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Evaluation of Programs Medical Laboratory Technology

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Abstract--- *This study aims to determine and describe the implementation of the Acceleration Program for Improving the Qualification of the Diploma in Three Medical Laboratory Technology through Recognition of Past Learning towards improvement and refinement. This research is a program evaluation using an evaluative method based on the Context Input Process and Product evaluation model, which focuses on just one phenomenon selected and wants to be understood in depth by ignoring other phenomena. Respondents are managers of the Medical Laboratory Technology D-III Program, lecturers, students, and graduate user agencies. Data collection techniques in this study are adjusted to the data components sought by using interview techniques, questionnaires, and inventory checklist. The evaluation of this study is the evaluation of lectures which begins with the learning planning process, the implementation of learning, assessment of learning outcomes, and supervision of learning (Monev) in the Medical Laboratory Technology D-III Program. The results of the evaluation are expected to help the project leader or teacher make decisions regarding the continuation, end, or modification of the program. Product evaluation is related to the results of a program. This evaluation is a record of the achievement of results and decisions for improvement, implementation or actualization. Evaluation activities are efforts to measure and interpret the results achieved. Measurements are developed and administered carefully and thoroughly. The accuracy of the analysis will be the material for drawing conclusions and submitting suggestions to what extent the product can be reached by the eligibility standards.*

Keywords--- *Evaluation Program, Medical Laboratory Technology, Context Input Process Products.*

I. INTRODUCTION

Improving the quality of education is expected to have an impact on increasing the efficiency, effectiveness, and productivity of education. The improvement and improvement of the quality of education must be carried out continuously and continuously and requires a fairly long process. This statement is consistent with Mitchell's opinion, however, these improvements in efficiency, responsiveness, and quality are not immediately realized (1).

Recognition of Prior Learning (RPL) is the process of recognizing one's learning achievements that have been achieved previously through formal, non-formal, informal education or training related to his work or conducted self-taught through his life experience. Recognition of these learning outcomes is intended to place a person at the appropriate level of the Indonesian National Qualification Framework (IQF). The RPL process can be implemented in the education sector and the world of work.

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For this reason, the implementation of RPL in education and the world of work is based on equalizing qualifications by the IQF. All processes and mechanisms for implementing RPL must be based on the IQF and must be carried out by responsible agencies or institutions, based on transparent, rational, objective, and accountable rules. The core of RPL programs at the national level must include aspects of improving the quality of national human resources so that the aim to bridge and build equality between the interests of producers and users of the workforce can still be achieved. Therefore, the formulation of RPL policies and national rules is very necessary to consider the interests of all parties concerned(2).

Evaluations must be adjusted and mapped, each program target outcome, each objective determined. It is not enough just to gather data and hope to find something that happens to be useful to support that goal. Well designed and adjusted evaluations also require effective management(3). In this case, the evaluator's role is very important as Atjonen's opinion "evaluators talked about power as the use of responsibility, and as knowledge management(4).Evaluation of education and training is a process of activities to obtain data and information about student learning outcomes and also look at the impact obtained by institutions after human resources attend education and training.

Seeing the various problems that exist, the basis for the need for evaluation activities to see the effectiveness of the implementation of this program, but in reality, such evaluation activities are rarely carried out by the Health Polytechnic of the Ministry of Health of the Republic of Indonesia as the organizer's educational institution. The Polytechnic of the Ministry of Health Jakarta III as the organizer of the diploma program of Medical Laboratory Technology through the RPL within the Ministry of Health needs to evaluate its activities as a form of public accountability to stakeholders and plans to increase service provision for users. As quoted by Stufflebeam, evaluation is a process of describing, obtaining, and presenting descriptive and deciding information about the appropriateness and usefulness of the objectives, design, implementation, and impact of a program to provide input to decision-makers, serve the needs of accountability and promote monitoring of related phenomena(5).

In general, this study aims to find out and describe the implementation of the D-III Qualification Improvement Program for Medical Laboratory Technology through Recognition of Past Learning held at the Polytechnic of the Ministry of Health Jakarta III which in principle leads to improvements and improvements. Recognition of Prior Learning held at the Polytechnic of the Ministry of Health Jakarta III which in principle leads to improvements.

II. LITERATURE REVIEW

Jacobs in his research described the relationship between values, institutional culture and regulations at the University of Stellenbosch (US) for Recognition of Past Learning (RPL) and Credit Accumulated Transfer (CAT), that regulations support the values of lifelong learning and correct inequality. Using the "value" element of the four-part framework developed in the conceptual analytic study of institutional culture. Its analysis confirmed the gap between RPL intentions and the way they were implemented in practice. There is little evidence of a significant strategy for dealing with RPL challenges. Values related to RPL need to find expression in concrete strategies; if not, RPL will remain a challenging process. The important role of institutional culture in RPL and CAT. Cultural systems (including institutional culture) shape the nature of practices concerning and attitudes towards RPL(6).

