

REPOSITORY SYSTEM AND RECOGNITION OF PRIOR LEARNING ASSESSMENT FAST TRACK PROGRAM POST- PANDEMIC COVID-19

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Abstract: Post-pandemic like today, in addition to the availability of job opportunities that may be limited, the relevance and quality of the educational process are important factors that must receive the attention of higher education providers. In this case the government, through the directorate general of vocational education, has launched a fast-track education program that is intended to link and match formal education, both vocational and higher education, with the business world of the industrial world, as well as increase the absorption of the workforce into the industrial world. The Fast Track Program on Diploma Two implemented in an integrated manner to increase skilled and superior qualified human resources in a shorter time. To accommodate student competencies in the fast track program, the RPL process is carried out. The RPL process can be implemented in the education sector and the world of work. For this reason, the implementation of RPL in the education and world of work is based on the equalization of qualifications under the KKNi standards. To simplify the RPL process, an RPL system was built to assist the process of Recognition of Prior Learning for the Educational Path which is specialized in the Fast Track Program. Especially for prospective students who register to participate in the fast-track program that uses the Type A2 RPL method the selection process. Application access can be done using PC devices and smaller devices such as Smartphones or Tablets, making it easier to carry on Mobile by prospective students.

Keywords: *KKNi, Prior Learning, Type A2, Application, Fast Track, Vocational High School, SMK, Diploma Two, RPL.*

1. Education During Covid-19

The coronavirus disease 2019 (Covid-19) outbreak which has hit various countries in the world, presents challenges for the world of education, especially universities. During the Covid-19 period, the Government imposed restrictions on gathering, social distancing, and physical distancing, wearing masks, and always washing hands in every activity. Through the Ministry of Education, the Government has prohibited higher education from carrying out face-to-face (conventional) learning and requires online learning (Ministry of Education, Culture, Research, and Technology Circular Letter No. 4 of 2020). Universities are led to be able to organize online learning processes. Lectures must be held with scenarios that can prevent physical contact between students and lecturers and students and students (Basilaia, G., 2020). According to Abid Haleema (2022), the use of digital technology can enable students and lecturers to carry out the learning process even though they are in different places. The online learning process during the pandemic can access mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere (Gikas & Grant, 2013). And as a medium that can be used to support the implementation of the online learning process, for example, virtual classes using Google Classroom, Google Meet, Zoom, Edmodo, and Schoology services (Enriquez, 2014), and instant messaging applications. such as WhatsApp (So, 2016). The online learning process can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018). And don't forget that online learning will be more effective if the tools used are your applications. Moreover, many files will be uploaded and downloaded by students, for safety and convenience, learning tools must be built for their

own needs. ³ Online learning connects students with learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate (directly and indirectly). An online learning process is a form of distance learning that utilizes telecommunications and information technology, such as the internet (Muhammad, 2020).

2. Fast Track Education Post Covid-19

² During the pandemic, online learning has been carried out almost all over the world (Goldschmidt, 2020). So, in this online learning, all elements of education are required to still be able to facilitate learning so that it remains active even without face to face. Educators as the main element in formal education are encouraged to adapt to the implementation of learning that originally used conventional face-to-face methods and switched to online learning (Fo et al, 2021). Not only the problem ² of online learning during the pandemic, including when you have completed education such as high school and vocational education graduates also experienced a decline in absorption by industry. This is because industrial operations are disrupted due to the pandemic so there are fewer job opportunities. Under normal conditions, the uptake of SMK graduates by industry is quite large, because job opportunities are still wide open. However, during an uncertain pandemic, where there are very few job opportunities, recruitment by the industry is greatly reduced and even if there are any, the competencies required will be very specific for the efficiency and effectiveness of industrial operations. The Central Bureau of Statistics (BPS) recorded that the total unemployed as of February 2020 was ± 6.88 million people. ¹² With the open unemployment rate (TPT) Vocational High School (SMK) graduates are still the highest among other education levels, which is 8.49 percent (BPS, 2020). If we talk

about the industrial revolution, then the existence of Vocational High Schools (SMK) is the front line in welcoming the industrial revolution era that we are facing. After the COVID-19 pandemic, the unemployment rate has not decreased even though industrial operations have begun to gradually improve, there are many reasons. One of them was unable to survive during the pandemic and ended up having to close the company and so on. Therefore, in the post-covid-19 pandemic, strategic steps or breakthroughs that are still needed must be prepared in increasing the absorption of the workforce by industry.

