

Vocational Education in Madrasah Aliyah in Central Java

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Abstract

The purpose of this study was to evaluate the implementation of vocational education programs in vocational madrasah aliyah (madrasah aliyah plus keterampilan) in Central Java. This study was very important because madrasah aliyah (MA) is not an institution focusing on vocational education. Vocational education program was given to provide students with practical skills needed to succeed in workplace or as an entrepreneurs, because most MA graduates were not enrolled in college. Context, input, process, product, and outcome (CIPPO) methods were used to evaluate 14 out of 18 vocational madrasahs in Central Java. The results were as follow: (1) vocational MA had excellent readiness performing the vocational education program; (2) the aspect of process was assessed as satisfactory; (3) the quality of products and graduates was less satisfactory, subject to improvements; (4) the outcome aspect was assessed as satisfactory, vocational education programs gave benefits to stakeholders (students, busines fileds, and industries). Overall, the vocational education program held by madrasah aliyah had a good performance score and could be furtherly improved.

Keywords

Vocational madrasah aliyah, vocational, evaluation

1. Introduction

The government has prepared secondary education in two channels, namely general education and vocational education (Kemendikbud, 2013). Vocational education is intended to better prepare students when they come into work fileds by equipping them with knowledge and professional skills needed in their work places (Baartman & Ruijs, 2011; Eichhorst, Rodríguez-Planas, Schmidl, & Zimmermann, 2015). However, it is still possible for them to continue their education to higher education, in addition to the working fileds. General secondary education on the other hand is more prepared for students who are going to continue their study to college than going for work. The reality shows that not all students taking general education continue to tertiary institutions. As an illustration, in 2020, only 38 percent of 2-3 million senior high school (SMA/SMK) graduates continue their studies in higher education (Kasih, 2020). The large number of students who do not continue to tertiary institutions may cause problems if they are not prepared with entrepreneurial mental skills or professional skills needed in the world of work. In several countries like Netherland, Denmark, and Switzerland the share of youth un employment up to 18 % (aged 15 to 24) or more neithe un employment nor education (Eichhorst et al., 2015).

This fact requires high school graduates (especially those who do not continue to higher education) to have certain skills to meet their daily needs after graduating from high schools (Shofwan et al. 2021). This is the background for secondary education institutions in general education pathway to provide skills which are useful for their students because it will provide skills for them when entering the world of work that demands professional skills. Besides, vocational education will help them how to be entrepreneurs (Harhoff & Kane, 1997 ; Gijbels, Raemdonck, & Vervecken, 2010).

Based on this fact, madrasah aliyah (MA) as a secondary level general education institution under the Ministry of Religious Affairs (MoRA) follows the development of education. Among the efforts taken by the MoRA were organizing vocational programs. As a general education pathway, MA graduates are normatively more prepared to continue their studies at tertiary institutions, in reality, however, most of them do not continue to higher education. Only about 30% of them continue their studies, while the rest work in informal sectors or are

unemployed or become freelance (Murray, Murrod, 2017: iii). Organizing vocational programs in MA is one way to provide MA graduates with various skills, especially for those who do not continue their studies.

One of the efforts to provide skills to MA students is vocational programs, an additional program given to students in specified schools. The curriculum structure applied in the vocational MAs is the same as the structure performed by other MA in general, but it gives the students additional skills according to their interests. In this case, the Ministry of Religious Affairs has provided guidance through the Decree of the Directorate of Islamic Education (Keputusan Direktorat Pendidikan Islam) Number 1023 of 2016, namely Guidelines for Implementing Vocational Programs at Madrasah Aliyah. This regulation is a guide for MA which will conduct vocational education.

It is interesting to study the implementation of the vocational program in madrasah aliyah since madrasah aliyah is not actually a vocational-based institution. MA is a secondary education institution so that it is similar to senior high schools (SMA), but it specifies itself for religious characteristics, namely the provision of more religious materials. Meanwhile, managing the vocational program requires preparation and management that is not easy. Modern management is needed in this case so that the implementation of a skill program that is realized is not only "exist", but also able to produce graduates who have skills needed in society. Optimal management is expected to produce superior human resources with mastery of knowledge, skills and expertise in accordance with the demands of society and the development of science and technology (Glykas, Hasan Bailey, Omar Al Maery, Omar Al Maery, & Technopolis, 2015).

