

Implementation of A Transformative Learning Model in Supervising Non-Formal Education Institution in the Submission of Accreditation

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Abstract

PKBM Sumber Ilmu, The partner of this community services has failed to pass the first steps of pursuing the accreditation. The cause of this failure is that the formal education mindset is still embedded in the managers and educators which influence the pattern of preparing accreditation documents. As the result, the document was not satisfy the assessor which assesst the requirement. This community services try to provide supervission for the managers and tutors of PKBM Sumber Ilmu so they can (1) prepare accreditation documents that are in accordance with the characteristics of non-formal education, and (2) prepare maximum supporting evidences for fields assessment. This program implement transformative learning and andragogy approach which incude two main activities namely workshop and assessment simmulation. The stage of activities are providing material related to accreditation documents and evidences of field assessment for non-formal education units, providing assistance to make sure the suitability of the documents and evidences, and carry out field assessment. The result of this community services are (1) the achievement of the accreditation documents reach more than 80%, and (2) the readiness of supporting evidence for field assessment reach 80%. Because of those result, the PKBM Sumber Ilmu are ready for the whole accreditation process.

Keyword: Transformative learning, Non-formal education accreditation, Quality of education

INTRODUCTION

Accreditation is one way for the government to guarantee its citizens to get proper education services (Ibrahim, 2014). It attempts to attest to the quality of a particular program that in most cases prepares people to enter a specific job or profession (Wilson-Hail, Hurst, Chang, & Cooper, 2019). This is no exception in the non-formal education sector. This recognition renders these learning outcomes as effective as formal learning outcomes (Te-Yung, 2014), where one of the quality assurance processes is also carried out through accreditation organized by the National Accreditation Board for Early Childhood Education and Non-Formal Education (BANPAUDPNF) (Hasan et al., 2021).

The accreditation process is not easy, but requires fulfillment according to the criteria set by the accreditation body that meets specified minimum standards/criteria (Kumar, Shukla, & Passey,

2020). These criteria are derived from the National Education Standards (SNP). Based on PP No. 57 of 2021, the minimum criteria are divided into eight standards, including graduate competency standards, content standards, process standards, educational assessment standards, education personnel standards, facilities and infrastructure standards, management standards and financing standards (Standar Pendidikan Nasional, n.d.).

Every education unit that applies for accreditation must fulfill at least 80% of the minimum standards that have been set. This fulfillment is related to the ownership of documents on each standard that are in accordance with the criteria set for each standard. The consequence of non-fulfillment is the termination of the education unit in a series of accreditation stages.

The accreditation stages at BANPAUD and PNF consist of five stages, namely the Registration stage, Completing the Accreditation Prerequisite Assessment, Accreditation Prerequisite Assessment (PPA), Visitation/Field Assessment, Validation and Verification. Of the five stages, the assessment is carried out starting from the PPA, Visitation, validation and verification stages, which take place sequentially; if it does not meet the requirements or pass the assessment at the PPA stage, it cannot continue at the visitation, validation and verification stages.

PKBM Sumber Ilmu is one of the PKBMs in Jember Regency that stopped at the initial stage of the accreditation assessment process, namely the Accreditation Prerequisite Assessment (PPA) stage. PKBM Sumber Ilmu could not continue to the visitation/field assessment stage because the fulfillment of documents and the level of conformity needed to be revised. After the team analyzed the documents owned, many institutions still adopted formal/school education documents that needed to be in accordance with the characteristics of non-formal education. This happens because the background of managers and tutors is 100% formal education background, so the formal education mindset is still attached to the managers and tutors.

This formal education mindset is very important to change because, at the accreditation stage, there are still three other stages that must be passed, namely the field assessment stage, the validation and verification stages, where the instruments used also use the characteristics of non-formal education. This means that if the mindset of formal education is not changed, the probability of success in the next stage is also very small, and the result is that PKBM needs to be accredited.

The solution offered in solving partner problems is to provide coaching to partners by adopting a transformative coaching model. This model was chosen because this model was developed from a transformative approach where the goal is to change the mindset of the target (Hasan, 2017).

Based on this, the purpose of this service activity is to provide guidance to managers and tutors at PKBM Sumber Ilmu to be able to (1) compile accreditation submission documents that are in accordance with the characteristics of non-formal education and (2) maximally prepare supporting evidence for field assessment.

MATERIALS AND METHODS

The approach used in this service activity is a transformative learning approach and an adult learning approach (andragogy). The approach is implemented in workshops and field assessment simulations.

The stages of this service activity consist of pre-coaching, coaching implementation and post-coaching. Pre-coaching is carried out by applying transformative coaching steps, namely

approach, problem determination, development of critical reflection and determination of action. The result of this stage is the agreement on non-formal education accreditation material, accreditation documents based on non-formal education characteristics and field assessment mechanisms as coaching material. Based on this, the team identified the material along with the distribution of presenters or resource persons who were competent in these materials to the service team.