The government, through the directorate general of vocational education, has launched a fast-track education program that is intended to link and match formal education, both vocational and higher education, with the business world of the industrial world, as well as increase the absorption of the workforce into the industrial world. This breakthrough and innovative program is called the "Fast Track Diploma Program in collaboration with Vocational High Schools (SMK) and Industry, the Business World, and the World of Work." also known as the "Fast Track Two Vocational Vocational High School Program.". This program is a program that encourages SMK students to get higher competencies faster through a more practical mechanism (Kemdikbudristek, 2021). Of course, accompanied by a degree or higher diploma level. To be able to get a Diploma Two, students of the SMK-D2 Fast Track Program who have been in vocational education for three years (including fieldwork practice for six months), can freely choose to directly continue one and a half years of education at PTV (including one year of internship). The fast track program launched by the government targets SMK graduates who will take higher education specifically for a diploma two. Why diploma two, it's because higher education diploma two is the most appropriate to implement a fast-track program in which it has accommodated the recognition process of past learning, and is also free to study on an independent campus with one of the points being industrial internships.

18

The Ministry of Education, Culture, Research and Technology stated that the Diploma 2 (D2) Fast Track program could reduce the unemployment rate for Vocational High School (SMK) graduates. Through this program, SMK graduates will be strengthened in terms of technical and non-technical skills that are right on target with the needs of industrial partners.

This program is an option that can be taken to be implemented by Vocational Vocational Schools and Colleges and is not mandatory. The program for developing higher education institutions and vocational schools is very good because it carries the spirit of collaboration across education levels and those involved must have experience in developing a link-up system with Industry, the

Business World, and the World of Work. Therefore, the initial implementation of this program was started by the SMK-PTV- Industry, Business World, and the World of Work who already have the readiness to run the Fast Track SMK-D2 program; namely 20 PTV, more than 80 Vocational High Schools and 35 Industries, the Business World, and the World of Work who are ready to commit to being pioneers in realizing this program.

The basic principle is that this program must be based on the real needs of Industry, Business, and the World of Work. Without

it, the program cannot run. The real needs of Industry, the Business World, and the World of Work are graduates with COMPETENCE (high hard skills and soft skills) who are mentally ready to work and ready to learn for life. Fast Track Diploma Two Program Collaboration with

Vocational High Schools and Industry, the Business World, and the World of Work. The Fast Track Vocational High School Program is a vocational and Diploma Two program implemented

in an integrated manner to increase skilled and superior qualified human resources in a shorter time. Where the study load of one semester in the Diploma Two program is taken in the last year of SMK (semesters 5 and 6). So the total time taken by the Vocational High School and the Diploma Two program is only 4.5 years. The concept of learning for the second diploma

program is that the total number of credits that must be taken is 72 credits, of which 12 credits are obtained when studying at vocational schools, and the remaining 60 credits are taken for three semesters when taking the second diploma. The load of 12 credits taken during this vocational education can be carried out through past learning recognition (RPL). The learning process is designed through a tri-partied collaboration between Vocational Schools, the Vocational Schools, Industry, the Business World, and the World of Work. A minimum of one semester during SMK is allocated for the industrial work practice program (Industrial Internship). Likewise, when in college, to further improve their SOFT SKILL and CHARACTER, students in the eighth and ninth semesters (if calculated from SMK) allocate two semesters for internships at DUDI. With the strengthening of Softskills and Characters, automatically the hard skills will also be honed and mature. The implementation of this program in 2020 is a pilot/test at several universities assigned to implement it. One of them is the Bali State Polytechnic by opening 8 Fast Track Diploma Two Study Programs (D2). The name of the fast-track study program that is opened at the university is to adjust to the work standards of the SKKNI and the fields that are needed by the industry.

