

**PENGAKUAN HASIL BELAJAR LAMPAU TENAGA PENDIDIK PADA
SATUAN PENDIDIKAN NONFORMAL DI KOTA BANDUNG**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Masyarakat



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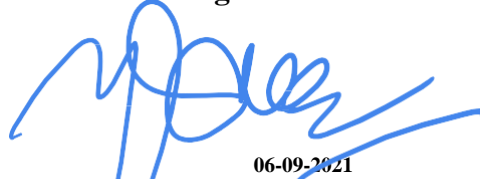
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ABSTRAK

PENGAKUAN HASIL BELAJAR LAMPAU TENAGA PENDIDIK PADA SATUAN PENDIDIKAN NONFORMAL DI KOTA BANDUNG

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Upaya melaksanakan amanah Undang-undang yang memberikan pengakuan hasil belajar nonformal dan informal dilaksanakan pemerintah melalui program PPKHB (Pengakuan Pengalaman Kerja dan Hasil Belajar) oleh beberapa Universitas di Indonesia. Pelaksanaan PPKHB secara kuantitatif memberikan kesempatan peningkatan kualitas SDM Tenaga Pendidik dan Kependidikan satuan Pendidikan Nonformal dalam menyelenggarakan layanan pendidikan. Oleh karenanya perlu dilakukan analisa kualitatif alur rekognisi pembelajaran lampau (RPL) melalui pembelajaran nonformal dan informal. Adapun tujuan dari penelitian ini, yaitu: mendeskripsikan mekanisme pengakuan hasil belajar lampau pada program PPKHB S1 PLS UPI dan mendeskripsikan faktor-faktor kelebihan dan kelemahan program PPKHB S1 PLS UPI. Penelitian ini menggunakan pendekatan kualitatif dengan melakukan kajian program rekognisi pembelajaran lampau yang telah dilaksanakan di PLS UPI pada tahun 2010 & 2011. Hasil penelitian menunjukkan bahwa implementasi program RPL dilaksanakan atas instruksi Direktorat Jenderal kepada universitas yang didasari oleh Undang-undang Guru dan Dosen No 14 Tahun 2005, bahwa pendidik harus berkualifikasi S1 dengan alur kandidat mengajukan permohonan, Perguruan Tinggi membentuk Tim dan menetapkan kriteria profesi, identifikasi kandidat, pengumpulan berkas, asesmen, hasil asesmen, kegiatan perkuliahan, dan pemberian ijazah. Kelebihan dari program RPL yaitu mahasiswa bisa masuk ke Universitas tanpa melalui tes yang sulit dan biaya pendidikan diringankan oleh pemerintah serta batasan usia tidak menjadi syarat. Sedangkan kekurangan dari program RPL diantaranya, keterbatasan biaya baik dari mahasiswa maupun pemerintah dan berbagai bukti hasil belajar lampau harus bisa masuk dalam proses konversi. Adapun model rekomendasi yang diberikan yaitu model rekomendasi yang berbasis Perguruan Tinggi yang menjadikan Perguruan Tinggi sebagai fasilitator utama dan model rekognisi pembelajaran lampau berbasis Lembaga RPL yang menjadikan Lembaga RPL dalam hal ini bisa KNKI sebagai fasilitator utama.

Kata Kunci: Rekognisi Pembelajaran Lampau, Hasil Belajar, Pendidikan Nonformal dan Informal

ABSTRACT

RECOGNITION OF LEARNING OUTCOMES FOR EDUCATORS IN NONFORMAL EDUCATION INSTITUTIONS IN BANDUNG CITY

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Efforts to implement the mandate of the law that provides recognition of non-formal and informal learning outcomes are carried out by the government through the PPKHB (Recognition of Work Experience and Learning Outcomes) program by several universities in Indonesia. The quantitative implementation of PPKHB provides an opportunity to improve the quality of human resources for educators and non-formal education units in providing education services. Therefore, it is necessary to conduct a qualitative analysis of past learning recognition flow (RPL) through non-formal and informal learning. The objectives of this study are: to describe mechanism for recognition of prior learning outcomes in the PPKHB UPI program and to describe the strengths and weaknesses of the PPKHB program. This study uses a qualitative approach by reviewing past learning recognition programs that have been implemented at PLS UPI in 2010 & 2011. The results show that the implementation of the RPL program is carried out on the instructions of the Directorate General to universities based on the Law on Teachers and Lecturers No. 14 Year 2005, that educators must have a bachelor's degree qualification with the flow of candidates submitting applications, universities forming teams and establishing professional criteria, candidate identification, file collection, assessment, assessment results, lecture activities, and awarding of diplomas. The advantages of the RPL program are that students can enter the University without going through difficult tests and tuition fees are reduced by the government and the age limit is not a requirement. While the shortcomings of the RPL program include limited funds from both students and the government and various evidences of past learning outcomes that must be included in the conversion process. The recommendation model given is a university-based recommendation model that makes universities the main facilitators and an RPL-based final learning recognition model that makes RPL institutions in this case KNKI as the main facilitator.

Keywords: Recognition of Prior Learning, Learning Outcomes, Non-formal and Informal Education

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