Evaluation of the Learning Program for Making Industrial Clothing Using the Countenance Stake Model in Vocational High Schools

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Article History
Received : August 17th 2022
Revision : October 26th 2022
Publication : December 30th 2022

ABSTRACT: The purpose of this study is to assess the success of Industrial Fashion Making learning in Vocational High Schools. This study used the Countenance Stake evaluation model. In evaluating we compare programs evaluated based on established standards. With two concepts, namely contigency and congruence. The targets of the learning evaluation of Industrial Fashion Making in this study are learning planning, learning implementation, and learning outcomes. Then the data is collected by observation techniques, interviews and documentation. The results showed that (i) the Industrial Fashion Making Learning Program at SMK Padang City from the aspect of learning planning was in accordance with the standards that had been set. (ii) The Industrial Fashion Making Learning Program from the aspect of learning implementation was found to be partly incompatible between classroom management and the implementation of learning in schools with the standards of the learning implementation process. (iii) Industrial Fashion Making Learning Program from the aspect of learning outcomes, namely the learning outcomes of students who have not partially met the Minimum Completion Criteria (KKM). (iv) There is a contingency between planning, implementation and the learning outcomes of Industrial Clothing Making. Based on the analysis of congruences and contingency, it is recommended that the learning program for Industrial Fashion Making at SMK Padang City be continued with some notes.

Keywords: Program Evaluation, Countenance Stake, Industrial Fashion Making Learning

INTRODUCTION
National standards of education in Indonesia must demand adaptation to the changing dynamics of daily life (Government Regulation No. 4 of 2022). Planning, implementing, and supervising education is the foundation of the National Education Standards which aims to realize quality national education so that later it can be assessed for quality, is the standard in question. Eight national standards, including process standards, financing standards, management standards, education personnel standards, educational assessment standards, as well as standard facilities for facilities and infrastructure, content standards, and graduate competency standards, as stated in Government Regulation Number 4 of 2022.
The implementation of learning requires the implementation of rpp in accordance with the Minister of Education and Culture Number 16 of 2022 concerning Basic Education Process Standards and Secondary Education Levels so that the smoothness and success of teaching and learning activities can be carried out with careful planning and preparation (Elistanto, 2020). The readiness of teachers to start the learning process greatly affects the success or efficiency of the learning process (Wahyudi, 2013). Preparation for the implementation of teacher-planned learning is very important that involves both teachers and students for the success of the learning process. Therefore, learning must be carried out in a certain sequence and series of stages, starting with planning and ending with assessment.

To improve the quality of learning, evaluation of learning programs must be carried out by assessing the learning implementation plan designed by the previous teacher (Yusuf, 2015). Usually the activities carried out during learning in connection with the lesson plan are evaluations of learning programs that must be implemented and evaluated. As a means to hold education providers accountable nationally to relevant parties, evaluations are carried out to regulate the quality of education whose activities both in and around the classroom that take place during the teaching and learning process are used as a discussion of learning evaluation.

The evaluation of the learning program aims to let teachers and the school know whether the learning program that has been going on has been achieved according to the learning objectives or not. The results of teacher evaluation can diagnose the cause of this and teachers can also improve their competence. If this evaluation can run well and be structured, it is believed that problems with the quality of learning programs will be resolved in accordance with national education standards.

