

## EVALUATION OF THE IMPLEMENTATION OF THE EQUIVALENCY EDUCATION PROGRAM IN A SPECIAL CHILD DEVELOPMENT INSTITUTION (LPKA) CLASS II JAKARTA

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### Abstract

Program evaluation is the activity of measuring, processing, interpreting and considering data and information to make a decision to determine the achievement of program objectives that have been implemented and then the results of the program evaluation are used as a basis for carrying out follow-up activities for sustainability and further program development. The aim of this research is to evaluate the implementation of the equality education program at the Class II Special Child Development Institute (LPKA) Jakarta which includes (1) the Context component, namely the background, legal basis, aims and objectives and targets of the program; (2) Input component, namely program resources, including students, teaching staff, organizational structure, curriculum, infrastructure; (3) Process component, namely implementation includes preparation for program implementation, planning the learning process, implementation of the learning process, assessment of learning outcomes, and supervision; (4) Product component, namely graduates of the equality education program and performance of Class II Jakarta LPKA officers. This research uses an evaluation research method with the CIPP evaluation model from Stufflebeam and data collection techniques using observation, interviews and documentation. Based on the results of data analysis, it is known that the implementation of the equality education program at LPKA Class II Jakarta is in accordance with the standards for implementing the equality education program Package A, Package B and Package C, Directorate of Community Guidance and Child Eradication, Directorate General of Corrections, Ministry of Law and Human Rights of the Republic of Indonesia and from The results of the analysis are then compiled into a concept formulating Achievements, Problems and Recommendations (CMR) for each evaluation stage in the CIPP model which can be used by LPKA Class II Jakarta in mapping weak points which will later have an impact on the development and sustainability of the equality education program. At LPKA Class II Jakarta.

**Keywords:** Program Evaluation, Equal Education, LPKA Class II Jakarta.

### INTRODUCTION

Indonesia provides a full guarantee of the right to a decent and quality education for all Indonesian people without exception for children who are in conflict with the law (child prisoners). This is because children as the young generation are resources that have a strategic role for the development and future of the nation. Towards an advanced Indonesia, quality human resources are needed that can support the success of the national development process so that Indonesia can answer the demands of globalization with its active role. Improving the quality of human resources can be done through improving the quality of education so as to achieve the goals of national development, namely the welfare of all Indonesian people and the creation of social justice, an advanced, just and prosperous society. A child is described in the Law as someone who is not yet 18 (eighteen) years old including children who are still in the womb and therefore children need guidance, education and protection of their rights as the

State guarantees it in legislation. For children in conflict with the law (child prisoners) it needs to be carried out specifically by involving all parties. This is an effort to protect children's rights and to ensure the right to grow and develop which is an inherent human right. On this basis, children in conflict with the law are placed in the Children's Correctional Institution to be fostered, with the hope that after undergoing coaching, the child can return to good behavior, realize his mistakes, live independently and be useful for the family, community, nation and state. Wagianti Suttedjo in Hijman said two reasons for the importance of the Children's Correctional Institution as follows (Suttedjo, 2006), namely young lawbreakers are most sensitive to external influences (positive and negative) and based on statistical data, recidivism of young lawbreakers is a more potential seed of criminality.

Therefore, juvenile correctional institutions are a supportive (helpful) place to reduce crime. However, most countries debate the effectiveness of imprisonment in reducing crime, especially for juvenile offenders. Given the placement of children in correctional institutions will deprive children of their freedom. As stated in Law No. 35 of 2014 concerning Child Protection, Law No. 3 of 1997 concerning Juvenile Courts, Government Regulation No. 31 of 1999 concerning Guidance and Guidance of Prisoners and several other provisions in the form of Decree of the Minister of Law and Human Rights and Decree of the Director General of Corrections which essentially emphasizes that Indonesia provides legal protection to children without exception to children in conflict with the law (child prisoners) then for guidance activities, education and protection of children in trouble with the law are placed specifically in the Children's Correctional Institution which is now based on Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) referred to as the Child Special Development Institution (LPKA). LPKA is an institution where children serve their sentence. LPKA aims to realize justice that truly guarantees the protection of the best interests of children in conflict with the law (child prisoners). This is in accordance with Article 85 of the SPPA Law which reads that children sentenced to imprisonment are placed in LPKA and are entitled to receive guidance, mentoring, supervision, assistance, education and training and other rights in accordance with statutory regulations so that LPKA is obliged to organize education, training, skills, coaching and fulfillment of other rights in accordance with statutory provisions. The community guidance activities are carried out through the implementation of education and coaching programs which are supervised by the Correctional Center (Bapas).