Evaluation in this case is also carried out as a method to improve the quality of a program (Fakhrudin & Shofwan, 2019). Program evaluation is useful for obtaining input, review, and consideration regarding the continuation of the program, whether it is feasible to continue or stop (Ibrahim, Wun, & Nordin, 2020) (Munthe, 2015: 1) (Brewer, 2011). Practical evaluation of vocational programs needs to be carried out to assess the quality and absorption of the results of this program in the world of work and their usefulness in the community. It is hoped that through the evaluation it will be possible to find out how much the benefits of the program and how much the graduates of this program will use the acquired skills to take part in the world of work or be independent in entrepreneurship. Evaluation can also be used as a consideration for the follow-up of this vocational program.

The vocational madrasah aliyah was first launched in 1994. Decree of the Director General of Islamic Education Number 1023 of 2016 concerning Guidelines for Implementing Vocational Programs at Madrasah Aliyah furthermore was issued to answer the implementation of the program, while the MA conducting the vocational program were addressed by the Director General of Islamic Education Decree Number 4924 of 2016. This decision was updated through the Decree of the Directorate General of Islamic Education (Direktorat Jenderal Pendidikan Islam) Number 2851 of 2020 concerning the Designation of Vocational Madrasah Aliyah.

Over time, after several years of vocational programs in MA were launched, evaluation is needed to thoroughly review the sustainability of vocational programs held in MA. This evaluation needs to be carried out in a comprehensive manner, starting from the aspects of planning, implementation, results and benefits of the program. Through evaluation, strengths and weaknesses will be found and which aspects need to be improved and enhanced.

2. Literatur Review

2.1. Previous Research

Research on madrasah aliyah which provides vocational programs has been carried out several times. One of them is related to its management. Such research has been conducted by Abidah (2019) entitled Management of Vocational Education Development at MAN 15 Jakarta. The research is intended to reveal the management of vocational education development, which includes (1) planning (2) organizing (3) implementation (4) controlling (5) obstacles faced (6) solutions to overcome obstacles. Similar research has also been conducted, namely regarding the urgency of the management aspect in implementing vocational programs at Madrasah Aliyah by Dumiyati (2009). Her research was entitled Vocational Management at Madrasah Aiyah Negeri (MAN): Multicase Study at MAN 1 Jember, MAN Lamongan, MAN 2 Kediri) which was intended to reveal the vocational program curriculum management. Another similar research is research conducted by Choliq (2006) entitled "Development of a Model of Vocational Education in Madrasah Aliyah (Case Study in Central Java)". Likewise, research conducted by Diniyati (2015) regarding the management of vocational programs at Madrasah Aliyah Negeri Magelang which reveals that management of vocational madrasah includes planning, organizing, program direction, and supervision.

On the other hand, an evaluation study was conducted by Widodo (1998), who concluded that the MA organizing a vocational program in Central Java had the following research results: (1) had an understanding of the implementation of a vocational program, (2) readiness and new management 2 which has been good, (3) the readiness of the new infrastructure of MAN Kendal that is ready, (4) 25% of new vocational teacher qualifications are met, (5) students' interests and responses are in the good category, (6) there are several models of cooperation with BLK, (7) difficulties for Supreme Court in general are in terms of procurement of infrastructure and operational funds. The results showed that there are many things that need to be addressed in the implementation of vocational programs at MA. Likewish research with CIPP model on the implementation of the vocational high schools showed that the program had been implemented but was not optimum (Purnawirawan, Chintya, & Sholihah, 2020).

