

An evaluation of the vocational skill learning program at Madrasah Aliyah Negeri of Yogyakarta Special Region

Muhammad Andhika*; Sudji Munadi

Universitas Negeri Yogyakarta, Indonesia

*Corresponding Author. E-mail: andhikamuhammad1210@gmail.com

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ABSTRACT

This study aims to evaluate the vocational skills learning program at *Madrasah Aliyah Negeri* (MAN) of Yogyakarta Special Region with components that include: (1) learning plans (antecedents); (2) Implementation of learning (transactions); and (3) Learning outcomes (outcomes). This study uses a quantitative approach and a Countenance Stake evaluation model. The evaluation was carried out at MAN 1 Sleman, MAN 2 Bantul, and MAN 2 Kulon Progo from February to June 2020. The data collection instruments in this study used observation sheets, document review sheets, and questionnaires. The validity used is in the form of content validity and construct validity, while for reliability, Cronbach's Alpha and Intra-class Correlation Coefficient were used. The results show that: (1) planning (antecedents) of learning skills in MAN of Yogyakarta Special Region is in a good category with a percentage of 66.21%; (2) the implementation (transaction) of learning, the results using the observation technique reach excellent category (86.11%), and the questionnaire technique is in good category (78.49%). Meanwhile, in the implementation of the learning assessment, both document review and questionnaire techniques obtained good categories (68.35% and 75.05%); (3) the outcomes of students' final semester exams on skills learning in MAN of Yogyakarta Special Region reach 100% of passing the standard of each *madrasah*.

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INTRODUCTION

The open unemployment rate of the Indonesian population in August 2020 reached 7.07%, this figure increased by 1.84% from 2019 (Badan Pusat Statistik, 2019). To overcome this problem, the government has prioritized vocational education as one of the main focuses (Direktorat Jenderal Pendidikan Vokasi, 2021). The goal is that students have special skills to meet the needs of the industrial/work world (Jabarullah & Hussain, 2019). In this case, companies and schools will have better engagement and a competitive advantage in recruiting workers according to company needs (Olazaran et al., 2019). Thus, vocational skills can bring broad benefits to economic and social change (Aldossari, 2020).

Vocational high school (*Sekolah Menengah Kejuruan* or SMK) and vocational *Madrasah Aliyah* (*Madrasah Aliyah Vokasi* or MAK) are two models of vocational schools managed by different ministries in Indonesia. SMK is under the auspices of the Ministry of Education, Culture, Research, and Technology, while MAK is under the Ministry of Religious Affairs. The striking difference between these two types of schools is in their religious subjects. MAK students study more and more deeply Islamic religious subjects than SMK students.

The world of work requires workers who have not only hard skills, but also have soft skills and a good attitude so that they are able to be responsible for various complicated jobs (Tsirkas et al., 2020). Interestingly, the needs of the formal economic sector emphasize that

soft skills (religiosity, morals, ethics, creativity, and others) are something that must be improved rather than technical skills by everyone, including *Madrasah Aliyah* (MA) graduates. However, in general, MA graduates have better soft skills compared to general school graduates ([The Education Sector of Analytical And Capacity Development Partnership \(ACDP\), 2017](#)). The characteristics of *Madrasah* in Indonesia are excessive diverse, including state *Madrasah*, private *Madrasah* managed by the community, academic *Madrasah*, Islamic boarding school-based *Madrasah*, religious program *Madrasah*, vocational *Madrasah*, *Madrasah* with skill program, and others ([Decree of the Ministry of Religious Affairs No. 184 of 2019](#)).

Nevertheless, the number of State MAK in Indonesia is minimal, namely, there are only two: in Ende; Nusa Tenggara Timur, and in Boolang Mongondow; Sulawesi Utara ([Safitri & Marlina, 2019](#)). Meanwhile, the existence of MA skills programs that have emerged in Indonesia could not be separated from the education quality and unsatisfactory graduates. The reality at that time, only a handful of MA graduates continued their education to a higher level. The quality of education is still a long way from being compared to general school graduates, while for religious knowledge, graduates from Islamic boarding schools are still lagging behind ([Suprihatiningsih, 2017](#)). The vocational skills program at MA is an initiation from the Ministry of Religious Affairs with the aim that MA graduates who are unable to continue to higher education could become more independent and could apply for jobs in the business/industry world ([Widodo, 1998](#)).

MA Skills Program is an MA with a curriculum structure like MA in general, but it has additional programs in the form of cross-interest skills ([Decree of the Director General of Islamic Education No. 1023 of 2016](#)). This MA skills program could not be equated with a vocational MA (MAK). Based on the [Decree of the Ministry of Religious Affairs No. 184 of 2019](#), the allocation of teaching hours for vocational skills specialization at MAK in the curriculum structure is 24 hours a week, while at MA plus Skills Program only runs six hours per week. Compared to the MA Skills Program, it appears that MAK is indeed focused on preparing students to be skilled in the vocational field and ready to enter the business/industry world after graduation.