Based on this, the LPKA has the task of carrying out guidance and services for child prisoners (children under correctional supervision) who are then also referred to as LPKA fostered children. Development is an activity to improve the quality, devotion to God Almighty, intellectual, attitudes and behavior carried out through education, skills training, as well as activities to maintain and improve the physical and spiritual health of children both inside and outside the criminal justice process directed at community-based treatment. Intellectual development is carried out in the form of non-formal education programs through equivalency education, namely the Package A program, Package B program and Package C program. Independence development is realized in the form of education and skills training in the form of carpentry, agriculture, plantation and other skills. LPKA Class II Jakarta conducts intellectual development activities in the form of organizing equivalency education for the

Package a program, Package B program and Package C program through the Community Learning Activity Center (PKBM) which is appointed as a non-formal education unit to carry out equivalency education activities for LPKA students. LPKA Class II Jakarta through PKBM LPKA Class II Jakarta, namely PKBM Harapan Bangsa in collaboration with PKBM Hasanah, implements equivalency education for Package A programs, Package B programs and Package C programs for LPKA foster children. PKBM itself is a government partner in educating the lives of the community (nation) through non-formal education programs, and is expected to be able to foster a learning society so that in the end it will increase independence, educational empowerment and be innovative in seeking various new information in order to improve their lives. As a learning center, PKBM is built on the basis of community needs with an emphasis on self-help, mutual cooperation and participation of the community itself (Kamil, 2011).

### **History of LPKA Class II Jakarta**

LPKA Class II Jakarta was originally under the auspices and guidance of the Correctional Institution Class II A Salemba which is located at Jalan Percetakan Negara number 88, Rawasari, Cempaka Putih, RT 12 / RW 4, Rawasari, Cempaka Putih District, Central Jakarta but due to overcapacity, While there are still child prisoners who do not get good and correct guidance and there is still a combination in one block between child prisoners and adult prisoners who are feared to be contaminated with negative influences, based on Law Number 11 of 2012 concerning the Juvenile Justice System, the nomenclature of the Child Correctional Institution is adjusted to the Child Special Development Institution (LPKA) and currently LPKA Class II Jakarta has stood alone by occupying a new location on Jalan Raya Gandul, Cinere, South Jakarta. LPKA Class II Jakarta has the task of carrying out the guidance of correctional foster children (child prisoners) who are then referred to as LPKA foster children so that LPKA is a place for child development not child punishment. The implementation of equivalency education programs for children in prison (child prisoners) has been organized by the Children's Correctional Institution since it was still located and combined its management with an adult correctional institution, namely (Lapas) Klas II A Salemba until now it can stand alone as LPKA Class II Jakarta. The successful implementation of equivalency education services at LPKA Class II Jakarta cannot be separated from the management factor of educational resources in the implementation of equivalency education as research conducted by previous researchers in the UNES journal article Journal of Social and Economics Research which states that effective management can have an impact on the successful implementation and sustainability of equivalency education programs at PKBM LPKA Class II Jakarta (Harimurti, 2018).

Furthermore, the successful implementation of equivalency education at LPKA Class II Jakarta basically shows the effectiveness and sustainability of the equivalency education program at LPKA Class II Jakarta, especially when Indonesia is experiencing the COVID-19 pandemic which certainly has an impact on all sectors of life without exception to the education sector, especially the implementation of equivalency education for LPKA foster children as the results of previous researchers' research (Harimurti, 2023). Departing from the above conditions, the researcher then wants to know the effectiveness of the implementation of the equivalency

education program at LPKA Class II Jakarta by using the CIPP evaluation model through the evaluation stages of the context, input, process, product of the equivalency education program with reference to the standards for implementing the equivalency education Package A program, Package B program and Package C program of the Directorate of Community Guidance and Child Repatriation of the Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia, so that the results of the evaluation can be known to describe the achievements, problems (constraints) faced by LPKA Class II Jakarta and recommendations that can be used by LPKA Class II Jakarta in mapping weak points which will have an impact on the development and sustainability of the equivalency education program at LPKA Class II Jakarta.

