

# Logic Model Evaluation to Work Oriented Education Program through Joint Madrasah Community

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**Abstract**—Work oriented education program in madrasah aliyah students was initiated by STIT Pariaman Syekh Burhanuddin Pariaman as learners' skills training program formulated into local content subjects. This program provides training assistance for calligraphy creative industries based on digital printing and public speaking. The aim of this research was to evaluate the program in preparing the employable graduates of madrasah and reducing the unemployment. The method of this research used community based research design. Qualitative data analysis including, data display, verification and conclusion. The analysis of quantitative data used independent t-test. Results of research reported that Joint Madrasah Community was proven significant effect on strengthening students' life skills. The success of this program about sixty four point seven percent absorbed by creative industry sector. Recommendation for this Program should be continued to expand the network of madrasah communities by involving a lot of public and private madrasah in Indonesia.

**Keywords**—*Logic Model, Work-Oriented Education Program, Joint Madrasah Community*

## I. BACKGROUND OF THE PROBLEM

Seeing Indonesia Educational Statistical Report in Brief 2012 the Ministry of Education and Culture reported the overall number of madrasah is 44,979 units. It is less than the public schools (elementary, junior high school and vocational), total is 384,269. From 44, 979, of existing madrasah, 3,881 of them are state schools and 41,098 are private. Based on this status, details of the number of madrasah MI, MTs and MA are: 23,071 consisted of 1,686 state schools and 21,385 are private. For MTs are 15,224 which consists of 1,437 state schools and 13,807 are private and for Madrasah Aliyah (MA) amounted to 6,664 madrasa consists of 758 state schools and 5,906 are private. This figure does not include diniyah and pesantren. Of 44,979 the total number of madrasah MI, MTs and MA is only 8.63% which is a state school madrasah remaining 91.37% is private madrasah [1]. Seeing the condition of the institutional status of madrasah can certainly be

concluded that the overall quality of madrasah is still low.

However, the madrasah for the Indonesia people still has an appeal that is quite large. It is evidenced by the continued increase of new students coming into the madrasa from year to year with an average of increasing about 4.3%, so that based on the data CIDIES, in 2012 the estimated number of students reached 7.5 million from 77 million population school age in Indonesia. The problem is, how to accelerate the quality improvement of 44 979 madrasah and 7.5 million students? Improving the quality of education equitably is essential for the issue of the existence of a nation with no distinguishing cultural identity community. Dropping a society of a nation in general proved to be a stumbling block and a source of problems for the nation's journey itself. For that reason, we need to follow the example of countries such as Singapore are working hard to increase the quality of madrasah and Malay education institutions to align their educational institutions in general through the Joint Madrasah System (JMS).

Islamic education reform also occurred in the United States that changed the paradigm of superior and graduates should be able to answer the job market. To accelerate efforts to improve the quality of madrasah was done in the land of Uncle Sam through creative negotiation between Federal and local governments to establish Islamic Educational community that builds creativity and work skills at madrasah students [2]

Conditions assisted community of madrasah graduate has contributed to unemployment than professional workers and academic. It is a big challenge for madrasah. The Human Development Index for Indonesia, run from 121.2 million labor force, only 114 million were absorbed by expanding sectors. It shows about 7.2 millions unemployment or reaches 5.92 percent. Of these, approximately 6.8 million are graduates of secondary schools (*madrasah*) [3]. It is estimated that in 2014 will

contribute 3900 of unemployed graduate in the madrasah aliyah level in West Sumatera [4]

This condition then underlying the College of Sheikh Burhanuddin Pariaman (STIT-SB Pariaman) initiated The Work Oriented Education Program with Joint Madrasah Community in an effort to build the oriented education to the labor market in Padang and Pariaman with a pilot project at MAN Padusunan Pariaman and MAS Darul Ulum of Padang City targeted equip them by life skills education to assist the government programs for reducing the number of unemployed graduates of madrasah in the province of West Sumatra. The program is an accelerated program that was initiated by STIT Sheikh Burhanuddin Pariaman in cooperates with the Local Ministry of Religion Affair in Pariaman. The program is implemented by the Institute of STIT Sheikh Burhanuddin Pariaman involve various elements of stakeholders including the Local Government Pariaman, Local Government of Padang, Ministry of Religious Affairs of Pariaman, Academics STIT SB Pariaman, Principals, Teachers and Board of MAN Padusunan Pariaman and MAS Darul Ulum of Padang City as well as practitioners and Creative Economy Industry Employers in West Sumatra.

