

## Developing an Excellent Educational Management Model Based on Recognition of Prior Learning (RPL) in Senior High Schools of South Tangerang City

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### Abstract

This study aims to develop an excellent educational management model based on *Recognition of Prior Learning* (RPL) in senior high schools of South Tangerang City. RPL is an approach that recognizes students' prior knowledge, skills, and experiences acquired through formal, non-formal, and informal learning. In the context of secondary education, the integration of RPL into educational management is essential to enhance learning quality, promote student-centered approaches, and support lifelong learning principles. This research employed a Research and Development (R&D) design, involving needs analysis, model design, expert validation, and limited field testing. The participants included school principals, teachers, and students from selected senior high schools in South Tangerang City. Data were collected through interviews, observations, document analysis, and questionnaires. The data were analyzed using qualitative descriptive techniques and supported by quantitative data from validation and trial results. The findings indicate that the developed model consists of key components, including strategic planning, RPL-based assessment and validation, adaptive curriculum management, teacher capacity building, and continuous monitoring and evaluation. The model demonstrates a high level of validity, practicality, and effectiveness in improving student learning outcomes, enhancing recognition of prior competencies, and increasing the flexibility of learning processes. In conclusion, the proposed RPL-based educational management model provides an innovative and effective framework for improving the quality of education in senior high schools. It also contributes to the development of an inclusive and adaptive education system that supports lifelong learning in the modern era.

**Keywords:** Educational Management Model, Recognition of Prior Learning (RPL), Secondary Education; Lifelong Learning; Educational Innovation; Learning Quality

### Introduction

The rapid development of science, technology, and globalization has significantly transformed the educational landscape, requiring schools to adapt to increasingly complex and dynamic learning needs. In the modern era, education is no longer limited to formal classroom instruction but extends to various forms of learning experiences acquired through non-formal



and informal environments. As a result, educational institutions, including senior high schools, are challenged to develop innovative management strategies that are flexible, inclusive, and responsive to students' diverse backgrounds and competencies. Raciti, M., Tham, A., & Dale, J. (2024).

One approach that has gained increasing attention in addressing these challenges is *Recognition of Prior Learning* (RPL). RPL refers to the process of identifying, assessing, and validating knowledge, skills, and competencies that individuals have acquired through previous learning experiences, regardless of where or how the learning occurred. In the context of secondary education, RPL has the potential to enhance student engagement, reduce redundancy in learning, and promote personalized learning pathways. By acknowledging students' prior knowledge and experiences, schools can create more meaningful and relevant learning environments. Arironang, U. E., Simanjuntak, K., & Sambalao, V. P. (2024).

Despite its potential benefits, the implementation of RPL in senior high schools remains limited and often lacks a structured management framework. Many schools still rely on traditional education models that emphasize standardized curricula and uniform learning processes, which may not fully accommodate students' diverse competencies. In addition, challenges such as limited teacher capacity, lack of clear guidelines, and insufficient institutional support hinder the effective integration of RPL into school systems. Nuswantara, D. A., Hadi, H. K., Harianto, S., Wijaya, A., & Suryanto, M. (2024).

From an educational management perspective, the successful implementation of RPL requires a comprehensive and well-organized model that integrates planning, implementation, and evaluation processes. Such a model should include strategic policies, standardized assessment mechanisms, adaptive curriculum design, and continuous professional development for teachers. Furthermore, collaboration among school stakeholders—including principals, teachers, students, and policymakers is essential to ensure the sustainability and effectiveness of RPL practices. Rohman, A., et al. (2024).

South Tangerang City, as one of the rapidly developing urban areas in Indonesia, has shown significant progress in improving the quality of secondary education. However, the need to adopt innovative educational approaches, such as RPL, remains crucial to ensure that schools can meet the demands of the modern education era. Developing an excellent educational management model based on RPL in senior high schools is therefore an important step toward enhancing educational quality, promoting lifelong learning, and preparing students to compete in a global environment. Widiyanti, Y. M., et al. (2024).

Based on these considerations, this study aims to develop an excellent educational management model based on Recognition of Prior Learning (RPL) in senior high schools of South Tangerang City. The proposed model is expected to provide a strategic framework that enhances the effectiveness of educational management, supports student-centered learning, and contributes to the development of a more flexible, inclusive, and high-quality education system. Azbihardiyanti, A. (2024).