Research conducted by Murray (Murray, Murrod, 2017), which includes 23 Vocational MA in various regions aims to map the potential for developing Vocational Madrasah Aliyah. The results show that MA needs to focus on vocational program development models with a variety of partnerships with training institutions and financing models for its implementation. Apart from that, the research also produced important findings, in the form of a gap between the demand and supply of skills. This is due to, among other things, the lack of standards for fulfilling the competence of graduates, the weak quality of learning, inadequate infrastructure, lack of teacher competence, ineffective cooperation with training institutions and the business world / industry, and weak governance of vocational programs.

Research on the lack of vocational MA in collaborating with training institutions was carried out by Yuanita (Yuanita, Supriyanto, & Mustiningsih, 2020). This study aims to describe the partnership management of Madrasah Aliyah (MA) with the Vocational Training Center or Balai Latihan Kerja (BLK). Meanwhile, other research is about the weak-competence-teachers at vocational madrasah aliyah (Arsini, 2018).

For this reason, the research was carried out to complement the various studies and evaluations which have been conducted by previous researchers. This research was conducted by referring to the context method, input, process, product, output. From this method, it will be known which aspects are superior and which still have shortcomings from the existing vocational program. Thus, the findings obtained will assist in formulating the necessary development policies.

2.2 Theoretical Framework

2.2.1 Vocational Education

Regulation of the Minister of Education and Culture No.22 of 2006 regarding Content Standards, states that the purpose of vocational education is to increase the intelligence, knowledge, personality, noble character, and skills of students so that they are able to live independently and gain further education according to their vocational program. By this program it is hoped that they can work effectively and efficiently and are able to develop their skills, have high stamina, and are able to communicate in accordance with the demands of the job (Soenarto, Sugito, Suyanta, Siswantoyo, & Marwanti, 2020).

The formula above means that vocational/vocational education requires competent graduates in their fields, able to open a business (entrepreneurship), able to adapt to technological advances, and be able to compete with each others (Iskandar, Charles Setyono, 2019, p. 59; Virtanen, Tynjälä, & Eteläpelto, 2014) (Nugroho & Paleologoudias, 2020). Therefore, a vocational program organized by an institution is required to have a quality (Nugraha, 2020, p. 5) (Booton, 2016) which can meet the needs of the labor market, both in formal and informal work environments. The quality of vocational education is strongly influenced by various factors involved, namely teaching, learning, infrastructure, student behavior and the entire academic process (Muslim, 2019; Ahmad, 2020). The purpose of vocational education in more detail includes four main dimension (1) developing basic human qualities which include the quality of thinking power, mental power, physical power; (2) developing instrumental/functional qualities, namely mastery of science, technology, art, and sports; (3) strengthening identity as the Indonesian nation; (4) maintaining the survival and development of the world.

2.2.2 Vocational Madrasah Aliyah (Madrasah Aliyah Plus Keterampilan)

Vocational Madrasah Aliyah is the same institution as madrasah aliyah, but is equipped with a vocational program. The vocational program in this regard is additional, as an additional form of "cross interest" in madrasah aliyah.

The vocational program held at madrasah aliyah is included in the learning curriculum structure that applies to Madrasah Aliyah, which is 6 learning hours (Decree of the Director General of Islamic Education number 1023 of 2016 concerning Guidelines for Implementing Vocational Programs at Madrasah Aliyah).

Madrasah Aliyah which plans to organize a vocational program must submit a proposal to the Head of the Regional Office of the Ministry of Religious Affairs accompanied by supporting documents. After a set of verification and assessment process and if the result declares that the school is feasible, the school will then be proposed to the Directorate of Islamic Education to be outlined in a decree (Decree of the Directorate General of Islamic Education number 1023 of 2016).

2.2.3 Program Evaluation

Several experts have provided definitions regarding program evaluation. Arikunto gives the notion that evaluation is an activity intended to collect information about the work of something, which information is then used as a basis for decision making. Munthe on the other hand concludes that evaluation is a process of searching and finding information as well as determining information which is then presented systematically, related to planning, value, objectives, benefits, effectiveness and suitability of something with predetermined criteria and goals (Munthe, 2015: 2). Sukardi also provides a definition that evaluation is the process of understanding, giving meaning, obtaining, and communicating information for the purposes of decision makers (Sukardi, 2008: 1). Some of these definitions broadly imply that evaluation includes activities in interpreting an activity that is intended to obtain information about the implementation of a program, from planning to results and benefits, where this information will be the basis for determining policies regarding whether a program will be continued or stopped.