In Indonesia, there are 234 MAs spread across various regions with skills programs ([Suprihatiningsih, 2016](#)). In February 2020, the researcher conducted a pre-research by interviewing the Head of the *Madrasah* Education Division at the regional office of the Ministry of Religious Affairs of the Special Region of Yogyakarta. The information obtained was that as many as five *Madrasah Aliyah Negeri* (MAN) of Yogyakarta Special Region have skills programs that are integrated with the curriculum of intracurricular activities. These skills subjects focus on technology, vocational, and agriculture. Five MANs that have obtained permission to organize this skills program were: MAN 1 Sleman (Godean), MAN 5 Sleman (Tempel), MAN 2 Kulon Progo (Wates), MAN 3 Kulon Progo (Kulon Progo), and MAN 2 Bantul (Sabdodadi). However, the focus of this research is on MAN 1 Sleman, MAN 2 Kulon Progo, and MAN 2 Bantul with consideration of the completeness of facilities, student achievement in the field of skills, and the learning process.

From the results of the pre-research, the competencies obtained by MA students in this skills program are different from those of the MAK, so the quality of the students in terms of skills is, of course, different. This is undeniable because the quantity of lesson hours in the curriculum is also different. Nevertheless, some things could be maximized in the process of learning skills in MA so that the quality of the human resources produced could compete. Examples are from the technical side of learning management in the classroom and work laboratory, as well as the assessment system for skills subjects. Past research has proven that the management of a classroom that has a goal structure will have a significant impact on student engagement and their learning outcomes ([Berger & Girardet, 2021](#)). Likewise, the right assessment system is an important aspect for teachers to measure student readiness, improve teaching methods, and provide advanced guidance to students ([Retnawati et al., 2016](#)).

Some things that need to be considered by teachers to overcome this include teaching preparation (Gurley, 2018). In this context, teaching preparation is the teacher making teaching objectives, planning teaching steps, and preparing teaching aids (Boss & Larmer, 2018). In addition, preparation for the learning process and assessment must also pay attention to effective and efficient steps (Government Regulation No. 32 of 2013 article 19(3)). Based on the aforementioned description, this research focuses on evaluating the vocational skills learning program at MAN of Yogyakarta Special Region which includes the antecedents, transactions, and outcomes stages of the learning process.

RESEARCH METHOD

Research Type and Evaluation Model

This study is a quantitative research employing the Countenance Stake program evaluation model. This Countenance Stake evaluation model consists of the learning plans (antecedents), the implementation process and learning assessment (transactions), and learning outcomes (outcomes) (Stake, 1967). At the antecedents stage, the data were collected using documentation technique to see the suitability of teacher administration preparation, namely the lesson plan. This lesson plan is sourced from the teacher. Then in the stage of the transaction, the questionnaire technique was used for students, the observation technique was used for both skill teachers and students, and documentation techniques were used for skills teachers to see the suitability of the learning process with the lesson plans that have been prepared previously. Meanwhile, at the outcomes stage, the documentation technique was used with the vocational skill teacher as a data source to see the final score on the student's semester report cards on skills subjects following the Minimum Completeness Criteria (KKM).

Research Setting and Sample

This evaluation was conducted in February-June 2020 at three MANs in Special Region of Yogyakarta: MAN 1 Sleman, MAN 2 Bantul, and MAN 2 Kulon Progo. The respondents in the questionnaire were class XI students in the field of technology skills (shown in Table 1) selected using proportionate stratified random sampling technique.

Table 1. Questionnaire Respondents at MAN Special Region of Yogyakarta

No.	Madrasah Name	The Number of Students	The Number of Respondents	Vocational Skills Teacher
1.	MAN 1 Sleman	126	96	4
2.	MAN 2 Kulon Progo	48	43	2
3.	MAN 2 Bantul	104	83	2
The number of samples			222	8

Validity and Reliability

The validity used in this research was content and construct validity. Content validity is used in questionnaires, documentation review sheets, and observation sheets. The instrument that has been compiled by this researcher was then submitted to three experts (*expert judgement*) in the field of evaluation and vocational/skills education. The experts then gave a score which was then processed using the Aiken formula. while construct validity was only used in questionnaires with Exploratory Factor Analysis (EFA). In addition, all instruments of this study also calculated the coefficient of reliability. In the questionnaire instrument, to see the reliability, the Cronbach Alpha formula was used. Meanwhile, to calculate the reliability coefficient of the document review sheet and the observation sheet using the Intraclass Correlation Coefficient (ICC) formula.

The results of the content validity test show that the document review instrument consists of 49 items, namely 0.869 (very high), while the results of the content validity of the observation sheet instrument of 35 items are 0.921, which means it is very high. Very high criteria are also obtained on the content validity of the questionnaire instrument consisting of 50 items, namely 0.885. Construct validity with EFA on the questionnaire instrument is obtained, namely the Kaiser Meyer Olkin (KMO) value of 0.712 (> 0.5), then one item was worth less than 0.5 from the Measure of Sampling Adequacy (MSA) so the questionnaire contains 49 items. The total value of variance explained is 66.07% (greater than 50%), and the coefficient on the Rotated Component Matrix is greater than 0.5, found in 14 factors that affect 49 items in the questionnaire. The reliability of the document review sheet and the observation sheet is included in the intermediate to a good category: 0.467 and 0.503, respectively, unlike the reliability of the questionnaire instrument, namely 0.921, included in the very good category.