## **Method**

### **Research Design**

The study adopts the Research and Development (R&D) approach, specifically utilizing the Borg & Gall model or the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework. This method is chosen to ensure that the management model is not only theoretically sound but also practically applicable in the specific context of South Tangerang's educational landscape.

### **Research Stages**

#### **Phase I: Preliminary Analysis (Needs Assessment)**

- a. Contextual Mapping: Analyzing the current educational management system in South Tangerang Senior High Schools.
- b. Gap Analysis: Identifying students with diverse backgrounds (e.g., athletes, young entrepreneurs, or informal learners) whose prior skills are currently unrecognized by the formal system.
- c. Regulatory Review: Aligning the model with the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) regulations regarding RPL and the *Kurikulum Merdeka*.

### **Phase II: Model Design (Conceptual Framework)**

The "Excellent Management Model" is designed across four management pillars:

- a. Recruitment & Assessment Management: Creating a transparent mechanism to assess portfolios, certificates, and work experience.
- b. Curriculum Mapping: Developing a "Credit Transfer" system where prior competencies are mapped against the National Education Standards (BSNP).
- c. Human Resources: Training teachers to become "Assessor-Educators" rather than just instructors.
- d. Digital Integration: Designing a Management Information System (MIS) to track and validate RPL credits.

### **Phase III: Model Validation & Revision**

- a. Expert Judgment: Subjecting the model to a panel of experts in Educational Management, Curriculum Design, and RPL Specialists.
- b. Focus Group Discussions (FGD): Involving the South Tangerang Education Office (Dinas Pendidikan) and High School Principals to ensure local feasibility.

### **Phase IV: Implementation (Pilot Testing)**

- a. Small-Scale Trial: Implementing the RPL management model in 2-3 selected "Model Schools" in South Tangerang.
- b. Process Monitoring: Observing how the schools manage student entry through the RPL pathway and how it affects their learning trajectory.

### **Phase V: Evaluation and Finalization**

- a. Effectiveness Testing: Comparing the academic performance and soft-skill development of RPL students vs. non-RPL students.
- b. Standardization: Producing a final "Manual for RPL Management in South Tangerang Schools."

### **Data Collection Techniques**

To ensure high-quality data, the research utilizes:

- a. In-depth Interviews: With school principals and policymakers in South Tangerang.
- b. Questionnaires: Distributed to teachers and stakeholders regarding the readiness of RPL implementation.
- c. Document Study: Analyzing student portfolios and school accreditation standards.

### **Participants and Location**

- a. Location: Selected Public and Private Senior High Schools in South Tangerang City (Tangerang Selatan).
- b. Subjects: School administrators, teachers, and students who possess significant informal learning backgrounds.

**Data Analysis**

- a. Qualitative Analysis: Using the Miles and Huberman technique (Data Reduction, Data Display, and Conclusion Drawing) for interview and observation data.
- b. Quantitative Analysis: Using descriptive statistics to measure the validity and practicality scores of the model based on expert and user feedback.

**Summary of the "Excellent" Criteria**

For this model to be considered "Excellent," it must meet three key indicators:

- a. Validity: Strictly follows academic and legal standards.
- b. Practicality: Easy to use for school administrators without excessive bureaucratic burden.
- c. Efficiency: Reduces the time required for students to complete their education by recognizing existing competencies.

**Results**

**Findings**

The results of this study describe the development and implementation of an excellent educational management model based on *Recognition of Prior Learning* (RPL) in senior high schools of South Tangerang City. The findings are derived from needs analysis, model development, expert validation, and limited field testing. The needs analysis revealed that most senior high schools have not yet implemented RPL systematically. Learning processes are still predominantly standardized, with limited recognition of students' prior knowledge and experiences. Teachers tend to focus on curriculum completion rather than competency recognition, and there is a lack of structured assessment tools to validate prior learning. In addition, institutional policies supporting RPL are still minimal, and teacher capacity in implementing RPL remains limited. Supraptiningsih, L. K., & Jannah, F. (2024).