### **Theoretical Review of Program Evaluation**

Evaluation is an activity carried out to see how the implementation of activities from a plan. Evaluation is essentially to assist stakeholders in assessing the implementation of programs that have been planned systematically. Evaluation is an activity to collect information about the operation of something, which then the information is used to determine the right alternative in making a decision (Suharsimi Arikunto & Jabar, 2014). Evaluation is also an activity to collect information about the implementation of something in the form of information that can be used to determine the right alternative in decision making. The science of evaluation is part of the science of education and management science, which was raised by by Ralph Tyler in 1930. Ralph Tyler coined the term educational evaluation and later became the "Father of Evaluation". Tyler stated evaluation as "the process of determining to what extent the educational objectives are being realized" that evaluation is a process to determine whether a program is achieved or not. Tyler then emphasized the importance of broad objectives as the basis for evaluating a program. In terms of educational evaluation research, Cresweel in Sugiyono (Sugiyono, 2013) states that evaluation research is measuring the quality of something that is studied using standards and involving individuals in education, as Weiss in Sugiyono adds that: Evaluation research is applied research, which is a systematic way to determine the effectiveness of a program, action or policy or other object under study when compared to the objectives or standards set. Evaluation research is carried out with the aim of increasing the effectiveness of a policy or program, based on feedback from people involved in implementing the program.

Furthermore, according to Smith as cited by Owen, a program is defined as a set of plans carried out to achieve a predetermined target. Usually the program is described in the form of a set of work plan documents and then carried out consistently in realizing the work plan that has been determined. The output of the program is the result of a program itself that benefits the community in a government. So that the program is a series of deliberate activities that are systematically designed both newly planned, ongoing, and those that have been implemented to produce a strategic policy. Program evaluation is a research method used in social research to assess the effectiveness of the implementation and implementation of public policy management, programs or certain projects for decision making. To get accurate evaluation results, it is necessary to directly observe the object being evaluated (Patton, 2015). In the

learning process, program evaluation is used to assess the effectiveness of school management, student learning outcomes and certification. As the opinion of Scheerens, Glass and Thomas in Mustrofin who say that program evaluation is used to assess the object of education on the basis of systematic information collection such as the agenda of activities, program characteristics, and the perceived impact of the program for decision making. Evaluation of education programs seen from the context is carried out to identify conditions, various issues and constraints that exist in the program implementation environment (Mustrofin, 2010).

### **Context, Input, Process, Product (CIPP) Program Evaluation Model**

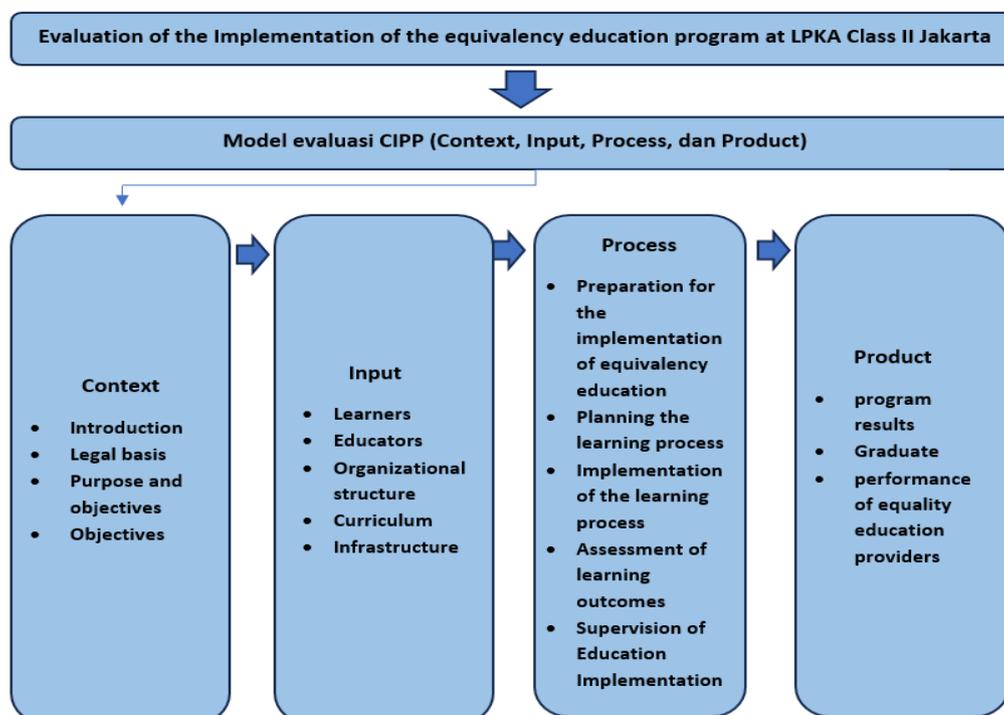
This CIPP evaluation model is a decision oriented evaluation approach structured. Its purpose is to assist decision makers (administrators/managers/leaders) in making decisions on the condition of a program, whether it is continued with development (modification) or discontinued. This evaluation model views the program as a system consisting of input, process and output units (Arifin, 2010). The CIPP evaluation model is a management analysis model that aims to evaluate international, national and local education programs. Stufflebeam in Sugiyono (Sugiyono, 2013) says the scope of CIPP program evaluation includes four actions, namely Context evaluation, Input evaluation, Process evaluation and Product evaluation with the following explanation:

- (1) **Context Evaluation** This evaluation is related to the planned objectives of the program; why the program is held, what is the vision, mission, goals and objectives of the program; the program budget. The main purpose of context evaluation is to determine the strengths and weaknesses of the program. By knowing the strengths and weaknesses, the evaluator can provide the necessary direction for improvement.
- (2) **Input Evaluation** Input evaluation is conducted to learn whether the program design has considered the available resources. This evaluation identifies problems, assets and opportunities to help decision makers define goals, priorities and help user groups to assess program goals, priorities and benefits. This evaluation is conducted to assess the capability of material, machine, man, and money resources.
- (3) **Process Evaluation** Process evaluation is related to the activity of implementing the program plan with the inputs that have been provided. This evaluation is used to answer questions about the timing of program implementation, program implementation procedures, performance of people involved in program implementation, program implementation according to the schedule set in program planning, input support in the program implementation process and weaknesses in program implementation.
- (4) **Product Evaluation** Product or output evaluation is related to the evaluation of the achievement of the results of a program. This evaluation is used to answer several questions such as program achievements, the results of program achievements (high results and low results), the level of satisfaction of the people targeted in the implementation of the program, the timeliness of achieving program objectives, the positive and negative impacts of the program and alternative decisions regarding program sustainability continued with revisions, continued and developed or not continued.

The CIPP program evaluation model is used by researchers to determine the implementation of the implementation of the equivalency education program at LPKA Class II Jakarta through an evaluation of the context, input, process, product components of the equivalency education program by referring to the standards for implementing the equivalency education Package A program, Package B program and Package C program of the Directorate of Community Guidance and Child Detention of the Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia. The results of the evaluation can then be compiled by researchers into a conceptual description of the achievements, problems (constraints) faced by LPKA Class II Jakarta and recommendations that can be used by LPKA Class II Jakarta in mapping weak points which will have an impact on the development and sustainability of the equivalency education program at LPKA Class II Jakarta.

## METHODOLOGY

This research uses an evaluation research method with the Context, Input, Process and Product (CIPP) evaluation model. Data collection procedures through observation, interview and documentation techniques and data support. Data analysis techniques are carried out through data reduction, data presentation and data verification (conclusion drawing) by finalizing data checking through data triangulation from various research data sources. Techniques and decision-making processes in each evaluation stage are carried out through measuring each program component criterion summarized in the form of a matrix and summarized in the Framework of Thought as follows:



In this study, researchers used triangulation of data collection techniques sourced from the results of observations (observations), interview results and documentation results (photos, documents, field notes) which were then continued with an external validation process and triangulation of sources obtained from different sources, namely from the Head of the Development Section; Principal of PKBM LPKA Class II Jakarta; PKBM Hasanah manager which was then continued with an internal validation process by checking information with experts / experienced people (expert judgment), namely the Director of Community Education and Special Education (PMPK) or can be represented by the Head of LPKA Class II Jakarta.

This study aims to evaluate the implementation of the equivalency education program at LPKA Class II Jakarta from the program context, program inputs, program processes and program outputs by referring to the standards for implementing the equivalency education Package A program, Package B program and Package C program of the Directorate of Community Guidance and Child Repatriation of the Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia. The results of the evaluation are then compiled into a conceptual formulation of Achievements, Problems and Recommendations (CMR) for each evaluation stage in the CIPP model which can be used by LPKA Class II Jakarta in mapping weak points which will have an impact on the development and sustainability of the equivalency education program at LPKA Class II Jakarta.

