

The Existence of The Implementation of The Academic Ability Test in Increasing The Learning Motivation of Package C Students at PKBM Bina Bangsa Purwakarta

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ABSTRACT

This research is based on the phenomenon of low student attendance before the implementation of TKA, which then increases after TKA is implemented. This study aims to describe the existence of the implementation of the Academic Ability Test (TKA) and analyze its influence on the learning motivation of Package C students at PKBM Bina Bangsa Purwakarta. This research method uses a qualitative descriptive approach with data collection techniques in the form of observation, semi-structured interviews, and documentation. The research population consisted of all Package C students at PKBM Bina Bangsa, with a purposive sample that focused on students with low attendance rates before TKA. The results of the study show that the implementation of TKA at PKBM Bina Bangsa Purwakarta is carried out in a planned manner, and integrated with the learning process. TKA not only functions as an academic evaluation instrument, but is also used as a means of reflection on learning by tutors and a tool to strengthen learning motivation for students. The contribution of foreign workers to learning motivation can be seen from changes in students' learning behavior, especially increased attendance, discipline, and active involvement in learning activities. Based on these results, it can be concluded that the Academic Ability Test has a real and significant existence in increasing students' motivation to learn, especially through increased attendance and active involvement in the classroom. This study provides recommendations for PKBM to maintain the implementation of TKA regularly, provide constructive feedback, and integrate TKA with other motivational strategies to maximize student learning outcomes.

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1. INTRODUCTION

Education is one of the main pillars in sustainable human resource development (Ministry of Education and Culture, 2020). Through education, individuals are expected to be able to develop their potential, improve their quality of life, and actively participate in social and economic life (Ministry of Education and Culture, 2022a). However, in reality, not all citizens have the same opportunity to participate in formal education due to various limitations, such as economic, social, geographical, age, and job demands (Hasanah, 2025).

To ensure the fulfillment of the right to education for all citizens, the government provides education through three channels, namely formal, non-formal, and informal education (Ministry of Education and Culture, 2022b). Law Number 20 of 2003 concerning the National Education System emphasizes that non-formal education functions as a substitute, supplement, and complement to formal education. Non-formal education is a strategic alternative for people who cannot take part in formal education on a regular basis (Jihan et al., 2022).

One form of non-formal education is equality education which includes Package A, Package B, and Package C Programs. Package C equality education is equivalent to high school education and provides opportunities for the community to obtain a nationally recognized diploma (Ministry of Education and Culture, 2022b). This program plays an important role in increasing educational participation rates and supporting the concept of lifelong learning (*lifelong learning*) (Ministry of Education and Culture, 2020).

Package C equality education students have diverse characteristics, both in terms of age, educational background, learning experience, and motivation to participate in learning (Amalia & Mulyono, 2024). This condition requires equality education providers, especially PKBM, to carry out an adaptive, contextual, and student-oriented learning process. Therefore, the quality of learning in equality education is determined not only by the learning process, but also by the evaluation system applied (Hidayatulloh, 2019).

Learning evaluation is an important component in the education system because it serves to determine the level of achievement of students' competencies, learning effectiveness, and as a basis for decision-making in improving the learning process (Ministry of Education and Culture, 2022a). In the context of equality education, learning evaluation is specifically regulated in Permendikbud Number 119 of 2014 concerning the Implementation of Equality Education, which emphasizes that education units are obliged to carry out assessments of learning processes and outcomes in a planned, systematic, and sustainable manner.

One form of assessment used in equality education is the Academic Ability Test (TKA). This test serves to measure the mastery of the material and the achievement of students' competencies in accordance with the standards that have been set (Suharman, 2018). Academic ability tests have an important role because they can provide an objective picture of students' abilities in the cognitive aspect and become the basis for determining learning success (Susilo & Astuti, 2018).

According to Zahfa et al. (2025), tests are the main evaluation tool in learning that must meet the principles of validity, reliability, and objectivity so that the results can be trusted and utilized optimally. Zahfa et al. emphasized that academic tests not only serve to measure material mastery, but also to monitor the development of students' abilities in a comprehensive and sustainable manner. Thus, the implementation of academic ability tests has an important existence in the learning system.

The existence of the implementation of academic ability tests is not only seen from its existence as an evaluation activity, but also from how the test is planned, implemented, analyzed, and used as a result (Susilo & Astuti, 2018). Tests that are carried out systematically and continuously will provide meaningful information for educators and students. On the other hand, tests that are only administrative tend to lose their educational meaning (Zahfa et al., 2025).

