

Context, Input, Process, Product Evaluation of Referred Vocational School Program in Salatiga

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Abstract— The study aimed to evaluate: (1) Context of Referred Vocational School development program implementation in public vocational school 2 Salatiga, (2) Input of Referred Vocational School development program implementation in public vocational school 2 Salatiga, (3) Process of Referred Vocational School development program implementation in public vocational school 2 Salatiga, (4) Product of Referred Vocational School development program implementation in public vocational school 2 Salatiga. This study is evaluation research by using CIPP model (Context, Input, Process, and Product). The data were collected by interview and study of documentation. Steps implemented in data analysis included collection of data, reduction of data, displayed of data and verification of data. Data validation used by techniques and sources triangulation. The results of the study indicated that: (1) from the Context evaluation, the quality gap among vocational school in Salatiga have triggered the needs of Referred Vocational School development program implementation, (2) from the Input evaluation, the program design has answered the need of Referred Vocational School development program implementation as a bridge to overcome the quality gap among vocational schools in Salatiga, and supported by necessary human resources and funds with clear mechanism of work. Although it was still needed more tools and infrastructures that public vocational school 2 Salatiga deserves to be Referred Vocational School in Salatiga, (3) from the Process evaluation, the program of Referred Vocational School has implemented according to government guidelines. Factors supported the program namely: a good team work, a shared commitment to succeeded the program, budget transparency, potential area, tools and infrastructures, teachers and students. Whereas the barrier factors included: different perceptions between Referred Vocational School and vocational school alliances, and also lack of funding support allocated for working along with vocational schools alliance, (4) from the Product evaluation, public vocational school 2 Salatiga already has three vocational schools alliances and succeeded to deliver two of these vocational schools alliance to proposed themselves become Referred Vocational School on 2016. Based on the result of the study, it is recommended that the program should be continuing implemented with some revision on the aspect of communication building between school reference and alliances, also necessary giving funding support for all vocational schools alliances.

Keywords— Program Evaluation, Referred Vocational School, CIPP

I. INTRODUCTION

Vocational education which is excellent and able to respond the market needs become a concern to many people in various countries [1; 2; 3; 4]. But there is no one model which is suitable to be developed for all countries, therefore each country should choose the vocational education development model in accordance to the purpose of their national strategies [5; 6]. Since 2014 the Directorate of Vocational High School which is called SMK in Indonesia, has developed a number of Referred Vocational School which is expected to reach 1,650 Referred Vocational School in 2019. The term of Referred Vocational School in line with vocational school model is developed from single vocational school function organizers to prepare students to enter the workforce in a particular field into vocational school that has multi function organizers on the basis of expediency principles, program coordination, integration of resources: human, money, equipment, materials, and so forth, resource sharing and utilization of information and communication technologies to the maximum [7].

Referred Vocational School is school categorized superior, effective and has great access [8; 9]. Referred Vocational School program itself is organized in order to sustain the realization of Universal Secondary Education policy, which include accelerating the achievement of Gross Enrolment Ratio of Secondary Education to 97% in 2020 [10].

Public vocational school 2 Salatiga is one of the designated schools as Referred Vocational School program implementers. As one of the relatively new program, the evaluation of the program implementation has a strategic role in order to assess whether the program has met the objectives set, and also reveal the contributing factors as well as inhibiting factors toward the implementation of the program. In order to meet the strategic role that the evaluative research on Referred Vocational School is intended to do.

Program evaluation is a series of activities planned in order to collect, analyze and use the information to see the success level of a program [11; 12]. There are many models of program evaluation, but evaluation of Referred Vocational School program at public vocational school 2 Salatiga is done by using CIPP evaluation model (*Context, Input, Process, and Product*) developed by Daniel L. Stufflebeam 1966.

In line with the background described above, the problem in this research are: (1) How does *Context* of Referred

Vocational School program at public vocational school 2 Salatiga, (2) How does *Input* of Referred Vocational School program at public vocational school 2 Salatiga, (3) How does *Process* and any factors that support and inhibit the implementation of Referred Vocational School program at public vocational school 2 Salatiga, and (4) How does *Product* of Referred Vocational School program at public vocational school 2 Salatiga. Therefore the aim of this study is to provide input for Referred Vocational School program organizer about the sustainability of the program itself.

II. RESEARCH METHODS

This study is an evaluative research using CIPP model. The research was conducted at public vocational school 2 Salatiga in Warak Parikshit Street, Salatiga. This study was held from January to April 2016. Data sourced from principals, program coordinators, teachers, students of Referred Vocational School, principals and teachers at vocational schools Alliances obtained by interviews.

Besides using interview techniques, researcher also used study of document technique on analyzed document results, the decree of the program implementation, schedule of activities program implementation, program planning, proposal and implementation programs report, as well as the observations of the school. Data analysis in this study included: (1) data collection, (2) data reduction, (3) data display, and (4) data verification. On data collection phase, data collected through interviews, observation and documentation. After the data was collected, then the data sorted accordance with their respective categories. Once the data had been sorted by category, the next phase was data displayed namely were structured and presented, then drawing conclusions and verification. Validation of data used was triangulation techniques.

