



Evaluation of the Equality Education Program at LPKA Class II Jakarta

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Abstract

This research aims to see the effectiveness of implementing equality education programs at the Jakarta Class II Special Child Development Institute (LPKA) in terms of the context, input, process and product of the equality education program. This research is descriptive qualitative research using evaluation research methods with the CIPP (Context, Input, Process, Product) evaluation model in the implementation of equality education programs at LPKA Class II Jakarta. Data collection was carried out through observation, interviews and documentation which was then processed using data reduction techniques, data presentation and conclusions. Based on the results of data analysis, it is known that the implementation of equality education at LPKA Class II Jakarta has been running well and is in accordance with the standards for implementing equality education for Package A, Package B and Package C programs, Directorate of Community Guidance and Child Eradication, Directorate General of Corrections, Ministry of Law and Human Rights, Republic of Indonesia. Indonesia.

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

1. INTRODUCTION

The Juvenile Penitentiary is a place to support crime reduction. However, most countries debate the effectiveness of imprisonment, whether it will reduce crime, especially for child prisoners. Given that the placement of children in prisons will deprive children of their freedom. As stated by Clemen Bartollas below: *Therefore the placement of a juvenile in an institution should always be a disposition of last resort and of the minimum necessary*





period. This case is considered freedom usually seized by the judge for the juvenile conducting serious crime. As presented by Clemen Bartollas that the placement of a juvenile in an institution should become the last choice for short period of time (period 010) that the placement of a child in a juvenile correctional institution should be used as a last resort. This is because the deprivation of personal liberty is carried out by judges in the case of children who commit serious crimes. That way it can be said that the placement of children into the Juvenile Correctional Institution is the last choice made by a judge considering that prisons or prisons can also cause contamination of children. For this reason, it is necessary to carry out good management in terms of coaching child prisoners (after the child is placed into the Children's Correctional Institution/prison) so that the formation process can run effectively and the goals of the Correctional Institution as stated in the vision and mission can be achieved.

Indonesia provides legal protection for children without exception for children who face the law through Law Number 35 of 2014 concerning Child Protection, Law Number 3 of 1997 concerning Juvenile Court, Government Regulation Number 31 of 1999 concerning the Development and Guidance of Correctional Assisted Citizens and several other provisions in the form of Decrees of the Minister of Law and Human Rights and Decrees of the Director General of Corrections. Based on these laws and regulations, the guidance, education and protection of children who have problems with the law are placed specially, fostered in the Juvenile Correctional Institution which is now based on Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA Law) referred to as the Special Child Development Institute (LPKA).

Wagiati Sutedjo in Hijman said two reasons for the importance of the Juvenile Correctional Institution are as follows (Sutedjo, 2006) That is, young law violators are most sensitive to outside influences (positive and negative) and based on statistical data, recidivism of young law violators is a more potential crime seed. That way the Juvenile Correctional Institution is a place that supports (helps) to reduce crime. However, most countries debate the effectiveness of imprisonment, whether it will reduce crime, especially for child prisoners. Given that the placement of children in prisons will deprive children of their freedom.

It is further mentioned in Law Number 35 of 2014 concerning Child Protection, Law Number 3 of 1997 concerning Juvenile Court, Government Regulation Number 31 of 1999 concerning the Development and Guidance of Correctional Assisted Citizens and several other provisions in the form of a Decree of the Minister of Law and Human Rights and a Decree of the Director General of Corrections which essentially confirms that Indonesia provides legal protection for children without exception to children who face with the law





(juvenile prisoners), the activities of guidance, education and protection of children who have problems with the law are placed specifically in the Juvenile Correctional Institution which is now based on Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA Law) referred to as the Special Child Development Institute (LPKA).

LPKA is an institution where children serve their criminal period. LPKA aims to realize a judiciary that guarantees the protection of the best interests of children who face the law (juvenile prisoners). Based on this, LPKA has the task of carrying out guidance and services for child prisoners (correctional assisted children) who are then aed to as LPKA fostered children. Coaching is an activity to improve the quality, piety to God Almighty, intellectual, attitude and behavior carried out through education, skill training, and activities to maintain and improve children's physical and spiritual health 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 equality education, namely Package A programs, Package B programs and Package C programs.

LPKA Class II Jakarta conducts coaching activities through special services to provide education, knowledge, and skills for LPKA Class II Jakarta assisted children. One of the services provided by LPKA Class II Jakarta to its fostered children is special education services for children held through the LPKA Class II Jakarta Community Learning Activity Center (PKBM), namely PKBM Harapan Bangsa in collaboration with PKBM Hasanah in implementing equality education for Package A programs, Package B programs and Package C programs for LPKA Class II Jakarta assisted children.