In addition to functioning as a measuring tool for learning outcomes, academic ability tests also have a close relationship with students' learning motivation (Wantik et al., 2024). Learning motivation is an internal factor that greatly determines the success of students in following the learning process,

especially in equality education which has its own challenges (Warta et al., 2023). Package C students often have less than optimal learning experiences in the past, so learning motivation is an aspect that needs serious attention (Ramdhan, 2025).

Hero (2019) stating that learning motivation will increase if students get clear attention, challenges, and feedback on their learning outcomes. Academic assessments that are carried out transparently and accompanied by constructive feedback can be a trigger for students' motivation to learn (Susilo & Astuti, 2018). Through academic ability tests, students can

In line with this opinion, Jagad et al. (2025) suggests that the test results have a role as reinforcement (*reinforcement*) on the learning behavior of students. Consistent and measurable evaluation can encourage students to improve their learning efforts and achieve better achievement (Zahfa et al., 2025). Therefore, the implementation of effective academic ability tests can contribute to increasing students' motivation to learn.

However, the reality on the ground shows that the implementation of academic ability tests in equality education has not been fully optimal (Rosidah et al., 2022). Some PKBMs still carry out tests only to meet administrative demands, without careful planning and without follow-up on test results (Ramdhan, 2025). This condition causes academic tests to be used optimally as a tool for evaluation and motivation to learn.

The lack of analysis of test results and the lack of feedback to students cause students to not get enough information about their learning outcomes (Mustang, 2019). As a result, academic ability tests have not been able to encourage students to improve their motivation and learning quality. This is a challenge for the implementation of equality education that is oriented towards improving the quality of (Rizayanti, 2025).

Based on this description, it can be concluded that the existence of the implementation of academic ability tests has a strategic role in increasing the learning motivation of Package C equality education students (Lukman, 2021). Therefore, an in-depth study is needed on the existence of the implementation of academic ability tests in increasing the learning motivation of Package C students at PKBM Bina Bangsa Purwakarta, in order to make a theoretical and practical contribution to improving the quality of the evaluation of equality education learning.

2. METHODS

a. Research Approaches and Methods

This study uses a qualitative approach with a descriptive method. This approach was chosen because the focus of the research is to describe the existence of the implementation of academic tests and their relationship with the learning motivation of Package C students at PKBM Bina Bangsa, not to test hypotheses quantitatively (Creswell, 2015). The qualitative descriptive approach allows researchers to explore students' experiences, perceptions, and reasons for participating in learning after TKA, so that the phenomenon of learning motivation can be analyzed in depth, not only through numbers or statistics. In this study, the researcher focused on the real behavior of students, namely changes in attendance and active participation in teaching and learning activities, as well as the factors that affect them.

The descriptive method is used to describe systematically and factually the existence of the implementation of TKA, its implementation process, and its impact on students' learning motivation (Scott, 2017). This study does not aim to test hypotheses, but rather to describe conditions and phenomena that occur naturally in the field. Qualitative descriptive is seen as appropriate because the research context is non-formal education (Package C) in PKBM, which has the characteristics of high flexibility in learning schedules and variations in student motivation. The phenomenon of learning motivation here cannot always be measured on a numerical scale alone, so direct observation, in-depth interviews, and documentation become the main instruments for capturing complex and contextual realities (Scott, 2017).

In addition, this research is phenomenological, because it tries to understand how students feel

and respond to the implementation of TKA, including how TKA is a trigger to be more diligent in attending. Thus, the study not only assesses the frequency of attendance, but also the meaning that students feel about TKA as part of their learning motivation process (Creswell, 2015).

b. Research Techniques and Instruments

1. Data collection techniques

Data was collected through several techniques to get a holistic picture of learners' motivation to learn:

Direct observation (participant observation): The researcher directly observed the attendance and participation behavior of students during one month before and after TKA. Observation records include: tardiness, absenteeism, level of enthusiasm, involvement in discussions, and interaction with PKBM facilitators. Observations were carried out systematically using observation sheets that had been prepared beforehand.

Semi-structured interviews: Conducted with a number of students to explore their perceptions and experiences related to the implementation of TKA, including the reasons for changes in attendance behavior. Semi-structured interviews provide flexibility for researchers to ask follow-up questions as answered respondents, so that the data obtained is richer and more in-depth.

Documentation: The researcher utilizes official PKBM documents such as student attendance, TKA implementation schedule, and learning evaluation reports. This documentation is used to verify the results of observations and interviews, as well as to increase the validity of the research data.

