

## **ANALYSIS OF THE NEEDS FOR THE DEVELOPMENT OF VOCATIONAL SKILLS EDUCATION PROGRAM EVALUATION INSTRUMENTS**

Dewi Kurniati<sup>1\*</sup>, Munawir Yusuf<sup>2</sup>, Subagya<sup>3</sup>

<sup>1</sup>Universitas Sebelas Maret, Indonesia

<sup>2</sup>Universitas Sebelas Maret, Indonesia

<sup>3</sup>Universitas Sebelas Maret, Indonesia

\*Corresponding Email: [dewikurniati@student.uns.ac.id](mailto:dewikurniati@student.uns.ac.id)

### **Abstract**

Educational programs in their implementation require evaluation so that the goals that have been set can be achieved. Program implementation must adapt to environmental conditions and existing developments in science and technology. The purpose of this study was to analyze the need for developing evaluation instruments for vocational skills education programs. The research method uses a descriptive qualitative research approach. The results of the study indicate that an evaluation instrument is needed that can evaluate the problems of a comprehensive vocational skills education program. The evaluation model that fits the needs is the CIPP model because it can evaluate comprehensively.

**Keywords:** program evaluation, vocational skills education, CIPP

### **Abstrak**

Program pendidikan dalam pelaksanaannya memerlukan evaluasi agar tujuan yang telah ditetapkan dapat tercapai. Pelaksanaan program harus menyesuaikan dengan kondisi lingkungan dan perkembangan ilmu pengetahuan dan teknologi yang ada. Tujuan penelitian ini adalah menganalisis perlunya pengembangan instrumen evaluasi program pendidikan keterampilan vokasi. Metode penelitian menggunakan pendekatan penelitian kualitatif deskriptif. Hasil penelitian menunjukkan bahwa diperlukan suatu instrumen evaluasi yang dapat mengevaluasi permasalahan program pendidikan keterampilan vokasi secara komprehensif. Model evaluasi yang sesuai dengan kebutuhan adalah model CIPP karena dapat melakukan evaluasi secara komprehensif.

**Kata kunci:** evaluasi program, pendidikan keterampilan kejuruan, CIPP

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## **INTRODUCTION**

Special education programs for children and youth with special needs have specifications that are different from educational programs intended for children and youth under normal conditions (Septianti et al., 2021). Development of skill abilities for children with special needs requires a management in their development, so that the business is effective and on target (Chuan & Ibsen, 2022). The skills training program has been integrated into the entire education system in schools (Anggeriyane, 2020).

The teacher plays an active role in motivating and encouraging students. Thus it raises their interest in skills training (Chiang et al., 2022). Students get the same opportunities in training as normal students have (Gusti, 2021). Education services for the future of mentally retarded children require seriousness from all parties, and specifically by special schools (Sholawati, 2019). Service programs must be able to develop their potential so that they can work or be accepted to work in places of business

and can live properly with the people in their environment (Adibussholeh & Wahyuni, 2021).

Education that deliberately equips students with life skills, in an integrative way combines generic and specific skills to solve and overcome life's problems (Hamidaturrohmah & Mulyani, 2020). Education must be functional and have clear benefits for students, so that it is not just an accumulation of meaningless knowledge (Taufik & Rahayu, 2021). Therefore, they are capable and skilled in carrying out their lives, maintaining and carrying out the development of life for special school students by implementing life skills education that will provide basic provisions to support everyday life (Yesil et al., 2022).

Wang & Wang (2023) explain that evaluation is a process for providing information about the extent to which a particular activity has been achieved. The difference in achievement is with a certain standard to find out whether there is a difference between the two, and how the benefits that have been conducted are compared to the expectations to be obtained (Sanjaya, 2016). Evaluation is an activity conducted by gathering information from a program that is implemented to be analyzed, assessed, measured and conclusions or decisions drawn (Churiyah et al., 2022).

Based on the results of a preliminary study at the Kendal State Special School, it found that the number of teaching staff was still lacking. Class teachers are currently still teaching on their own without any skills teachers. This makes the teacher unable to manage the class properly. Currently, there are still skilled teachers who are taught by teachers who are not linear, so that their material skills and teaching abilities are still inadequate. The total number of teachers as a whole is also still relatively inadequate when compared to the number of existing study groups. The results of interviews with the vice principal of the curriculum section found that at the Kendal State Special School the curriculum was not in accordance with the applicable competency standards. Teachers teach based on the existing special school curriculum without further studying specific competency standards for the vocational skills of children with special needs.

Based on the explanation above, the purpose of this study was to analyze the need for developing evaluation instruments for vocational skills education programs.

## **METHOD**

The research uses qualitative methods because researchers develop evaluation instruments for vocational skills education programs. The qualitative research method was chosen because this research analyze the weaknesses or deficiencies that exist in the field so that appropriate instruments are developed to evaluate the program. The research location was conducted at the Kendal State Special School.

The main research subjects were teachers, school principals, and students at Kendal State Special School in 2023. Subjects were chosen because these informants knew and understood the problems so they could be asked to become research informants.

Data collection techniques used in this study were interviews, site visits, studying documents,

and studying literature. Structured interviews with informants have purpose to find data or information that can answer research problems. The documentation used is the learning tools and educational curriculum used by the school.

Data analysis techniques in this study used qualitative analysis. Qualitative analysis is analysis by describing data in the form of sentences or paragraphs so that it can be used for generalizations or drawing conclusions from research.