1.1 History of LPKA Class II Jakarta

LPKA is an institution or place where children (child prisoners) serve their criminal period by getting guidance so that their rights as children can still be fulfilled, one of which is the right to education. For this reason, LPKA Class II Jakarta through its PKBM, namely PKBM Harapan Bangsa in collaboration with PKBM Hasanah organizes equality education for Package A programs, Package B programs and Package C programs for LPKA child prisoners (fostered children).

LPKA Class II Jakarta is located at Jalan Raya Gandul, Cinere, South Jakarta. LPKA Class II Jakarta has the task of carrying out the development of prison-assisted children (juvenile prisoners) which are then called LPKA assisted children since they were still in existence and combined their management with adult correctional institutions, namely (Lapas) Class II A Salemba until now can stand alone as LPKA Class II Jakarta. The previous research described that PKBM Prison Class II A Salemba manages equality education, namely the Package A program, Package B program and Package C program. This condition is due to constraints





from the support of educational resources, namely funding sources (financing) and human resources (students, educators and education staff). Thus, it can be said that the management of education for prison-assisted children (LPKA assisted children) can be carried out through the implementation of equality education for the Package B program but has not been effective because the Package A program and Package C program have not been implemented.

The success of the implementation of equality education services at LPKA Class II Jakarta cannot be separated from the management factor of educational resources in the implementation of equality education as research conducted by researchers in the UNES Journal of Social and Economics Research which states that effective management can have an impact on the success of the implementation of equality education programs in PKBM LPKA Class II Jakarta (Harimurti, 2023). Based on an explanation of the concept of providing equality education by PKBM and the concept of LPKA as an institution for fostering child prisoners as well as the results of researchers' research on the effectiveness of equality education services at PKBM LPKA Class II Jakarta, especially when Indonesia is experiencing the COVID-19 pandemic (Harimurti, 2023) then researchers can conclude that LPKA Class II Jakarta which was originally under the auspices of the Salemba Class II A Penitentiary (Lapas) and has now stood alone as LPKA Class II Jakarta is a forum for guidance for child prisoners (LPKA assisted children) in the context of fulfilling and protecting the rights of child prisoners, especially the right to education. The success of the implementation of equality education by LPKA Class II Jakarta shows the effectiveness of the implementation of the equality education program at LPKA Class II Jakarta to result in a decision on the sustainability of the equality education program at LPKA Class II Jakarta.

2. LITERATUR REVIEW

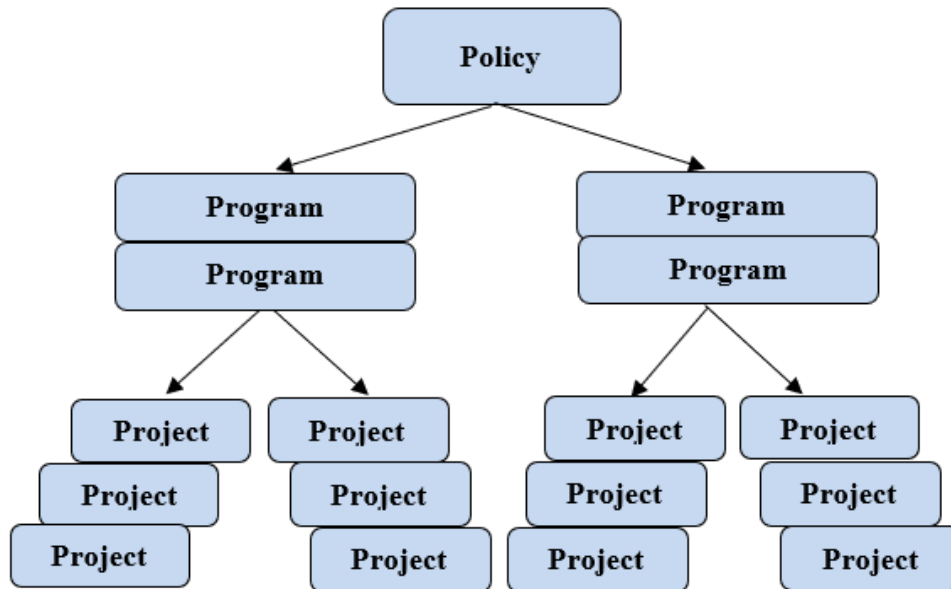
Evaluation comes from the word "*evaluation*" in English, which is then absorbed into the Indonesian treasury to maintain the original word with adjustments to Indonesian pronunciation (Dr. Rusydi Ananda & Dr. Tien Rafida, 2017). Evaluation is also an activity to collect information about the implementation of something in the form of information that can be used to determine the right alternative in decision making as Gronlund as quoted by Djaali and Muljono revealed that evaluation is a systematic process to determine or make decisions to what extent goals or programs have been achieved (Djaali & Muljono, 2008).