## **RESULTS AND DISCUSSION**

### **Evaluation Results of the Equivalency Education Program Context Component:**

1. The background of the implementation of the equivalency education program at LPKA Class II Jakarta is to fulfill the right to education and the continuation of education for LPKA foster children as stated in the legal basis for implementing the equivalency education program at LPKA Class II Jakarta.
2. The legal basis for the implementation of equivalency education programs at LPKA Class II Jakarta is the Law of the Republic of Indonesia Number 12 of 1995 concerning Corrections, Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Justice System, Law of the Republic of Indonesia Number 35 of 2014 concerning Child Protection, Government Regulation of the Republic of Indonesia Number 32 of 1999 concerning Conditions and Procedures for Implementing the Rights of Prisoners, Government Regulation of the Republic of Indonesia Number 31 of 1999 concerning the Guidance and Assistance of Prisoners and Correctional Clients, Regulation of the Minister of Law and Human Rights of the Republic of Indonesia number 18 of 2015 concerning Organization and Work Procedures of the Institute for Special Development of Children (LPKA), Decree of the Minister of Law and Human Rights of the Republic of Indonesia dated December 23, 2014 number M. HH-03. HH-03.OT.02 .02 of 2014 concerning Guidelines for the Treatment of Children in Correctional Centers (Bapas), Temporary Children's Institutions (LPAS) and Special Development Institutions for Children (LPKA).

3. The purpose and objective of implementing an equivalency education program for children under the guidance of LPKA Class II Jakarta is to increase knowledge and abilities and shape the character of children under the guidance of LPKA, so that it is hoped that there will be an increase in cognitive, affective (changes in children's attitudes and behavior) and psychomotor abilities, namely the ability to adapt to the community environment after the release period later so that children can return to the family and community environment, children can be well received and have benefits for their future lives.
4. The targets of implementing the equivalency education program at LPKA Class II Jakarta are foster children and LPKA Class II Jakarta officers who are the implementers of the implementation of the equivalency education program at LPKA Class II Jakarta. With the fulfillment of the educational rights of LPKA Class II Jakarta foster children, there is an increase in the performance of LPKA Class II Jakarta officers through LPKA Class II Jakarta's excellent service.

**Results of the Evaluation of the Input Component of the Equivalency Education Program:**

1. Participants in the LPKA Class II Jakarta equivalency education program are children fostered by LPKA Class II Jakarta who come from different educational backgrounds and ages. The total number of children under the guidance of LPKA Class II Jakarta is 57 children. While the number of children participating in non-formal education at LPKA Class II Jakarta in the 2022/2023 academic year with the latest educational background for Package A equivalent to Elementary School (SD) is 9 children, Package B equivalent to Junior High School (SMP) is 8 children, Package C equivalent to Senior High School (SMA) is 17 children. The total number of children assisted by LPKA Class II Jakarta who take part in non-formal education activities is 34 children. This is due to the limited number of classes and educators.
2. Educators for the LPKA Class II Jakarta equivalency education program are educators / tutors from PKBM Hasanah with a total of 7 people. PKBM Hasanah educators have an educational background in the field of education such as Akta IV, undergraduate education and education practitioners who have teaching experience; have supporting skills, love the world of education so that academically competent.
3. The organizational structure of the LPKA Class II Jakarta equivalency education program uses the organizational structure of the LPKA Class II Jakarta work unit consisting of the Head of LPKA Class II; General Subdivision; Registration and Classification Section; Development Section; Supervision and Discipline Enforcement Section.
4. The curriculum for the LPKA Class II Jakarta equivalency education program uses the curriculum structure for non-formal education Package A, Package B and Package C with equal levels of education and competence for the Package A Program equivalent to Elementary School (SD / MI) which emphasizes literacy and numeracy skills in language and numbers and emphasizes mastery of facts, concepts and data gradually so that it is hoped that students will have basic skills in meeting the needs of daily life and continuing

education to a higher level. The Package B program is equivalent to Junior High School (SMP/MTs) emphasizes mastery and application of abstract concepts more broadly and practices improving the skills of thinking and acting logically and ethically and emphasizes improving thinking skills and processing information and applying it to meet the demands of the world of work and can continue education to a higher level. The Paket C program is equivalent to Senior High School (SMA/MA) which is directed at achieving the basics of academic competence and applying them to produce work so that students are able to communicate concepts more scientifically and ethically and prepare themselves to be able to work independently and develop a professional personality and are directed at achieving academic abilities and functional skills in an ethical manner, so that students can work independently or be entrepreneurs and can continue their education to a higher level.

5. The structure of the curriculum and subjects of the Package A, Package B and Package C programs is intended to achieve the competency standards of graduates in accordance with the Regulation of the Minister of National Education Number 23 of 2006 with an orientation on the development of sports to achieve functional skills that are unique to the Package A, Package B and Package C programs, namely: Package A is intended for learners to have skills to meet life needs. Package B is intended so that students have the skills to meet the demands of the world of work and Package C is intended so that students have entrepreneurial skills.
6. The infrastructure of the LPKA Class II Jakarta equivalency education program consists of buildings and main office space, administration rooms, classrooms, guest rooms, waiting rooms, archive storage rooms, library rooms, bathrooms, halls, gazebos and residential blocks for LPKA Class II Jakarta foster children. LPKA Class II Jakarta is also equipped with equipment facilities such as textbooks, internet networks, tables and chairs, stationery and PC computer units.

