

ANALYSIS OF THE DIFFERENCES IN LEARNING PROCESS BETWEEN JUNIOR HIGH SCHOOL AND PACKAGE B EQUIVALENCY EDUCATION IN GUNUNGSITOLI CITY

By Ardi Syah Putra Zebua

**ANALYSIS OF THE DIFFERENCES IN LEARNING PROCESS
BETWEEN JUNIOR HIGH SCHOOL AND PACKAGE B
EQUIVALENCY EDUCATION IN
GUNUNGSITOLI CITY**

UNDERGRADUATE THESIS



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CHAPTER I INTRODUCTION

1.1. Background of the Problem

Education is an activity to acquire knowledge, skills, abilities, to build attitudes and behaviors useful in the development of students in order to improve the quality of the nation as a whole. Education is a conscious and planned effort to create a learning atmosphere and learning process so that learning citizens actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and hone skills.

National education is basically intended to educate the nation's life in a sustainable manner. Law No. 20/2003 states that national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life by aiming to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

According to Rahman and others (2022: 2), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society. So that with the existence of education can be a means of knowledge in developing the potential possessed by humans.

Education in Indonesia can be pursued through three pathways. The education pathways are formal, informal and non-formal education. As we all know, formal education is education with a school system. Informal education focuses on family education. Meanwhile, non-formal education is education outside the school system. Non-formal education also functions as an addition, substitute, and complement to formal education. Improving the quality of education as emphasized in the mission of national education is expected to answer the challenges faced in terms of meeting the needs of quality education for every

community. It is necessary to organize education, one of which is non-formal education which is regulated in Law Number 20 of 2003 concerning the National Education System which states that non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills and developing attitudes and personality.

According to Febriani and others (2021: 114) Non-formal education that provides equivalency education services for the Package A Program equivalent to elementary school, Package B Program equivalent to junior high school and Package C Program equivalent to high school, with an emphasis on increasing the ability of knowledge, skills, personality attitude development to learning citizens. This program is one of the government's education programs intended for people who are less or unable to send their children to school for various reasons. In practice, the implementation of non-formal education is carried out to achieve national education goals through several programs. One of them is the equivalency education program. The implementation of equivalency education is an integral part of the implementation of national education which is specifically intended to achieve educational goals.

PusatKegiatanBelajarMasyarakat (PKBM), is an institution formed for the community engaged in Non Formal education. PKBM is still under the supervision and guidance of the National Education Office. The PusatKegiatanBelajarMasyarakat (PKBM) implements various programs and services such as Equivalency Education, Package A equivalent to elementary school, Package B equivalent to Junior High School and Package C equivalent to high school, pre-school, courses and vocational training. The Package B program is an education program equivalent to the Junior High School (SMP) level in the formal school sector. With the implementation of the Package B Program, it is hoped that it will be able to assist in efforts to eradicate the dropout rate which will have an impact on the decline in the quality of human resources.

So that researcher is interested in knowing how the learning process is and what is the difference between formal school SMP and Equivalency Education Package B. As the subject of this research are all PKBM in Gunungsitoli. In

Gunungsitoli, there are 12 PKBM that implement the Equivalency Education Package B. An in-depth understanding of the differences in the learning process between junior high school and equivalent education Package B will provide valuable insights for educators and other education stakeholders. By understanding these differences, educators can develop more effective learning strategies according to the needs and characteristics of students in each type of educational institution.

By understanding the differences in learning processes between these two types of educational institutions, it is possible to identify areas where one type of educational institution may have certain advantages or disadvantages. This information can be used to improve education policy and allocate resources more efficiently to improve the learning process in both types of educational institutions.

This research is also important because it can help improve educational inclusion. Package B equivalent education is often an option for those who cannot attend formal junior high school for various reasons, such as financial limitations or limited learning opportunities. By understanding the differences in the learning process between these two types of education institutions, strategies can be identified to improve access and quality of education for students who may face barriers to formal junior high school.

Based on the explanation above, the researcher wants to conduct research to find out the differences in the learning process of junior high schools and Package B Equivalency Education with the research title **"ANALYSIS OF THE DIFFERENCES IN LEARNING PROCESS BETWEEN JUNIOR HIGH SCHOOLS AND PACKAGE B EQUIVALENCY EDUCATION IN GUNUNGSITOLI CITY"**.

1.2.Focus of the Research

1. To analyze the learning process in Package B equivalency education.
2. To analyze the differences between formal education junior high school and equivalency education package B.

1.3. Formulation of the Problem

1. What is the learning process in Package B equivalency education?
2. What is the difference between formal junior high school education and package B equivalency education?

1.4. Purpose of the Problem

1. To find out the learning process in Package B equivalency education.
2. To find out what is the differences between formal junior high school education and package B equivalency education.

1.5. Significance of the Problem

There are several uses of this research, namely:

1.5.1 Theoretically

This research can be used as a reference for the next generation who want to analyze and know how the learning process differs in formal junior high schools and Package B equivalency education, and can be used as a reference source for teachers and educators to improve the quality of education.

1.5.1 Practically

- a. For researcher, it can be a guideline for the future in improving the quality of education.
- b. For teachers and prospective teachers, it can describe between junior high schools and Package B equivalency schools in improving the quality of education.
- c. For further researcher, this research can be used as a reference source to find out about the differences in the learning process of junior high school with package B equivalency education.

CHAPTER II

LITERATURE REVIEW

2.2.THEORETICAL FRAMEWORK

5 2.2.1. Definition of Learning Process

Learning is a process carried out by each individual to get changes in behavior, both in knowledge, skills, attitudes and positive values as an experience of what has been learned. According to Usman in Junaedi (2019: 2), learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. According to Nurzannah (2022: 28), learning can also mean a process to condition the most suitable learning atmosphere for students by the teacher in order to achieve the learning objectives that have been set.

According to M.SobrySutikno in Junaedi (2019), the learning process includes three aspects, namely:

1. Students. Students are the most important factor, because without students there will be no learning process.
2. Learning process. The learning process is what students live when they learn.
3. Learning situation. The learning situation is the environment where the learning process occurs.

