it can be used to determine the level of ability students have (Djamari, 2012). Placement tests are used to support the extent to which students 'initial knowledge is in a field of study, so the use of placement tests can help to follow up on students' initial abilities. Various kinds of follow-up can be done, including matriculation, additional lessons, creating study groups. The placement test must consider the age factor of the placement test participant which can be categorized based on the level of school and the educational background of the participants.

Placement tests can take the form of a written, oral or interview test. Depending on the needs of the placement test. For example, the placement test for a science or social studies majors in SMA will be different from the placement test in an English course. This is in line with the results of Rafsel Tas'adi's research which uses psychological tests as a tool to measure a person's ability. It can be used to place someone in a certain place, not only for majors, but also for the recruitment of employees or students at certain levels. The written test can be a multiple choice test and an essay test that has been provided previously. The test package will be divided into several levels of questionable items. Meanwhile, the oral exam is designed to provide a further picture of the productive abilities of the Placement Test participant.

The purpose of the placement assessment is to place students in their place based on their talents, interests, abilities, abilities, and self-condition so that students do not experience obstacles in following lessons or each program of material presented by the teacher. Understand students' learning abilities, so that with that understanding the teacher can place students in teaching and learning situations.

METHOD

This research is a quantitative research, namely research that emphasizes numerical data (numbers) processed by statistical methods. According to (Subana, M and Sudrajat, 2005)

quantitative research in terms of objectives, this research is used to test a theory, present a fact or descriptive statistics, and to show the relationship between variables and those who develop concepts, develop understanding or describe many Thing. This research is a research that leads to a correlational study. In this case, see the correlation between the variable placement test and module completeness.

The instrument used was in the form of placement test questions from 7 subjects, namely Indonesian, English, Economics, Civics, Geography, Mathematics, and Sociology. Respondents of this study were 28 employees and the general public who signed up for Paket C at SKB Kota Bandung. The Bandung City SKB was chosen as the research location because the Bandung City SKB was appointed by the Bandung City Agency as the Bandung City assessment center. SKB Bandung City as the organizer of the placement test.

This study used a correlation test to see if there was a relationship between the placement test and the completeness of the Paket C module. The data were taken from the results of the placement test conducted by the Bandung City Decree, then tested the correlation using SPSS Statistic Version 20..

RESULTS AND DISCUSSION

Results

From the data obtained, it continues with data analysis. Prior to data analysis, a normality test was performed using the One-Sample Kolmogorov-Smirnov Test with the help of the IBM © SPSS® Statistics Version 20 software. The Kolmogorov-Smirnov test is a test of the difference between normality-tested data and standard normal data. The criteria contained in the Kolmogorov-Smirnov test if the significance value is below 0.05 means that there is a significant or abnormal difference, and if the significance value is above 0.05 then there is no significant difference. The significance value obtained is> 0.05, it can be concluded that all data are normally distributed, as shown in table 1.

Table 1. Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Placement Test	,104	28	,200[*]	,976	28	,751
Completeness	,152	28	,098	,963	28	,401

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction
Test criteria: If sig> 0.05 then accept H0 Hypothesis formula:
H0: normally distributed data
HA: data are not normally distributed
Because the number of students is 28 people <33 people, what is seen is dug in the Kolmogorov Sminov column.

Both the data for the placement and completeness tests were normally distributed. As in table 1 for the placement test, it is obtained sign = 0.200> 0.05, so Ho is accepted and for the completeness of the module, sig = 0.098> 0.05 is obtained, so Ho is accepted. Based on the results of the normality test, it can be concluded that the test data met the requirements for further analysis using a linear regression test.

The correlation between the two variables After it is known that the data is normally distributed, the next step is to analyze the data using a linear regression test using Pearson Correlations with the help of IBM © SPSS® Statistics Version 20 software.

Tabel 2. Correlations

		completeness	Placement Test
Pearson Correlation	completeness	1,000	,664
	Tes Penempatan	,664	1,000
Sig. (1-tailed)	completeness	.	,000
	Placement Test	,000	.
N	completeness	28	28
	Placement Test	28	28

The criteria for the Pearson correlation test are divided into 3 categories, namely:
• 0 - 0.2 = very low
• 0.2 - 0.4 = low
• 0.4 - 0.6 = moderate

From table 2, it is found that the correlation between the variable placement test and module completeness is 0.664 so that it can be categorized that the correlation between the placement test variable and module completeness is in the moderate correlation category.

This shows that there is a correlation between the two variables. The placement test that is carried out will provide a correlation with the number of completeness of the modules studied by the test taker. Medium category indicates that test takers still need learn for incomplete modules. By carrying out the placement test, it can be seen how many modules the test taker has completed, and how many modules the test taker must study in the next learning process. How much influence can be analyzed further.

The magnitude of the influence of the placement test on the completeness of the module From the results of the correlation analysis, it is known that there is a correlation with the moderate category, but how much influence the placement test has on the completeness of the module can be analyzed as in Table 3.

Table 3. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,664[a]	,440	,419	3,452	2,002

a. Predictors: (Constant), Placement Test
b. Dependent Variable: completeness

From table 3 it is obtained that are square = 0.440 From the results of data processing, it is known that the effect of the placement test on module completeness is 44%. This shows that 44% of students' module completeness are influenced by the sticking test which is carried out at the beginning, before learning. The remaining 56% is influenced by other supporting factors.

So it can be interpreted that in general 44% of the completeness of the module are the result of the placement test while the remaining 56% of the modules must be completed by the test takers.

The relationship between the placement test and the completeness of the module. To find out the relationship between the placement test and the completeness of the module, the ANOVA test was used with the help of the IBM © SPSS® Statistics Version 20 software. The results were shown in table 4.

Hypothesis Formulation:
Ho: there is no effect of the placement test on the completeness of the module
HA: there is an effect of the placement test on the completeness of the module
The test criteria is if sig> 0.05 then Ho is accepted.

Table 4. Analysis of Variant

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	243,874	1	243,874	20,465	,000[b]
	Residual	309,840	26	11,917		
	Total	553,714	27			

a. Dependent Variable: completeness
b. Predictors: (Constant), Placement Test

From the table, it is obtained that F = 20,465 and sig = 0,000. Because sig <0.05, Ho is rejected, so it means that there is an effect of the placement test on the completeness of module completion.

This confirms the previous test that there is a correlation and the effect of the placement test on the completeness of the module. The placement test can affect the completeness of the completion of the module, so a placement test is indispensable for the acceleration of learning Paket C.

Discussion

Placement assessment is an assessment aimed at finding out the prerequisite skills required for a learning program and mastery of learning as programmed before starting learning activities for that program. The placement test function is used to support the extent to which students 'initial knowledge is in a field of study, so the use of placement tests can help to follow up on students' initial abilities. Follow-up is done after the placement test stage, namely matriculation or additional lessons that can support students' abilities.

From the results above, it can be seen that the placement test can affect the completeness of the completion of the module. By conducting a placement test, you can see how many modules have been completion and how many modules have not been completed. The completeness of this module shows that the competence in the module has been mastered by the test taker, so that the test taker does not need to repeat learning in the module. So this placement test can place students, according to the abilities they already have and can accelerate the learning process.

CONCLUSIONS

Based on the analysis and discussion, it can be seen that the Paket C equivalency program placement test can place students according to their competencies / abilities. When they enter the Paket C Equivalence program, students will only study modules that have not been completed. So it can be concluded that the Paket C equivalent placement test can accelerate the learning process of students

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