



Evaluation of Vocational School Pratic Program CIPP Model

Alexsandra^{1*}, Ganefri², Usmeldi³

^{1,2,3} Fakultas Teknik, Universitas Negeri Padang

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ABSTRACT

The implementation of the vocational field work practice program is not in line with school expectations, the school still faces difficulties in finding a place to work in accordance with the expertise of students, the supervisor does not periodically monitor the business world of industry, lack of student discipline, the results of the field work practice program is declining, and the evaluation of field work practice programs has never been done at the Ketaping Aviation Vocational School. This study uses the CIPP program evaluation model (Context, Input, Process, Product) with a combination of balanced mixed model research methods and implemented at SMK. Qualitative research respondents were the head of the field work practice program, the head of the safety program, the supervisor, the field instructor. Quantitative research sample is class XII students who carry out practical work program in semester 3 a total of 45 samples. Data collection techniques data collection through questionnaires, documentation and interviews. Data analysis techniques were carried out on each quantitative and qualitative method, then the results of the analysis were combined to find mutually reinforcing or conflicting data and deepen the finding data. The research findings show that the context component is in the good category Input components are obtained by enough categories, the process components are obtained by enough categories and the results components are obtained by enough categories. It can be concluded that the field work practice program of Ketaping Aviation School is of sufficient value so that it needs improvement in all aspects of the components.

1. Introduction

Education is the effort chosen to assist students in improving science, physical and moral. So that, the goals and ideals of the nation's children can be achieved, through education also humans can increase their knowledge, form mindsets, and determine attitudes in acting in their daily lives. With education, it will improve the standard of living of humans themselves. It all depends on the teaching-learning activities carried out by educational institutions. Vocational education is education that is expected so that the graduate students can immediately get work in accordance with their educational background and the skills they have learned during their education at the vocational education program. This understanding is in accordance with the opinion of Kuswana (2013) which states that Vocational Schools aim to prepare students to be able to work, either independently or to fill vacancies in the industrial world as a middle-level workforce, in accordance with their fields of expertise and expertise programs that he is interested in. Meanwhile the aim of vocational education Ganefri (2013) vocational education has the aim to 1) provide skills that are sold in the community, so that it can support economic life, 2) help students obtain and maintain the jobs they want, 3) encourage productivity regional and national economies, 4) encourage the growth of trained personnel to sustain economic and industrial growth, and 5) encourage the improvement of the quality of society. National Education according to Law No. 20 of 2003 the National Education System is education that prepares students to work in certain fields, then Government Regulation No. 19 of 2005 concerning National Education Standards, explained that SMK is education at the secondary level that prioritizes the development of the ability of students for certain types of work.

Evaluation is a process carried out by someone to see the extent of the success of a program, the success of the program itself can be seen from the impact or results achieved by the program. Therefore, in success there are two concepts contained therein, namely effectiveness and efficiency. There are various evaluation models that have been used by evaluators to understand evaluation. An evaluation model has been developed by several experts to carry out program appraisal. CIPP Model Evaluation (Context, Input, Process, Product) The CIPP evaluation model is one of several evaluation techniques for an existing program. This model was developed by one of the evaluation experts, Stufflebeam which was developed in 1971 based on the four dimensions, namely the context dimension, the input dimension, the process dimension, and the product dimension. The evaluation of this model intends to compare the performance of various program dimensions with certain criteria, to finally arrive at a description and judgment regarding the strengths and weaknesses of the program being evaluated. The four words mentioned in the abbreviation CIPP are the evaluation targets, which are nothing but a component of the process of a program of activities. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system.

2. Methods

This research is a combination research, which is a combination of qualitative methods with quantitative methods (Mixed Methods Research) as stated by Creswell (2014: 230) that mixed methods research is a qualitative approach in a study. Evaluation is done by CIPP (context, input, process, product). The reason for using mixed methods research (Mixed Method Research) is to eliminate the weaknesses of quantitative and qualitative methods. According to Sugiyono (2017: 48) in general the combination research method is used if the researcher wants to obtain data and information that is complete, valid, reliable, objective, and quantitative research results can be enriched with quantitative data.

