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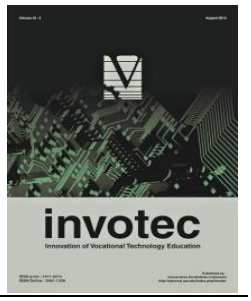

The Evaluation of Industrial Based Learning Program to Improve Vocational Student Skills Competency

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A R T I C L E I N F O

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A B S T R A C T

This study was conducted based on the refinement or improvement of vocational secondary education to anticipate the future needs and challenges to be continuous alignment with the needs' development of the business world of work, the development of science, technology, art and culture. The result of field observation syndicate that the majority of graduates of vocational schools (SMK) cannot be absorbed in the job, since the competent cites they have do not fulfill the demands of the working world yet. Problem formulation of this researches "What industrial-based learning that can improve the competence of women's fashion of vocational student sat dressmaking program? The research applies the evaluation research with the approach of model program evaluation CIPP (context, input, process, and product). The population is all classes of X1 vocational schools in the City and County of Bandung, while the sample is the three vocational schools that apply the 2013 curriculum which covers a fashion industry. Results of the study are: 1.The contexts of industrial-based learning programs that exist at the time being are in accordance with the competency skills women's clothing needed by the industry. 2. The existing industry-based learning programs is appropriate. It is based on the data: a. The students' condition: background, motivations, and plans after graduation, b. The teachers' condition: the educational background and learning experience, and .c. Industrial needs. The entire programs which have been developed 90% are in accordance with the needs of industry, d. Facility: there are still about 10-20%, which are not fulfilled yet. 3. The process consists of three parts, namely: planning, implementation and evaluation. The effectiveness of the learning plan already match the views of the suitability of the formulation KI2, KI3, KI4, with the basic competencies, indicators and goals. The Implementation learning category is very appropriate, since it was applying the method, the media, the type of assessment and learning environment in accordance with the purpose of learning that is able to apply factual knowledge, conceptual and procedural. The evaluation of learning activities in schools are already using authentic assessment. 4. The product. Based on the previous evaluation context, input and process, there are component of the industrial-based learning program that has been running quite effective, but there are also some that have not been effective, yet. The conclusions of research are: Industrial-based learning program evaluation through the model CIPP (context, input, process, and product) is accomplished quit optimal, thus recommends that the program should not be stopped, but it requires

1. Introduction

The learning activities are an important part of all educational activities. Quality learning in strategic positions in order to increase the quality of education. Improving the quality of learning in SMK is logical demands of the development of science, technology and art (science and technology) is very rapid and the demands of the business world industrial world (DU-DI).

Various problems often arise in the process, then their evaluation process of learning, especially in the evaluation process industry based learning in vocational students' dressmaking skills program, is able to help the absorption of vocational graduates into the world of work according to expectations, namely industry workforce to keep up with technology. Bei-News Edition 29 Year V, January-February 2006, states that the fashion industry demands workers who have comprehensive knowledge of: ... *production preparations, fabric inspection and quality standard, sewing methods, inline inspections, labeling, trimming, final quality control, technical knowledge about machines to identify the source of production faults, leadership, motivation, discipline, ...*

Of all the above phenomena, this study evaluates not only learning the components of student attitudes alone, where the student is a component input in a program, but all learning components industry based on the expertise of clothing should be thoroughly evaluated, because the components to one another is a system that cannot be separated. In connection with that, this study chose context, input, process, product (CIPP) as learning evaluation model based industry, because the four components Stufflebeam evaluation model plays an important role and is needed in planning, implementing and evaluating the program based learning industry. According to Stufflebeam (2003), the purpose of the evaluation is to assess the overall context environmental readiness program, check if there are goals and priorities are aligned with the needs, and assess whether the program is responsive to the needs. The purpose of the evaluation input, input during the evaluation, experts, evaluators, and stakeholders to identify or create a potentially relevant approach. Then they assess potential approaches and help formulate a plan responsive. Evaluation process, assess periodically the extent to which the project is carried out appropriately and effectively. Identify product evaluation and assessing the results of the project, both in accordance with the purpose, or unwanted.

2. Formulation of the Problem

The problem of this research is "Is the industry-based learning program that can increase women's fashion expertise competence in vocational students' dressmaking skills program".

3. Research Purposes

Referring to the formulation of the problems mentioned above, the purpose of research in general is to produce industry-based learning evaluation which is expected to improve women's fashion expertise competence of vocational students' dressmaking skills program based on the conceptual underpinnings that support by paying attention to field conditions. As for particular goals, as follows:

1) Obtain an overview context (curriculum, syllabus, lesson plans) based industries that are currently used to upgrade the competence women's fashion expertise in vocational students Skills Program dressmaking.
2) Get an overview of input (students, teachers, industry needs and facilities) on the existing industry-based learning is now able to support the achievement of women's fashion expertise competence of vocational students Skills Program dressmaking.
3) Obtain an overview of the process (activity of students, the teacher's activities and strategies) used industry-based learning are now able to improve the competence of women's fashion expertise in vocational students Skills Program dressmaking.
4) Knowing the product overview (learning outcomes) learning -based industries that would enhance the competence of women's fashion expertise in vocational students Skills Program dressmaking.