Program evaluation will provide recommendations from evaluators to make decisions. The four policies taken from the results of the program evaluation are as follow: (1) *Terminating the program*, because the existing program is deemed useless or not implemented as expected, (2) *Revising the program*, because there are certain parts that are not in accordance with expectations, or in other words there are errors but only a few, (3) *Continuing the program*, this is because the program implemented has been running according to expectations and provides significant benefits, (4) *Disseminating the program*, because the program implemented is successful and it would be very good also to be implemented at another time in another place (Arikunto, 2010: 22)

3 Methods

This research was carried out by referring to a qualitative approach through the context, input, process, and product (CIPP) evaluation model (Stufflebeam & Shinkfield, 1984, p. 165)(Stufflebeam & Zhang, 2017) (Hakan & Seval, 2011). It is intended to evaluate the implementation of vocational programs by measuring the various components of the effectiveness of the achievement of goals and objectives (Mukhidin, Kustiawan, Suartini, Hasan, & Sukandar, 2020). Broadly speaking, the four components are described as follows (1) context, including planning decisions that affect the selection of general objectives and specific objectives, (2) input, decisions in the formation/ structuring (3) process, implementation decisions (4) product final decisions whether a program is continued, continued with modification, terminated. The CIPP evaluation model only stops at the product, which is why it is then developed by adding an "O" component, or output. This model is used to evaluate how the resulting product can benefit society, including evaluating the satisfaction of product users or consumers (Arikunto, 2010).

In this case, the evaluation of context or objectives in relation to the demands of society or the world of work, including government regulations, the need for educational programs, support for programs. Input evaluation is intended to determine the supporting components of program implementation, which include: students, teachers / instructors, curriculum, and infrastructure. Process evaluation is intended to determine the program implementation process, which includes the process of learning / training activities. Product evaluation is intended to find out the results obtained through a series of training program activities, including the achievement of goals, the impact obtained, namely in the form of increasing the ability of students' expertise, and the use of skills in the world of work. In diagrammatic form, the research flow is shown in Figure 1.

The implementation of this research is by using an instrument developed from the Vocational Program Evaluation Instrument at Madrasah Aliyah compiled by the Regional Office of the Ministry of Religion of East Java Province in 2019. The instrument was prepared for the purpose of collecting data as a basis for making recommendations

to the vocational madrasah aliyah. The results of the development of the instruments carried out in this study are presented in detail in Table 1.

Table 1. Evaluation aspects of the implementation of the vocational program at the vocational madrasah aliyah

| Evaluation | Indicator |
|------------|---|
| Context | Program Legality, Madrasah Policies, Collaboration with the business world and the industrial world, the availability of supporting documents, cooperation with training institutions |
| Input | The existence of teachers / instructors, the development of teacher competencies, the implementation of vocational programs, the existence of curriculum documents, the existence of assistant instructors, the involvement of the business world / industry in training, the existence of practical rooms / workshops / laboratories, the equipment ratio, the ratio of practical materials. |
| Process | Learning planning, learning tools, learning media, learning process, supporting activities, implementation of evaluation, completeness of work shop administration, financing, |
| Product | Competence of graduates, product quality, alumni data collection, participation in competitions |
| Outcome | Usefulness of vocational, waiting time for graduates, satisfaction with products / graduates, cooperation from the business / industry to accommodate graduates, benefits of vocational programs, distinguishing attitudes of graduates, program benefits for schools |

From quantitative data on CIPPO scores, categories were then created to provide a qualitative description of these scores. The categorization is shown by table 2.