From the opinions expressed by the experts above, it can be concluded that learning process is a series of activities that occur in order to acquire new knowledge, skills, or attitudes. This process involves receiving, understanding, processing, and applying new information by individuals. It can also include direct experience, reflection, and feedback to improve understanding and performance. Thus, the learning process is an ongoing and complex endeavor to achieve personal growth and development.

2.2.2. Definition of Formal Education

According to Syaadah and friends (2022), formal education is education carried out through educational channels in schools. This pathway has a coherent and clear level of education. Formal education, starting from basic education, continues to secondary to higher education. Schools, which are formal channels in the education system, have a very large share to contribute to the achievement of national education goals. Because the curricula used are designed in such a way with various experiments or special studies to formulate them (Haerullah and Elihami, 2020).

Formal education according to Hidayat and Abdilah (2019: 135) in their book entitled "Science of Education" is a structured and tiered educational path consisting of early childhood education (TK/RA), basic education (SD / MI), secondary education (SMP / MTs and SMA / MA), and higher education (University). Formal education consists of public formal education and private formal education.

The characteristics of Formal Education according to Hidayat and Abdilah, among others:

- 1) Place of learning in the school building.
- 2) There are special requirements to become a learner.
- 3) The curriculum is clear.
- 4) Learning materials are academic.
- 5) The education process takes a long time.
- 6) There are formal examinations.
- 7) The education provider is government or private.
- 8) The teaching staff has a certain classification.
- 9) It is organized with uniform administration

It can be concluded by researcher that formal education is a type of education that is held in official institutions such as schools, universities, or other educational institutions recognized by the government. Formal education is usually clearly structured, has a set curriculum, and is directed by teachers or instructors who have specified qualifications. This type of education usually leads to the

awarding of degrees, diplomas or certificates that are widely recognized as proof of academic achievement.

2.2.3. Definition of Non-Formal Education

According to Hidayat and Abdulah (2019: 137), non-formal education is an education path outside formal education that can be implemented in a structured and tiered manner. Non-formal education can be valued equivalent to the results of formal education programs after going through an equalization assessment process by an institution appointed by the Government or Regional Government with reference to national education standards. Such as Course and Training Institutions, Study Groups, Studio, and others.

The characteristics of Non-Formal Education include:

1. The place of learning can be outside the building.
2. Sometimes there are no special requirements.
3. Generally does not have a clear level.
4. There is a specific program to be handled.
4. Practical and specialized.
6. The education is short.
7. Sometimes there is an exam.
8. Can be run by the government or the private sector

According to Indonesian Law No. 20 of 2003 Article 26 paragraphs 1-3 states that:

1. Non-formal education is organized for community members who need educational services that function as a substitute, supplement, and / or complement to formal education in order to support lifelong education.
2. Non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills and developing professional attitudes and personalities.
3. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy

education, skills education and job training, equivalency education, and other education aimed at developing the abilities of learners.

8 According to Rahmat (2018: 3), non-formal education is every opportunity where there is regular and directed communication outside of school, and a person obtains information, knowledge and training or guidance according to his age and life needs with the aim of developing a level of skills, attitudes and values that allow him to become an efficient and effective participant in his family environment, even his community and his country.

Non-formal education is a purposeful and systematic transmission of knowledge, skills and attitudes (with an emphasis on improving skills) outside of formal school education technology, with a structure of time, place, resources and learning citizens that are diverse but directed.

2.2.4. Definition of Pusat Kegiatan Belajar Masyarakat (PKBM)

The definition of PKBM is mentioned by UNESCO in Azahhrah (2023: 29), namely Community Learning Activities (PKBM) is an educational institution organized outside the formal education system directed at rural and urban communities by being managed by the community itself and providing opportunities for them to develop various learning models with the aim of developing the abilities and skills of the community in order to improve their quality of life. Community learning centers are basically places where people or communities can take part in learning activity programs.

PKBM is a forum for the community to develop the potential of its resources, which is formed from the community, for the community and by the community which aims to increase the knowledge, skills and independence of the community. as well as a place for the community to get lifelong learning opportunities. One of the programs implemented by PKBM is Equality Education. The equivalency program includes the package A study group equivalent to SD/MI, package B study group equivalent to SMP/MTs, and package C study group equivalent to SMA/MA.

2.2.5. Definition of Package B Equivalency School

Equivalency Education is a non-formal education that includes the Package A program equivalent to SD / MI, Package B equivalent to SMP / MTs, and Package C program equivalent to SMA / MA with an emphasis on mastering knowledge, functional skills, developing attitudes, and professional personality of students. (Ministry of Education, 2006:2).

According to Sisdiknas, non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equivalency education, and other education aimed at developing the abilities of students. Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, Majelis Taklim, and similar education units. According to Vita in Ningrum and Roesminingsih (2022), the Package B equivalency education program (equivalent to junior high school / MTs) is one of the non-formal education programs, which seeks to fulfill the 9-year compulsory basic education and community needs in the field of education.

From the above statement, it can be concluded that the Equivalency School Package B is a non-formal education program organized by the government to provide opportunities for those who cannot complete formal education, such as secondary school, to obtain educational equality. This program is mainly aimed at those who have passed school age or have limitations in participating in formal education. After completing this program and passing the equivalency exam, participants will obtain a certificate equivalent to a junior high school diploma. This gives them the opportunity to continue their education to a higher level or get a better job.