This program is a multiyear program with the implementation period for the biennial from 2014 until 2016. Funding of program derived from the Islamic Religious Higher Education from Ministry of Religious Affairs in 2014 and the continuation program was funded by local stakeholders in this regard STIT Sheikh Burhanuddin Pariaman in cooperate with local government of Pariaman and Padang city. Evaluate the success of the program was done using logic evaluation models.

A logic model is the model most often used by social service agencies [5][6]. It is usually designed as a representation that helps regulate the development, implementation, and evaluation. When used as an assessment tool, logic models focus on the essential elements of the program, which helps in identifying evaluation questions that should be asked [7]. Evaluation logic models can also serve to identify the causal relationship between program activities and outcomes [5].

Reasons for using evaluation Logic models are selected for this evaluation allows troubleshoot the appointment of educated unemployment in Pariaman through a program of work-oriented education that is collaborative involving STIT Sheikh Burhanuddin Pariaman and two Madrasah namely MAS Darul Ulum Padang and MAN Padusunan Pariaman incorporated in the Joint Madrasah Community. In addition to the reasons for selecting the evaluation logic model for this program, first, an evaluation logic model has an established track record to manage and measure the performance of the

program. Second, logic models are used to determine the underlying reason for the organization's strategy change and serve as a basis for program planning and evaluation. Third, Logic is suitable for projects involving cooperation between organizations in achieving the effect of the program. Fourth, Evaluation of logic models has measurable indicators towards the achievement of program objectives[8].

## II. METHOD OF EVALUATION OF THE RESEARCH

The method of this research is the evaluation of logic models use a mixed method approach Creswel (2014) namely a mixture of qualitative and quantitative approaches. It is an appropriate approach because this research aims to solve the problems and gain deeper meaning of the grounds both concerning the inputs program, actions, outputs and influence of the programs as well as long-term targets of the program in the MAS Darul Ulum Padang City and MAN Padusunan Pariaman. Qualitative data analysis including, data display, data verification and conclusion and quantitative data analysis can be measured by using independent t-test with SPSS program.

## III. EVALUATION PROGRAM

### A. Output of Public Speaking Training

Through computer calculations by using SPSS version 17.0 is known that score participants of Public Speaking training is equal to 80.96; mode is 96; the middle score (median) of 76.00; and a standard deviation of 11.17. Based on the statistical data can be presented categories propensity participants score of Public Speaking skill can be seen in Table 1 below.

**Table 1. Summary of Score Public Speaking Ability of Volunteer in STIT Sheikh Burhanuddin Pariaman**

No.	Category	Interval	Frequency	(%)
1	Low	<60	0	0.0
2	Good	60-80	5	62.5
3	Very Good	> 80	3	37.5
Amount			8	100

Based on Table 1 above, then score the participant ability of calligraphy in STIT Sheikh Burhanuddin Training is divided into three intervals, i.e. low, good, and excellent. None of the participants who received low scores, the majority get a good score with a value above 60 and as many as 3 or 62, get very good score for the good category.

### B. Output of Calligraphy Training

Through calculations by using SPSS Program is known that the average score (mean) of 85.97; mode

at 96.7; the middle score (median) of 85.00; and a standard deviation of 10.58. Based on the statistical data can be presented categories propensity participants score of Public Speaking skill can be seen in Table 2 below.