Based on the description above, the current problems in learning Industrial Fashion Making are as follows. 1) The learning program for Industrial Fashion Making at SMK Padang City is not yet known about its quality. 2) The Industrial Fashion Making learning program has never been evaluated. To determine the quality of the learning program, it is necessary to evaluate the learning program. After the evaluation, we can see whether the planned and implemented learning program is in accordance with the standards that have been set. After that, a decision is made whether the program is continued, revised, stopped, or reformulated so that new goals, objectives and alternatives can be found that are completely different from the previous format. The results of previous program evaluations can be a guide in preparing the next learning program planning. Widoyoko (2017: 3) stated that the essence of evaluation is the provision of information that can be used as a consideration in making decisions. Furthermore, according to Arikunto & Cepi (2014: 2) that evaluation is an activity to collect information about the work of something, which in turn is used to determine the right alternative in making a decision. From some of the definitions above, it is concluded that evaluation is an activity to assess a program through data collection and analysis activities that are compared with established program standards as consideration in making decisions.
In accordance with the research problem, this research aims to: (1) Knowing the Learning Program for Making Industrial Clothing at SMK Padang City from the aspect of learning planning. (2) Knowing the Learning Program for Making Industrial Clothing at SMK Padang City from the aspect of implementing learning. (3) Knowing the Learning Program for Making Industrial Clothing at SMK Padang City from the aspect of learning outcomes. After conducting a literature review, both in the library and online through reading articles in journals, there are several relevant studies, including the following. (1) The results of the research of Rahmawati et al (2016) using the Countenance Stake evaluation model in evaluating productive subject learning programs in class X and class XI wood construction engineering expertise at SMK Negeri 1 Kediri. (2) The results of Prasetyo’s research (2015) using the Countenance Stake evaluation model in evaluating the learning program of electric lighting installations in the Electrical Power Installation Engineering Expertise Program at SMK Negeri 7 Purworejo.

METHOD
This research is an evaluation study with the Countenance Stake model. The Countenance Stake evaluation model consists of two matrices that need to be analyzed, namely the description matrix (descriptions) and the judgement matrix (judgement). The description matrix consists of the intense program and the results of observations that the evaluator made to the program. The consideration matrix consists of program standards or benchmarks, in this case the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 16 of 2022 concerning Standards for the Primary and Secondary Education Process, and the consideration of evaluators. The Countenance Stake evaluation model assesses three stages in program evaluation, namely: (1) the antecedents in this study are the Learning Program Plan (RPP), Learning Media, Assessment Instruments and Facilities and Infrastructure; (2) the process (transaction) is the management of the classroom and the implementation of learning; and (3) outputs or outcomes are the learning outcomes of learners. This research focuses on evaluating the quality of the Industrial Fashion Making learning program which consists of input quality, process quality, and external quality. The research was carried out at SMK in Padang city, West Sumatra Province, namely SMK Negeri 6 Padang and SMK Negeri 8 Padang. The evaluation subjects who became the source of data in this study were teachers of Industrial Fashion Making of SMK Padang City, namely teachers who teach at SMK Negeri 6 Padang and SMK Negeri 8 Padang, registered in Dapodik, and are members of the Padang City Fashion Subject Teacher Deliberation (MGMP) community. Based on this criterion, the number of respondents is 20 people. Data collection uses observation, interview, and documentation techniques. The data analysis technique used is descriptive qualitative. The flow of analysis is based on Miles, et al. (2014: 31) namely data collection, data condensation, data display, and verification conclusions on classroom management and learning implementation.
RESULTS AND DISCUSSIONS
Planning Aspects Learning Program