III. RESULTS

A. Context of Referred Vocational School Program

Referred Vocational School Program Implementation in public vocational school 2 Salatiga is based on two main points, namely the fulfillment of the needs and requirements of institutional. The gap in terms of the graduates quality, number of students, infrastructures and quality of management among vocational school in Salatiga has triggered the need for the cooperation program among vocational schools, in which one vocational school will provide accompaniment to another vocational schools to jointly promote vocational education in the Salatiga city, in the form of Referred Vocational School. On the other hand public vocational school 2 Salatiga has met the requirements to become Referred Vocational School which has the number of students over 1,000 students, has a School Development Plan (SDP), has a learning group / class as much as 22 classrooms and met the administrative requirements set by the government. The beneficiaries of this program are all vocational schools around the public vocational school 2 Salatiga which are called as vocational schools Alliances.

As a Referred Vocational School, public vocational school 2 Salatiga shall foster 2 or 3 vocational schools in its surrounding in order to assist the government in achieving

educational equity, build schools periphery in order to grow and move forward together so that people can enjoy a quality of vocational school.

B. Input of Referred Vocational School Program

There are six areas of the program that was developed in the program Referred Vocational School at public vocational school 2 Salatiga, namely: (1) vocational school service, (2) vocational school management, (3) Learning Process, (4) Infrastructure, (5) Graduates of vocational school, and (6) vocational school as Community Learning Center. Each field above has several sub-programs are prepared in accordance with the mechanism set by the government. Referred Vocational School Program is a long-term program whose implementation is designed to 5 years.

In order to handle the Referred Vocational School Program, school has formed a special team manager program consisting of: Principal as a responsible, vice principle of Quality Management as Program Coordinator, vice principle of students management as person in charge for vocational school service area, (2) vice principle of Management as person in charge of vocational school's Quality Management, (3) vice principle of curriculum as person in charge for the areas of Learning Process, (4) vice principle of infrastructures management as person in charge of Infrastructure, (5) vice principle of students managements as person in charge of vocational graduates, and (6) vice principle of human relation management as person in charge of vocational schools as Community Learning Center.

Grant in aid of Referred Vocational School program implementation obtained by the central government amounted to 1 billion per year, while funds from the School Committee in 2015 was Rp. 903 750 000. In addition to support infrastructure development costs, a small part of the fund is also used for development costs of six management areas being targeted by Referred Vocational School nor funding for the vocational schools alliances.

Before the introduction of referred vocational school program, public vocational school 2 Salatiga already has a building, garage, land area and adequate facilities to be referred as Referred Vocational School. But the quantity and quality of schools equipment in each workshop place not meet the standards. The equipment of Physics and Chemistry Laboratory also not meet the standards both in terms of quantity and quality. The amount of space is not sufficient when compared with the standard requirements which are 64 classrooms (32 students learning in one group of learning). Building at public vocational school 2 Salatiga also does not have adequate road links.

C. Process of Referred Vocational School Program

In terms of process, a brief overview of the implementation of the six fields of Referred Vocational School program are as follows:

- 1) In the field of vocational services, services provided to students are relatively maximal but the services provided to vocational school Alliances and the communities are not maximal yet. Lack of service to

the community can be seen from the number of students of public vocational school 2 Salatiga has not reached 1800. This is due to the policy of the City Department of Education, which limits the number of students who may be recruited by public vocational school 2 Salatiga as well as the expectations from vocational schools Alliances so Referred Vocational School has to limit its capacity in recruiting new students that vocational schools alliances and other private vocational school could also develop

- 2) In the field of management, school organization, school administration, facilities management of environment, the school management, human resource management and management strategies have been arranged and done well. The organizational structure, job descriptions and personnel administration is well defined for schools applying quality management standards.
- 3) In the field of Infrastructure, school construction financed through the Referred Vocational School Program facilities owned by public vocational school 2 Salatiga has been increasingly supporting Referred Vocational School program, although there is still a shortage of space, namely the unavailability of Practice for the Department of Architecture Engineering and Industrial Electronics Engineering.
- 4) In the field of graduates quality, graduates with a target of achieving a minimum academic qualification and noble national level has been reached, but for the absorption of graduates in the workforce that national and international level has not been as expected. Percentage absorption of graduates reached 70%, nevertheless, the quality of the alumni work of the school does not meet the expectations. Alumni who work at the level above the operator, or who have a salary above 3 million per month are still relatively small. Alumni who work abroad are also still very little. In addition, instead of going straight to work after graduation, most graduates actually continuing education to universities.
- 5) In the field of vocational school as a center of learning, the use of public vocational school 2 Salatiga as a learning center for other schools and community in accordance with the programmed yet. Public vocational school 2 Salatiga has become a comparative study, own the place for doing competency test, the Professional Certification Agency, teaching factory, production units, entrepreneurial activities, and became a place for vocational and computer courses; but on the other hand, place for doing competency test is still not functioning optimally with the proved by least activity of competency test, not many industries that partner with entrepreneurial group of students, as well as the production unit which has not given the maximum income. The results showed the number of MOUs with the industry still below 100. Activities to facilitate the

industry cooperation with vocational schools Alliance is still limited to the field of recruitment.