2.2.6. Definition of Junior High School

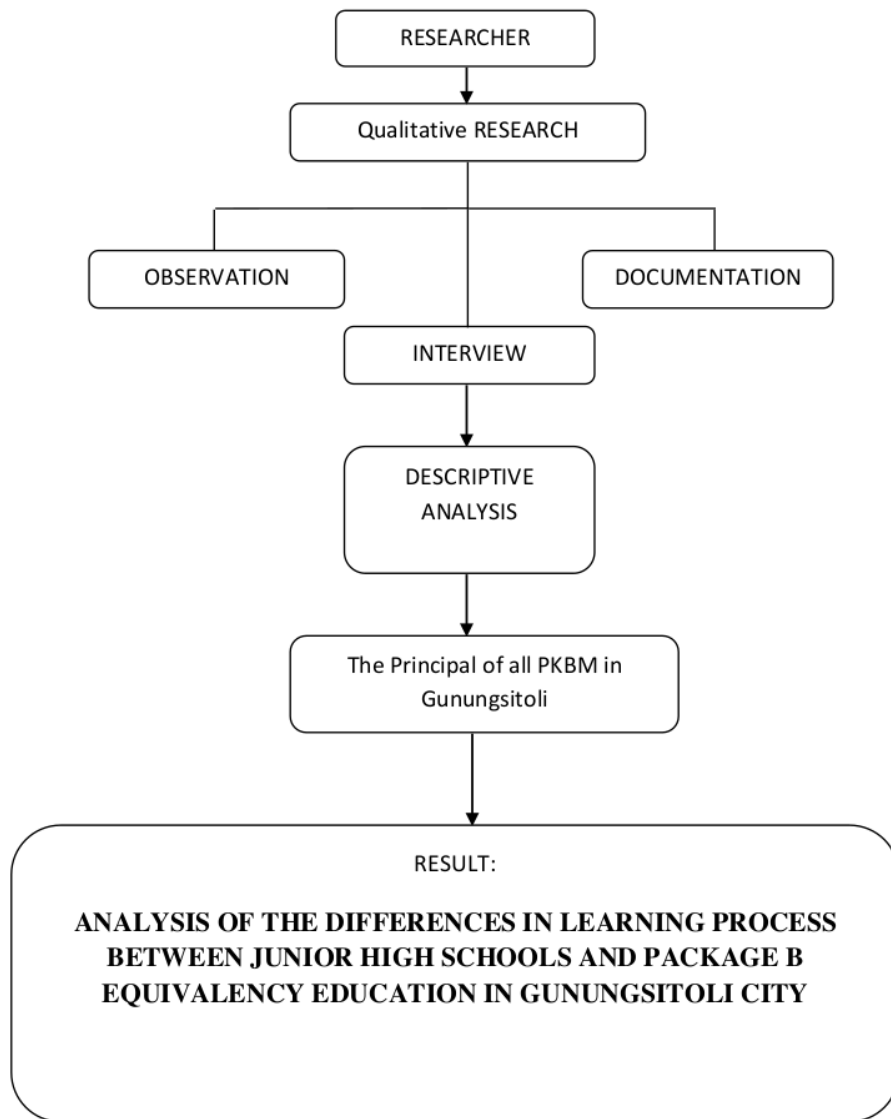
Junior high school is the level of education taken by students after elementary school education and preparation for senior high school. According to the National Education System Law no 20 of 2003 article 17 on basic education states that basic education consists of elementary schools (SD) and junior high schools (SMP). Based on data from the Ministry of Education and Culture (2017), the age of students at the junior high school level in Indonesia ranges from 13-15 years. Students aged 13-15 years in the developmental stage are in adolescence. Junior high school (abbreviated as SMP) is the basic education level in formal education in Indonesia which is taken after graduating from elementary school (or equivalent). Junior High School is taken within 3 years, starting from grade 7 to grade 9 (Shah and Rakhmadi, 2022).

From the above statement, it can be concluded that Junior High School (SMP) is a formal education level in Indonesia that is usually attended by students aged 13-15 years. Junior high school is usually the level of education after elementary school and before senior high school. In junior high school, students usually study more in-depth subjects than in elementary school. The purpose of junior high school is to provide a strong educational foundation before students continue to a higher level of education in senior high school.

2.3. Conceptual Framework

The conceptual framework in this study aims to provide direction in conducting research. The conceptual framework is a guideline for understanding the flow of thought so that the analysis is more systematic.

Furthermore, the conceptual framework of “analyzing the differences in the learning process of Junior High School and Package B Equivalency Education in Gunungsitoli City” is described in the following scheme:



CHAPTER III

RESEARCH METHODS

3.1. Approach and Type of the Research

This research will be conducted using qualitative research with descriptive methods. According to Creswel (Kusumastuti et al, 2019: 2) qualitative research involves important efforts, such as asking questions, procedures, collecting data from participants, analyzing data, and interpreting the meaning of data. According to Sugiyono (2019: 137), in qualitative research, researcher are directly involved with the subject of their research to gain deep insight into various aspects of human, social, or cultural life.

Qualitative research is a research method that aims to understand phenomena from an in-depth and descriptive point of view. In qualitative research, researcher often use various techniques such as interviews, observation, and document analysis to collect data. Descriptive qualitative is a strategy that describes data systematically, factually, and accurately by trying to explore depth or deeper meaning (Kriyantono, 2020, p. 62).

In this study, researcher used descriptive qualitative to know and understand the differences in the learning process of junior high schools with package B equivalency schools in Gunungsitoli city. By using descriptive qualitative methods, researcher will analyze and provide explanations and descriptions in the form of words and sentences that will be arranged in accordance with the results of the research that has been conducted.

3.2. Variables of the Research

Puspitasari, (2020) states that research variables are all forms of objects that become the focus of research and are observed during research to collect information about these objects from which conclusions are drawn. variables are the main objects in research To determine variables, of course, it must be with theoretical support which is clarified through research hypotheses (Sahir 2022: 16). So that research variables can be formulated as components that have been

determined by a researcher to be examined in order to obtain answers that have been formulated, namely in the form of research conclusions.

There are two variables in the study, namely the independent variable and the dependent variable. Purnamasari & Sari, (2024) state that the independent variable (free variable) is a variable that affects or causes changes or the emergence of the dependent variable. Meanwhile, the dependent variable (dependent variable) is the variable that is influenced or that is the result of the independent variable.

In this study there are two variables that can be identified, “learning process” in Junior High School and Package B Equivalency school in Gunungsitoli city as Independent Variables. This variable is considered independent because in this study it is assumed to be a factor that can differ between the two types of schools. And the “difference” between the learning process in Junior High School and Package B Equivalency school in Gunungsitoli city as the Dependent Variable. This variable is considered dependent because it will be affected by the difference in the learning process in the two types of schools studied.

3.3. Setting and Schedule of the Research

The research will be conducted at the PKBM location that implements the Package B equivalency school in Gunungsitoli City, North Sumatra. As well as the time taken for interviews according to the learning time at each PKBM in Gunungsitoli City. This research will be conducted from May to June.