Success Criteria

Quantitative data analysis was used to analyze data obtained from questionnaires, document review sheets, and observation sheets. From the data analysis results, categorization was done according to level. The value of the analysis results obtained in each aspect of the learning evaluation was calculated as a percentage, then compared with the evaluation success category in the program success measurement table (Arikunto, 2018). The evaluation criteria were used to refer to the regulations and implementation guidelines in the Regulation of the Minister of Education and Culture No. 21, No. 22, and No. 23 of 2016.

FINDINGS AND DISCUSSION

Findings

Evaluation of Planning (Antecedents)

At this learning planning stage, the instrument analyzed was the lesson plan, or is also known as the Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran* or RPP) from the MAN vocational skills teacher. The observed aspects of this RPP component are components of the completeness and quality of the lesson plan. A total of six lesson plans from eight skill teachers were analyzed in the evaluation of this planning stage. Two teachers did not prepare RPP as a guide for the learning process. These two teachers are multimedia skills teachers for class XI MAN 2 Bantul and electronics skills teachers for class XI MAN 2 Kulon Progo. The total consists of 39 items on the RPP review sheet instrument used with an assessment score range of 0-2. Thus, the highest ideal score is 72 and the lowest ideal score is 0.

The difference in the RPP achievement score is quite visible in each *madrasah*. The highest score was achieved by MAN 1 Sleman with an average score of 75.5, while MAN 2 Bantul achieved an average score of 38.5, and the smallest score was achieved by MAN 2 Kulon Progo with an average score of 29. MAN 2 Bantul and MAN 2 Kulon Progo obtained this low average score since there was one teacher from each MAN who did not make RPP. Thus, the analysis given to the teacher who did not make the RPP was given a score of 0 out of 39 RPP component items. This is of course enormously influential on the sum and average score of RPP in a *madrasah*. Furthermore, the analysis was done on the evaluation of the antecedents stage by categorizing the achievement scores of MAN of Yogyakarta Special Region.

Table 2 and Table 3 show that the planning stage of vocational skills learning at MAN of Yogyakarta Special Region has various achievements. At MAN 1 Sleman, the achievement of learning planning is in the very good category. It is different from the other two MANs, namely MAN 2 Bantul and MAN 2 Kulon Progo which get good and less good categories respectively at this learning planning stage.

Table 2. Overall Achievement of Vocational RPP at MANs Yogyakarta Special Region

Interval	Criteria	Overall Achievement	Category
$X < 18$	Not Good		
$18 \leq X < 36$	Less Good	47.67	Good
$36 \leq X \leq 54$	Good		
$X \geq 54$	Very Good		

Table 3. Achievement of Vocational Learning Plan of MANs in Yogyakarta Special Region

Madrasah Name	Achievement	Category
MAN 1 Sleman	75.5	Very Good
MAN 2 Bantul	38.5	Good
MAN 2 Kulon Progo	29	Less Good

$$\text{Score} = \frac{47.67}{72} \times 100\% = 66.21\% \dots\dots\dots (1)$$

Thus, the average achievement score of the entire MAN of Yogyakarta Special Region as shown in Table 2 and Table 3 is 47.67, which is in the ideal range of $36 \leq X \leq 54$. It means that the overall planning of skills learning in MANs of Yogyakarta Special Region is in a good category. Furthermore, to determine the achievement criteria for the preparation of vocational skills learning at the MANs, a percentage analysis was carried out with Formula (1). Therefore, the evaluation of vocational skills learning planning at the MANs is in a good category.

Evaluation of Implementation (Transactions)

The implementation stage of learning (transactions) is divided into the stages of learning implementation process and skills learning assessment. Each of which is elaborated as follows.

Learning Implementation Process

Instruments of observation sheets and questionnaires were used to collect data at the evaluation stage of the implementation of vocational skills learning at the MANs. The observation technique was done in the classroom aimed at seeing the process of learning skills in the MANs directly by assessing various aspects. Meanwhile, questionnaires were used to obtain data or answers directly from students regarding the process of learning these skills.

Observation Results

The evaluators observed the teacher when learning took place in the classroom. There are 35 items in this observation instrument consisting of three aspects of the learning process observed, namely preliminary activities, core activities, and closing activities. After analyzing the achievement score, the highest score from the observation sheet is 70 and the lowest is 0.

The average score obtained from the observation analysis as a whole is 60.28. MAN 1 Sleman achieved a score of 62.6, MAN 2 Bantul of 61.5, and MAN 2 Kulon Progo reached 56.75. Based on the calculation of these scores, both overall and per *madrasah* are in the very good category in the implementation of skills learning (score range $X \geq 53$). Table 4 shows the achievement of the process of implementing skills learning at the MANs as a whole.