Table 2. Categorization of the CIPPO evaluation score

| Score | Category |
|-----------|-----------|
| 1,00-1,50 | Bad |
| 1,51-2,00 | Poor |
| 2,01-2.50 | Good |
| 2,51-3,00 | Excellent |

4 Data Collection

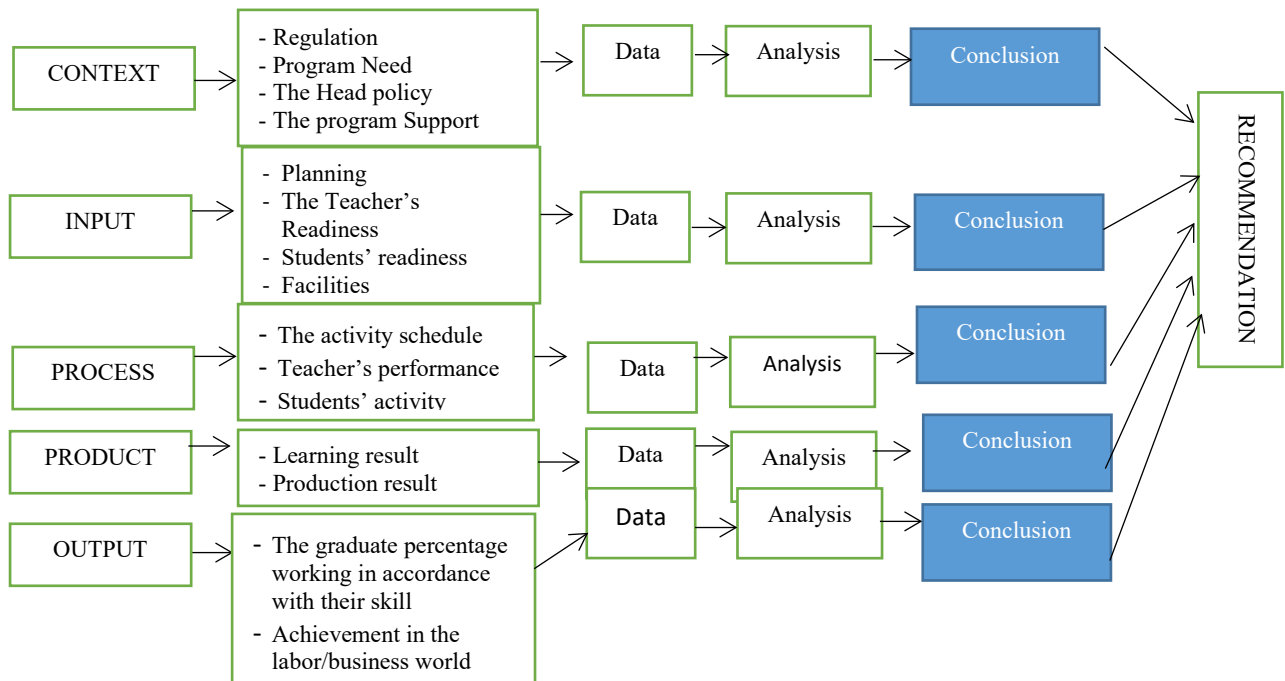


Figure 1. Research flowchart

Data collection was carried out by interview, observation, and documentation methods. Interviews were conducted with stakeholders (officials and officers at the Ministry of Religion and the local Education and Culture Office), madrasah heads and deputy heads or officials responsible for the program, teachers/instructors, and students.

Interview guidelines refer to a list of questions that have been compiled and prepared in advance. The list of questions consists of two types, namely open ones so that the respondent can give open answers, and closed questions where the respondent only answers according to the choices that have been provided. The documentation in this study was used to find data related to: (1) madrasah profiles; (2) the history of the madrasa; (3) vision, mission and objectives of the madrasah; (4) quality policy; (5) the objective condition of the madrasah; and (6) the madrasah organizational structure is carried out by studying documents related to the vocational madrasah aliyah.

This research was carried out by taking a sample of 14 MA from 18 vocational MAs in Central Java according to the Decree of the Director General of Education Number 2851 of 2020. The sample selection also considers the representativeness of each ex-residency in Central Java.