Then Scheerens and Thomas argue that "*educational evaluation is judging the value of educational objects based on systematic information gathering in order to support decision making and learning*" (Glas et al., 2003). From this definition, evaluation in education is an assessment of objects in education, based on systematic information collection to produce



decisions that can support learning. Scheerens said that this form of evaluation consists of a number of information collected systematically so that based on that information can drive action to make decisions.

Evaluation activities can be carried out through evaluation research to collect information that can later be used to make a decision. Evaluation research is one of the applied assessments used to evaluate the implementation of policies, programs and projects as described in the following hierarchy:



Gambar 1. Hierarki Program (Mulyatiningsih, 2013)

Sugiyono added that the basic concept of evaluation *research* or program evaluation is a scientific way (rational, empirical and systematic) to obtain data with the aim of knowing the effectiveness and efficiency of projects, policies and programs. Evaluation research uses standards and people involved in an activity being evaluated. The results of the evaluation research will be used as consideration to improve the quality of formulation, implementation and results of a program, as explained in the following figure:

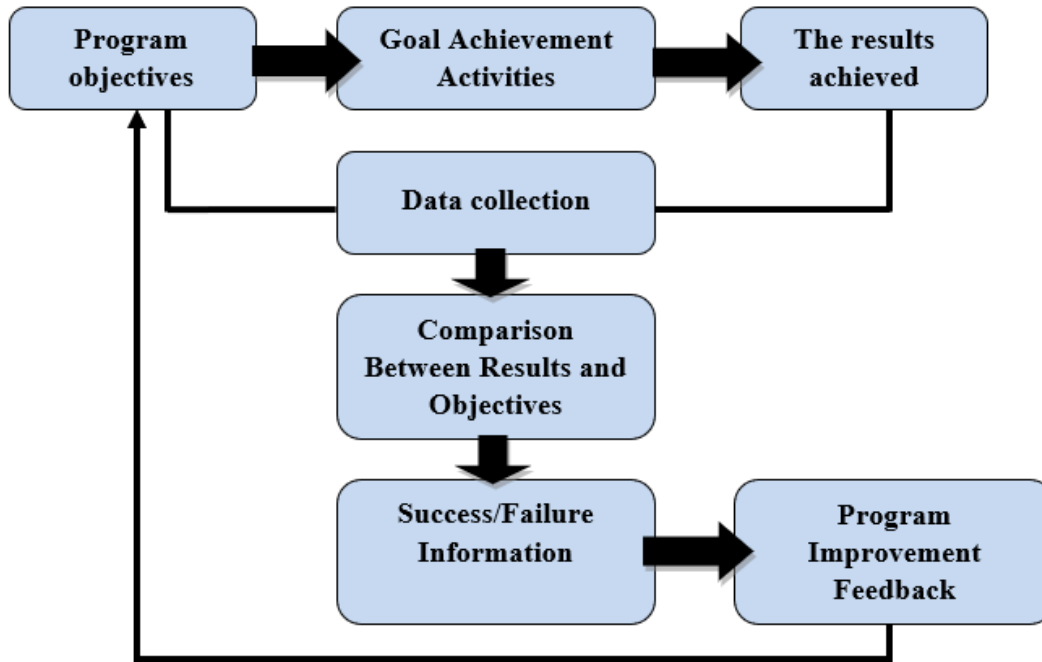


Figure 2. Basic Concepts of Program Evaluation Research (Sugiyono, 2013)

From several definitions of the concept of evaluation and the concept of evaluation of educational program evaluation, it can be said that educational program evaluation research contains a set and series of activities carried out as an effort to determine the success rate of implementing an education policy carefully through the effectiveness of the implementation of each component (by involving educational resources and environment) so that after obtaining information from The effectiveness of the implementation of an educational program can then be made decisions on the sustainability and development of the educational program in the future using criteria referring to the results of the evaluation.

In this study, researchers used program evaluation as a research method in the field of education to determine the effectiveness of the implementation of equality education at LPKA Class II Jakarta in terms of *context, input, process, product program* by referring to the standards for the implementation of equality education Package A program, Package B program and Package C program Directorate of Community Guidance and Child Alleviation Directorate General of Corrections Ministry Law and Human Rights of the Republic of Indonesia

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

The CIPP evaluation model is *decision-oriented evaluation approach structured*. The purpose is to assist decision makers (administrators/managers/leaders) in making decisions on the condition of a program, whether continued with development (modification) or stopped. This evaluation model views the program as a system consisting of a unity of inputs, processes and outputs (Arifin, 2010). This CIPP evaluation model includes a management analysis model to evaluate international, national and local educational programs.