Meanwhile, the highest ideal score is 26 for the preliminary activity stage and the lowest is 0. For the core activity stage, the highest ideal score is 38 and the lowest is 0. For closing activities, the highest ideal score is 6 and the smallest is 0. Overall, the MANs carried out vocational skills learning process activities with an average score of 20.93 (interval $X \geq 20.5$) in this preliminary activity, followed by core activities and closing activities with average score of 34.26 ($X \geq 29.5$) and 5.18 ($X \geq 4.5$). Thus, the implementation of vocational skills learning at the MANs in each learning stage is in the very good achievement category, shown in Table 5.

Table 4. Achievement of Overall Learning Implementation at MANs of Yogyakarta Special Region

Score X	Criteria	Implementation Achievement Score	Category
$X < 17$	Not Good		
$17 \leq X < 35$	Less Good		
$35 \leq X \leq 53$	Good	60.28	Very Good
$X \geq 53$	Very Good		

Table 5. Achievements of Learning Implementation Stages at MANs of Yogyakarta Special Region

Stages of Learning Implementation	Average Achievement	Category
Preliminary Activities	20.93	Very Good
Core Activities	34.26	Very Good
Closing Activities	5.18	Very Good

On the other hand, the achievement of the average score of this learning implementation is different from the achievement of the overall score. MAN 1 Sleman achieved 22.8 in the preliminary activity, while for the core activity it reached 34.6, then the closing activity was 5.2. It is different from MAN 2 Bantul which achieved a score of 22 in the preliminary activity, 34.5 for the core activity, and 5 in the closing activity. The smallest score in the preliminary activity was obtained by MAN 2 Kulon Progo with a score of 18. The achievement of this score was relatively the same as the other two MANs that achieved 33.67 in the core activity, and a score of 5.33 in the closing activity.

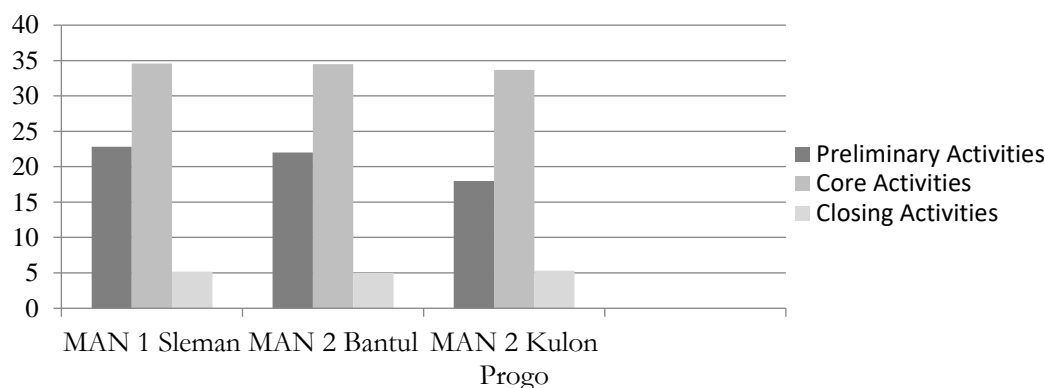


Figure 1. Learning Planning Achievement of Each Stage at MANs of Yogyakarta Special Region

Based on the comparison of achievement scores presented in Figure 1, the skill teachers at MAN 1 Sleman and MAN 2 Bantul have carried out preliminary activities, core activities, and closing activities very well. Meanwhile, MAN 2 Kulon Progo achieved a different score in its preliminary activity, which was in the good category. In the core activities and closing activities, the other two MANs achieved the very good category. Therefore, the overall achievement value of the process of implementing skills learning at the MANs obtained a score of 60.28. Then, the percentage of the implementation of these vocational skills learning activities are as follows.

$$\text{Observation Score} = \frac{60.28}{70} \times 100\% = 86.11\%$$

Thus, the evaluation of the implementation of the vocational skills learning process at the MANs through observation techniques is in the very good category.

Questionnaire Results

The questionnaire instrument for the implementation of this learning process was distributed to the respondents. This questionnaire comprises 35 statement items with an answer range of options on a scale of 1–4. After analysis, the highest ideal score for this questionnaire is 140 and the lowest ideal score is 35. Overall, as show in Table 6, the vocational skills learning process activities at the MANs reached the poor category, an average score of 109.88. If the activities are broken down by stages, as shown in Table 7, then the learning skills at the MANs in the preliminary activities achieved a score of 42.27 (good), core activities of 59.43 (good), and closing activities of 8.18 (good).