5 Results and Discussion

5.1 Vocational Program Analysis

The results of the CIPPO evaluation (context, input, process, product, outcome) in 14 vocational madrasah aliyah in Central Java obtained scores as being shown in table 3.

Table 3: Evaluation of CIPPO implementation of vocational education on madrasah aliyah in central java

| Aspect | CIPPO Components | Score | Category |
|-------------------------------|------------------|-------|-----------|
| Readiness (Context and Input) | <i>Context</i> | 2,75 | Excellent |
| | <i>Input</i> | 2,41 | Good |
| Learning Process | <i>Process</i> | 2,68 | Excellent |
| Product and Graduate | <i>Product</i> | 1,60 | Poor |
| The Program Benefits | <i>Outcome</i> | 2,27 | Good |
| CIPPO EVALUATION | | 2,40 | Good |

Based on table 3, we can see that the evaluation of vocational education at vocational madrasah aliyah is generally categorized in a good category (score 2.4 on a scale of 1-3). In fact, several aspects are categorized as good and very good, namely readiness (context and input), the learning process, and the benefit of the program. However, the product and graduate aspects have a poor score which demands the attention of all parties involved so that in the future, these aspects can be further improved. In detail, the evaluation of vocational education at madrasah aliyah in Central Java is discussed in the following sub-chapters.

5.2 The Readiness of Madrasah Aliyah in the Vocational Programs Implementation

By using the context, input, process, product and output (CIPPO) method, the analysis of the readiness of the MA in implementing vocational programs includes aspects of context and input. These two aspects are shown in detail in table 4.

Table 4. Analysis of the evaluation of the readiness of vocational education at madrasah aliyah

| Aspect | Indicator | Average score | Category |
|------------------------------|--|---------------|-----------|
| Context | Legality | 2,98 | Excellent |
| | The school principal's policy | 2,98 | Excellent |
| | The cooperation with business/industrial world | 2,73 | Excellent |
| | The presence of skill program plan document | 2,75 | Excellent |
| | The cooperation with training centers | 2,30 | Good |
| The Average Score of Context | | 2,75 | Excellent |
| Input | Teacher/instructor | 2,42 | Good |
| | Teacher's competence development | 2,23 | Good |
| | Program implementation | 2,95 | Excellent |
| | Curriculum document | 2,90 | Excellent |
| | Instructor's assistant | 1,54 | Poor |
| | The participation of business/industrial world in training | 1,88 | Poor |

| | | | |
|--|---------------------------------|------|-----------|
| | workshop/working laboratory | 2,81 | Excellent |
| | Equipment ratio | 2,44 | Good |
| | The ratio of practice materials | 2,51 | Excellent |
| The Average Score of Input | | 2,41 | Good |
| The Average Score of Context and Input | | 2,58 | Excellent |

Table 4 illustrates that readiness of the madrasah administering the vocational program was very good (score 2.58 on a scale of 1-3). However, there were still some items categorised as poor (scores of 1.54 and 1.88), namely the indicators for assistant instructors and the participation of business/industrial world in training. The two aspects need attention so that they are furtherly improved.

On the other hand, the context aspect has a very good score which is indicated by the implementation of programs supported by government regulations. Madrasah policies in this regard are also quite good in supporting vocational programs in MA. Cooperation with business/industrial world is also known to have worked well in terms of training (internships) and graduate admissions. Likewise, the administrative aspect, where the planning documents that have been prepared by the education unit show their readiness to run this program.

Although in general the input aspect is in a good category, there are two things which still need further evaluation, namely the lack of assistant instructors and the participation of business/industrial world in training. The other indicators are good and very good. However, there are some considerable notes on the field findings. *The first* is inadequate number of teachers and instructors which is indicated by an average of 1:61 with various variations, between 1:12 and 1: 135. Besides, the lack of improvement in teacher competence and infrastructure is another aspect which requires follow-up. *The second* is the lack of facilities and infrastructure for skills training, both in terms of quantity and quality. Madrasahs generally have limitations in maintaining and upgrading equipment and tools.