3. Recognition Prior Learning On Education Program

To fulfill the mandate of the National Education System Law regarding lifelong learning, RPL in the education pathway is intended to provide wider opportunities for each individual to pursue education up to higher education. Ministry of Education, Culture, Research, and Technology will issue policies, regulations, guidelines, and standard operating procedures for equivalence assessment related to the implementation of RPL which aims to facilitate the community to take formal education at a higher level (Kemdikbudristek, 2021). RPL must also be able to recognize

one's past learning achievements without considering the process of increasing one's learning achievements, time, or place. However, RPL must consider national policies on education such as the obligation to study for twelve years, quality equality and recognition of nationally recognized learning achievements, and so on. On the other hand, RPL must be accessible to every individual who needs it. Considering that RPL will be different for one field of science and/or expertise from another, then RPL is unique. Thus, RPL can be prepared or developed by considering the educational path (formal, non-formal, informal) and the type of education (vocational education, profession, academic). Therefore, differences in regulations or guidelines for evaluating equality through the RPL scheme need to be considered for educational institutions that provide RPL because the recognition of the type of experience or past learning that is not following ones own will lead to inefficiency in the educational process. Specifically, RPL in the higher education sector is an acknowledgment or equalization of experience with the abilities and or expertise of a student at the previous level of education. Recognition of RPL is not the same as recognition of obtaining a degree. In many countries, RPL is used as a consideration for entering an educational program (entry requirement) at a higher level in the form of reducing the number of credits, transferring credit, or releasing some credits for certain courses (exemption). A formal educational institution, which is declared by the Ministry of Education and Culture to be qualified to conduct RPL, may conduct an RPL assessment process for prospective participants in an education program. Participants of the RPL program must submit a written request accompanied by a portfolio that is prepared under their experience or past learning outcomes along with relevant evidence that is valid and recognized by the educational institution that administers the RPL. A person can use RPL as an acknowledgment to attend formal education at a certain level at a university if the person concerned has obtained a

minimum education of SMA/SMK/C package. Recognition of learning achievements is also carried out in 11 stages with limited maximum recognition at each level or educational program.

This is intended to maintain the quality produced by each level or educational program.



4. Type A2 Recognition Prior Learning On Fast Track Program

RPL or Recognition of Past Learning is one of the educational programs organized by the Ministry of Education and Culture, Research and Technology. In more detail, the Type A2 RPL Program is an acknowledgment of a person's Learning Outcomes (LO) obtained through formal, non-formal, and informal education, and/or work experience in formal education. So that all forms of learning achievement outside formal education are then more recognized. As has been exemplified at the beginning such as training certificates and also work experience. If so far it has only been recognized as experience, then the existence of the RPL program is considered a learning experience in formal education. The RPL program itself is known to be regulated in Regulation of the Minister of Education, Culture, Research, and Technology No. 26 of 2016 which has been replaced by Regulation of the Minister of Education, Culture, Research, and Technology No. 41 of 2021 concerning RPL Guidelines. In addition, it is also stated in the Law on the National Education System No. 20 of 2003, and Government Regulation No. 4 of 2014. The mechanism of RPL Type A2 according to Regulation of the Minister of Education, Culture, Research, and Technology No. 41 of 2021 concerning Recognition of Past Learning (Kemdikbudristek, 2021). Stages of RPL Type A2 are RPL stages of non-formal, informal education and/or work experience (Minimum B Accredited Higher Education) are as follows:

- a) The applicant consults with the RPL Team on the procedures to be followed. The RPL team assists applicants in identifying study program options, which will enable them to find

courses that match the ¹ learning outcomes they have gained from non-formal, informal education, and/or work experience.

- b) Prepare evidence: The ¹ applicant prepares valid, credible, and relevant documents as evidence of the applicant's ability/competence. The process of collecting evidence generally takes a long time and must be considered by the applicant.
- c) Applying for transfer of credit: The ¹ applicant fills out the application form provided by the university, accompanied by the collection of supporting evidence to the Higher Education RPL Team.
- d) Evaluating the proposal file: The ¹ RPL team appoints an RPL assessor from the study program who has expertise in the field proposed by the applicant to conduct an evaluation. If in the process of evaluating credit transfer the applicant does not meet the requirements, the process is terminated.
- e) Issuing a credit transfer decision letter: ¹ RPL Assessor Sending the results of the credit transfer evaluation, complete with a list of courses and the number of credits obtained by the applicant to the RPL Team as the basis for issuing a credit transfer decision letter issued by an authorized official, at least at the dean level.

5. RPL on D2 Fast Track Bali State Polytechnic

In 2022 the Bali State Polytechnic will open a Fast Track two Diploma Study Program. The two fast-track diploma study programs opened by PNB are eight study programs. Among the eight study programs opened is the Diploma Two Fast Track Computer Network Administration. All fast-track study programs with mechanisms for new student admissions use the Prior Learning Recognition (RPL) system. Where the RPL scheme used is Type A2. The development of this

application will later be applied to the Diploma Two Fast Track Computer Network Administration study program which has been opened by PNB. Admission of prospective new students for the fast-track study program will be carried out before the new academic year 2022/2023 is held. Where prospective students are graduates of SMK Partners who have made an MoU with each study program that has been opened. In the process of selecting prospective students for the fast-track study program, there are obstacles in the current conditions, namely:

I. Location of High School Partners

Each fast-track study program opened by PNB already have High School partner, where the locations of the High School partners are spread across different districts. So it takes time in the selection process directly for each student from the High School partner.