Table 6. Overall Implementation of Vocational Skills Learning at MANs of Yogyakarta Special Region with Questionnaire Instruments

X Score	Criteria	Achievement	Criteria
$X < 87.5$	Not Good		
$87.5 \leq X < 140$	Less Good	109.88	Less Good
$140 \leq X \leq 192.5$	Good		
$X \geq 192.5$	Very Good		

Table 7. Achievement of Learning Implementation of Each Stage in MANs of Yogyakarta Special Region with Questionnaire Instruments

Preliminary Activities			
X Score	Criteria	Achievement	Criteria
$X < 16$	Not Good		
$16 \leq X < 32.5$	Less Good	42.27	Good
$32.5 \leq X \leq 49$	Good		
$X \geq 49$	Very Good		
Core Activities			
X Score	Criteria	Achievement	Criteria
$X < 23.5$	Not Good		
$23.5 \leq X < 47.5$	Less Good	59.43	Good
$47.5 \leq X \leq 71.5$	Good		
$X \geq 71.5$	Very Good		
Closing Activities			
X Score	Criteria	Achievement	Criteria
$X < 3.75$	Not Good		
$3.75 \leq X < 7.5$	Less Good	8.18	Good
$7.5 \leq X \leq 11.25$	Good		
$X \geq 11.25$	Very Good		

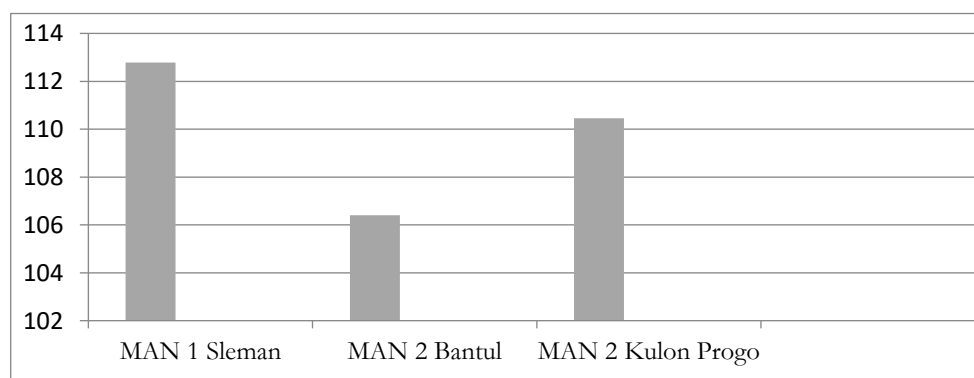


Figure 2. Achievements in the Implementation of the Vocational Skills Learning Process in Each MAN of Yogyakarta Special Region

On the other hand, based on the questionnaire results, as shown in Figure 2, the process of implementing skills learning in each *madrasah*, the three MANs reached the poor category: MAN 1 Sleman with a score of 112.78, MAN 2 Bantul with a score of 106.40, and MAN 2 Kulon Progo with a score of 110.46. The scores for each stage of skill learning at each MAN of Yogyakarta Special Region can be seen in Figure 3.

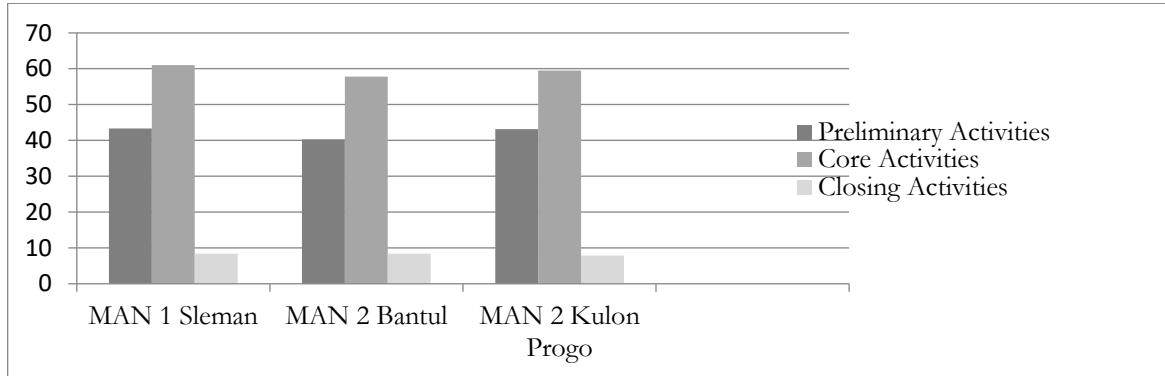


Figure 3. Achievement of Vocational Skills Learning Activities each Stage at MANs of Yogyakarta Special Region

In Figure 3, MAN 1 Sleman achieved a good category in the preliminary activities with a score of 43.37, in line with the core activities and closing activities at MAN 1 Sleman which reached the good category with scores of 61.04 and 8.36. Meanwhile, at MAN 2 Bantul, all stages of learning activities achieved a good category: preliminary activities of 40.32, core activities of 57.80, and a score of closing activities of 8.36. Likewise, in MAN 2 Kulon Progo, the achievement score in the preliminary activity was 43.13 (good), the core activity with a score of 59.46 (good), and 7.88 for the closing activity (good). Therefore, through the results of this questionnaire, the percentage of achievement in the process of implementing vocational skills learning at MAN of Yogyakarta Special Region was obtained, namely:

$$\text{Questionnaire Score} = \frac{109.88}{140} \times 100\% = 78.49\%$$

Thus, these percentages indicate that the evaluation of the implementation of vocational skills learning at the MANs using a questionnaire technique is in the very good category.