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In 2007, A.M.'s research Singh from the Postgraduate Business School of the University of KwaZulu-Natal, Durban, South Africa, accepted seven students into the MBA program based on RPL. The decision was opposed by senior academics at the Faculty level on the basis that it was unfair that someone who had no previous qualifications could be accepted into the Masters Study program and would get the same qualifications as or slightly below academics who had spent at least seven years to achieve Masters qualifications. It says instead that RPL is a national obligation and an obligation that must be fulfilled by the University. Furthermore, it was stated that, based on the University's policy on RPL, Schools and Faculties should comply with it. This study aims to determine RPL academic achievement (student performance on the program) and whether RPL students need additional support or guidance or not. Based on student results, RPL has been found to have academic achievement and RPL students do not need additional support to succeed in the MBA (7).

Case study by Helen Pokorny et al (2017) in a joint venture between Universities and Higher Education Colleges, with an explicit mission to bring into underrepresented Higher Education groups, including adult students and to promote part-time education providing a review and evaluation of success the development of undergraduate programs in leadership and professional development for experienced students, two-thirds are provided through Recognition of Past Learning (RPL). Case studies show how the design of RPL informed of research has enabled recognition of prior learning in the right way to experience students and work within the parameters of a quality assurance framework. The term used is 'pedagogical pragmatism', which is a process that relies on a particular combination of both technical rationality (eg adherence to results that focus on static and "given" Learning Outcomes) and professional art (different assessments are made about the efficacy of the approach to RPL). The practice is contextual, but sharing the conditions that support RPL as a specific pedagogical practice is an important part of advancing this agenda in this sector (8).

The current narrative about lifelong learning goes beyond formal education and training, including learning at work, in the family, and the community. Recognition of prior learning is a process of evaluating the skills and knowledge gained throughout life experience, which allows them to be officially recognized by the qualification system. This is a central aspect of lifelong learning. This mixed research method aims to understand what changes occur by participants because of their participation in an RPL program in Portugal - which is equivalent to grade 9 and class 12, results in certification. The content analysis of focus groups and interviews identifies changes at the personal, educational and training, and professional levels, but the main benefits occur at a personal level. The scale of participant change was made to measure the effect of recognition of prior learning at the level of individual analysis. Descriptive statistics are revealed mainly in terms of learning, increased self-confidence, realization of prior knowledge and skills, courage in life experiences, and motivation for further learning (9).

Frederika de Graaf's research from the case study of the entry of RPL applicants into the postgraduate diploma (fourth-year program) in project management. The focus is on knowledge claims made as part of the RPL application by experienced managers and project leaders. Three different aspects of knowledge claims are analyzed: consists of what knowledge claims are; what is the academic interpretation of the claim; and how the interpretation of claims impacts the RPL approach. His findings relate to knowledge of the project management cycle before entering higher education.

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It was found that knowledge claims not only consist of theoretical knowledge but also mainly situational knowledge, abilities, and attitudes. Also, knowledge claims made in the RPL application based on relevant and substantial knowledge are recognized by the academic institution concerned. The RPL approach that results from the interpretation of knowledge claims is not by one RPL approach, in the project management paradigm(10).

Fredrik Sandberg's research shows that students don't fully understand the assessment process or student learning is transformed into credit. This reflects the teacher's strategic actions and lack of mutual understanding. From a Habermasian perspective, this process is also criticized as promoting assimilation of worldwide experiences for the system. This form of RPL does not seem to satisfy important goals and ideals in adult education and learning (11).

Research by Warju in 2016. "There are many models of evaluation that can be used to evaluate a program. However, the most commonly used is the context, input, process, output (CIPP) evaluation models. CIPP evaluation model developed by StufflebeamandShinkfieldin1985.Theevaluation context is used to give rational reason for a selected program or curriculum to be implemented. A wide-scale, context can be evaluated on: the program's objectives, policies that support the vision and mission of the institution, the relevant environment, identification of needs, opportunities and problems specific diagnosis. Evaluation input to provide information about the resources that can be used to achieve program objectives. Evaluation inputs used to: find a problem-solving strategy, planning, and design programs. The evaluation process serves to provide feedback to individuals to account for the activities of the program or curriculum. The evaluation process is conducted by monitoring sources that can potentially cause failure, prepare preliminary information for planning decisions, and explain the process that happened. Product evaluation measures and interprets the achievement of goals. Evaluation of the products also comes to the measurement of the impact of the expected and unexpected. The evaluation is conducted: during and after the program. Stufflebeam and Shinkfield suggest product evaluation conducted for the four aspects of evaluation: impact, effectiveness, sustainability, and transportability. The decision making process is done by comparing the findings/facts contained in context, input, process and product standards or criteria that have been set previously(12).