3.4. Source Data

The data source in this research is the subject from which data can be obtained. The data source in this research is the head of the PKBM institution in Gunungsitoli City. Data was obtained through three ways, namely conducting observations, interviews and also documentation.

3.5. Instrument of the Research

According to Alhamid and Anufia (2019: 4), in qualitative research, researcher themselves collect data by asking, asking, listening, and collecting data. Researcher can also ask for help from others to collect data. Data collection instruments are useful for measuring the data to be collected. This data collection instrument is basically inseparable from the data collection method.

In this study, researcher will use research instruments in the form of questions asked directly in the form of interviews, and recording devices, picture takers or documentation using mobile phones.

3.6. Data Collecting Technique

In this study, researcher used data collection techniques by collecting data directly at PKBM in Gunungsitoli City which served as the research location. To obtain data in the field, the researcher used several techniques that were considered to support the implementation of this research as follows:

a. Observation

According to Roni HanitjoSoemtra in Fitriani (2019: 340), observation is a deliberate, systematic observation of social phenomena with psychological symptoms for later recording. In this case, the researcher in collecting data to the research subject as a data source. Researchers came and asked several questions about equivalency schools that were carried out at PKBM in Gunungsitoli. The instrument in this observation technique is a writing instrument, to record the data needed and obtained in the field.

b. Interview

According to Fitriani (2019:35), interviewing is a data collection technique by means of direct question and answer/dialogue, which is carried out between the interviewer and respondents to obtain the information they want, using various media such as stationery, electronic voice recorders with the required information. In this research, researcher will conduct interviews with the heads of each PKBM institution in the city of Gunungsitoli to obtain clearer information and definite

information regarding the differences between SMP and Package B equivalency schools.

c. Documentation

Documentation is the collection of data through observation and interviews in qualitative research. Based on this understanding, researcher will use writing and images in this research as information that supports the research being carried out.

3.7. Data Analysis Technique

Data analysis in this research is the process of searching, compiling and analyzing data which is the result of systematic interviews so that it is easy to understand and of course can be informed to other people.

The data analysis techniques used in this research consist of three types, namely:

a. Data Reduction

Etymologically, reduction means reducing or cutting. Theoretical reductionism or procedures simplify complex symptoms, data and so on so that they become simple data. Associated with reduction research, it means selecting data so that it is relevant to the discussion. Data reduction is applied to interview results by reducing words that the researcher considers not appropriate to this research, such as informant jokes and the like. (Fitriani, 2019:38).

Data reduction in this research, namely data obtained in the field through interviews, observation and documentation will be selected and concentrated in this research.

b. Presentation of data

Data presentation is presenting data that has been reduced to avoid misinterpretation of the data. In this case, a number of data are summarized, then the next step is to present the data in the main discussion that is distributed to the results of research in the field.

c. Data Verification

Data verification is the conclusion made by the researcher regarding the data. The data verification technique that researchers use in this research is based on the research objectives to be achieved. The expected conclusions in qualitative research are clear and concrete new discoveries.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Data Exposure

4.1.1 Learning Process in Package B Equivalency Education

Equivalency Education Package B is a non-formal education program equivalent to Junior High School (SMP) level. This program is specifically designed to provide learning opportunities for people who have not or have dropped out of school, so that they can obtain a diploma equivalent to a SMP graduate.

The Package B learning process is generally more flexible compared to formal schools. Package B learning has characteristics ranging from learning time, student characteristics and learning methods. Learning time in Package B Learning is more flexible where it can be adjusted to the time of students. This was conveyed by Mr. Ridho Favorit Saronitehe Waruwu, S.Pd as the Head of PKBM Ziona Gunungsitoli, namely

"For example, because you are working, you don't have time to sit on a bench every day, so by taking Package B equivalency education, you can study independently or online by adjusting the study time for students."

In addition to flexible learning time, students in Package B have different characteristics. Where students do not have age limits. This is in line with what was conveyed by Mr. Alfenius Gea, S.Kom as the Head of PKBM Pelita Bangsa, namely:

"Students in Package B Equivalency Education do not have an age limit, unlike formal junior high schools where there is an age limit for each level."

The learning method in Package B is implemented in various ways. This is done for the success of Package B learning. Some of the learning methods used are classroom or conventional system teaching, assignments, and also analyzing the material being studied. This was conveyed by Mr. Ridho Favorit Saronitehe Waruwu, S.Pd, namely:

"The teaching methods implemented can be classroom or conventional teaching systems, assignments, and also analyzing the material being studied."

Added again by Mr. Tajuk Sinangea Zebua, MH when interviewed, that another learning method is the learning assignment method and is carried out online. Even though the online system tutors still give assignments to students to be worked on by students, namely:

"The teaching method implemented is the learning assignment method, because the learning process activities are carried out online, the tutors still give assignments to students to work on."

To support the success of learning, Package B Equivalency Education holds a learning process. This learning process is carried out in 3 ways, namely independent, tutorial and face-to-face. The independent learning process is a learning process where students are actively involved in learning activities without direct supervision from teachers or tutors continuously. Students have the initiative to manage their study time and study the material that has been delivered or sent by the tutor. The tutor will send teaching modules, learning videos, and also materials in the form of audio visuals to be studied by students, who will then be directed to do assignments according to the learning provided. This is in accordance with the results of an interview with Mr. Marianus Sarumaha as the Head of PKBM Perjuangan, namely:

"The independent learning process is a way of delivering learning materials that have been prepared in the form of modules for students to study independently which are sent via digital media. This module can be in the form of audio visuals which will then be given assignments by the tutor."

In addition to Independent Learning, there is also something called the Tutorial Learning Process, where this Tutorial Learning is Tutorial learning is learning that helps students about subjects that are studied in a tutorial manner, both in terms of material and questions. This is in line with what was conveyed by Mr.

Alfenius Gea, S.Kom as the Head of PKBM Pelita Bangsa when interviewed, namely:

"Tutorial learning is learning that helps students with subjects that are studied in a tutorial manner, both in terms of material and questions."