- 6) Cooperation between Referred Vocational School with vocational schools Alliances constrained by lack of funds allocated. From the service side of multiple functions, schools are not proactive in providing services to vocational schools Alliances, because the school must provide its own funds. Therefore, the cooperation is still very limited in the form of assisting the preparation of the School Development Plan 2015 for vocational schools Alliances.

D. Product of Referred Vocational School Program

Until the year 2015 there have been three vocational schools becoming vocational schools alliances of public vocational school 2 Salatiga, namely Saraswati vocational school, public vocational school 3 and vocational school Muhammadiyah. But the merger of all three vocational schools Alliances do not give real impact in management improvement of vocational school Alliances for cooperation built up is more in the form of provision of information only. Although the cooperation is not accordance with expectations, public vocational school 2 Salatiga has managed to deliver public vocational school 3 and Saraswati vocational school as volunteered to become vocational school on 2016.

In terms of management arrangements, management of vocational school at public vocational school 2 Salatiga have been implemented well, although there are some obstacles. This is proved by the school getting fund aid for the 2nd time and this year become volunteered for the 3rd time. In implementing this vocational school program, physically public vocational school 2 Salatiga has successfully built two buildings and managed to beautify the appearance of vocational school. The school also has the infrastructure in accordance with the demands of the World Business / Industrial World.

For the success in implementing vocational school program that the program give effect to public vocational school 2 Salatiga. The number of visits from different agencies as well as from the Universities proves that people believe in public vocational school 2 Salatiga as well as opening a lot of links. It also increases the confidence of Business World / World Industry so public vocational school 2 Salatiga is often used as a recruitment place from various companies, including cooperation with Foreign Affairs.

IV. DISCUSSION

Things that happens in the implementation of the program, as a manifestation of a policy on referred vocational school at public vocational school 2 Salatiga indicates a disparity in implementation (*implementation gap*). "*Implementation gap is the difference between laws on the books and how they are carried out in practice*" [12]. The study of public policy, including education policy, shows that it is always a gap between what is stipulated in the policy decisions with manifestations in the local context in which the policy was implemented [13; 14; 15; 16].

There are many factors that influence the implementation gaps. But the main reasons for implementation gaps are "...is a sum of several common underlying factors in political, economic, and social and cultural spheres. Political factors include: state bureaucracy, legitimacy of the laws, quality of the laws, and divergent political agendas. Economics factors include: resources to implement the laws, barriers to economic activity, and vested interests. Social and cultural factors include: influence of local elites, social structures, cultural legacy, and institution and incentives matter" [13].

Political factors that affect the implementation gaps of referred vocational school program at public vocational school 2 Salatiga is a factor of the government bureaucracy, is the Department of Education Salatiga. Salatiga Department of Education policy limiting the number of new students who may be accepted by the referred vocational school. Such restrictions make referred vocational school less than optimal in serving the needs of the community or stakeholder. Economic factors affecting the implementation gaps of referred vocational school program at public vocational school 2 Salatiga is a resource for policy implementation. Limited funds to carry out the process of cooperation with schools alliances makes the role of referred vocational school as providers of multi-function on the basis of the expediency principles, program coordination, integration of resources: people, money, equipment, materials, and so forth, resource sharing, and use of technology information and communication maximally has not optimally utilized.

Whereas the cultural factors that affect the implementation gaps of referred vocational school program at public vocational school 2 Salatiga is "cultural legacy" in which the relationship between referred vocational school with vocational schools Alliances assumed to run based on the values of modern bureaucracy, but in reality it is contained by diffidentness' culture. Schools Alliance's are diffident to optimize the function of referred vocational school for considering that referred vocational school has its own busy reflect a strong culture of diffidentness among vocational schools Alliances. Moreover willingness of diffidentness to limit the number of receiving new students, with consideration for vocational schools Alliance as well as another private vocational schools could survive and develop, showing a strong influence of diffidentness' culture at the referred vocational school that opposite with the concept of competitive strategy among schools as recommended by Porter [17].

V. CONCLUSION

Based on this study concluded that referred vocational school program at public vocational school 2 Salatiga has not been fully able to meet the target set by the government. From the contextual perspective, referred vocational school program is needed by the school's stakeholders. From the input perspective, the existing program has fulfilled the school's needs according to referred vocational school regulation with

sufficient human resources, facilities and budgeting. From the process perspective, there are three obstacles encountered in the process of implementing a program namely factor of the local level policy, limited funds and a strong culture of diffidentness among the program implementers. From the product perspective, referred vocational school has helped two of three vocational schools Alliances in preparing those schools become referred vocational school.

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