Assessment Implementation

Documentation Review

In the dimension of assessment implementation, this documentation review sheet consists of 10 items with a score range of 0-2. The highest average ideal score is 20 and the lowest is 0. MAN 1 Sleman has carried out a learning assessment with a very good category (score 20). This achievement score is the highest than the other two schools, while MAN 2 Bantul succeeded in assessing learning skills with a good category (score 13). On the other hand, in MAN 2 Kulon Progo, the implementation of the learning assessment was not carried out well (score of 8). Thus, the average implementation of learning skills assessment in the MANs reached a score of 13.67 in the good category. Overall, the average implementation of the assessment of learning skills in the MANs is presented as follows.

$$\text{Documentation Review Score} = \frac{13.67}{20} \times 100\% = 68.35\%$$

Thus, based on the percentages, the assessment implementation of vocational skills learning in the MANs using this document review instrument is in a good category.

Questionnaire Result

As with the distribution of questionnaires on the dimensions of learning implementation, this questionnaire was also filled out by the respondents. The range of scores used in this questionnaire is a scale of 1–4. Therefore, the highest ideal score is 60 and the lowest ideal score is 15. From the questionnaire instrument analysis results, the assessment implementation in the three MANs of Yogyakarta Special Region is known to be in good criteria, namely with a score of 45.03. The score achievement can be seen in Table 8.

Table 8. The score of Assessment Implementation on Learning Vocational Skills at MANs of Yogyakarta Special Region using a Questionnaire Instrument

Madrasah Name	Achievement Score	Score Range/Criteria
MAN 1 Sleman	46.08	37.5 ≤ X ≤ 56.25 Good
MAN 2 Bantul	43.98	
MAN 2 Kulon Progo	45.04	

Therefore, the achievement of the assessment implementation on vocational skills learning at the MANs obtained a percentage value of:

$$\text{Questionnaire score} = \frac{45.03}{60} \times 100\% = 75.05\%$$

Thus, the evaluation of assessment implementation on vocational skills learning at the MANs with a questionnaire instrument is in a good category.

Evaluation of Learning Outcomes (Outcomes)

At this stage, the results of the vocational skills learning of students at the MANs were taken from the grades XI students' report cards at the end of the even semester in the field of technology skills. The Minimum Completeness Criteria (KKM) for vocational skills learning in these three MANs has an average of 70.33. As for each *madrasah*, the KKM scores for skills subjects were 67 at MAN 1 Sleman, 71 at MAN 2 Kulon Progo, and 73 at MAN 2 Bantul. The results of student graduation percentage in the final semester exam of vocational skills lessons in each *madrasah* at the three MANs are presented in Table 9.

Table 9. Achievement of Final Semester Examination Results for Vocational Skills at MANs of Yogyakarta Special Region

No.	Madrasah	KKM	Knowledge Competence		Skill Competence	
			Pass	Not Pass	Pass	Not Pass
1.	MAN 1 Sleman	67	100%	0%	100%	0%
2.	MAN 2 Bantul	73	100%	0%	100%	0%
3.	MAN 2 Kulon Progo	71	100%	0%	100%	0%

From Table 9, students' learning outcomes in vocational skills lessons at the MANs have met the KKM standards and all students passed without exception. The achievement category for this assessment is following what is stated in the 2017 Ministry of Education and Culture Assessment Guide for High School Educators and Education Units.

Discussion

Evaluation of Planning (Antecedents)

In the evaluation dimension of vocational skills learning planning at the MANs of Yogyakarta Special Region, the evaluation can be seen from teachers' readiness to preparing lesson plans. Preparing lesson plans before starting this lesson is the duty of a teacher in a

school/*madrrasah*. This refers to the [Regulation of the Minister of Education and Culture No. 22 of 2016](#). This regulation references how to set standards with good RPP criteria. The goal is that the implementation of learning can be structured and run smoothly.

Table 10. Matrix of Countenance Stake Evaluation of Antecedents Stage

Description Matrix		Judgment Matrix	
Intents	Observation	Standard	Judgment
The RPP prepared was in line with the standards in the guidelines of the Minister of Education and Culture No. 22 of 2016 concerning the Implementation of Learning in Primary and Secondary Education.	The percentage of achievement of vocational skills teachers at the three MANs in preparing lesson plans reached 66.21% (good category). Even so, not all skills teachers at the MANs made lesson plans for these skills lessons.	The planning quality for vocational skills learning at the MANs will be good if it is in line with the criteria/components listed in the Regulation of the Minister of Education and Culture No. 22 of 2016.	Not all components in the RPP that have been prepared by vocational skills teachers at the three MANs are complete and following the standards as per the Minister of Education and Culture No. 22 of 2016.