Stufflebeam in Sugiyono (Sugiyono, 2013) said 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 a program; why the program is held, what is the vision, mission, goals and objectives, and program budget. The purpose of the main context evaluation is to find out the strengths and weaknesses of the evaluation. By knowing strengths and weaknesses, evaluators can provide the necessary direction for improvement.
2. **Input Evaluation:** Input evaluation determines whether the program design has considered the available resources. It identifies problems, assets and opportunities to help decision makers define goals, priorities and help user groups assess program goals, priorities and benefits. This evaluation is carried out to assess the capability of materials, tools, people and costs (*material, machine, man, money*).
3. **Process Evaluation** Process evaluation related to implementing the program plan with inputs that have been provided. This evaluation is used to answer questions about the timing of program implementation, program implementation procedures, performance/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 achievement, program achievement results (high results and low results), the level of satisfaction of the people targeted in program implementation, timeliness of program goal achievement, positive and negative impacts of the program and alternative decisions regarding program sustainability are continued with revisions, continued and developed or discontinued.

Researchers use the CIPP program evaluation model to determine the effectiveness of the implementation of equality education in LPKA Class II Jakarta in terms of *context, input,*

process, product program by referring to the standards for the implementation of equality education Package A program, Package B program and Package C program Directorate of Community Guidance and Child Alleviation Directorate General of Corrections Ministry of Law and Human Rights of the Republic of Indonesia. LPKA Class II Jakarta can use the evaluation results in mapping weak points that will later impact the development and sustainability of the equality education program at LPKA Class II Jakarta.

3. RESEARCH METHOD

This study uses descriptive qualitative research using the evaluation research method of the CIPP evaluation model (*Context, Input, Process, Product*) in the implementation of equality education at LPKA Class II Jakarta by referring to the standards for the implementation of equality education programs Package A, Package B and Package C Directorate of Community Guidance and Child Alleviation Directorate General of Corrections Ministry of Law and Human Rights of the Republic Indonesian.

Techniques and decision-making processes in each stage of evaluation are carried out through the measurement of each program component criterion which is summarized in the form of a matrix as follows:

Table 1. Program Component Measurement Criteria

Components evaluated	Aspects evaluated	Evaluation Criteria
<i>Context</i>	Background	<ol style="list-style-type: none"> 1. Fulfillment of the right to education for children who face the law (fostered children) 2. Continuity of education after the child has completed his prison term
	Legal Basis	<ol style="list-style-type: none"> 1. Constitution of the Republic of Indonesia of 1945 2. Correctional Law of the Republic of Indonesia 3. Government Regulation of the Republic of Indonesia 4. Ministerial Regulations and Decrees
	Purpose and Purpose	Making fostered children who believe and fear God Almighty, have noble

Components evaluated	Aspects evaluated	Evaluation Criteria
		character, capable, creative, independent, responsible and uphold democracy in Indonesia
	Goal	<ol style="list-style-type: none"> 1. Children assisted by LPKA Class II Jakarta 2. LPKA Officer Class II Jakarta
Input	Learners	<ol style="list-style-type: none"> 1. Last educational background of correctional assisted children (LPKA) 2. Age of fostered children (age of elementary school children 18 years)
	Educators	<ol style="list-style-type: none"> 1. Educational background of educators 2. Recruitment of educators for LPKA
	Organizational Structure	<ol style="list-style-type: none"> 1. Organizational structure 2. Duties and Functions
	Curriculum	<ol style="list-style-type: none"> 1. Subject groups 2. Equality of education levels and competencies 3. Curriculum structure and Subjects Package A, Package B, Package C
	Infrastructure	<ol style="list-style-type: none"> 1. Buildings and rooms 2. Study room facilities and equipment 3. Facilities and living room 4. Library room facilities and equipment 5. Administration room facilities and equipment 6. Counseling room facilities and equipment- tutors
Process	Preparation for the implementation of equality education	<ol style="list-style-type: none"> 1. Establishment of PKBM 2. Student recruitment 3. Recruitment of educators 4. Learning infrastructure

Components evaluated	Aspects evaluated	Evaluation Criteria
	Learning Process Planning	<ol style="list-style-type: none"> 1. Syllabus 2. Learning Implementation Plan 3. Learning activities 4. Student placement
	Implementation of the Learning Process	<ol style="list-style-type: none"> 1. Face-to-face learning 2. Tutorial activities 3. Independent activities
	Learning Outcomes Assessment	<ol style="list-style-type: none"> 1. Study tasks 2. Study test techniques (written test, oral test, practice test)
	Supervision of Equality Education Implementation	<ol style="list-style-type: none"> 1. Monitoring activities 2. Supervision activities 3. Evaluation activities
Product	Graduates	<ol style="list-style-type: none"> 1. Achievement of the value of LPKA Class II Jakarta assisted children 2. Changes in ethics and attitudes of LPKA Class II Jakarta fostered children
	Performance of LPKA Class II Jakarta Officers	Education and coaching services for LPKA Class II Jakarta assisted children

The evaluation results in this study can be used to show the effectiveness of the implementation of the equality education program at LPKA Class II Jakarta to produce decisions on the sustainability of the equality education program at LPKA Class II Jakarta.

