Jurnal Mantik, 6 (2) (2022) 1383-1385

Published by:Institute of Computer Science (IOCS)

Jurnal Mantik

Journal homepage: www.iocscience.org/ejournal/index.php/mantik/index

EVALUATION OF THE IMPLEMENTATION OF THE TEACHING FACTORY PROGRAM OF SMKN 6 PADANG

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ARTICLE INFO

Article history:
Received: Jun 12, 2022
Revised: Jul 25, 2022
Accepted: Aug 30, 2022

Keywords:
Evaluation, Implementation, Teaching Factory, CIPP

ABSTRACT

Vocational High Schools (SMK) are required to be able to improve the quality of graduates by increasing practical learning programs, but basically the implementation of practice in schools is still not optimal which makes graduates not in accordance with what is needed by the industrial world. teaching factory is referred to as a factory in a school where the process and suggestions for learning through practice are in accordance with the industrial world. Teaching factory is expected to be a solution to be able to create vocational graduates in accordance with industry standards. However, in the implementation of the factory teaching program there will always be obstacles and problems, so evaluation is needed. The purpose of this research is to find out how the teaching factory program runs so that it is always good. The type of research used is descriptive with a qualitative approach. qualitative descriptive method with the subjects in this study were teachers and students of SMK N 6 Padang. The results of the research evaluation can be seen that the CIPP model, known as the factory teaching program, has been running well. Based on research on the evaluation of the teaching factory program at SMK N 6 Padang, overall the teaching factory program has been implemented well, although it is not perfect, there are still things that must be improved and developed so that the teaching factory implementation can run well. factory continues to run well in accordance with the objectives of the factory teaching program.

1. Introduction

At this time there were many developments and progress in various fields. One of the fields that is currently developing is the field of technology. Where the development of this technology requires competent human resources. In this all-technological era, the industrial world applies advanced technology in own production process [1], so that in order to utilize the technology of the industrial world, competent human resources (HR) are needed to utilize the technology.

Education is a place where competent human resources are formed [2]. One of the fields of education that is able to produce human resources (HR) is vocational education Vocational education has a goal to form graduates who can be accepted in the industrial world [3]. However, in practice there is still a gap between the competencies that a person has while undergoing education and the human resource needs (HR) needed in the industrial world [4]. This will make it difficult for domestic graduates to join or enter the industrial world. With these problems, vocational education must further improve the ability of graduates to be able to compete in the industrial world

Vocational education through vocational high schools is expected to reduce unemployment and be able to increase the competence of human resources that can be accepted in the industrial world. Vocational

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education is called SMK. SMK is an educational institution that aims to create competent graduates [5]. Vocational High Schools (SMK) are required to improve the quality of graduates by increasing practical learning programs. But basically, the implementation of practice in schools is still not optimal, which makes it difficult for graduates to compete in the industrial world.

This makes the government issue a priority program to realize the vision of forming a community and ecosystem with character, namely by making Government Regulation Number 41 of 2015 concerning the teaching factory model development program. Teaching factory is a program that is based on competence where the implementation is according to industry standards [6]. Teaching factory is learning in an actual atmosphere that is in accordance with existing processes in the industrial world [7]. In accordance with the purpose of the teaching factory, namely making an activity that is more than the activity of providing teaching materials [8].

Teaching factory is expected to be a solution to be able to create graduates who are in accordance with industry standards. However, in the implementation of the teaching factory program there will always be obstacles and problems, therefore evaluation is needed so that the teaching factory program runs well and can achieve its goals. Evaluation is a way to find out the performance of something that is useful for getting better [9].

From the description above, the implementation of a program that was initiated must always be evaluated so that the program objectives are achieved and run well, as well as the teaching factory program, researchers are interested in conducting research on "Evaluating the Implementation of the Teaching Factory Program Program at SMK N 6 Padang.

2. Methods

The type of research applied is descriptive with a qualitative approach. Qualitative descriptive is a research model based on the philosophy of positivism that is used where the researcher is the source of data collection [10]. Evaluation of the CIPP model (context, input, process, and product) applied in this study. The CIPP model is a technique for evaluating a program against a system [11]. Observations and interviews were used to collect research data. The research subjects are teachers and students of SMK N 6 Padang

3. Results and Discussion

Researchers conducted research with qualitative descriptive methods using interviews and observation of data sources. The following are the results of evaluation research using the CIPP model.

3.1 Context

The results of observations and interviews conducted at SMK N 6 Padang showed that the results of the implementation of the teaching factory program at SMK N 6 Padang had gone well. The implementation of the teaching factory program is based on PP Law number 29 of 1990 article 29 paragraph 2 concerning secondary education. From the basis of Teaching Factory, it is known that the program implemented at SMK N 6 Padang running well and has been in line with the industry that the school cooperates with. The running of the teaching factory program cannot be separated from the help of all schools.

3.2 Input

Based on the results of interviews regarding the evaluation of input to the school, it is known that the implementation of the teaching factory program has been carried out well by teachers and school staff. This is supported by careful planning of the teaching factory program and the competence of the teacher according to the subject area he is teaching and the teacher has a long teaching experience. A good evaluation of the input of the teaching factory program is also supported by good infrastructure at the school, seen from the school infrastructure which is quite complete and adequate to support this teaching factory program, therefore teachers and students feel fulfilled in running the teaching factory program. this.

3.3 Process

Based on the results of interviews conducted regarding the evaluation of the teaching factory program process to the school, an evaluation of the evaluation process consisting of planning, implementation, and supervision according to the rules was carried out. Judging from the planning process, all activities have been well accommodated starting from the activity of preparing teaching materials in accordance with the teaching factory program and its implementation. Judging from the implementation of the teaching factory program, teachers and related parties play an active role in the teaching factory program run by students. In the

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supervision process, all interested parties in the school participate in monitoring and supervising the products produced by students in this teaching factory program.

3.4 Product

The results of product evaluation were carried out through interviews and observations by assessing learning outcomes and the achievement of students' teaching factory goals. seen from student learning outcomes, it was found that student learning outcomes were good where the teaching factory program was easy for students to understand because learning was more focused on practice so that students easily understood what was learned and got direct experience from the learning process carried out in practice.

All the items mentioned in the table above are stored in a special scout room at SMKS Dhuafa Padang. In addition to the facilities and infrastructure mentioned above to cover scout activities, the scout extracurricular of SMKS Dhuafa Padang also has several learning tools, include:

4. Conclusion

Program evaluation conducted at SMK N 6 Padang was assessed using the CIPP model, namely in terms of context, input, process, and product. Based on research on the evaluation of the teaching factory program at SMK N 6 Padang, the overall teaching factory program has been implemented well, although not yet perfect, there are still things that must be improved and developed so that the teaching factory program continues. running well in accordance with the objectives of this teaching factory program.

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