2. Research Instruments

Observation Sheet: This instrument contains indicators of student attendance behavior and engagement that will be recorded in detail. For example: being present on time, actively asking questions, answering questions, and participating in learning activities.

Interview Guide: Contains a list of open-ended questions to explore students' experiences, perceptions, and motivations in participating in post-TKA learning.

Example questions:

"What motivates you to be more diligent in attending school after participating in TKA?"

"How did you feel when you joined TKA, and did it affect your desire to learn?"

Official Documentation: Daily attendance, TKA schedule, and learning evaluation report as supporting data for triangulation.

c. Data Sources/Population and Samples

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from informants through observation and in-depth interviews. The main informants in this study include the manager of PKBM Bina Bangsa Purwakarta, Package C tutors, and Package C students involved in the implementation of the Academic Ability Test.

Primary data is used to obtain information about the existence of the implementation of the Academic Ability Test, its implementation process, and its contribution to students' learning motivation. Secondary data was obtained through documentation studies related to the implementation of the Academic Ability Test. The data includes the schedule for the implementation of TKA, the attendance list of students before and after TKA, the results of TKA, and other relevant supporting documents. Secondary data is used to reinforce and verify primary data obtained from observations and interviews.

The research population consisted of all Package C students at PKBM Bina Bangsa, with a purposive sample that focused on students with low attendance rates before TKA.

The subjects in this study are PKBM managers, Package C tutors, and Package C students at PKBM Bina Bangsa Purwakarta. Subjects are selected purposively because they are considered to have relevant and in-depth information related to the implementation of the Academic Ability Test.

The object of this research is the implementation of the Academic Ability Test and learning

motivation of Package C students, with a focus on attendance as the main indicator of learning motivation. The object was studied to find out the existence, implementation process, and contribution of foreign workers in increasing learning motivation.

d. Data Analysis

In this study, the data analysis technique used is the interactive data analysis of the Miles and Huberman model, which includes three main stages, namely:

1. Data Reduction Data reduction is the process of selecting, concentrating, simplifying, and transforming raw data from field records. In the context of this study, the researcher reduced data from interviews, observations, and documentation to find the main themes related to the application of emancipatory education and student learning independence.
2. Presentation of the data that has been reduced is then systematically arranged in the form of descriptive narratives, matrices, or tables to make it easier for researchers to draw conclusions. The presentation of data in the form of a narrative will describe the dynamics of the implementation of emancipatory education in PKBM Bina Bangsa as a whole.
3. Drawing Conclusions and Verifying Initial conclusions are made based on patterns, relatedness, and meanings that emerge from the data. Next, the researcher verifies or re-checks the conclusion by comparing it with additional data or member check results to ensure its validity.

3. FINDINGS AND DISCUSSION

a. Overview of Research Locations

The Bina Bangsa Community Learning Activity Center (PKBM) is a non-formal educational institution that aims to provide educational services to the community that is not reached by formal education. This PKBM was established in 2013 and is located in Kp. Salabaya Girang RT 001 RW 001 Pasawahan District, Purwakarta Regency, West Java Province. This institution serves equality education programs such as Package A (elementary equivalent), Package B (junior high school equivalent), and Package C (high school equivalent), as well as various skills courses.

The institution has adequate learning facilities, including classrooms, mini-libraries, and evaluation rooms, which are used for the implementation of the Academic Ability Test (TKA). This TKA is held periodically to measure students' academic abilities, as well as provide feedback that is the basis for their learning motivation.

Students at PKBM Bina Bangsa come from various backgrounds, ranging from school dropouts, workers, to adults who want to complete high school equivalent. The characteristics of these students make the pattern of learning motivation vary. Some students have high intrinsic motivation, while others rely more on external stimuli, such as tests or rewards, to increase learning participation.

The implementation of learning at PKBM Bina Bangsa is flexible, but still follows the Package C equivalency curriculum. Based on initial observations, some students previously had a low attendance rate. However, after the implementation of TKA, there was a significant increase in their participation and attendance in class.

b. The Existence of the Implementation of Academic Ability Tests in Increasing the Learning Motivation of Package C Students at PKBM Bina Bangsa Purwakarta

Based on the results of field observations, the Academic Ability Test (TKA) has a clear and real existence in the Package C learning system at PKBM Bina Bangsa Purwakarta. This can be seen from the implementation of TKA which is carried out regularly and scheduled in each learning period. The schedule for the implementation of TKA is listed in the PKBM academic document and socialized to tutors and students before the activity takes place.