The last learning process is Face-to-Face Learning. This learning is commonly used, both in formal and non-formal schools. Face-to-Face Learning is learning that is carried out directly to students at the learning location. This is in accordance with what was conveyed by Mr. Marianus Sarumaha as the Head of PKBM Perjuangan when interviewed, namely:

"Face-to-face learning is learning that is carried out directly with students at the learning location."

With the interview results that have been described above, it can be concluded that the Package B Learning Process has flexible learning time, where the learning time can be adjusted, then there is no age limit for students, the last is the learning method that applies to Package B, namely the class or conventional system, the assignment system or learning tasks, and finally analyzing the material being studied. For the success of the learning method, Package B applies 3 learning processes, namely Independent Learning, Tutorial Learning, and Face-to-Face.

4.1.2 Differences between Formal Education Middle School and Package B Equivalency Education

Equivalency education is a non-formal education level taken by someone who has dropped out of school or is elderly, or those who have failed in formal education. Equivalency education is an alternative to continuing education that is equivalent to formal education. Which for elementary school equivalent is called Package A, junior high school equivalent is called Package B, and high school/vocational high school equivalent is called Package C.

Of course, in the implementation of education, Junior High School as Formal Education and Package B Equivalency Education have differences. According to the results of observations and interviews that have been conducted in several PKBM locations in Gunungsitoli City, several differences were found between Junior High School as Formal Education and Package B Equivalency Education both in terms of learning media, student characteristics, learning schedules and implementation of evaluations or exams.

In Equivalency Education Package B provides several facilities and resources, such as using simple buildings, limited classrooms, and adequate facilities and infrastructure with the needs of students. In Equivalency Education does not use a laboratory, the library used is only a mini library whose books are adjusted to the needs of students. This was conveyed by Mr. Rido Favorit Saronitehe Waruwu, S.Pd as the Head of PKBM Ziona when interviewed, namely:

“PKBM provides several facilities and resources. We facilitate simple buildings and classrooms, facilities and infrastructure that are tailored to the needs of students. Package B does not have a laboratory, it only has a library that contains books that support the Package B learning process.”

In addition, there is something called learning media. The availability of Package B learning media is adjusted to the needs of students, often only using textbooks and whiteboards, and sending materials via digital media. And in the budgeting section, the budget for Package B Equivalency Education is limited, and often comes from student contributions or donations. This was conveyed by Mr. Alfenius Gea, S.Kom during an interview, namely:

“Education Equivalency Package B provides learning media to support the learning process. The availability of this learning media is adjusted to the needs of Package B students, often they use textbooks and whiteboards, and send materials via digital media. In budgeting, the budget is usually generated from student contributions or donations from certain parties.”

While in Formal Education Junior High School, it has a permanent building, adequate classrooms, and is equipped with furniture such as tables, chairs, and whiteboards. In addition, it has a laboratory for science subjects, languages, and others, equipped with practical equipment. Formal Education Junior High School also has a large and complete library with books and teaching materials for each subject, have various learning media such as projectors, computers, internet, and teaching aids. In budgeting, Formal Education Middle Schools receive sufficient budget from the government for operations and development. This was conveyed by Mr. Musawarni Zandrato as one of the junior high school teachers in Gunungsitoli City, namely:

“The facilities and resources of formal education junior high schools are quite adequate for students, which have permanent buildings, adequate classrooms, and are equipped with furniture such as tables, chairs, and whiteboards. In addition, they have laboratories for science subjects, languages, and others, equipped with practical equipment. Formal education junior high schools also has a large and complete library with books and teaching materials for each subject, have various learning media such as projectors, computers, internet, and teaching aids. In budgeting, Formal Education Middle Schools receive sufficient budget from the government for operations and development...”

In addition to the facilities and resources, the characteristics of junior high school and Package B students are also different. In formal education junior high schools, students have an age limit. The age that is eligible to enter formal education junior high schools is from 12-15 years old. Of course, in formal schools, they must follow the eligibility limits as a prospective student. The motivation of formal education junior high school students in learning is also different, where students are motivated to continue their education to a higher level and form character and knowledge, and of course more learning experience in a formal school environment. This is in accordance with what was explained by Mrs. Mei Yanti Zebua, S.Pd as one of the junior high school teachers in Gunungsitoli City,

"The characteristics of junior high school students include having to be 12-15 years old. Because that age is appropriate or in accordance with the provisions of the requirements for prospective students. In terms of motivation, students are motivated to continue their education to a higher level and form character and knowledge, and of course more learning experience in a formal school environment."

On the other hand, prospective Package B students do not have a suitable age limit to pursue education. Starting from the age of 15, even 40 years old, there are students of Package B Equivalency Education. With an educational background, they may have dropped out of school or have intermittent educational experience or have never been to school. So their motivation to follow Equivalency Education is to get a job, continue their education, or meet family demands. This is in line with what was conveyed by Mr. Tajuk Sinangea Zebua, MH, namely:

"There is no age limit, starting from the age of 15, even 40 years old, there are students, unlike formal junior high schools, there are age limits for each level. With an educational background, they may have dropped out of school or have had intermittent educational experiences or have never been to school. So their motivation to follow Equivalency Education is to get a job, continue their education, or meet family demands"

The learning schedule is also one of the things that differentiates between Formal Education Middle School and Package B. The junior high school learning schedule has been arranged or scheduled and implemented according to the predetermined schedule. Every day from Monday to Saturday there will always be a meeting according to the roster that has been prepared by the school and follow the national education calendar. This was also conveyed by Mr. Musawarni Zandrato, S.Pd during an interview, namely:

"In formal junior high schools, the learning schedule has been prepared and implemented according to the schedule. Starting from Monday-Saturday there will always be a learning schedule and the learning process will be implemented."

Meanwhile, in Package B, the learning schedule is flexible or will be adjusted to the needs of students. This was conveyed by Mr. Ridho Favorit Saronitehe Waruwu, S.Pd as the Head of PKBM Ziona Gunungsitoli, namely:

"For example, because you are working, you don't have time to sit on a bench every day, so by taking Package B equivalency education, you can study independently or online by adjusting the study time for students."