The results of the learning planning research on Industrial Fashion Making aspects of the Learning Program Plan (RPP) are as follows. The rpp is in accordance with the criteria on basic competencies, subject matter, and learning activities. But there are still RPPs that do not match the criteria, namely on the identity of the lesson and the identity of the school, core competencies, assessment, allocation of time, and learning resources. From the interview results, data were obtained that some evaluation subjects could not mention the identity of the rpp, describe basic competencies, mention content and describe the subject matter, plan learning activities appropriately. In contrast to the results of document analysis, in interviews the subject of evaluation is generally able to develop rpp in the section of core competencies, time allocation, and selection of learning resources. Only in the analysis of documents are there still found discrepancies in core competencies, time allocation, and selection of learning resources. The results of the learning planning research on Industrial Clothing Making of RPP aspects, namely the RPP developed by teachers, are mostly in accordance with the criteria, namely on the identity of the RPP, basic competencies and indicators of competency achievement, subject matter, learning resources, learning steps, and assessment. However, there are still rpp that need to be improved to match the criteria, namely in the formulation of learning objectives, the selection of learning methods, and the determination of learning media. From the interview results, data were obtained that some evaluation subjects have not been able to develop rpp, especially in formulating learning objectives, formulating basic competencies and competency achievement indicators, choosing material content, choosing learning methods, choosing learning media appropriately. And the subject of evaluation in general has been able to develop rpp on the selection of learning resources and assessment of learning outcomes. It’s just that in the assessment of learning outcomes, not all evaluation subjects have developed improvement and enrichment programs. Of the 20 respondents, there were 5 respondents who had rpp and syllabus that had similarities in writing and appearance. There were two respondents who clearly stated that the RPP and its syllabus were previous years. Based on the respondent’s statement, there is a RPP and syllabus owned by 3 respondents that was not made by the respondents themselves. The results of the learning planning research on Industrial Fashion Making aspects of learning media. Of the 20 evaluation subjects, only 5 evaluation subjects made learning media. Then from the analysis of learning media used by Industrial Fashion Making teachers, there are still those that do not match the criteria, namely the clarity of the media read by students, then from the appearance of the media, and the size that is not in accordance with the learning environment. From the results of the interview, data were obtained that some evaluation subjects have not been able to make learning media that are in accordance with the material taught. And some evaluation subjects have been able to create learning media that are in accordance with basic competencies, learning objectives, and have been able to create interesting learning
media for students. The results of the research on learning planning for Industrial Fashion Making aspects of teaching materials. There is no Industrial Fashion Making teacher who makes teaching materials according to the criteria. From the results of the interviews, data were obtained that most of the evaluation subjects have not been able to develop teaching materials. The results of the research on learning planning for Industrial Fashion Manufacturing aspects of assessment instruments. Of the 20 evaluation subjects, only 10 evaluation subjects developed assessment instruments, from the results of the analysis of assessment instrument documents, it was appropriate such as making instrument grids, assessment guidelines and learning outcome assessment techniques. From the results of the interviews, data were obtained that most of the evaluation subjects were already able to develop assessment instruments. The results of research on learning planning for Industrial Fashion Making aspects of facilities and infrastructure. Of the 20 evaluation subjects, 15 of them stated that furniture and equipment were readily available, but from the observation results for the practice room, it was still not in accordance with the number of students and the area was still the same as the area of the theory room.

**Implementation Aspects of Learning Program**
The dimensions of classroom management have not all been carried out properly. Likewise, the dimensions of learning implementation have not all been carried out properly. Based on data obtained from industrial clothing making teachers from interviews related to the implementation of Industrial Fashion Making learning in classroom management carried out by researchers with respondents, information was obtained that teachers create order, discipline, comfort, and safety in organizing the learning process. Then the data related to the implementation of Industrial Fashion Making learning from teacher interviews provide information, namely: 1) teachers still have difficulty in applying fun learning methods 2) teachers have applied the use of various media in learning, 3) teachers still have difficulty finding and utilizing learning resources, 4) are still constrained in applying scientific approaches.

**Learning Program Aspects of Learning Outcomes**
The results of the study on the assessment of the learning outcomes of Industrial Fashion Making at SMK Padang City in this study, refer to the study of documents from respondents. The document study of the learning outcomes of Industrial Fashion Making consists of 3 items of document bills. Each of these items is a billing item created based on indicators of established standards. So the results of the study were obtained that the Industrial Fashion Making teacher had conducted an assessment including assignment scores, daily test scores, and midterm test scores. Although there is still a teacher who has not done the daily test assessment and midterm test.
Industrial Fashion Making Learning Planning