5.3 Learning Process

Evaluation of the learning process in this case includes lesson plan, learning tools, media use, learning processes, supporting activities, evaluation, workshop administration, and budgeting. Detailed evaluation results are shown in table 5.

Table 5. Analysis of the evaluation of the implementation process of vocational education at vocational madrasah aliyah

| The aspect of process evaluation | Average | Quality |
|----------------------------------|---------|-----------|
| Lesson plan | 3,00 | Excellent |
| Learning tools | 2,72 | Excellent |
| Learning media | 2,66 | Excellent |
| Learning process | 2,98 | Excellent |
| Supporting activities | 2,38 | Good |
| Evaluation | 2,91 | Excellent |
| Workshop administration | 2,66 | Excellent |
| Budget | 2,13 | Good |
| Average Score of Process | 2,68 | Excellent |

Table 5 shows that the result of the evaluation of the learning process aspects is excellent (mean score 2.68 on a scale of 1-3). However, there were several weaknesses revealed by the field studies. The first is that some madrasahs still have difficulties in organizing work practice (apprenticeship) activities. This is because the time allocation according to education calendar is very limited. Second, supporting activities to further introduce this program to the community and business/industrial world are still very limited. Third, the legality aspect of graduates is still weak, so that the alumni of this program are still limited to having a graduation certificate given by madrasah. Generally they do not hold a professional certificate given by professional certification centers. Fourth, cooperation with the business/industrial world is still very low, making it not optimal for the implementation of practical work/apprenticeship. Some madrasahs do not even have a Memorandum of Understanding(MoU) for this activity. Fifth, the lack of skilled and competence teachers/instructors as well as the lack of facilities and infrastructure also make the implementation of learning not optimal. The ratio of teachers and students is also another factor which makes learning activities less effective. These weaknesses make the teacher/instructor's burden heavier. The point is that in addition to teaching, teachers are also required to maintain equipment and

prepare facilities themselves. Although in the regulation or Decree of the Director General of Islamic Education Number 1023 of 2016 concerning Guidelines for Implementing Vocational Programs at Madrasah Aliyah, it is stipulated that every MA which organizes a vocational program must have at least 1 (one) assistant instructor, there are still many MAs that have not been able to meet the requirements.

This study also found that many students who had carried out practical work (apprenticeship) at small home companies, individual companies, or workshops were not yet legally incorporated. This work practice will not provide students with experience in terms of good corporate management considering that such small companies do not tend to have a good organizational structure and there is no division of tasks nor good management. Therefore, collaboration with business /industrial world) needs to be strengthened.

5.4 Evaluation of Vocational Program Product

Product evaluation is carried out on aspects such as graduate competence, ready-to-use products, alumni data collection, and participation in competitions. In detail, the evaluation results are shown in table 6.

Table 6. Evaluation of the quality of vocational program graduates

| The Product Aspect | Average | Category |
|---|---------|----------|
| The competence of skill program students | 1,98 | Poor |
| Ready to use products | 1,32 | Bad |
| Alumni data collection | 1,80 | Poor |
| The participation in skill field championship | 1,28 | Poor |
| Average score of all aspects | 1,60 | Poor |

Table 6 shows that in the product aspect, the vocation program at madrasah aliyah is categorized as poor (mean score 1.60 on a scale of 1-3). All indicators display scores in poor and bad categories. The expertise competencies possessed by alumni of vocational madrasah aliyah still do not meet expectations. This is due, among others, to the limitation of practical hours which are only 6 learning hours which are much lower compared to practical hours of vocational high schools. In addition, the time for apprenticeships is only 1.5 months, while the students of vocational high schools are given 6 months for apprenticeship. It was also found that product aspects did not meet expectations because most MA did not have production units. The products produced by the students are still limited to graduation requirements of the program, so they do not have a certified product quality standard. Madrasahs also have limitations in introducing their products to public due to limited forums and events. Data collection on alumni of a program is important because it can be used as a measurement for evaluating the program. However, the findings in the field indicate that almost all MA conducting vocational programs do not have valid alumni data. The madrasah stated that it was difficult to obtain the alumni data because only a few provided feedback about their whereabouts after completing education.