The implementation of coaching is packaged into two activities, namely workshops and field assessments. Workshop activities are filled with the provision of material from a predetermined team of presenters and continued with structured assignments, namely the preparation of accreditation documents. The processing period for preparing accreditation documents is one month after the provision of material. Furthermore, the service team will conduct supervision to ensure the suitability of the documents made. After the document is declared appropriate, the team will carry out a field assessment simulation where the team will act as an assessor and carry out a field assessment procession. In contrast, the partner acts as an assessment ready to be visited. After the simulation is carried out, the team will provide input if there are deficiencies found during the simulation.

The evaluation adopted Stufflebeam's program evaluation model, known as the CIPP model (context, input, process, product). Context relates to program objectives. Input relates to presenters, facilities and infrastructure, students, and program materials. The process relates to program implementation, and the product relates to program outcomes or achievements (Stufflebeam, D. L., & Zhang, 2017). Evaluation is carried out in the form of tests and non-tests. Evaluation in the form of tests is carried out in workshop activities to ensure the achievement of students' understanding of the material provided. The evaluation in the form of a non-test was carried out in the pre-workshop activities to ensure the readiness of the program implementation, post-workshop activities to ensure the suitability of the documents prepared, and during the field assessment simulation to ensure the readiness of the institution in the visitation or field assessment stage.

The activity stages of this activity can be seen in the following figure:

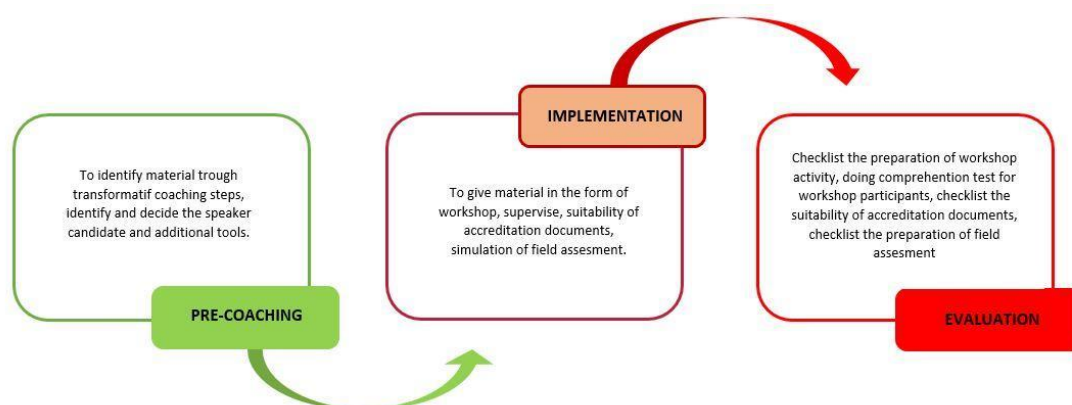


Figure 1. Stages of PKM activities

RESULTS AND DISCUSSION

The results of this service activity are compiled based on the evaluation results with the application of the CIPP model (context, input, process and product). Context evaluation is a needs analysis by answering the question of what is needed (Yati & Yaswinda, 2019). The answer to this question is the purpose of a program carried out where, according to Istiyani & Ustman, 2020), the goal is the target where the activity is to be achieved.

The purpose of this PKM activity is to provide guidance to institutional managers to be able to compile accreditation submission documents that are in accordance with the characteristics of non-formal education and prepare maximum supporting evidence for field assessment. This goal is formulated based on the results of an agreement with partners. It is the result of applying a series of transformative learning stages at the approach stage, determining problems, developing critical reflection and determining actions (Mezirow, 2018)

The next result is seen from the input side. Input is all things that support the implementation of a program (Barnawi & M, 2012). The inputs evaluated in this service include students, presenters, facilities and infrastructure, and program materials. The evaluation results show that students, who in this case are program managers, are a group that has problems or needs assistance related to applying for non-formal education accreditation. The presenters in this activity are the service team in accordance with the required expertise, namely in the field of program management and non-formal education units. The facilities and infrastructure used are adequate and able to support PKM activities. While the material presented, namely documents for organizing learning and equivalency education programs based on national education standards, has been able to meet the needs of the target.

The next result is seen from the process side. The PKM process begins with pre-coaching, which is carried out by dialoguing regarding the causes of the failure of PKM partners/targets in the prerequisite accreditation (PPA) assessment stage. In addition to dialogue, an analysis of the existence of documents and comments from PPA assessors on these documents was also carried out. In this process, it was concluded that the problem faced was the formal mindset inherent in the managers and tutors. In addition, the action taken to solve the problem is to provide insights related to learning and program implementation documents.