Some of the RPPs developed by Industrial Clothing Making teachers are still there that are not in accordance with Permendikbud No. 16 of 2022 concerning process standards. This discrepancy occurs because teachers are still using the old rpp. It is very important for teachers to be able to develop rpp that is tailored to the characteristics of students. If the teacher has not been able to independently compile the syllabus, then it can be done by compiling the syllabus in MGMP activities. Learning planning for Industrial Clothing Making in RPP aspects, some of the RPPs developed by Industrial Clothing Making teachers are not in accordance with Permendikbud No. 16 of 2022 concerning process standards. In compiling the RPP, Industrial Fashion Making teachers need to formulate learning objectives in accordance with the KD to be achieved in learning. There is an assumption that Industrial Fashion Making is a subject that does not need theory, for that the teacher needs to formulate precisely the learning objectives so that students have knowledge about pattern making. As well as students are able to apply concepts and techniques of analyzing patterns in practical activities. Furthermore, in the use of learning methods, it is very important that industrial clothing making teachers adapt the methods to the characteristics of students. So that the delivery of material can be more efficient and on target. In addition to the characteristics of students, teachers also need to pay attention to the subject matter to be delivered in order to choose the right learning method according to the material to be taught. The rpp was developed aimed at directing the learning activities of students in an effort to achieve basic competencies. So, it is very important that the rpp is made by the teacher himself to adjust the ability of students to achieve basic competencies. According to the Minister of Education and Culture Number 16 of 2022, it is stated that every educator in the education unit is obliged to compile a complete and systematic rpp.

As for teaching media, some industrial fashion making teachers already exist who make teaching media according to the criteria, but the teaching materials are used from year to year so there is no renewal, even though teaching media will be very helpful in the implementation of the learning process, as stated by Hernawan et al., (2012) teaching media is an external factor for students who are able to strengthen internal motivation to learn.

Furthermore, planning in the form of assessment instruments really needs to be considered by industrial fashion making teachers. Most teachers have not developed assessment instruments. This shows that Industrial Fashion Making teachers still have difficulty in making practice questions as a result of students learning.

This causes teachers to be less creative in compiling lesson plans, making learning media, making assessment instruments, and infrastructure. This is reinforced by Lukum (2015) that educational qualification factors influence in planning learning.
Implementation of Industrial Fashion Making Learning

From the results of the study, it can be explained that there is still classroom management and learning implementation that is still not in accordance with process standards. The discrepancy in classroom management is that teachers need to apply learning methods that involve the active participation of students in learning, and instill values in the importance of discipline and order in the learning process. Teachers also need to appreciate and motivate their students so that they can develop themselves in a better direction by using more positive words to students. Here are some classroom management that still needs to be improved. Because good classroom management will improve learning activities, improve student learning outcomes. In the aspect of learning implementation, it is also found that it is not in accordance with the process standards, namely in the preliminary activities including activities to link current learning materials with student experiences or previous learning, Industrial Fashion Making teachers must familiarize themselves with associate the learning to be learned with previous learning, to remind students of the material that has been learned, as well as prepare students to enter the material learning to be given. The next criteria that are still not appropriate are conveying the benefits of learning materials and conveying the abilities that students will achieve. This needs to be considered by the teacher, so that students are more motivated in participating in learning activities, knowing an overview of what will be learned, and the benefits obtained by studying the material to be delivered by the teacher. Another criterion that still needs to be improved is to convey the scope of the material and activity plan. This needs to be conveyed by the teacher to train students to find their own learning resources according to the material. So that students are more independent in learning. Those are some preliminary activities that still need to be improved by industrial fashion making teachers. These activities need habituation, so that the implementation of preliminary learning activities can be carried out more systematically and better. In the core activities of inconsistency with process standards, namely in carrying out learning in accordance with the competencies to be achieved, Industrial Fashion Making teachers in carrying out learning must focus on the competencies to be achieved. And better master the delivery of material to students. Then the use of variations in methods in teaching, still needs to be improved. The delivery of material by teachers tends to be monotonous if only using the lecture method in teaching. It is necessary to have a variety of methods that can arouse the active participation of students, so that the learning process is more interactive and fun. The next criterion that is still not appropriate is the use of learning media that is adjusted to the characteristics of students and subjects. Media is very important in delivering learning materials so that the material presented by teachers is more easily accepted by students. Teachers need to improve their ability to develop learning media, both non-ICT and media that are ICT products. For the closing activity to find discrepancies in the implementation of reflection, industrial fashion making teachers need to pay attention to reflection activities at the end of learning. Reflection activities can be carried out by the way the teacher together with students
conclude the learning outcomes. Then the criteria that are still not appropriate are in giving tests, to find out the learning results, teachers need to provide assignments and tests, both oral and written tests. The next criterion that is still not appropriate is the submission of an activity plan at the next meeting. To prepare students for the next meeting, the teacher needs to submit an activity plan at the next meeting. Like other learning activities, closing activities need to be carried out systematically and continuously. So that the closing stages of activities can be carried out properly.