Research from Akpur, Alci, and Karat as in 2016 from the Yildiz Faculty of Engineering Education, Turkey. The research title is "Evaluation of the Curriculum of English Preparatory Classes at Yildiz Technical University using the CIPP Model". The purpose of his research is to evaluate the learning preparation program at Yildiz Technical University 2014-2015 academic year. The findings show that both teachers and students have some concerns in balancing skills, lack of audio-visual material, not obtaining group study habits and English knowledge. Except for the contextual factors of the learning program, the difference between the teacher and student opinions about other factors of the learning program is not significant. Conclusions both teachers and students generally have positive ideas about the four components of the learning program implemented in preparatory classes(13).

III. METHODOLOGY / MATERIALS

Related to the research focus used in this study is a qualitative approach using operational guidelines for the implementation of the Medical Laboratory Technology D-III Program through Recognition of Past Learning (RPL) established by the Health Human Resources Development and Empowerment Agency Ministry of Health, Republic of Indonesia, and standards set by universities as criteria, then measure the extent to which the achievement of objectives has been achieved.

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This study is a program evaluation using an evaluative method based on the CIPP evaluation model, which focuses on just one phenomenon selected and wants to be understood in depth by ignoring other phenomena. One such phenomenon could be a program, a policy determination, or a concept. In this study, the program evaluated was the TLM D-III Academic Qualification Improvement Program through RPL.

IV. Results And Findings

4.1 Contex Stage

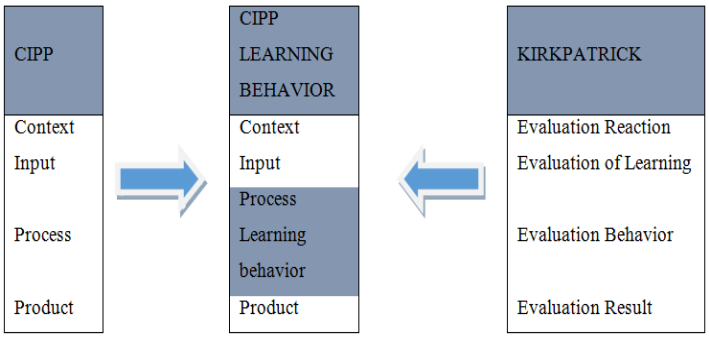
The results of the Contex component evaluation based on the results of the study consisted of 1) fulfillment of student competencies. 2) Cultivating a student work attitude. The acceleration of Academic Qualification Improvement can add to the work experience of students, to grow in their work ethic. 3) for the improvement and improvement of the D-III Program of Medical Technology Technology Polytechnic Ministry of Health Jakarta III. It is concluded that Contex's evaluation generally belongs to the sufficient category but there must be an improvement at the level of improvement and improvement of the research program that it can be concluded that Contex's evaluation belongs to the Fair category.

4.2 Input Phase

The results of the evaluation of Input components based on the results of the study consisted of 1) RPL program planning. RPL program planning has been well planned with the commencement of the formation of the committee and the issuance of a decree by the leadership of the Poltekkes with the main tasks and functions of the respective fields, 2) Curriculum. The curriculum implemented is a curriculum that is suitable for the government. The curriculum content contains material that is in sync with academic goals and technological development, as well as self-development programs. 3) Educators / Lecturers. 4) Facilities and Infrastructure. Facilities and infrastructure equipment owned by schools with good categories. 5) Students and RPL student characteristics. Based on the results of the study it can be concluded that the evaluation is included in the Good category.

4.3 Process Stage

The results of the evaluation of Input components based on the results of the study consisted of 1) Implementation of the briefing. The debriefing was carried out as planned. Implemented by socializing RPL materials or developments related to the RPL program, students are expected to carry out RPL with discipline. All briefing material is delivered by the campus as well as socialization about daily journals that must be filled in RPL activities. 2) Supervising the implementation/monitoring of supervisors



Picture 1: Evaluate Model CIPP Learning &Behavior

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V. CONCLUSION

Based on the evaluation results and discussion, then conclusions can be drawn on all aspects of evaluation including Contex evaluation, Input evaluation, Process evaluation, Product evaluation, for the implementation of the RPL program, the following improvements need to be improved:

Improvements to the context component need to be done because it is related to the RPL goals that students must have competency according to their needs.RPL planning is built based on student competency and in fact, the competency needed is different from the student competency that is built through the curriculum used. Therefore, however, good planning is built for RPL students, with carefully designed planning that involves and or first seeks reliable information about curriculum design in the world of practice. Improvements at the product stage are related to student outcomes while implementing the RPL program.

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