5.5 The Benefit of The Vocational Program

This evaluation includes graduate usability, waiting time to be accepted at business/industrial world, user satisfaction, business/industrial world collaboration to accommodate graduates, program benefits, differentiating attitudes, and program benefits for madrasahs. In detail, the evaluation results are shown in table 7.

Table 7. Evaluation of outcome aspects of Vocational MA

| The Outcome | Average | Category |
|---|---------|-----------|
| The expertise usability in business world | 1,58 | Poor |
| The waiting time of the graduate to be accepted at working/industrial world | 2,18 | Good |
| Users' satisfaction of products produced by the MA graduates | 2,02 | Good |
| Cooperation with working/industrial world in accommodating the alumni | 1,65 | Poor |
| The benefit of the vocational program | 2,73 | Excellent |

| | | |
|---|------|-----------|
| Determinant attitude compared to alumni of other institutions | 2,85 | Excellent |
| The program benefits for the school | 2,87 | Excellent |
| Average Score of Outcome Aspect | 2,27 | Good |

Table 7. presents that the overall benefit of this vocational program is categorized as good (score 2.27 on a scale of 1-3). Even so, there are 2 indicators which belong to poor category, namely the use of expertise in the business world (score 1.58 / poor) and business/industrial world cooperation to accommodate alumni (score 1.65/ poor).

Data collection on alumni which is not running well is also a considerable reason for the low score of graduates who have successfully entered business world. All MA in the research sample stated that they did not know the exact number of their graduates who worked in formal or entrepreneurial sectors. However, it is believed that less than 40% are accepted in the world of work and entrepreneurship where the garment/garment sector (around 50%) is the line of work that accommodates most MA graduates with skills. New graduates who are accepted for work also do not eager to pursue their work for a long time where the possibility of changing jobs or stopping work is still very high, because of work pressure or to continue studying at a higher level.

The research findings also inform that many graduates from the vocational program MA work or become entrepreneurs on fields which are not suitable for their vocational programs. However, there has never been an evaluation of this phenomenon. However, the madrasah stated that the provision of vocational was still very useful because they could be used to earn additional income or just as life skills.

In general, the response of the stake holders to the alumni of the vocational MA is satisfied. This is revealed from the questionnaire filled out by 60 respondents, 43 of whom answered satisfied. Further investigation in the field also reveals that many statements indicate a feeling of dissatisfaction by employers with the hard skills possessed by MA alumni skills. Meanwhile, some employers gave a satisfactory response to the soft skills of MA alumni which were better than vocational public schools (SMK) alumni, especially those related to character, honesty, religiosity, discipline, willingness.

In addition to providing benefits for students/alumni, the vocational program also provides benefits for madrasahs, namely in the form of an increase in student interest in studying at MA. All MAs in the research stated that with the presence of image branding as a vocational madrasah, the interest of prospective students to study at the MA is higher than before.

6 Conclusion

The conclusions based on the descriptions of the research results that have been described are as follows:

1. Vocational madrasah aliyahs have good readiness in organizing vocational programs. Even so, there are still many MAs which need to improve the aspects of facilities and infrastructure to be adequate. In addition, it requires efforts from related parties to procure and upgrade equipment and tools periodically to keep up with technological developments.
2. Vocational madrasah aliyah have shown excellent process aspects. Even so, there are still many madrasah whose implementation has become less effective due to limited teachers, lesson hours, and field work practices. These create an obstacle in achieving expected competency targets.
3. The quality of vocational madrasah aliyah graduates still does not meet expectations (poor category) and therefore needs to be improved.
4. The use of vocational programs for students is a provision to enter the world of work, both to become workers in the formal, non-formal and self-employed sectors. Although there is no definite data, it is admitted that there are still very few alumni who work in accordance with the vocational program taken at MA. In terms of the institution, the presence of a vocational program can attract prospective students to enter the MA, although there are a few who expressed disappointment because the promotion did not match with the reality (due to poor management including the lack of availability of infrastructure).

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