Based on these findings, an excellent RPL-based educational management model was developed. The model integrates five main components: (1) strategic planning, (2) RPL-based assessment and validation, (3) adaptive curriculum management, (4) teacher capacity building, and (5) monitoring and evaluation. The model emphasizes a student-centered approach, where prior learning experiences are systematically identified and integrated into the teaching and learning process. The expert validation results indicated that the developed model is highly valid in terms of relevance, clarity, and applicability. Experts agreed that the model provides a comprehensive framework for integrating RPL into school management systems. Suggestions for improvement mainly focused on strengthening assessment rubrics and enhancing documentation procedures. Maurer, M. (2023).

The limited implementation results demonstrated that the model is practical and effective. Schools that applied the model showed improvements in recognizing students' competencies, increasing student engagement, and creating more flexible learning environments. Teachers reported better understanding of students' backgrounds, while students expressed higher motivation due to the acknowledgment of their prior experiences. Quantitative data from questionnaires also showed high scores in terms of practicality and effectiveness across all components of the model. Overall, the findings confirm that the RPL-based educational management model is feasible and effective in improving the quality of education in senior high schools. Maurer, M. (2023).

**Table 1. Summary of Research Results**

Aspect	Indicators	Findings	Category
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Needs Analysis	RPL implementation	Not yet systematic; limited policy support	Low
	Teacher capacity	Limited understanding of RPL	Moderate
	Assessment system	No standardized RPL assessment tools	Low
Model Development	Strategic planning	Clear policies and RPL integration framework	High
	Assessment & validation	Standardized procedures developed	High
	Curriculum management	Flexible and adaptive curriculum applied	High
	Capacity building	Training programs for teachers implemented	High
	Monitoring & evaluation	Continuous evaluation system established	High
Expert Validation	Relevance	Model aligns with educational needs	Very High
	Clarity	Model components are clearly defined	Very High
	Applicability	Easy to implement in school context	High
Implementation Results	Student competency recognition	Significantly improved	High
	Student engagement	Increased motivation and participation	High
	Learning flexibility	More adaptive learning pathways	High
	Teacher understanding	Improved ability to assess prior learning	High
	Overall effectiveness	Model is effective and practical	Very High

The results indicate that the developed model not only addresses existing gaps in RPL implementation but also provides a structured and effective approach to educational management. The integration of RPL into school systems enhances learning quality, promotes flexibility, and supports lifelong learning principles in senior high schools of South Tangerang City. Guo, S., & Andersson, P. (2023).

## Discussion

This study examined the development of an excellent educational management model based on *Recognition of Prior Learning* (RPL) in senior high schools of South Tangerang City. The discussion elaborates on the significance of the findings by linking them to theoretical perspectives and practical implications, focusing on five key aspects: the role of RPL in secondary education, the effectiveness of the developed model, institutional readiness, challenges in implementation, and implications for educational management and policy. Hailikari, T., et al. (2023).

## The Role of RPL in Secondary Education

The findings confirm that RPL is a strategic approach to enhancing the quality and relevance of education at the secondary level. Traditionally, senior high schools rely heavily on standardized curricula that often overlook students' prior knowledge and learning experiences. However, in the context of modern education, learning occurs across multiple environments, including family, community, digital platforms, and extracurricular activities. Berglund, G. (2023).

By integrating RPL into educational practices, schools can recognize these diverse learning experiences and transform them into meaningful academic competencies. The results of this study indicate that students benefit from this approach, as it increases their engagement, motivation, and confidence. This supports the concept of student-centered learning, where education is tailored to the individual needs and backgrounds of learners. Furthermore, RPL aligns with the principles of lifelong learning by encouraging continuous knowledge development beyond formal schooling. Junaidi, & Irwanda, A. A. (2023).

### **Effectiveness of the Developed Educational Management Model**

The developed model proved to be effective in addressing the gaps identified during the needs analysis phase. The integration of five core components strategic planning, RPL-based assessment and validation, adaptive curriculum management, teacher capacity building, and monitoring and evaluation demonstrates a comprehensive management framework. From a management perspective, the model reflects the fundamental functions of planning, organizing, implementing, and controlling. Strategic planning ensures that RPL is embedded within school policies, while the assessment and validation component provides a standardized mechanism for recognizing prior learning. The adaptive curriculum allows flexibility in learning pathways, enabling students to progress according to their competencies. Assinger, P. (2022).

The implementation results further confirm the effectiveness of the model. Improvements in student competency recognition, engagement, and learning flexibility indicate that the model successfully enhances the teaching and learning process. Additionally, teachers reported better understanding of students' backgrounds, which contributed to more effective instructional strategies. Singh, M. (2022).