4. RESULTS AND DISCUSSION

4.1 Results of Evaluation of the Context *Component of the Equality Education Program:*

1. Background of Equality Education Program at LPKA Class II Jakarta
 - a. Fulfillment of education rights for children assisted by LPKA Kelasa II Jakarta
 LPKA Class II Jakarta is an institution that replaces the Children's Penitentiary (Lapas) function as a place to implement care, services and guidance for Children in Conflict with the Law (ABH). Law Number 11 of 2012 concerning the Juvenile

Justice System emphasizes that children's education must not be neglected while the child is undergoing the criminal justice process or during the formation period in the LPKA. It is further explained in article 85 that children sentenced to imprisonment are placed in LPKA and children in it are entitled to coaching, guidance, supervision, assistance, education and training. Children who face the law are entitled to receive Special Service Education (PLK) through formal and non-formal channels at LPKA.

In terms of fulfilling the right to education for LPKA assisted children, LPKA Class II Jakarta organizes non-formal education, namely Package A, Package B, Package C equality education programs for LPKA assisted children by referring to the standards for the implementation of equality education Package A program, Package B program and Package C program Directorate of Community Guidance and Child Alleviation Directorate General of Corrections Ministry of Law and Human Rights of the Republic of Indonesia.

- b. Continuity of education after the child facing the law (ABH) has finished serving his prison term

LPKA Class II Jakarta fulfills the right to education for ABH with the hope that after their release, the child or adolescent can continue their education without difficulty, thus making them ready to return to society. The fulfillment of the right to education for children who face the law, so far has been running in the Juvenile Correctional Institution concerning Law Number 12 of 1995 concerning Corrections and Government Regulation Number 32 of 1999 concerning Terms and Procedures for the Implementation of the Rights of Correctional Assisted Citizens, the Children's Correctional Institution in particular organizes several educational programs such as Kejar Paket and other skill training that will later support his survival after liberation.

2. Legal Basis of Equality Education Program at LPKA Class II Jakarta

The implementation of equality education programs, LPKA Class II Jakarta refers to 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 Amendments to Law of the Republic of Indonesia Number 23 of 2001 concerning Child Protection, Government Regulation of the Republic of Indonesia Number 32 of 1999 concerning Terms and Procedures for Implementation Rights of Prison-Assisted Citizens, Government Regulation of the Republic of Indonesia Number 31 of 1999 concerning the Development 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 Special Child Development Institutions (LPKA), Decree of the Minister of Law and Human Rights of the Republic of Indonesia dated December 23, 2014 number M.HH-03. OT.02.02 of 2014 concerning Guidelines for the Treatment of Children in Correctional Centers (Bapas), Temporary Child Detention Institutions (LPAS) and Special Child Development Institutions (LPKA).

3. Aims and Objectives of the Equality Education Program at LPKA Class II Jakarta
Coaching for children is an effort to improve children's knowledge and abilities, so that changes in children's attitudes and behavior are expected. As stated in the explanation of the SPPA Law that coaching is an activity to improve the quality, piety to God Almighty, intellectual, attitude and behavior, skill training, professional and physical and spiritual health of children both inside and outside the juvenile justice process. In connection with this, the implementation of the equality education program at LPKA Class II Jakarta has the purpose and purpose of making fostered children who believe and fear God Almighty, have noble character, capable, creative, independent, responsible and uphold democracy in Indonesia, so that after the liberation period later, children can return to the family and community environment, Children can be well received and have benefits for their future lives
4. Target of Equality Education Program at LPKA Class II Jakarta
5. The target of implementing the equality education program at LPKA Class II Jakarta is the fostered children and officers of LPKA Class II Jakarta who are the implementers of the implementation of the equality education program at LPKA Class II Jakarta. With the fulfillment of the educational rights of LPKA Class II Jakarta assisted children, there is an increase in the performance of LPKA Class II Jakarta officers through LPKA Class II Jakarta excellent services.

Based on the results of research and researcher evaluation of the implementation of equality education programs at LPKA Class II Jakarta in the *Context* component, it shows that LPKA Class II Jakarta has been able to fulfill the right to education for LPKA Class II Jakarta assisted children through the implementation of equality education programs Package A, Package B, Package C at LPKA Class II Jakarta concerning the standards for the implementation of equality education for Package A programs, Package B programs and Package C programs of the Directorate of Community Guidance and Child Alleviation Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia.

The problem/obstacle faced is that there is no policy regarding the specific format of implementing educational programs for fostered children in Juvenile Correctional

Institutions, so that in practice the implementation of equality education programs can run uniformly in all LPKAs in Indonesia.