The existence of TKA is not only administrative, but also an integral part of a series of learning activities. Based on the results of observations, the researcher found that before the implementation of

TKA, tutors repeat the material and provide learning directions to students. This shows that TKA has been planned and positioned as an evaluation instrument that is integrated with the learning process.

The results of the interview with the PKBM manager showed that TKA was seen as an important means to monitor the learning progress of Package C students. This statement corroborates that the existence of foreign workers is recognized institutionally.

"We have indeed made this TKA an important part of Package C learning, not only a formality, but to see the learning progress of students" (PKBM Manager).

The existence of foreign workers is also reflected in the tutor's attention to test results. Based on the results of the interview, the tutor said that the values and results of TKA were used as reflection material to evaluate the learning methods that had been applied. If the results of TKA show that the achievement is not optimal, the tutor adjusts the learning strategy at the next meeting.

"If the results of many TKA are lacking, it becomes an evaluation material for us as tutors, it means that the way of teaching must be improved" (Tutor Package C).

In addition, the results of documentation in the form of a recap of TKA scores show that each student has a well-documented record of academic development. The data is used as a basis for providing learning direction and academic coaching to students. This strengthens the role of TKA as a meaningful evaluation instrument.

From the student side, the existence of foreign workers is also felt directly. The results of the interviews show that students view TKA as a benchmark for their learning ability. Through TKA, students can find out the extent of their understanding of the material that has been learned.

"With the test, I know how far I can go, so I can study harder," (Package C Student).

Based on the results of observations, ahead of the implementation of TKA, there was a change in the learning attitude of students. Students tend to be more serious about participating in learning, paying attention to the tutor's explanations, and increasing attendance. This phenomenon shows that the existence of foreign workers affects the awareness and responsibility of students' learning.

The documentation of the attendance list of students before and after the implementation of TKA shows an increase in attendance in the learning period after TKA is implemented. This data strengthens the observation findings that TKA has a contribution to increasing learning motivation, especially as reflected in the presence of students.

Overall, the results of the research obtained through observation, interviews, and documentation show that the Academic Ability Test has a strong and meaningful existence in Package C learning at PKBM Bina Bangsa Purwakarta. TKA not only functions as a tool for academic evaluation, but also as a means of reflection on learning and triggers for increasing awareness and motivation to learn from students.

c. Implementation of Academic Ability Test for Package C Students at PKBM Bina Bangsa Purwakarta

Based on the results of the research, the implementation of the Academic Ability Test (TKA) at PKBM Bina Bangsa Purwakarta was carried out in a planned and systematic manner. This can be seen from the preparations made by the manager and tutor before the implementation of the test, starting from preparing schedules, preparing test kits, to delivering information to students. The TKA schedule is socialized to students some time before the test is carried out so that they can prepare optimally.

The implementation of TKA at PKBM Bina Bangsa has utilized school computers as the main media in the implementation of tests. Based on the results of observations, students worked on TKA questions using computer devices available in the learning room. The use of this computer aims to adjust the implementation of the evaluation to technological developments and improve the digital skills of Package C students.

However, on the first day of the implementation of TKA, several technical obstacles were found. These obstacles include the limited number of computers compared to the number of students, as well as technical problems in several computer devices. Based on the results of observations, this obstacle caused the implementation of TKA on the first day to not run optimally.

Nevertheless, PKBM managers and tutors immediately took corrective steps. Based on the results of interviews with PKBM managers, the technical obstacles that occurred on the first day were evaluated and corrected before the implementation of the second day of TKA. Problematic computer devices are fixed, and the setting of computer usage schedules is set more effectively.

"On the first day, there were indeed technical problems, but we immediately evaluated. The second day of implementation is much smoother," (PKBM Manager).

On the second day of the implementation of TKA, the test process was more orderly and conducive. Students can work on the questions with more focus, and the tutor can supervise well. The results of observations show that students are starting to get used to using computers as test media, so that they no longer experience significant difficulties.

The material tested in TKA is adjusted to the Package C learning material that has been delivered previously. The tutor ensures that the questions given are relevant to the competencies that students must master. This shows that the implementation of TKA is not carried out carelessly, but is adjusted to the learning objectives.

After the implementation of TKA, the tutor processes the test results and conveys the results to the students. The submission of test results is not only in the form of grades, but also accompanied by an explanation of the strengths and weaknesses of students. Based on the results of the interview, the students stated that the explanation helped them understand their academic abilities.