## **RESULTS AND DISCUSSION**

The main problem found during the research was the ineffectiveness of the learning process that took place at the Kendal State Special School. Teaching learning activity experiences many obstacles faced by teachers and students. The results of the observation found that the teacher had difficulty managing and conditioning students during the learning process.

The results of interviews with school principals explained that the number of teachers in Kendal State Special School was still inadequate. The number of teachers is not proportional to the number of students there. According to him, the number of teachers in schools with students with special needs cannot be equated with the number of teachers in regular schools. Even though the number of students in special schools is small, if the number of teachers is inadequate, it will be difficult to control and manage learning.

The results of observations in the field found that the existing teacher skills were also not appropriate or linear with the education they had. All skills teachers at Kendal State Special School do not have educational backgrounds and ability backgrounds that match the skills being taught. However, because the skills curriculum must still be taught to students, skills learning is still taught by existing class teachers. Therefore, teachers do not have good skills and in practice they are often confused in managing skills learning for children with special needs.

The research results also found that the curriculum used in the learning process was the 2013 curriculum. Schools in learning activities still used the 2013 curriculum and had not yet developed an independent curriculum that was in accordance with school needs.

The results of observations show that many educational facilities and infrastructure have been damaged and are not suitable for the implementation of education. However, because there has been no fulfillment and completion of learning tools from the government, the existing facilities are used as much as possible. There are some children who have difficulty participating in learning activities because of the lack of facilities provided by the school.

Based on the results of this study, in order to improve the implementation of vocational skills education, an evaluation instrument for the program is needed. Evaluating programs is related to decision making in which decisions are taken to follow up on programs that are already implemented.

Farida (2017) explains that in implementing an evaluation the following principles need to be considered:

- Valid, meaning that an evaluation must be based on data that describes the competence to be measured and measuring instruments that are appropriate to what is to be measured.
- Objective, it means that evaluation based on clear and measurable criteria and procedures, as well as minimizing the emotional influence of the evaluator.
- Fair, meaning that an evaluation is not detrimental due to certain circumstances, for example religion, race, culture, ethnicity and background.
- Integrated, meaning that an evaluation is an inseparable component of activities in an educational program
- Open, meaning that in conducting an evaluation matters such as procedures, assessment criteria and basis for decision making can be known by interested parties.
- Comprehensive and continuous.
- Systematic, meaning that the evaluation is conducted in a planned, gradual manner in a clear sequence or steps.
- Guided by the criteria, an evaluation must be based on clear references and guidelines in accordance with the competency standards to be assessed.
- Accountable, meaning that the evaluation can be accounted for in terms of procedures, techniques and results.

One of the centralized program evaluation models for decision making is the CIPP evaluation model, the reason for choosing this model is because of its proximity to systematic program evaluation which includes program components, processes, and objectives (Sudjana, 2016). Evaluation with the CIPP model, in principle, supports the decision-making process by proposing alternative selections and following up on the consequences of a decision.

The CIPP model has several advantages and disadvantages for evaluating, including:

- CIPP has a holistic approach to evaluation, aiming to provide a very detailed and broad picture of a project, from its context to the implementation process.
- CIPP has the potential to move in the area of formative and summative evaluation. Therefore, it is equally good in helping to make improvements while the program is running, as well as providing final information.

Stufflebleam & Zhang (2017) argues that apart from the advantages of the CIPP model mentioned above, the CIPP model can not only be conducted when an innovation is about to be implemented or has not been implemented, but the CIPP model can still be carried out even though an educational unit has conducted the program or curriculum development. This is the reason why researchers use the CIPP evaluation model because when researchers arrive in the school, the curriculum program is already implemented.

This model is used because it is a comprehensive evaluation model for evaluating a program. This CIPP evaluation leads to a formative and summative evaluation of the research object. The

components used for CIPP evaluation including:

- Context Evaluation. Context evaluation is a description and specification of the background program environment that influences the goals and strategies to be developed or achieved in the program system, program legality, environmental support, population characteristics and program goals and objectives.
- Legality
- Program Objectives
- object characteristics
- Input Evaluation. Input evaluation is to help prescribe a program that is used to bring about changes regarding needs. Input evaluation provides information about aspects of infrastructure that support the achievement of the stated program objectives. The input components include indicators: human resources (program targets, mentors and program managers), training materials, types of activities, supporting facilities and infrastructure, funds/budgets, necessary procedures or regulations.

Process evaluation is evaluating the implementation and program procedures that are being implemented to detect or predict deficiencies in the activity procedure design. The process component includes indicators: preparation, empowerment process, business guidance, partnership, program implementation control, obstacles/support encountered during program implementation.

- Initial assessment of students with special needs
- Implementation of curriculum in learning
- Implementation of teaching learning modules
- Implementation of child development assessment.
- Product Evaluation

Evaluation of the product to be achieved is to evaluate the achievement of service targets, whether the activity targets were achieved or not, whether the program answered the needs of stakeholders, who would benefit from the program, who was responsible for the program, whether there were funds for implementing the program, how the infrastructure, work mechanism and implementation schedule.

## CONCLUSION

Based on the results of the research, it can be concluded that in order to evaluate vocational skills education programs, it is necessary to develop a CIPP model evaluation instrument ( *Context, Input, Process, and Product* ). The instrument with the CIPP model can evaluate all components of the vocational skills education program because it is comprehensive

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