Incompatibility of the implementation of Industrial Clothing Making learning with the standard process based on rpp, teachers and supporting learning factors such as media. The lesson plan made by the teacher is not optimal, because the rpp is prepared without paying attention to the ability of the teacher himself to carry out learning according to the rpp made, without paying attention to the appropriate method, and not paying attention to the characteristics of students, and supporting elements in the school. This has an impact on the implementation of monotonous and unpleasant learning. Teachers are unable to implement their lesson plans, rpp is only a condition for supervision by the principal and school superintendent. And the substance of the RPP itself is neglected.

Sujoko (2012) stated that education will be successful if teachers have a correct understanding of learning, and have the skills / abilities and willingness to implement rpp in kbm. Learning Results of Industrial Fashion Making From the results of the study, it was explained that only some students achieved the Minimum Completeness Criteria (KKM). This is due to the unavailability of learning support documents such as teaching modules/materials and question banks. Then the incompatibility of learning planning with the implementation of learning so that it does not foster the creativity of students to learn. Mappeasse (2009) stated that learning is a way of how students carry out learning activities, for example how they prepare for learning, follow lessons, independent learning activities carried out, their learning patterns, how to take exams. The quality of the way of learning will determine the quality of the learning outcomes obtained. From the observations of researchers, the implementation of learning has not maximized the use of instrumental factors in learning so that the achievement of KKM is still in the sufficient category. This is in accordance with the opinion of Rusman (2017) who states that one of the factors that influence learning outcomes is the instrumental factor. These instrumental factors are in the form of curriculum, facilities, and teachers. The connection between antecedent and transaction, transaction with outcome and antecedent, transaction and outcomes, both in intense and observation, this is shown in the connectedness of learning planning which includes rpp, learning media, assessment instruments and infrastructure that are not in accordance with process standards, this has an impact on the lack of success in implementing learning and learning outcomes of students, there are still many who have not reached KKM. This shows that there is a contingency between planning, implementation and the learning outcomes of Industrial Fashion Making.
CONCLUSIONS
The conclusion of this study is as follows: (1) The Industrial Fashion Making Learning Program at SMK Padang City from the aspect of learning planning based on intense suitability and observation, in the description matrix, rpp is found, learning media, assessment instruments, and infrastructure facilities that are still not in accordance with the standards that have been set. (2) The Industrial Fashion Making Learning Program at SMK Padang City from the aspect of implementing learning was found to be partly incompatible with classroom management and the implementation of learning in schools with the standards of the learning implementation process. (3) The Industrial Fashion Making Learning Program at SMK Padang City from the aspect of learning outcomes, namely the learning outcomes of students, some of which have not met the Minimum Completion Criteria (KKM). (4) There is a contingency between planning, implementation and learning outcomes of Industrial Clothing Making, learning planning that is still not in accordance with process standards, causing the implementation of learning carried out by teachers is also not in accordance with process standards, so that the learning outcomes of some students have not met the KKM.

REFERENCES