The instrument used at this stage is by using a documentation review sheet. Overall, the vocational skills teachers at the three MANs have prepared RPP with a good achievement. Table 10 describes and justifies the evaluation of the planning stage. Based on Table 10, not all vocational skill teachers at the three MANs prepare RPP for the lessons. However, most of them have made lesson plans to support learning smoothly in the classroom. The judgment column also explains that not all lesson plans made by the teacher are complete and in line with the standard RPP components as stated in the [Regulation of the Minister of Education and Culture No. 22 of 2016](#). Thus, the results of this research on the planning dimension indicate that some vocational skill teachers at the three MANs were still compiling only make-shift lesson plans. This is in line with [Makhrus et al. \(2019\)](#), who state that teachers generally only develop learning tools based on perceptions, not according to curriculum standardization. Therefore, the skills teachers need to improve the quality of the lesson plans.

Evaluation of Implementation (Transactions)

Evaluation of the Implementation of Vocational Skills Learning

The standard process in implementing learning by the [Regulation of the Minister of Education and Culture No. 22 of 2016](#) is divided into three stages: preliminary activities, core activities, and closing activities. There are several things that the teacher must consider in preliminary activities, such as providing motivation to students, preparing students psychologically and physically, explaining learning objectives, asking several questions related to the previous material and the material to be studied, and conveying the scope of the material.

Meanwhile, core activities are activities that consider students' competence, consisting of aspects of knowledge, attitudes, and skills. This core activity can also use certain learning methods and models. The last one is the closing activity. Usually, teachers and students reflect on the learning activities that have been carried out in the form of teacher feedback to students. Follow-up can also be in the form of giving assignments and informing activity plans for further learning. These are shown in Table 11.

Based on observations made at the MANs, there are 35 items from the three aspects observed (preliminary, core, and closing activities). Overall, the process of implementing vocational skills learning at the three MANs has been going very well. In the details of the activities of the implementation of this learning process which consists of preliminary, core, and closing activities, it has reached the very good category. Slightly different from the results obtained from the questionnaire reached a good category. Likewise, the details of activities (preliminary, core, and closing activities) are in a good category.

Table 11. Countenance Stake Evaluation Matrix of Learning Implementation (Transactions)

Description Matrix		Judgment Matrix	
Intents	Observation	Standard	Judgment
Vocational skills teachers at the three MANs carry out learning activities as the implementation of the RPP in accordance with the guidelines of the Minister of Education and Culture No. 22 of 2016.	In the implementation of vocational skills learning at the three MANs using observation instruments, the percentage obtained is 86.11%, which is in the very good category. Meanwhile, based on the questionnaire instrument, it reaches 78.49%, which is in the good category.	The implementation of vocational skills learning in MAN is said to be good if it is in line with Regulation of the Minister of Education and Culture No. 22 of 2016, the stages consist of: (1) Preliminary Activities; (2) Core Activities which includes Attitude, Knowledge, and Skill; and (3) Closing Activities.	The implementation of vocational skills learning at the three MANs is generally good and in line with the standards of the Minister of Education and Culture No. 22 of 2016. However, several components still need to be improved so that learning can be maximized.

From the two different results on the research instrument, the process of implementing vocational skills learning at the three MANs as a whole has been done well. In the results of the study, the components of the learning implementation are in line with the standards ([Regulation of the Minister of Education and Culture No. 22 of 2016](#)) and obtained very satisfactory results. Likewise, evaluation of learning implementation activities from preliminary, core, and closing activities obtained very good results. Although the evaluation results of the implementation stage of this learning are quite good, it does not rule out the possibility that lesson plans are an absolute factor causing teachers to be able to succeed in this teaching. As stated by [Sasmito et al. \(2020\)](#), there are also hard skills (teacher initial expertise and teaching experience) and soft skills (self-efficacy and transferable skills) that affect the teacher's quality.

Evaluation of Vocational Skills Learning Assessment Implementation

The stage of evaluating the implementation of the assessment on learning skills in the three MANs aims to determine the extent to which teachers have carried out assessments according to standards. Data collection techniques in evaluating the implementation of this assessment are questionnaires and document review. Questionnaires were used to see students' perceptions of teacher skills in carrying out assessments in class. Meanwhile, document review was used to check the assessment document owned by the skill teacher directly.