4.2 Results of Evaluation of *Equality Education Program Input Components* :

1. Participants of LPKA Class II Jakarta equivalency education program

- a. The last educational background of LPKA Class II Jakarta assisted children
Students of the equality education program at LPKA are children who face the law (fostered children) of LPKA who as a result of facing the law, must experience school dropouts at every level of education. The number of students is carried out according to the standards for the implementation of equality education programs Package A, Package B, Package C Directorate of Community Guidance and Child Alleviation Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia, namely a minimum of 20 fostered children for each Package A. Package B and Package C.

The number of students (LPKA Class II Jakarta assisted children) who participated in non-formal education activities was 34 fostered children, with details of fostered children who attended non-formal education at LPKA Class II Jakarta for the 2022/2023 Academic Year for Package A of 9 children, Package B of 8 children, Package C of 15 children. This number has not met (not yet appropriate) the standards for the implementation of equality education programs Package A, Package B, Package C Directorate of Community Guidance and Child Alleviation Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia, which is a minimum of 20 fostered children for each Package A. Package B and Package C. In comparison, the number of children assisted by LPKA Class II Jakarta is 57 children, This is due to the limited number of classrooms and educators.

- b. The age of LPKA Class II Jakarta assisted children is LPKA Class II fostered children
The age of LPKA Class II Jakarta assisted children starts from the lowest age of 15 years as many as 6 children; 16 years old as many as 11 children; 17 years old as many as 17 children; 18 years old as many as 21 children and 19 years old as many as 2 children, with the last education at the elementary school (SD), junior high school (SMP) and high school (SMA) levels, but some do not finish elementary school.

2. Equality education program educators at LPKA Class II Jakarta

In learning management, provision of educators and learning implementers, LPKA Class II Jakarta collaborates with PKBM Hasanah while still accompanied by LPKA Class



II Jakarta officers, based on teaching assignment letter No: 21.102/PKBM. HSN/XII/2021 dated December 31, 2021 and No: 22.04/PKBM. HSN/II/2022 dated February 28, 2022. PKBM Hasanah educators have educational backgrounds in education such as Act IV, education scholars and 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 Subsection; Registration and Classification Section; Coaching Section; Supervision and Discipline Enforcement Section.
4. The curriculum of the LPKA Class II Jakarta equality education program uses the structure of the non-formal education curriculum Package A, Package B and Package C with the composition of the subjects of the equality education program Package A, Package B and Package C at LPKA Class II Jakarta consisting of various subjects for the development of the ability of heart sports, thought sports, taste sports, sports and sports, This includes local content, skills and professional personality development. The curriculum of Package A, Package B and Package C programs covers the same subjects, namely:
 - a. Group of religious subjects and noble morals
 - b. Citizenship and personality subject groups
 - c. Science and technology subject groups
 - d. Aesthetic subject groups
 - e. Physical, sports and health subject groups

The subjects given are as follows: Science, Mathematics, Physical Education, Social Studies, Economics, Cultural Arts, Religion, Sociology, English, Workshop Content/Information and Communication Technology, Geography, PLBJ and PKN.

The level of educational equality and competence for Package A Program is equivalent to Elementary School (SD/MI) which emphasizes literacy and numeracy skills, language and number proficiency and emphasizes mastery of facts, concepts and data gradually so that students are expected to have basic skills in meeting the needs of daily life and continuing their education to a higher level. The Package B program equivalent to Junior High School (SMP/MTs) emphasizes the use and application of abstract concepts more broadly and practices improving logical and ethical thinking and acting skills 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. Package C program is equivalent to Senior High School (SMA/MA) which is directed at achieving the basics of academic competence and applying it to produce work so that students can communicate concepts more scientifically and ethically and prepare themselves to be able to work independently and develop professional personality and are directed to the achievement of academic abilities and functional skills ethically, so that students can work independent or entrepreneurial and can continue education to a higher level.

5. The infrastructure of the LPKA Class II Jakarta equality education program consists of buildings and main office spaces, administration rooms, classrooms, living rooms, waiting rooms, archive storage rooms, library rooms, bathrooms, halls, saung and residential blocks of LPKA Class II Jakarta assisted children. LPKA Class II Jakarta also has textbooks, internet networks, tables and chairs, ATK and PC units.

Based on the results of research and researcher evaluation of the implementation of equality education programs at LPKA Class II Jakarta in the Input *component*, it shows that LPKA Class II Jakarta has organized an equality education program which normatively, all input components use LPKA educational resources based on the standards for the implementation of equality education programs Package A, Package B, Package C Directorate of Guidance Community and Child Alleviation, Directorate General of Corrections, Ministry of Law and Human Rights of the Republic of Indonesia.

The problem/obstacle faced by LPKA Class II Jakarta is the number of students who have not met the implementation standards used, namely the standards for the implementation of equality education programs Package A, Package B, Package C Directorate of Community Guidance and Child Alleviation Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia, this is due to the limited number of classrooms and educators.