**Table 2. Summary Score of Participant Skill in the Calligraphy Training at STIT Sheikh Burhanuddin Pariaman**

No.	Category	Interval	Frequency	(%)
1	Low	<60	0	0.0
2	Good	60-80	2	28.6
3	Very Good	> 80	5	71.4
Amount			7	100

Based on Table 2 above, then ability score of calligraphy trainee in STIT Sheikh Burhanuddin Pariaman is divided into three intervals, i.e. low, good, and excellent. None of the participants who received low scores, the majority scored very well with a value above 80 as many as 5 people or 71.4% and 28.6% who get good grades. .

**C. Comparison of Public Speaking Training Output on Madrasah Students**

The results of t-test performed showed the student's ability in public speaking after following the Program is significantly different with before as seen on Tabel 3 below.

**Table 3. Hypothesis Independent t Test**

Data	N	min	t-count	Sig	df	Information
After	42	3:91	13 334	0030	82	0.040> 0.05
Before	42	3:47				Significant

Results of SPSS show the significance level of  $0.000 < 0.05$ , It means that there is a significant difference of Students' Public Speaking Skills before and after following the program at MAS Darul Ulum Padang City. It means the program has proven effective can improve student life skills which help them enable to find a job after finishing their school.

**D. Comparison Students Calligraphy Skill Before and After Training**

Having ascertained through normality test the data, there are differences in student calligraphy skills before and after following the training. The results of independent t-test showed the difference score of the student calligraphy skills before and after attending in the training program of work oriented education at MAN Padusunan Pariaman as shown in the table below:

**Table 4. Hypothesis Independent t Test**

Data	N	min	t-hit	Sig	df	Information
Students Program	20	16:5	7186	0013	38	0.040> 0.05
Students Non Program	20	16:4				Significant

Results of SPSS show the significance level of  $0.040 < 0.05$ , It means that there is a significant difference of Students' Calligraphy Skills before and

after following the program at MAN Padusunan Pariaman. It means the program has proven effective can improve student life skills which help them enable to find a job in sector of calligraphy industry after finishing their school.

**IV. DISCUSSION**

Implementation of the Work Oriented Education program in order to enhance madrasah students' life skills through training calligraphy and public speaking cross madarasah in joint madrasah community in Pariaman initiated by STIT Sheikh Burhanuddin Pariaman. This program insist madrasa students after graduating get ready-made and ready to work and simultaneously reduce the unemployment rate of Madrasah graduates in west Sumatera by forming The Joint Madrasah Community along MAS Darul Ulum Padang and MAN Padusunan Pariaman in 2015 as a pilot project funded by the Directorate General of Islamic Higher Education.

Madrasah Aliyah graduate should also be prepared to change themselves with *we serve the real world*, that is what is issued by the institution can be served by the world of work, and vice versa. In line with the change from *supply driven* to *demand driven*, on the model of teaching general subjects to a competency-based program, is necessary to the flexibility that allows for the implementation of the industrial working practices, and the implementation of the principle of *multi-entry multi-exit*.

This principle allows the madrasa students who already have a number of units of certain abilities (for program teaching competency-based), obtain employment opportunities in the world, the students will allow more skilled after graduation, enable to accept in the industrial world or even they can open their own business into independent entrepreneur with the skills that they had obtained from the program of work oriented education program, then it is supply-driven to demand-driven that encourages academics of STIT Sheikh Burhanuddin Pariaman build madrasah community to provide the subject matter of life skills needed in the industries such as public speaking to journalism and broadcasting industry and the art of calligraphy in the digital printing industry.

The main purpose of this activity is to provide volunteers to be placed in Madrasah Aliyah incorporated in the Joint Madrasah Community as assistance for running the program of Public Speaking Training and calligraphy that can deliver madrasah graduates to get a job in the journalism and broadcasting industry. The use of logic models become tools that help carry out the process, the evaluation focuses on the utilization of work-oriented education program that needs to be given to

the Madrasah students in order to have a good life skills after graduating and ready to compete in the world of work. Logic models proved to be a useful tool for highlighting the connections for the purpose of program activities and results of next year's projection.