Table 12. Countenance Stake Evaluation Matrix of Learning Assessment Implementation

Description Matrix		Judgment Matrix	
Intents	Observation	Standard	Judgment
Vocational skills teachers at the MANs carried out learning assessments for students in line with the guidelines in the Regulation of the Minister of Education and Culture No. 23 of 2016.	The assessment implementation on skills learning has been adjusted to the lesson plans made by the teacher. Overall, the learning skills assessment at the MANs is in a good category. With the observation technique, the percentage of achievement in the assessment of learning skills in the MANs reached 68.35% (in the good category). Likewise, the results of the questionnaire technique are in a good category (75.05%).	Assessment of learning skills in the three MANs, according to the Regulation of the Minister of Education and Culture No. 23 of 2016, is good if it meets the following components: <ol style="list-style-type: none"> 1. The assessment purpose refers to the prepared RPP 2. Completeness of assessment guidelines and instruments 3. Analyzing the instrument quality 4. Carrying out the assessment 5. Processing, analyzing, and interpreting the assessment results 6. Reporting the results of the assessment 7. Utilizing the report on the results of the assessment. 	Teachers of vocational skills at the MANs have carried out learning assessments well. Nevertheless, there are gaps in the MANs. MAN 1 Sleman has conducted the assessment very well, while MAN 2 Bantul has done it well. Meanwhile, MAN 2 Kulon Progo achieved a poor category in the implementation of this skill learning assessment.

Based on the results of the analysis using the documentation review sheet instrument, it is in a good category. Meanwhile, from the questionnaire instrument, the teacher had carried out the assessment well. Thus, the transaction stage in the implementation of learning assessment by skill teachers at the three MANs has been carried out well (see Table 12). However, it is still necessary to improve several components such as utilizing these values and implementing remedial/enrichment for students. These results are in line with research from [Nurdawati \(2018\)](#), productive learning teachers in SMK have carried out learning assessments well according to existing assessment guidelines. Likewise with feedback from teachers to students, this needs to be done with the aim of leading to improvement ([Dawson et al., 2019](#)).

Evaluation of Learning Result (Outcomes)

The achievement of students in achieving a specific competence can be measured, one of which is by looking at the learning outcomes obtained by students. At the stage of evaluating the results (outcomes) of the skills learning program at the three MANs, namely by looking at the report cards/semester scores of class XI events in the field of technology skills. The standard for passing skills lessons refers to the KKM in each MAN in Yogyakarta Special Region. MAN 1 Sleman has a KKM for skills lessons, which is 67. Meanwhile, MAN 2 Bantul sets a KKM standard of 73. Likewise, MAN 2 Kulon Progo sets a different KKM, which is 71.

Based on the analysis, all vocational skills students at the three MANs of Yogyakarta Special Region managed to get a score above the KKM, which means that all students achieved graduation (see Table 13). The assessment of the three MANs students in this skill subject includes knowledge and skill competencies. As for attitude competence, the assessment is usually not carried out in writing by the skills teacher but is assessed directly by the Islamic religion teacher. Thus, the assessment of attitudes in skills lessons is not included in the report card scores.

Table 13. Outcomes Countenance Stake Evaluation Matrix

Description Matrix		Judgment Matrix	
Intents	Observation	Standard	Judgment
Student learning outcomes in vocational skills subjects at the three MANs meet the Minimum Completeness Criteria (KKM) in line with the Regulation of the Minister of Education and Culture No. 23 of 2016 concerning assessment standards.	The achievement of students' vocational skills learning outcomes at the three MANs (MAN 1 Sleman, MAN 2 Bantul and MAN 2 Kulon Progo) achieved graduation with a percentage of 100% (very satisfactory).	The learning outcomes/Final Semester Exam scores of the three MANs' students in vocational skills subjects meet the KKM standard.	The learning outcomes/ Semester Final Exam scores all students of the three MANs in vocational skills subjects have met the KKM standards and have passed, both in terms of knowledge and skills competencies.

In this knowledge and skill competency, from the assessment of students at the three MANs, it is known that all students pass, achieving a very satisfactory category. This is in line with student achievement at MAN 1 Kediri, a skills lesson program that reaches 100% graduation in the National Final Examination ([Abdullah, 2019](#)). Despite these results, graduates' competencies still need to be improved due to the fact that they are still not in line with job demands ([Suharno et al., 2020](#)). The achievement of the three MANs of Yogyakarta Special Region in student learning outcomes in vocational skills lessons is undoubtedly inseparable from several success factors such as the readiness of good teaching teachers, facilities and a supportive environment, and a smooth learning process ([Rosina et al., 2021](#); [Suharno et al., 2020](#)).

CONCLUSION

Based on the results and discussions that have been presented, the evaluation of the vocational skills learning program at the three MANs of Yogyakarta Special Region in general is in a good category. At the stage of antecedents and transactions (implementation of learning and assessment of learning) overall achieved a good category. Meanwhile, on the outcomes, the students reached the very satisfactory category with the passing percentage reaching 100%. From the evaluation results, recommendations that could be put forward to improve the quality of vocational skills learning programs at the three MANs of Yogyakarta Special Region are that all MANs that have vocational skills programs need to implement aspects in accordance with the standards in the Decree of the Director-General of Islamic Education Number 1023 of 2016 concerning the Guidelines for Skills Program Implementation in *Madrasah Aliyah*, and Minister of Religious Affairs Decree Number 184 of 2019 concerning the Guidelines for Curriculum Implementation in *Madrasahs*. Thus, even though they are not from SMK/MAK, students are expected to have competent skill competencies and be able to compete in the business/industry world.

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