In the implementation of the exam or evaluation, there are certainly differences, where in junior high schools there are daily assignments, chapter assignments and also exams (mid-semester and end-of-semester), the assessments listed on the report card are based on the results of the mid-semester and end-of-semester exams. The implementation will be adjusted to the National Education Calendar. This was conveyed by Mrs. Mei Yanti Zebua, S.Pd, namely:

"Exams and evaluations are still carried out in formal schools, based on the exam or evaluation schedule that has been set. In junior high schools, there are evaluations such as daily assignments, evaluations per material or per chapter and there are also exams consisting of Mid-Semester Exams and Final Semester Exams. The results of the Mid-Semester Exams and Semester Exams will be listed on each student's Report Card. The implementation of evaluations and exams will be adjusted to the National Education Calendar."

In contrast to Package B Equivalency Education, the evaluation system is only assignments and there are no exams carried out like in junior high schools. There is only an equivalency test, where this test is carried out by the education office with the aim of equalizing the B package diploma to be equivalent to junior high school. While the report card grades are taken from the student's assignment grades. This was also explained by Mr. Marianus Sarumaha as the Head of PKBM Perjuangan when interviewed, namely:

"There are no exams like formal school exams, there are only equivalency tests, where this exam is carried out by the education office with the aim of

equalizing the B package diploma to be equivalent to junior high school. While the value of the student's diploma is taken from the student's assignment value."

In the teaching or education process, teachers or tutors have several challenges in the process, where in Formal Junior High School Education, the large number of students and diverse backgrounds make teachers have to be able to adjust learning methods so that all students can understand the material, then there are demands to achieve national exam score targets and high competency standards make teachers feel burdened. Technological developments are also demands that must be overcome by teachers, teachers are required to be able to master technology, and most importantly, teachers are challenged to be able to maintain student discipline so that the teaching and learning process runs effectively. This was conveyed by Mr. Musa Warni Zentrato, S.Pd as one of the teachers who teaches at a junior high school in Gunungsitoli City, where he said:

"Of course, in carrying out the learning process, there are challenges that will be faced by teachers, where due to the diversity of nature and background of students, teachers must be able to adjust learning methods to make students understand the material being taught, especially with the demands of test score targets, KKM and competency standards that seem like a burden to teachers and especially students. The development of technology is also a challenge for teachers, because not all teachers are able to play with technology, but because the curriculum requires teachers to be able to, then teachers will have to learn these technologies. The most challenging thing is, how teachers can handle the class well, so that all students are active and the learning process becomes more effective."

As a place to study, Package B Equivalency Education also faces several challenges, where Package B students have very diverse ages and educational backgrounds, so that they require a more individual learning approach, the diverse learning motivations of Package B students are also one of the challenges that tutors must face. In addition, Package B students often have limited time to hold learning meetings because they have to work or have responsibilities to their

families, so that the level of student attendance is often unstable for various reasons. And another challenge for tutors is the limited facilities and learning resources that can hinder the implementation of the teaching and learning process.

Based on the presentation and interview results, it can be concluded that the difference between Formal Education Junior High School and Package B Equivalency Education is in the field of facilities and resources, where Package B Equivalency Education has a simple building and limited classrooms, unlike formal junior high school buildings which have permanent buildings and adequate classrooms, then in Package B Equivalency Education, the existing facilities and infrastructure are adjusted to the needs of students, while in Formal Education Junior High School, it has facilities and infrastructure that are very sufficient to support student education, including science and language laboratories, complete practical equipment, and a large and complete library.

In addition to facilities and resources, the thing that differentiates them is the characteristics of the students, where in junior high schools there is an age limit while in Equivalency Education Package B there is no age limit, so these students have different learning motivations, then in Formal Education Junior High School, teachers do not only focus on education or teaching materials, but they also focus on character education. While in Equivalency Education Package B, students are not too focused on knowledge, because they also have their own needs and responsibilities in addition to the learning program in Equivalency Education.

In terms of learning schedule, Junior High School has a learning schedule that is structured and implemented according to the schedule that has been prepared, while Package B does not have a learning schedule like in Junior High School, the schedule is flexible and adjusted to the needs of students. In addition to the learning schedule, the implementation of exams is also carried out with a different system. Where in Formal Education Junior High School, it has been planned and of course is in the National Education Calendar. While in Package B, there is no exam but an

Equivalency Test, and ⁶ the student's diploma score is taken from the evaluation or daily assignments of students.

Due to significant differences ⁶ in the learning process, teachers or tutors also have obstacles or challenges ² in carrying out the learning process in order to achieve national education goals. In Formal Junior High School Education, teachers have challenges in preparing teaching strategies and methods in the classroom, this is due to the large number of students and the different nature of students. In addition, teachers in formal schools are required to achieve student grades according to national provisions or KKM, how to maintain student discipline in learning, and how teachers are able to master technology and adapt to current technological advances. In Package B Equivalency Education, tutors are challenged in guiding students because of the varying ages and educational backgrounds of students. The different motivations that each student has are also different, which makes them not focus only on the learning process but also on their respective responsibilities. Then, the limited time for students to learn also makes it difficult for tutors to teach, resulting in learning instability. Then, limited facilities and resources become a challenge for Package B Equivalency Education, tutors are required to be more creative and active, so that learning can take place effectively.

4.2 Discussion

4.2.1 Learning Process in Package B Equivalency Education

The learning process is a series of activities that occur in order to acquire new knowledge, skills, or attitudes. This process involves the acceptance, understanding, processing, and application of new information by individuals. According to Nurzannah (2022:28), learning can also mean a process ² of conditioning the most appropriate learning atmosphere for students by teachers in order to achieve the predetermined learning objectives.

Equivalency education ⁶ is a level of non-formal education taken by someone who has dropped out of school or is elderly, or those who have failed in formal

education. One of them is the Package B equivalency education which is equivalent to junior high school. The curriculum applied in Package B equivalency education is the same as formal education, following the National curriculum.

Package B equivalency education is here as an answer to the community's need for flexible access to education. The learning process in Package B has unique characteristics that distinguish it from formal education. Package B students generally have diverse backgrounds, so an adaptive and student-centered learning approach is the key to success. Flexibility in time and place of learning, as well as varied learning methods, are the characteristics of Package B learning that allows students to learn according to their own rhythm and needs.