### **Results of the Evaluation of the Process Component of the Equivalency Education Program:**

1. Preparation for the implementation of the equivalency education program at LPKA Class II Jakarta is carried out through the following steps: (1) Establishment of the LPKA Class II Jakarta Teaching and Learning Center (PKBM), namely PKBM Harapan Bangsa and in collaboration with PKBM Hasanah. (2) Recruitment of students, namely by conducting routine counseling to foster children about the importance of education for them and it is an obligation for them to be able to participate in the equivalency education program at LPKA Class II Jakarta. (3) Recruitment of teaching staff, namely by collaborating with PKBM Hasanah for learning management including the fulfillment of teaching staff while still being accompanied by LPKA Class II Jakarta officers in its implementation, based on teaching assignment letter No. 21.102 / PKBM.HS: 21.102/PKBM.HSN/XII/2021 dated December 31, 2021 and No. 22.04/PKBM.HSN: 22.04/PKBM.HSN/II/2022 dated February 28, 2022. PKBM Hasanah educators have an educational background in education such as Akta IV, have teaching experience; have supporting skills, love education so that they are academically competent, have supporting skills and love the world of education. (4) The

provision of learning facilities and infrastructure includes three classrooms, a library, hall, archive storage room and learning facilities such as tables, chairs, computers, blackboards, atk. However, based on field notes and observations, what is not yet available at LPKA Class II Jakarta is a counseling-tutor room and what is not adequate / sufficient in number is a classroom. For the completeness of the infrastructure for the development and care of LPKA fostered children, LPKA Class II Jakarta is currently building additional rooms for Correctional Students, office operations and rejuvenating buildings around LPKA, such as a music room, polyclinic.

2. Planning the learning process, including the preparation of syllabuses and lesson plans (RPP) of the Package A, Package B and Package C programs; activities Learning activities with face-to-face meetings of at least 20%, tutorials of at least 30% and a maximum of 50% independent Every student is required to take part in learning activities both in the form of face-to-face, tutorials, and independently in accordance with those listed in the Content Standards for Package A Programs, Package B Programs, and Package C Programs; placement of students, namely LPKA Class II Jakarta foster children by considering the latest educational results that have been achieved such as report cards and / or diplomas and the learning experience of students that can be proven through a portfolio,
3. Implementation of the learning process includes face-to-face learning 20%; tutorial activities and independent activities.
4. Assessment of learning outcomes through learning tasks (self-assessment) by doing exercises integrated in each module / teaching material; formative assessment by educators / tutors through direct observation in learning, discussion, assignments, tests; semester assessment; and Equivalency Education Examination (UPK) Package A, Package B, Package C.
5. Supervision of the implementation of the equivalency education program is carried out by monitoring, evaluation and supervision activities. The Monitoring and Evaluation Team (Monev) of the DKI Jakarta Regional Office of the Ministry of Law and Human Rights conducts monitoring and supervision activities in the fields of staffing, archives, infrastructure, community services, internal organization, organizational performance, including the implementation of equivalency education programs at LPKA Class II Jakarta. The M&E and supervision activities are carried out in groups. The Monev Team recapitulates the inventory list of problem areas that will be monev, such as staffing, archives, infrastructure, community services, internal organization, organizational performance, including the implementation of equivalency education programs at LPKA Class II Jakarta, and then the recapitulation is reported to the Regional Office of the DKI Jakarta Ministry of Law and Human Rights.

### **Results of the Evaluation of the Products Component of the Equivalency Education Program:**

1. The implementation of the equivalency education program at LPKA Class II Jakarta has produced graduates with non-formal education certificates. The achievement of the academic grades of children assisted by LPKA Class II Jakarta on average gets good grades as indicated by the results of semester exams and national exams (diplomas). (diploma). Not only the achievement of grades that on average get good grades but also the results are shown in changes in the ethics and attitudes of LPKA Class II Jakarta foster children who are getting better and not returning to the LPKA Class II Jakarta environment after their release.
2. Along with producing graduates from the implementation of the equivalency education program by LPKA Class II Jakarta, this also shows the performance of LPKA Class II Jakarta officers. LPKA Class II Jakarta identifies and assesses the performance of educators and LPKA Class II Jakarta officers in the process of organizing equivalency education programs at LPKA Class II Jakarta based on the main tasks and functions of work units in the LPKA Class II Jakarta environment so that the quality of correctional services can be realized through excellent service. This shows the performance of LPKA Class II Jakarta officers in providing excellent service for foster children. For then based on this assessment, LPKA Class II Jakarta provides rewards - awards as Exemplary Employees every year (Jakarta, 2018) (LPKA Jakarta Embedded "Best Employee" February 2020, 2020).