II. Selection Process

In its implementation, the Type A2 RPL mechanism is still carried out manually and conventionally for each prospective student. This mechanism requires a complicated administrative process as well as a large amount of funding because it is carried out directly to the respective High School partners by involving the RPL Team, Assessors, and the School Admin itself.

III. No System At All

Since the RPL scheme was launched until now there is no system to carry out the RPL implementation process directly. Including an online and integrated system to facilitate the implementation of the RPL process. This will make the process of implementing RPL for High School Partner students be carried out conventionally and requires quite a long time with partner locations spread across various districts in Bali. Currently, Bali State

Polytechnic does not yet have a web-based online selection system or CAT for the Fast Track Program.

6. Repository System And RPL Assessment Fast Track Program Design

Based on the problems faced in the selection process for prospective students with the Type A2

RPL scheme, a new system design is made as shown in Figure 6.1 below.

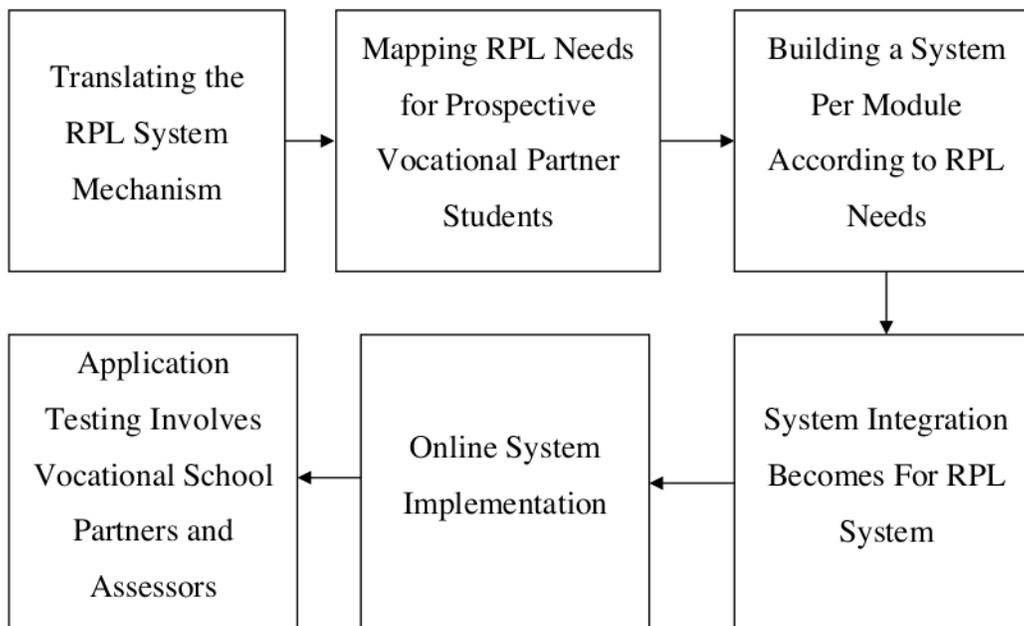


Figure 6.1 System Design Schematic

Translating the RPL System Schematic:

1. This stage is the process of translating the Type A2 RPL scheme mechanism into a procedure that will be the basis for the stages of implementing the RPL process.
2. Mapping RPL Needs for Vocational Partner Candidates: At this stage, mapping of RPL needs for each SMK partner student who will later become a prospective student is carried

out. This mapping is necessary because each SMK partner has different characteristics so it is expected to be able to accommodate each SMK partner's needs and readiness.

3. Building a Divisional System According to the needs of the RPL Selection Process: in this stage, the development of a divisional system for the RPL scheme is carried out. The RPL procedure has many stages that must be passed until the desired final result is reached; therefore it is important to build a divisional system to minimize missed procedures to be implemented.
4. System Integration per Module Becomes Integrated for the Overall RPL Process: After the development of the divisional system is carried out, then each module is integrated so that the system can be used as a whole from the RPL application process until the RPL selection results are issued.
5. Online System Implementation: After the integration of each part of the system, the next step is to implement an online application so that it can be accessed from anywhere and anytime. An online system that can be accessed will facilitate the RPL process carried out by prospective students and RPL managers at the organizing college.
6. Application Testing Involves Vocational School Partners and Assessors.