4.3 Results of Evaluation of Equality Education Program Process Components :

1. Preparation for the implementation of equality education programs at LPKA Class II Jakarta
 - a. The establishment of the LPKA Class II Jakarta Teaching and Learning Activity Center (PKBM) through PKBM Harapan Bangsa in collaboration with PBKM Hasanah. PKBM Harapan Bangsa then collects data on LPKA assisted children who will become students based on data on the number of LPKA Class II Jakarta assisted children. In addition, LPKA Class II Jakarta conducts an inventory of infrastructure facilities needed to implement equality education programs.



- b. Recruitment of students is by conducting regular counseling to fostered children about the importance of education. They must be able to participate in the equality education program at LPKA Class II Jakarta.
 - c. Recruitment of educators, namely by collaborating with PKBM Hasanah for learning management including the fulfillment of educators while still accompanied by LPKA Class II Jakarta officers in its implementation, PKBM Hasanah educators have educational backgrounds in education such as Act IV, have teaching experience; Have supporting skills, love education so that academically competent, have supporting skills and love the world of education.
 - d. The provision of learning facilities and infrastructure includes three classrooms, libraries, halls, archive storage rooms and learning facilities such as tables, chairs, computers, whiteboards, atk. However, based on field notes and observations, what still needs to be available at LPKA Class II Jakarta is a counseling-tutor room and what needs to be more adequate/sufficient in number is a classroom. For the completeness of LPKA's fostered child development and care infrastructure, LPKA Class II Jakarta is currently building additional rooms for Correctional Students, office operations and building rejuvenation around LPKA, such as music rooms, polyclinics.(Jakarta, n.d.)
2. Planning of the learning process,

LPKA Class II Jakarta collaborates with PKBM Hasanah in terms of learning management, such as the preparation of syllabus, learning implementation plans (RPP) containing subjects, competency standards (SK), basic competencies (KD), learning objectives, time allocation, learning methods, assessment of learning outcomes, learning resources. In addition, the planning of the learning process of equality education Package A, Package B, and Package C Program pays attention to the diversity of student characteristics. In the implementation of learning, first prepare learning tools as follows:

- a. Package A, Package B and Package C program syllabus
- b. Learning implementation plan from Package A, Package B, Package C syllabus
- c. Learning activities with face-to-face meetings at least 20%, tutorials at least 30% and independent at a maximum of 50%. Every student is required to participate in learning activities either in the form of face-to-face, tutorials, or independently in accordance with those listed in the Package A Program Content Standards, Package B Program, and Package C Program
- d. The placement of students based on a certain level is in line with the level of education to be followed. LPKA Class II Jakarta places fostered children into the



level of equivalency education that will be followed based on the latest educational results that have been achieved, evidenced by official documents such as report cards and diplomas and student learning experiences that can be proven through portfolios, and placement tests by authorized institutions.

3. Implementation of the learning process

a. Face-to-face learning 20%

The implementation of learning includes preliminary activities, core activities, and closing activities. Face-to-face learning is carried out in classes provided by LPKA Class II Jakarta. The implementation of non-formal education activities/equality Package A, Package B, Package C with face-to-face learning for 2022 is carried out every Monday to Friday, located in Classrooms I and II and Mosque Hall (specifically for Friday) with the time and place of implementation starting at 09.00 WIB until 11.00 WIB and on Friday starting at 14.00 until 15.30 WIB. Details of the time and place of implementation of equality education activities Package A, Package B, Package C at LPKA Class II Jakarta researchers include in the appendix of observation data.

b. Tutorial activities

Educators/tutors from PKBM Hasanah first prepare LPKA-assisted children to prepare for learning, explain the rules and teaching materials, and record the presence of LPKA-assisted children in learning.

c. Independent activities

Educators/tutors from PKBM Hasanah check the completeness of modules/teaching materials and give assignments individually.

4. Learning Outcomes Assessment

Assessment carried out by PKBM Hasanah educators/tutors in learning and learning outcomes by:

a. Study Assignments (Self-assessment)

b. Work on exercises that are integrated in each module/teaching material.

c. Formative assessment by educators/tutors through observation in learning, discussion, assignment, repetition.

d. Semester assessment

e. Equality Education Examination (UPK) Package A, Package B, Package C

5. Supervision of Equality Education Program Implementation

In the implementation of equality education programs and fostering fostered children, the Monitoring and Evaluation Team (Monev) of the Regional Office of the Ministry of Law and Human Rights of DKI Jakarta conducts monev and supervise



activities in the fields of personnel, archives, infrastructure, community services, internal organizations, organizational performance, including the implementation of equality education programs at LPKA Class II Jakarta.