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **The concept of formulation of Achievements, Problems and Recommendations (CMR) for each evaluation stage in the CIPP model**

The results of the evaluation of the implementation of the equivalency education program at LPKA Class II Jakarta explain that the implementation of the equivalency education program at LPKA Class II Jakarta is in accordance with the standards for implementing the equivalency education program for Package A, Package B and Package C of the Directorate of Community Guidance and Child Detention of the Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia.

As for its implementation, there are problems (obstacles) such as the absence of policies regarding the format for organizing equivalency education programs for fostered children in children's prisons (LPKA); the number of students has not reached the maximum number of the total number of LPKA fostered children, this is due to limited classrooms and educators; so that additional education needs to be provided as a companion to equivalency education, namely informal education, namely skills education for LPKA fostered children.

From the evaluation results, the researchers then compiled it into a conceptual formulation of Achievements, Problems and Recommendations (CMR) for each evaluation stage in the CIPP model which can be used by LPKA Class II Jakarta in mapping weak points which will have an impact on the development and sustainability of the equivalency education program at

LPKA Class II Jakarta. The CMR concept is as follows:

### **1. Context Equivalency Education Program at LPKA Class II Jakarta**

#### **Achievements (Outcome):**

The fulfillment of the right to education for LPKA Class II Jakarta foster children through the implementation of equivalency education programs organized by LPKA Class II Jakarta so that there is an opportunity for foster children after completion or before completion of their release period to continue their education to a higher level. This is in accordance with the standards for organizing equivalency education programs Package A, Package B, Package C Directorate of Community Guidance and Child Retirement Directorate General of Corrections Ministry of Law and Human Rights of the Republic of Indonesia which LPKA Class II Jakarta uses as a guideline.

#### **Problems (Issue):**

There is no policy / regulation regarding the format for organizing education programs for children in conflict with the law in the Juvenile Correctional Institution (LPKA).

#### **Recommendations:**

There needs to be a policy / regulation from the Central Government regarding the format for organizing education for children in conflict with the law at LPKA Class II Jakarta.

### **2. Input of Equivalency Education Program at LPKA Class II Jakarta**

#### **Achievements (Outcome):**

The implementation of the equivalency education program at LPKA Class II Jakarta uses LPKA education resources. This is in accordance with the standards for implementing equivalency education programs for Package A, Package B, Package C of the Directorate of Community Guidance and Child Retirement of the Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia which LPKA Class II Jakarta uses as a guideline.

#### **Problems (Issue):**

- 1) Limited number of classrooms and educators from LPKA Class II Jakarta.
- 2) The number of foster children who are students of the equivalency education program has not met the class quota for each program.

#### **Recommendations:**

1. Fulfillment of learning infrastructure facilities such as classrooms.
2. Cooperation / continuing cooperation with non-formal education institutions for learning management, including the provision of educators / tutors.

### **3. Process Equivalency Education Program at LPKA Class II Jakarta**

#### **Achievements (Outcome):**

The equality education program for Package A, Package B and Package C has been carried out in collaboration with LPKA Class II Jakarta with PKBM Hasanah in terms of learning management (educators / tutors and the learning process).

#### **Problems (Issues):**

In the process of preparing for the implementation of the program, it is not optimal because the number of classes is still limited for all students. This shows that the preparation for the implementation of the equivalency education program is not in accordance with the standards for implementing the Package A, Package B, Package C equivalency education program, Directorate of Community Guidance and Child Retirement, Directorate General of Corrections, Ministry of Law and Human Rights of the Republic of Indonesia which LPKA Class II Jakarta uses as a guideline.

#### **Recommendation:**

Intense supervision and quick and appropriate feedback are needed to overcome obstacles in the learning process, such as assistance in providing classrooms.