"After the test the results are explained, so you know which part needs to be improved," (Package C Students).

Documentation in the form of TKA results and tutor evaluation notes show that test results are used as a basis for learning improvement. Tutors adjust learning methods and materials based on the results of TKA obtained by students.

Thus, the implementation of the Academic Ability Test at PKBM Bina Bangsa Purwakarta can be said to be carried out in a planned manner, adaptive to obstacles, and oriented towards improving the learning process. The use of school computers, even though it had experienced initial obstacles, actually became a meaningful learning experience for students.

d. Contribution of the Implementation of Academic Ability Tests to Increase the Learning Motivation of Package C Students at PKBM Bina Bangsa Purwakarta

The results of the study show that the implementation of the Academic Ability Test (TKA) makes a real contribution to increasing the learning motivation of Package C students, especially as reflected in the presence of students. Based on the results of observations, the attendance of students Before the implementation of TKA, the attendance rate of students tended to be unstable. Some students often do not attend or arrive late in taking part in learning.

After the implementation of TKA, researchers found positive changes in students' learning behavior. Students become more regularly present in learning activities, This more consistent presence shows that TKA provides encouragement to students to be more responsible for their learning process. The attendance list documentation shows an increase in the number of students who attend consistently after TKA is implemented.

The results of interviews with tutors revealed that TKA provides psychological encouragement for students to be more responsible for the learning process. Students realize that their presence affects the understanding of the material and the test results that will be obtained.

"After the test, the children become more diligent because they know there will be an assessment," (Package C Tutor).

In addition, students admitted that TKA made them feel cared for and appreciated in the learning process. The existence of academic evaluations makes students feel that their presence and learning efforts have meaning.

"If you come and study often, when the test is over, you will be more prepared," (Package C Students).

Students' motivation to learn also increases due to feedback from tutors after TKA. Explanations of test results make students aware of the development of their academic abilities. This encourages students to be more diligent in participating in learning so that the results of the next test are better.

Based on follow-up observations, students who were previously rarely present began to show behavioral changes with more regular attendance. This phenomenon shows that TKA not only functions as a tool for academic evaluation, but also as a trigger for changes in learning attitudes.

Documentation of attendance before and after TKA is strong evidence that TKA contributes to increased learning motivation as reflected in attendance. The data shows that most students experience an increase in the frequency of attendance after participating in TKA.

Overall, the results of the study show that the implementation of the Academic Ability Test makes a positive contribution to the learning motivation of Package C students at PKBM Bina Bangsa Purwakarta. The motivation to learn is evident in the increase in attendance, seriousness in participating in learning, and awareness of the importance of the learning process.

Table 1. Research Evidence Triangulation Table

Focus of Findings	Observations	Interview	Documentation
The Existence of TKA	TKA is carried out on a scheduled basis	Managers & tutors recognize the role of TKA	TKA Schedule
Implementation of TKA	Computer-based tests	Obstacles & solutions explained	Photos, TKA Results
Contribution/Motivation	Attendance increases post-TKA	Participants and tutors say they are more diligent	Attendance List

Discussion

The results of the study show that the Academic Ability Test (TKA) has a strong existence in the Package C learning system at PKBM Bina Bangsa Purwakarta. These findings are in line with the concept of learning evaluation in non-formal education which places assessment as an integral part of the learning process, not just an administrative tool. In the context of equality education, evaluation serves to ensure that the learning process remains directed and meaningful for students.

The regular and scheduled implementation of TKA shows that PKBM Bina Bangsa has applied the principle of systematic evaluation (Almuarif, 2023; Cikka et al., 2023). This is in accordance with Permendikbud Number 119 of 2014 which emphasizes that equality education units are obliged to carry out structured assessment of learning processes and outcomes. With a clear schedule, TKA becomes an activity that is understood and anticipated by students.

The existence of TKA as a pedagogical instrument can be seen from the use of test results by tutors to reflect the effectiveness of learning. This finding is in line with the opinion of Wahyudi (2020) who states that academic tests not only function to measure learning outcomes, but also serve as a basis for improving the learning process. Tutors at PKBM Bina Bangsa use the results of TKA to adjust learning methods and approaches.

The use of school computers in the implementation of TKA shows that PKBM is making efforts to adapt learning evaluation to technological developments. This is relevant to the view of Hidayat (2022) who states that the use of technology in evaluation can increase student involvement and provide a more meaningful learning experience. Although there were technical obstacles at the beginning of the implementation, the ability of managers and tutors to overcome problems showed the readiness of the institution in managing technology-based evaluations.