The money and supervision activities are carried out in groups. The Money team recapitulates an inventory list of problems in the fields that Money will carry out, such as personnel in the fields of personnel, archives, infrastructure, community services, internal organizations, organizational performance, including the implementation of equality education programs at LPKA Class II Jakarta. Then the recapitulation is reported to the Regional Office of the Ministry of Law and Human Rights DKI Jakarta. Money and supervision activities are carried out through group discussions, observations, recording, recording, interviews, and documentation directly to LPKA Class II Jakarta based on the annual report from LPKA Class II Jakarta.

Based on the results of research and researcher evaluation of the implementation of the equality education program at LPKA Class II Jakarta in the *Process component*, it shows that the equality education program at LPKA Class II Jakarta has been implemented through the collaboration of LPKA Class II Jakarta with PKBM Hasanah in learning management.

The problems/obstacles faced by LPKA Class II Jakarta are in the aspect of preparation for the implementation of equality education, namely the provision of inadequate classrooms so that they are not in accordance with the standards for the implementation of equality education programs Package A, Package B, Package C Directorate of Community Guidance and Child Alleviation Directorate General of Corrections Ministry of Law and Human Rights of the Republic of Indonesia.

4.4 Results of the Evaluation of the Products Component of the Equality Education Program:

1. Graduate of Equality Education Program at LPKA Class II Jakarta

The number of LPKA Class II Jakarta assisted children who have graduated and received Non-Formal Education Diplomas for the 2020/2021 Academic Year is 10 fostered children. For the 2021/2022 Academic Year there are 8 fostered children. The achievement of academic scores of LPKA Class II Jakarta assisted children is shown by the results of semester exams and national examinations (diplomas) that researchers include in the attachment of research observation data.

The results of the equality education program are carried out on aspects of students' changes and attitudes (behavior) and emphasize the development of the personality of LPKA Class II Jakarta assisted children. Children fostered by graduates of the equality education program at LPKA Class II Jakarta in addition to getting a diploma





with an average of getting good grades, LPKA Class II Jakarta fostered children have good behavior which is shown by their non-return to the scope of LPKA after their release period

2. Performance of LPKA Class II Jakarta Officers

LPKA Class II Jakarta identifies and assesses the performance of LPKA Class II Jakarta educators and officers in the process of implementing equality education programs at LPKA Class II Jakarta based on the main tasks and functions of work units within LPKA Class II Jakarta 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 fostered children. Then, based on this assessment, LPKA Class II Jakarta provides rewards as Exemplary Employees every year (LPKA Jakarta Sematkan “Best Employee” Bulan Februari 2020, 2020).

Based on the results of research and researcher evaluation of the implementation of the equality education program at LPKA Class II Jakarta in the Product component, it shows that the equality education program organized by LPKA Class II Jakarta has produced graduates of Package A, Package B and Package C programs for the 2020/2021 school year and the 2021/2022 school year.

The achievements of graduates and the performance of LPKA officers show that the results of the equality education program organized by LPKA Class II Jakarta have met the standards for the implementation of equality education programs Package A, Package B, Package C Directorate of Community Guidance and Child Alleviation Directorate General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia. The problems/obstacles faced by LPKA Class II Jakarta are regarding the recognition of graduate diplomas from the Penitentiary (LPKA) by the community and the world of work.

5. CONCLUSION

Based on the results of research and researcher evaluation of the implementation of equality education at LPKA Class II Jakarta in the components of Context, Input, Process, Product shows that LPKA Class II Jakarta has been able to fulfill the right to education for LPKA Class II Jakarta assisted children through the implementation of equality education programs Package A, Package B, Package C at LPKA Class II Jakarta which runs effectively by referring to the standards for the implementation of equality education Package A programs, Package B program and Package C program Directorate of Community Guidance and Child Alleviation Directorate General of Corrections Ministry of Law and Human Rights of the Republic of Indonesia.





The problems/obstacles faced such as limited educational resources, such as educators and infrastructure facilities, namely the absence of counsel space and the number of classrooms are still limited and thus causing the number of fostered children who become students have not met the minimum number of standards for each level (Package). There is no recognition of graduate diplomas from PKBM LPKA Class II Jakarta. The problem or obstacle faced is because there is no policy regarding the specific format of implementing education programs for fostered children in Juvenile Correctional Institutions, so that in practice the implementation of equality education programs can run uniformly in all LPKAs in Indonesia.

6. SUGGESTION

1. There needs to be a policy/regulation from the Central Government regarding the format of providing education for children who face the law in LPKA Class II Jakarta.
2. Fulfillment of learning infrastructure such as classrooms, tutor rooms and counseling rooms.
3. Continue collaborating with non-formal and informal educational institutions to manage learning and provide educators/tutors.
4. It is necessary to do intense supervision *and* fast and precise feedback to overcome obstacles in the learning process.
5. It is necessary to provide informal education to equip LPKA Class II Jakarta graduates to be accepted by society and the world of work after their release.

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