### **4. Product Equivalency Education Program at LPKA Class II Jakarta.**

#### **Achievements (Outcomes):**

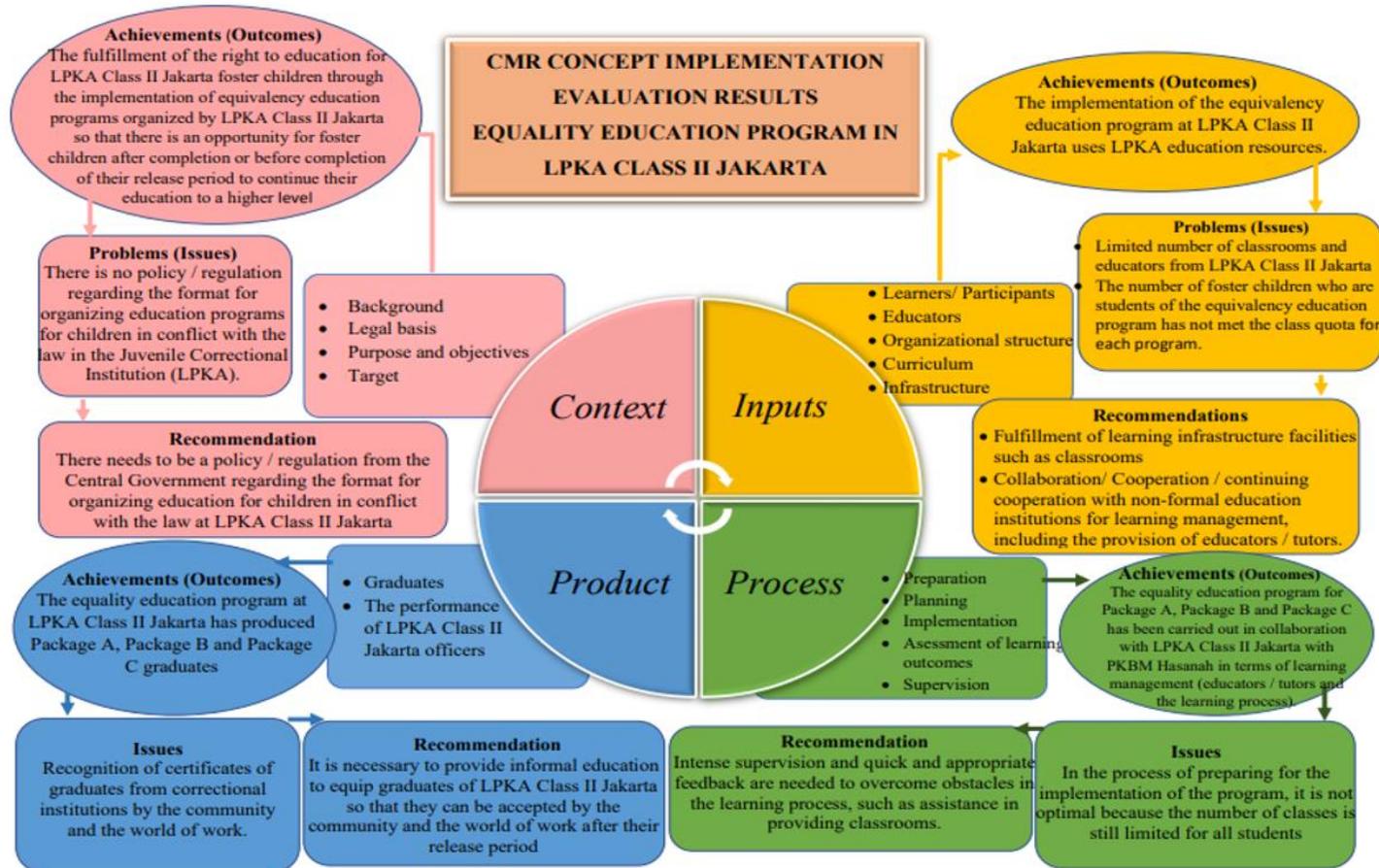
The equivalency education program organized by LPKA Class II Jakarta has produced graduates of the Package A, Package B and Package C programs. This is in accordance with the standards for implementing the equivalency education program for Package A, Package B, Package C of the Directorate of Community Guidance and Child Detention of the Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia which LPKA Class II Jakarta uses as a guideline.

#### **Problems (Issue):**

Recognition of certificates of graduates from correctional institutions by the community and the world of work.

#### **Recommendation:**

It is necessary to provide informal education to equip graduates of LPKA Class II Jakarta so that they can be accepted by the community and the world of work after their release period.



**Researcher's CMR Concept on Program Implementation Evaluation Results Equal Education in LPKA Class II Jakarta**

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