The evaluation process of logic models facilitates the analysis of the impact on the program. By comparing the madrasa students who take the work-oriented education program to students who do not follow the program can be measured significance. Patton (2008) describes the "use a different analysis to measure the impact of the program is not free from evaluation of work[6]

Transparency models and the willingness of teachers and students to share experiences about the program provides an opportunity to perform their reflective and evaluate program progress to establish a sustainable program on the basis of program benefits which is felt by students. The students are also aware of the changes that are made throughout the year that reflects their response to the evaluation. It is a testament to them that they are valued opinions and feedback and again give them a model of what is expected of them, a teacher who provides life skills education for their future.

Evaluation itself is a catalyst for learning activities. By using a more systematic evaluation, monitoring and record the activities of the program from time to time to track changes in the results on the program; change and the perceived benefits of students in work-oriented education program to increase their skills. Subject of students in the program to improve students' life skills necessary. It can be done by using logic models for evaluation this the program[10].

The model curriculum developed in the Program of Work Oriented Education for extracurricular learning programs at the school are Public Speaking training and Calligraphy with local curriculum as sustainable learning. The purpose of building the joint madrasah communities are to:

1. Equip students to get Public Speaking Skill and calligraphy through the local curriculum or extra-curricular activities at school
2. Developing students' discipline
3. Creating a good character building
4. Making it easier for students to get a job.
5. Creating graduates with high skill for get ready to work.
6. Improving and creating excellence, as well as provisions to adapt on the development of science and technology.
7. Teaching by recognizing expertise gained from anywhere and in any way the competences acquired (*Recognition of Prior Learning*)

Empirical fact of these activities proving that their training can build work experience for students and make them better so that they are able to form the ability to do any work with the competence of good work, but engineering education formal currently not recognize the competence of an individual derived from work experience, and only acknowledging what students obtained from the process learned to teach in schools.

*Recognition of Prior Learning* able to provide capabilities and respect for the competencies possessed by someone. This system will motivate a lot of people who already have a certain competence, such as work experience, training and business experience to gain recognition as a provision for continuing education and training.

For the presence of the Joint Madrasah Community in Pariaman play this role to provide opportunities as possible to the students of Madrasah Aliyah in Pariaman and Padang to get a model of this kind of education through training to answer the challenges of industrial world. The program has been able to provide training programs of Public Speaking and Writing Art Calligraphy, due to lack of funding. This program just involve two Madrasah namely MAS Darul Ulum Padang and MAN Padasunan Pariaman, for the next year the program continued with outreach Private Madrasah Aliyah and others in West Sumatera with a continuous work projects each year. With the program of Joint Madrasah Community has been shown to unlock insights and opportunities for madrasa students who had already had the skills that are useful to the industry that need to be sharpened through this program by building models of learning and training that are supply-driven to demand-driven through the local curriculum.

After doing the training event of Public Speaking on the program of Joint Madrasah Community at MAS Darul Ulum Padang, the participants showed an average increase in value of 49.75 becomes 7:00. Measured from indicator score of masss communication skills through training of Public Speaking enable the skill of students' public speaking increased by 82.5%.

Likewise with the calligraphy training in MAN Padasunan Pariaman showed an average increase in value of 49.75 becomes 7:00 .Through training of Public Speaking enables his skill of students' public speaking increased by 90.0%. The implication of logic model evaluation report is possible to determine the continuation of the program or not. From the result can be concluded that the program should be continued.

## V. CONCLUSION

Work Oriented Education Program through Joint Madrasah Community initiated by STIT Sheikh Burhanuddin Pariaman to revive local content of learning calligraphy and public speaking as life skills for madrasah students to prepare graduates ready to work in the calligraphy industrial sector and journalism. This program succeeded in increasing the students' public speaking skills at MAS Darul Ulum Padang City with an increase of students' Public Speaking ability in the good category and absorbed 64.71% in the line of journalism and broadcasting sectors. In addition, this program succeeded in increasing student calligraphy skills at Madrasah Aliyah Negeri Padusunan Pariaman with absorption of labor achievements of graduates reached 70 percent in the sector of digital printing work and calligraphy industry.

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