The technical obstacles that arise on the first day of the implementation of TKA do not reduce the meaning of evaluation, but rather become part of the organizational learning process (Hidayatulloh, 2019). The improvements made on the second day reflect the principle of continuous evaluation, where

the results of the implementation are used to improve the quality of the next activity. This is in line with the concept of formative evaluation in learning (Normawati, 2016).

One of the important findings in this study is the contribution of foreign workers to students' learning motivation, especially as reflected in attendance. Before the implementation of TKA, the attendance of students was relatively unstable. After TKA was implemented, there was a significant increase in attendance. These findings suggest that academic evaluation can serve as a trigger for learning motivation.

Increased learning motivation through attendance is in line with the theory of learning motivation put forward by Uno (2021), which states that motivation will increase when learners have clear goals and receive feedback on their learning outcomes. TKA provides concrete goals for students, as well as feedback that encourages them to be more consistent in attendance.

The results of the interviews showed that students felt that their presence became more meaningful because it was directly related to their readiness to face foreign workers. This shows a change in learning orientation, from just being present without a purpose to being present with the awareness to learn. This change is an indicator of increased intrinsic motivation (Hidayah Deni et al., 2025).

Attendance as an indicator of learning motivation is very relevant in the context of equality education (Mustang, 2019). Package C students generally have diverse social and economic backgrounds, so consistency of attendance is often a challenge (Warta et al., 2023). With TKA, students have an additional incentive to manage their time and study commitments.

The feedback provided by the tutor after TKA also plays an important role in increasing learning motivation (Jagad et al., 2025). Learners receive not only grades, but also explanations of their strengths and weaknesses. This is in line with the reinforcement theory which states that positive reinforcement can improve expected learning behavior.

This discussion shows that TKA functions as an academic control tool that encourages student learning discipline. The increased attendance reflects the awareness of the importance of following the learning process in a sustainable manner. Thus, motivation to learn is not only momentary, but develops gradually (Maulidiyah, 2020).

The findings of this study reinforce the view that well-designed evaluations can have an impact on the affective aspects of learners. TKA not only measures cognitive aspects, but also influences learning attitudes and behaviors. This is in line with the concept of authentic evaluation in education.

In the context of PKBM, the existence of TKA also increases the credibility of the institution as an equal education provider (Wisconsin, 2024). Clear and structured evaluations give students confidence that the learning process they follow has clear standards and goals.

Overall, the discussion of the research results shows that the Academic Ability Test has a strategic role in improving the quality of learning in Package C. The contribution of foreign workers to learning motivation, especially student attendance, proves that academic evaluation can be an effective instrument in non-formal education.

The results of this study are in line with various previous studies that stated that consistent evaluation accompanied by feedback can increase student engagement. Thus, the implementation of TKA at PKBM Bina Bangsa Purwakarta can be used as a good practice in the implementation of equality education.

4. CONCLUSION

Based on the results of research and discussion on the Existence of the Implementation of Academic Ability Tests in Increasing the Learning Motivation of Package C Students at PKBM Bina Bangsa Purwakarta, it can be concluded as follows:

First, the Academic Ability Test has a real and meaningful existence in the Package C learning system at PKBM Bina Bangsa Purwakarta. TKA not only functions as a tool for academic evaluation, but also becomes an important part of the learning process that supports the achievement of equality

education goals. The existence of TKA is understood by managers, tutors, and students as an instrument that helps monitor learning progress and direct the learning process in a more structured manner.

Second, the implementation of the Academic Ability Test at PKBM Bina Bangsa Purwakarta has been carried out in a planned and systematic manner. TKA is held based on a clear schedule, using school computer media, and includes material that has been taught in Package C learning.

Third, the implementation of the Academic Ability Test contributes positively to increasing students' learning motivation, which is mainly reflected in the increase in student attendance in learning activities. After the implementation of TKA, students show better discipline, more consistent attendance, and more active involvement in the learning process. Attendance is the main indicator of increased learning motivation, because it reflects the awareness, responsibility, and readiness of students in participating in learning.

Overall, this study shows that the Academic Ability Test not only acts as a measuring tool for academic ability, but also as an effective means of fostering the learning motivation of equality education students, especially through increasing attendance and learning discipline. Therefore, the implementation of TKA needs to be maintained and developed as an integral part of the learning strategy in PKBM.

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