### **Institutional Readiness and Capacity Building**

One of the key findings of this study is the importance of institutional readiness in implementing RPL. Initially, many schools lacked the necessary infrastructure, policies, and human resources to support RPL practices. This finding is consistent with previous studies that highlight the need for strong institutional support in educational innovation. Maurer, M., & Gonon, P. (2022).

The model addresses this issue through a capacity-building component, which focuses on training teachers and school staff in RPL concepts and assessment methods. The results show that such training significantly improves teachers' competence and confidence in implementing RPL. Moreover, the development of clear guidelines and procedures enhances institutional readiness and ensures consistency in practice. Harris, J. (2022).

### **Challenges in Implementing RPL in Schools**

Despite the positive outcomes, several challenges were identified during the implementation of the model. One of the main challenges is the limited understanding of RPL among educators, which can lead to resistance to change. Teachers who are accustomed to traditional teaching methods may find it difficult to adopt new approaches that require additional assessment and documentation processes. Brown, M., & Souto-Otero, M. (2022).

Another challenge is the lack of standardized assessment tools and quality assurance mechanisms. Without clear and consistent criteria, the recognition of prior learning may vary

across schools, potentially affecting the credibility of the process. Additionally, limited policy support at the institutional level can hinder the sustainability of RPL implementation. Young, M., & Allais, S. (2022).

Time constraints and administrative workload also pose challenges, as teachers need to allocate additional time for assessing and validating students' prior learning. Therefore, effective implementation requires not only technical solutions but also organizational commitment and support. Allais, S. (2022).

### **Implications for Educational Management and Policy**

The findings of this study have significant implications for educational management and policy development. From a management perspective, the proposed model provides a practical framework that can guide schools in integrating RPL into their systems. It emphasizes the importance of a holistic approach that combines policy, practice, and continuous improvement. UNESCO Institute for Lifelong Learning. (2022).

For policymakers, the study highlights the need to develop supportive regulatory frameworks that facilitate the implementation of RPL in secondary education. This includes providing clear guidelines, training programs, and resources to support schools. Collaboration between schools, government agencies, and other stakeholders is also essential to ensure the relevance and sustainability of RPL practices. Stephens, D. (2022).

Furthermore, the integration of RPL contributes to the development of a more inclusive and flexible education system. It allows students from diverse backgrounds to have their competencies recognized, thereby promoting equity and equal opportunities in education. This is particularly important in rapidly developing regions such as South Tangerang City, where educational innovation is necessary to meet the demands of the modern era. European Commission. (2021).

### **Contribution to Theory and Practice**

This study contributes to the field of educational management by proposing an innovative model that integrates RPL into a structured management framework at the secondary education level. While RPL has been widely studied in higher education and vocational training, its application in senior high schools remains relatively limited. Therefore, this study provides new insights into how RPL can be effectively implemented in this context. Practically, the model offers actionable strategies for school leaders, teachers, and policymakers. It serves as a guideline for developing more responsive and adaptive educational systems that align with the principles of lifelong learning. Wheelahan, L., & Moodie, G. (2021).

In summary, the discussion demonstrates that the development of an excellent educational management model based on RPL is a significant step toward improving the quality, flexibility, and inclusivity of secondary education. Although challenges remain, the model provides a comprehensive and effective solution for integrating prior learning recognition into school management systems, ultimately supporting the realization of lifelong learning in the modern education era. Andersson, P., & Fejes, A. (2021).

### **Conclusion**

This study concludes that developing an excellent educational management model based on *Recognition of Prior Learning* (RPL) is a strategic approach to improving the quality and relevance of education in senior high schools of South Tangerang City. The model integrates essential management components, including strategic planning, RPL-based assessment and validation, adaptive curriculum management, teacher capacity building, and continuous monitoring and evaluation. The findings indicate that the implementation of the model enhances the recognition of students' prior competencies, increases student engagement, and

promotes more flexible and student-centered learning processes. In addition, the model strengthens institutional capacity and improves the alignment between learning outcomes and students' real-life experiences.

However, the study also identifies several challenges, such as limited teacher understanding of RPL, lack of standardized assessment tools, and insufficient institutional policy support. Despite these challenges, the model has proven to be valid, practical, and effective in supporting educational innovation and lifelong learning at the secondary education level.

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