Figure 2. Pre-coaching PPA dialog and document check

The next process is to organize a workshop on the preparation of accreditation documents based on the National Education Standards (SNP). In this workshop, the participants were managers and tutors of PKBM Sumber Ilmu, totaling 12 people. This workshop activity applies the andragogy approach. The implementation of this approach is that participants are asked to give their opinions regarding documents that are already owned and their suitability for the national standards of education. Furthermore, the speaker team/PKM team provided material related to documents that were in accordance with the criteria of the national standard of education by adding the characteristics of non-formal education. After that, participants were asked to assess the documents that had been prepared and whether they were in accordance with these characteristics and then improve them.

At the next stage, the PKM team conducted a temporary assessment of the documents that the participants had improved. The assessment process is carried out by examining several documents that have been produced or improved after receiving the material. The inspection is carried out randomly to ascertain whether there is still something that is not appropriate and needs to be corrected. The PKM team then provided input to participants to improve documents that still needed improvement.

The next process is for the PKM team to provide material related to supporting evidence for field assessment or visitation. Since 2021, BAN PAUD and PNF have implemented performance-based accreditation through SISPENA version 3.1 (Sari, n.d.). At this stage, the PKM team provides insights related to performance measurement instruments, which are seen from five aspects, namely the competence of students/graduates, meaningful to the community, responsive to community needs, innovative pioneers and references, partnerships and networks. After that, they gave participants approximately one month to collect and compile supporting evidence on each aspect.

After the evidence was collected, the PKM team conducted a field assessment simulation. The PKM team acts as an assessor while the participants act as assessors. In this simulation, the PKM team checked the existence of documents that had been prepared as evidence of the field assessment. The checking starts with the interview process with the manager regarding the parties that need to be involved in the visitation process, such as students, alums, tutors, managers and local community leaders. Furthermore, the PKM team asked questions related to each aspect and checked the existence of supporting evidence for each question. The PKM team also made observations in the PKBM Sumber Ilmu environment to ensure the existence of supporting evidence that could support the results of the field assessment.

The next CIPP evaluation is product evaluation. Product evaluation in this PKM activity is carried out by assessing the achievement and suitability of PPA documents and the achievement of supporting evidence for field assessments. The assessment is packaged using a percentage technique for each criterion and its items.



Figure 3. Field assessment simulation process

Based on the assessment simulation, the average existence of accreditation submission assessment documents (PPA) is 87.5%, with a suitability level of 85%. Details on each standard can be seen in Table 1 below:

Table 1. PPA document evaluation results

Standard	Document Fulfillment	Compatibility
Graduate Competency Standards	100%	90%
Content Standards	100%	80%
Process Standards	80%	80%
Education Assesment Standards	80%	90%
Education Personnel Standards	90%	95%
Facilities and Infrastucture Standards	90%	95%
Management Standards	80%	75%
Financing Standards	80%	75%
Total Percentage	700%	680%
Average Percentage	87,5%	85%

Due to the level of fulfillment and suitability of more than 80%, the PKM team asked the manager to immediately upload these documents in accordance with the criteria and items in the SISPENSA 3.1 application so that they could be included in the mapping of assessments that would be assessed by assessors assigned by BAN PAUD and PNF at the PPA stage. These results mean that PKBM Sumber Ilmu has a great opportunity to pass the PPA stage and can continue at the Visitation or Field Assessment stage.

Based on confirmation from the manager of PKBM Sumber Ilmu, the submission institution that the institution has carried out was assessed on April 19, 2022. The result of the assessment is that the institution passes the PPA stage and can continue at the field assessment or visitation stage.

The next evaluation of results is carried out on the existence of evidence that the institution has compiled in preparation for the field assessment. Simulating field assessments evaluates this stage. Based on the results of the field assessment simulation that has been carried out, the fulfillment of supporting evidence that PKBM Sumber Ilmu has fulfilled is 80%. Details on each aspect can be seen in Table 2 below.

Table 2. Accreditation supporting document achievements

No.	Aspects	Fulfillment of Supporting Evidence
1.	Learner/graduate competencies	95%
2.	Meaningful to society	75%
3.	Responsive to community needs	70%
4.	Innovative pioneer and referral	80%
5.	Partnership and networking	80%
Total		400%
Average		80%

Based on confirmation from the manager of PKBM Sumber Ilmu, the institution was visited on April 29, 2022. During the visitation, the institution said that most of the evidence requested by the visitation assessor had been fulfilled. The institution has also entered the verification and validation stage on August 29, 2022. However, the final result of the accreditation still needs to be discovered as it is awaiting a decree from BAN PAUD and PNF.

CONCLUSION

Overall, this PKM activity has been successfully implemented. The implementation of transformative learning and andragogy approaches has succeeded in changing the mindset of managers and tutors who participated in a series of coaching that have been carried out. The success of this activity can be seen from the results of the assessment simulation, both the document assessment of the prerequisite accreditation (PAA) assessment and the evidence of field assessment/visitation, which shows fulfillment and suitability above 80%. This condition is also supported by the passing of each stage of the accreditation assessment set by BANPAUD and PMF, starting from the PAA, visitation, validation and verification stages.

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