Based on research on the learning process in Package B Equivalency Education, the following results were obtained:

The Package B learning process has special features and has advantages because of flexible learning. Flexible learning is learning that is divided into 3 types. First, independent learning, second, tutorials and third, face-to-face learning. These 3 learning methods are the characteristics of equivalency education so that many people are helped to continue their education.

a. Independent Learning

Independent learning in the context of equivalency education refers to a learning process where students are actively involved in learning activities without direct supervision from teachers or tutors continuously. Students have the initiative to manage their study time and study the material that has been delivered or sent by the tutor. Based on the results of the researcher's interviews with informants, the independent learning process is carried out by tutors by sending teaching modules, learning videos, and also materials in the form of audio visuals to be studied by students, which will then continue to be directed by the tutors such as giving assignments to students. The independent learning process is a way of delivering learning materials that have been prepared in the form of modules sent via digital media, so that students can learn anytime and anywhere according to the time they

have. The role of technology in the learning process is very influential because in the independent learning process, tutors use digital media in sending learning material files or learning modules to students.

b. Tutorial Learning

The tutorial learning process is learning that helps students with subjects studied in a tutorial manner, both in terms of material and questions. The tutorial learning process is, the tutor sends a video tutorial discussing questions or materials to students sent by the tutor via digital media. In the tutorial learning process, students will still be guided by the tutors in understanding the contents of the video, if there are questions, then students are still given the opportunity to ask and will be answered by the tutor so that students can understand the material or questions. This tutorial learning is carried out online, meaning that students have the flexibility of time to study anytime and anywhere, according to their own study time while still adhering to the learning process procedure, namely being responsible for the material that has been sent to be understood.

c. Face to Face Learning

The face-to-face learning process is learning that is carried out directly to students at the learning location. The face-to-face learning process is carried out like the general learning process which has direct interaction between students and teachers or a tutor.

To support the learning process activities, learning methods cannot be separated from the success when students learn. Learning methods are ways or strategies used by teachers in delivering lesson materials to students. This method functions as a bridge between teachers and students so that learning objectives can be achieved effectively. From the results of researchers in the field that the learning methods implemented in Package B of equivalency education are lecture methods, analysis-based learning and assignment methods, while learning methods in formal

junior high schools are more varied, such as questions and answers, lectures, cooperative learning methods, project-based learning methods and problems.

In the learning process activities, ⁵ the role of technology is very important. Technology in the learning process refers ¹ to the use of technological tools and applications to improve the effectiveness and efficiency of the teaching and learning process. With the aim of facilitating access to information and increasing interactivity. From the results of the researcher's interview, technology has an active role in supporting the learning process. the role of technology in the learning process in Junior High Schools has an active role because it uses electronic media such as infocus, speakers, and other digital media, as well as the learning process in Package B equivalency schools using technology to support learning because the learning process in Package B is equivalent to online-based junior high schools consisting of independent and tutorials where tutors will send modules, or questions, and also learning videos through digital media. Frequency of Use of technology from both institutions such as in junior high schools, the Use of technology in learning in junior high schools has become an integral part of the teaching and learning process. Teachers in junior high schools often integrate technology in every subject while in Package B The frequency of use of technology in Package B still varies depending on the learning center and the availability of facilities.

4.2.2 Differences between Formal Education Middle School and Package B Equivalency Education

In the implementation of education and learning process, Junior High School as Formal Education and Package B Equivalency Education as Non-formal Education certainly have many differences in almost all aspects of education. However, even though there are differences between these two institutions, the goal ¹ of these educational institutions is the same, namely to achieve educational goals in accordance with the provisions in force in the curriculum and national education standards.

In accordance with the results of research conducted at 4 PKBM locations that implement the Package B Equivalency Education Program and also interviews with junior high school teachers in Gunungsitoli City, the results of the research on the differences between Formal Education Junior High Schools and Package B Equivalency Education are as follows:

a. Characteristics of Students

Understanding the characteristics of students is the key to success in the learning process. By understanding the characteristics of students, educators can create a conducive learning environment, design effective learning, and help students achieve their maximum potential. Of course, from these two educational institutions, there are differences in the characteristics of the students they have so that these differences certainly prepare a teacher or tutor in teaching so that the learning material can be received by students well. These differences will be explained in the following table 4.1:

Table 4.1 Characteristics of Students

No	Characteristics	JUNIOR HIGH SCHOOL	Package B
1.	Age	Generally 13-15 years	There is no age limit
2.	Educational background	Formal, following an educational level according to age	May have dropped out of school or have had intermittent educational experiences or have never attended school

3.	Motivation	motivated to continue education to a higher level and form character and knowledge	motivated to get a job, continue education, or meet family demands
4.	Learning Experience	More learning experiences in formal environments (schools)	fewer or different learning experiences, such as independent learning.

b. Facilities and Resources

5
 Facilities refer to everything that can be used to support an activity or learning process that is carried out. Adequate facilities will create a comfortable and effective learning environment. The availability of adequate facilities and resources is very important to achieve learning goals. Good facilities will create a comfortable and conducive learning environment, while complete resources will support an effective learning process. The differences in facilities and resources between these two institutions will be explained in Table 4.2 below:

Table 4.2 Facilities and Resources

No	Facility	JUNIOR HIGH SCHOOL	Package B
1.	Buildings and Classrooms	have permanent buildings, adequate classrooms, and are equipped with furniture such as tables, chairs, and blackboards	Using simple buildings, limited classrooms, and facilities and infrastructure that are sufficient for the needs of students.