After the implementation of the online system is carried out, then testing will be carried out including the RPL application process by prospective students, then self-assessment, to the assessment of files conducted by the Assessor Team. The process of testing this system involves SMK partners, prospective students themselves, and the assessor team. Details of the RPL system design are explained in Figure 6.2 below.

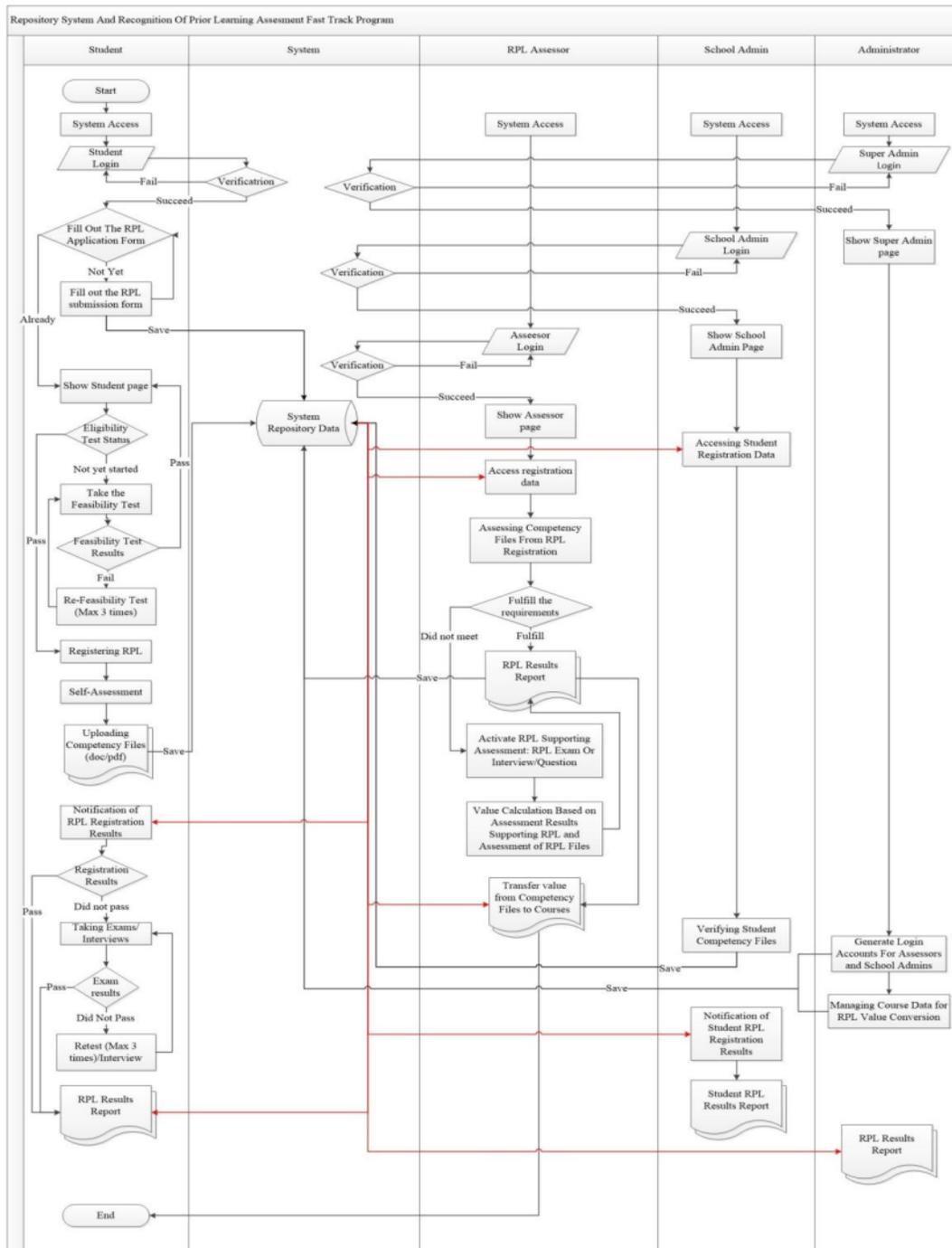


Figure 6.2 Flowchart Detail Repository System dan Assessment RPL

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The detailed mechanism for the system is as follows:

1. The Super Admin is the Head of the fast-track D2 Study Program who will create an account for the admin of the SMK partner school and the assessor. The number of accounts for school operators depends on the number of SMK partners who work jointly with the D2 study program. Meanwhile, the assessor assessors are the assessment assessor team according to the assessment team's decree ¹ made by the head of the D2 study program. Super Admin also plays a role in inputting course names which are the ¹ results of the RPL process assessment. The number of courses resulting from the RPL may vary according to the curriculum of each study program.
2. The school admin is the operator of the SMK. In charge of creating a default account for SMK students who are interested in D2 and following the RPL process. Vocational students who have obtained an account, then complete their data (biodata).
4. The next process for vocational students is to conduct an independent assessment. Self-assessment is an assessment that is filled in ¹ independently to assess one's readiness for one's competencies.
5. The completeness of the self-assessment is uploading competency files such as competency certificates.
6. If SMK students or prospective students have done points 3, 4, and 5 then the Appraisal Assessor will get a notification. The assessor will provide an assessment and provide recommendations.
7. If the recommendation for the value of the prospective student is still lacking, the assessor can give a test or remedial until the score meets the requirements.

8. Each prospective student will receive notification of the results of the RPL assessment by the Appraisal Assessor. Those who do not meet the requirements are required to conduct an RPL Supporting Assessment. After the RPL supporting assessment has been completed and the results meet the requirements, then the next process can be carried out, namely the assessment of the RPL results courses.

9. After the course assessment is completed, the assessor will print a report on the results of the RPL to be submitted to the Head of the D2 Study Program.

10. The school, in this case, the school operator, also gets a notification and can print a report on the results of their respective school's RPL. This includes notifications that will be sent to the prospective student's account.

11. After the report on the results of the RPL is printed and submitted to the Head of the respective Study Programs, the task of the Head of Study Program is to re-verify the results of the RPL and if it is appropriate, it remains to be submitted to the Head of the Higher Education.

12. The results of this RPL report can also be in the form of a decree which will later be signed by the Director of PNB as a decision letter on the results of the RPL for prospective students.

7. Implementation of Prior Learning System Applications

RPL applicants can access the website page at <https://rplpnb.id/>. For RPL applicants, please register first to be able to use the system. Prepare all files so that the RPL process can be carried out. Then you can continue the RPL process according to the instructions from the system. The system display is shown in Figure 7.1 below

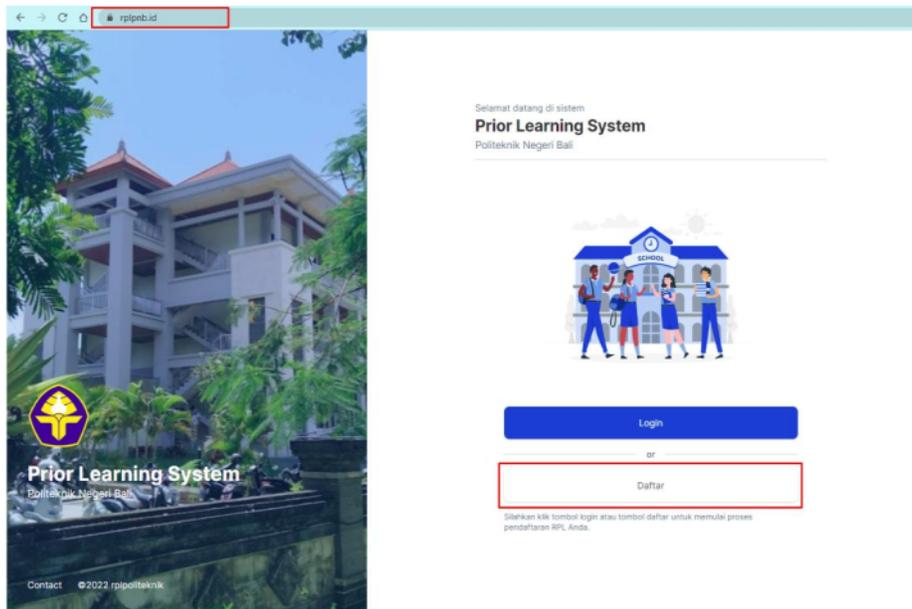


Figure 7.1 Main Page of Prior Learning System

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PAGE 8



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