Research models that combine quantitative and qualitative research methods simultaneously or together, but the weights are different. This study collected quantitative data as primary data and qualitative data as secondary data carried out at the same time, or at different times but not too long. Primary and secondary data are analyzed separately according to the type of data (quantitative and qualitative). then the two types of data are interpreted in a descriptive form after which they are combined into research findings data. The findings obtained further describe clearly about the evaluation of the field work practice program of the Ketaping Aviation Vocational School. The research data was taken using a questionnaire or questionnaire, research questionnaire items were made and arranged based on the instrument grid. The research questionnaire was answered by students who were made as respondents, a qualitative instrument in the form of an interview guide containing a sequence of questions arranged based on indicators and sub-indicators as a guide to get information from research informant.

3. Result And Discussion

This research uses a combination of quantitative and qualitative data. In this research, the combination method model used is a sequential explanatory model. Sugiyono (2014: 415) states that the model combination method or sequential explanatory design is a combination research method that combines quantitative and qualitative research methods sequentially, where in the first stage the research is conducted using quantitative methods and in the second stage it is carried out with qualitative methods. Quantitative methods play a role in obtaining measurable quantitative data that can be descriptive, comparative and associative and qualitative methods play a role in proving, deepening, expanding, weakening and invalidating quantitative data that have been obtained at an early stage.

In this study quantitative data were obtained from a questionnaire distributed to 45 students of the Department of Electrical Avionics Engineering. The questionnaire consists of 4 components, namely the context component, input component, process component, product component. While for qualitative data obtained from interviews conducted with the head of the field work practice program, the treasurer of the field work practices, the head of the expertise program, the supervisor, the supervisor / supervisor of the industrial world, the participants of the field work practice.

The context is divided into three indicators namely the objectives of the field work practice program, preparation of the field work practice program and the industrial environment, for quantitative presentation of the three indicators. The purpose of the field work practice program 79.75% is enough, Persiapan Program praktik kerja lapangan 85,02 % good, Field Work Practices Program Environment 87.33 good.

The input component consists of four indicators, namely 1) tutor, 2) field instructor, 3) facilities and infrastructure and 4) cost / funding in quantitative data analysis field. Supervising teacher 79,33 Enough, Field instructors 84.08% Good, Facilities and infrastructure supporting field work practices 80.25% Good, The relevance of the program to the needs of students 77.66% enough.

The process component consists of three indicators, namely 1) implementation of the field work program, 2) monitoring the field work program, 3) barriers to the field work program in quantitative data analysis process components are presented data on indicators of field work program implementation, work practice monitoring field and barriers to the practice of field work. Implementation of field work practice programs 76.09% Enough, Monitoring field work program 75.00% Enough, Barriers to field work practice programs 45.06 Low.

Product components that have one indicator, namely Assessment of Learning Participants in the field work practice program, for quantitative presentation of one indicator 77.89% Enough.

Analysis of respondent achievement levels (TCR). Based on the description above and the results of qualitative and quantitative analysis it can be concluded that the effectiveness of the implementation of the field work program is in the moderate / moderate category that is 72.18%, meaning that the implementation of the field work practice needs to be improved from various components. So that the objectives of the fieldwork can be carried out maximally and students can dive directly into the field after graduating from Vocational High School (SMK). Supported by the results of interviews with several informants who concluded that there are some subject matter that is less relevant to their practice in the industrial world, the need for further guidance to the tutor before carrying out practical work practices, the need for socialization or direction to the instructors of the business world in the industrial world before carrying out their role as a tutor to the students in the field work practice, it is necessary to improve the monitoring of students to the field, to find out students who skipped or are lazing in related institutions, the need for more intense debriefing of students before undergoing fieldwork practices, so that students more ready to face the industrial world.

4. Conclusion

Based on the research results of the fieldwork program evaluation of students of the Avionics Electrical Department at the Ketaping Aviation Vocational School, the following conclusions are obtained that the context in the Avionics Electrical program in terms of program objectives, preparation and program environment are in good category but still need to improve so that it gets very good results, the input needed by the Avionic Electrical program in the Ketaping Aviation Vocational Field Work Practice Program is evaluated from the preparation of the field work practice program, the readiness of the supervising teacher, the readiness of the instructor, the facilities and supporting infrastructure is in the sufficient and very category needs improvement, the process contained in the Avionic Electric program in terms of the implementation of the field work practice program, the monitoring of the field work practice program and the obstacles in implementing the field work practice are in the sufficient category and need

to be improved, the results The Ketaping Aviation Aviation Technical Vocational Engineering expertise program has been achieved in terms of the assessment of the learning practices of fieldwork participants in the sufficient category and needs more improvement to achieve maximum results.

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