2.	Laboratory	Has laboratories for science, language, etc. subjects, equipped with practical equipment	Does not have a special laboratory.
3.	Library	Has a large and complete library with books and teaching materials for each subject	has a mini library, and books that are tailored to the needs of students
4.	Instructional Media	Having various learning media such as projectors, computers, internet, and teaching aids	The availability of learning media that is tailored to the needs of students, often only using textbooks and whiteboards, and sending materials via digital media.
5.	Budget	Get sufficient budget from the government for operations and development	Limited budgets, often coming from student fees or donations

The difference in facilities and resources between junior high schools and Package B ¹ has a significant impact on the quality of learning. However, with the right efforts and better implementation by the institution, this gap can be overcome so that Package B students can obtain quality education.

c. Learning schedule

Learning schedule is a plan that regulates when and where teaching and learning activities will take place. This schedule serves as a guide for teachers,

students, and all parties involved in the process. The learning schedule in junior high school is very structured with fixed lesson hours and follows the academic calendar. Learning time is generally longer and divided into several subjects each day. Meanwhile, the learning schedule in Package B is much more flexible. Students can follow the learning according to their free time. Learning time can be shorter and the frequency of meetings can be adjusted to the needs of students. Furthermore, the frequency of face-to-face meetings in junior high school between teachers and students is carried out routinely every school day. While in Package B, the frequency of meetings can vary, depending on the agreement between the tutor and students. Some meet every day, several times a week, or even only once a week.

d. Challenges faced by tutors/teachers in learning

In an effort to achieve all National Education Goals, teachers and tutors face many challenges. Of course, in its implementation, teachers who teach in formal junior high schools have challenges in implementing education with Package B Equivalency Education Tutors, which will be explained in Table 4.3 below:

Table 4.3 challenges faced by teachers or tutors

JUNIOR HIGH SCHOOL	PACKAGE B
<ul style="list-style-type: none"> ➤ Student Diversity: The large number of students and their diverse backgrounds mean that teachers must be able to adjust their learning methods so that all students can understand the material. 	<ul style="list-style-type: none"> ➤ Age Variation and Background: Package B students have very diverse ages and educational backgrounds, so they require a more individual learning approach. ➤ Motivation to learn: Maintaining the learning

- Academic Pressure: The demands to achieve national exam score targets and high competency standards make teachers feel burdened.
- Technological development: Teachers must continue to learn and adapt to rapid technological developments to keep learning relevant.
- Student Discipline: Maintaining student discipline so that the teaching and learning process runs effectively is a challenge in itself. With so many students, of course each student has a different character, this is the teacher's job in dealing with each student's character.

motivation of students who may have various reasons for taking the Package B program can be a challenge.

- Time Limitation: Package B students often have limited time because they have to work or have family responsibilities.
- Facilities and Resources: Limited facilities and learning resources can hinder the implementation of the teaching and learning process.
- Student Instability: Student attendance rates are often unstable for various reasons.
- Differences in age categories: in Package B, there are those who are 13 years old and those who are 40 years old. Of course, each has different characteristics, for example, the way they respond and the way they understand things, so here a tutor really has to prepare themselves to deliver the material so that it can be accepted by several categories.
- Internet disruption: if someone lives in a village, it will be difficult for tutors to contact

	<p>them or send learning material files.</p> <p>➤ Then mastery of technology: Because in the B package equivalency education, there is an independent learning process and tutorials that are carried out online, students must be able to use Smartphones. However, sometimes because students are elderly and do not have Smartphones, the solution can be assisted by relatives, close friends or family with the note that students are still active in completing the material and assignments that will still be directed by the tutors.</p>
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e. Implementation of the exam

Based on the results of the researcher's interview, there are differences in the implementation of the exams from these two institutions. In junior high schools, there are ANBK exams, mid-semester exams, final semester exams or graduation exams, while in Package B equivalency education there are no exams like in junior high schools, but only module exams and equivalency tests. Module exams are exams every time the material in a module is finished, then there is an exam on the material that is done by students. While the equivalency test is an exam carried out

by the education office with the aim of equating the Package B diploma to be equivalent to junior high school.

4.3 Recommendations

With several differences explained above, based on the results of the researcher's research, there are recommendations for students for these two institutions, namely:

- a. In package B, the student recommendations are:
 - Advanced age, or no longer able to enter the formal junior high school pathway
 - Having a job, meaning that people who can enter package B can be students who have jobs because the learning time for package B is flexible and can be adjusted to the students.
 - Those who prefer online learning, due to limited time for face-to-face meetings, for example because of work, the distance from home to school and other economic limitations.
 - Those who dropped out of school or never even attended school

- b. In junior high schools (SMP) the students:
 - Learners aged 12-15 years who have never attended school or dropped out of elementary school.
 - Those who want to get a structured and graded formal education.
 - Students who want to develop their academic potential comprehensively.
 - Social Interaction and Extracurricular. Junior high schools provide more opportunities to interact with peers and participate in extracurricular activities such as sports, arts, or student organizations, which are important for the development of social and non-academic skills, supported by complete educational facilities such as libraries, laboratories, and computer rooms, which can support the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

5 From the results of the study, it can be concluded that there are significant differences in the learning process between junior high schools and Package B in Gunungsitoli city. The learning process in junior high schools tends to be more structured and formal, while in Package B it is more flexible and individual. The discussion of the results of this study shows the importance of understanding the

differences in the learning process between junior high schools and Package B ¹ to improve the quality of education in both types of schools. Efforts are needed to integrate the advantages of each learning system in order to create a more effective and inclusive learning environment for all students.

Equivalency education is here to be an alternative for those who drop out of school or are elderly. Graduates of equivalency education according to what informants told researchers, some have worked as village officials, ² opened their own businesses and were accepted at work, because the diploma from Package B is equivalent to junior high school and is recognized by other institutions because it is issued by the Ministry of Education and Culture. The presence of Package B Equivalency Education has the same goal as formal education, namely to educate the nation's life.

5.2 Suggestion

1. Suggestions for Package B equivalency education institutions, in order to continue to maximize the learning process even by using flexible learning time so that the presence of equivalency education programs can be used for those who have dropped out of school, elderly, and even constrained by economic expenses.

2. For formal junior high school education, the learning process should be improved so that students are more enthusiastic and motivated in learning. Teachers must utilize facilities, technology and even interesting and creative learning methods so that students are easier to understand each material presented.

ANALYSIS OF THE DIFFERENCES IN LEARNING PROCESS BETWEEN JUNIOR HIGH SCHOOL AND PACKAGE B EQUIVALENCY EDUCATION IN GUNUNGSITOLI CITY

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