4. Framework Research

Based on the theoretical study and review of the results of previous studies, then built an industry based learning framework to equip the working character of vocational students in the form of structural models of the following :

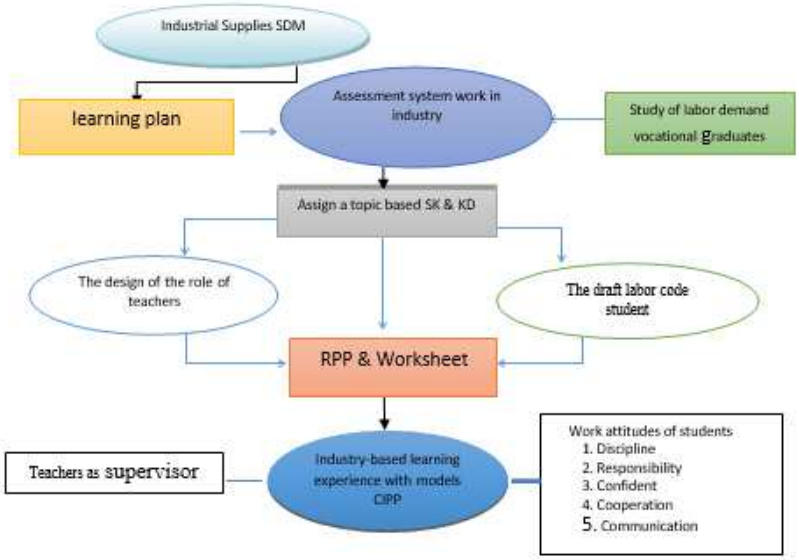

Figure 1. Conceptual framework research

5. Methods and Research Design

1) The method used in this research is evaluative approach CIPP model (context, input, process, product). Subjects in the study consisted of educators, students, the data documentation preparation of teaching.
2) Activity student / teacher.
3) Strategy learning dressmaking Vocational Skills Program. The population in this study is a class XI student of SMK Tourism Skills Program dressmaking, Principal/WK 1 Curriculum and Program Coordinator Expertise, partner / industrial.

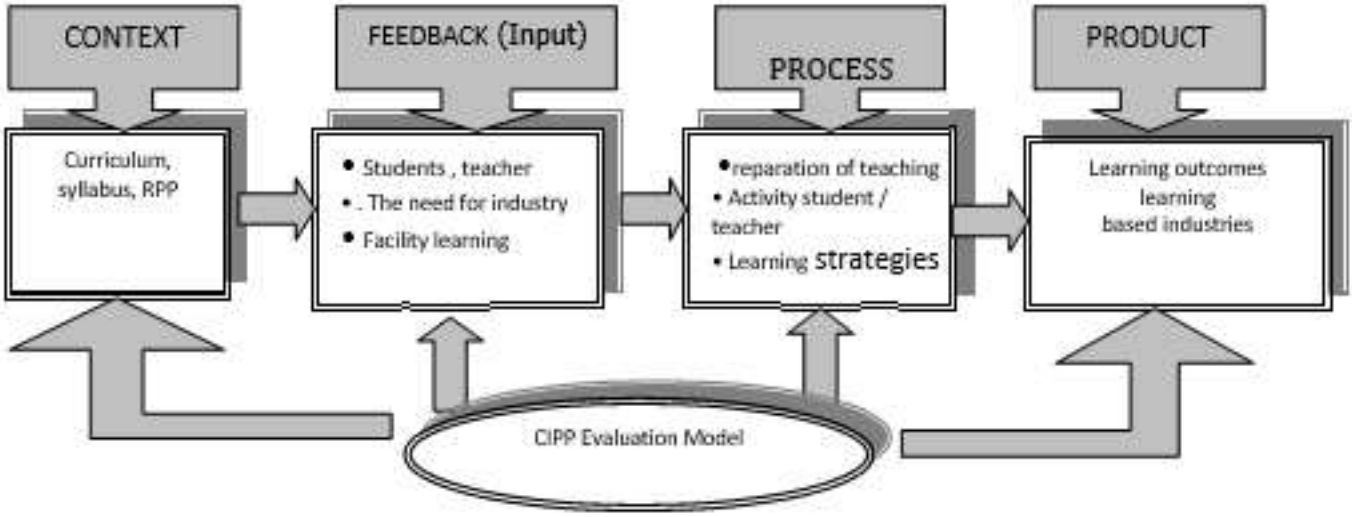

Figure 2. Component Model CIPP

6. Research Result

Research findings on the evaluation of industry-based learning program to improve the competence of vocational students skills, as follows:

1. Context (context) based program industry learning in terms of curriculum, syllabus and lesson plans can already be said to be in accordance with the technical guidelines there from all the existing rules concerning the process of planning and making learning programs mainly based industries.
2. Input (input) program based learning on existing industries such as the conditions of the students both in terms of background, interests of students, motivation in selecting competency skills and expectations of students after graduating from the program expertise of fashion, has become one of the major programs of each agency with receive support, guidance and direction of teachers and support strategies and other learning components.
3. Process (process) industry based learning program consists of three parts, namely: planning, implementation and evaluation. These three processes have been effective because the process is in conformity with the formulation and determination of competence both core competencies and basic competencies that will be implemented in the learning process. The integration of the results of the process is an integrated part must continue to be developed in the student, these three components describe the value of spiritual, social, cognitive, and skill, it is expected to impact instructional and impact accompaniment of learning, especially on the graduates to be printed by the institution and can be absorbed and required the industry as a partner.
4. Product (product) form of the process can be said to be effective when it created a process in accordance with Standard Operating Procedures (SOPs) are capable of being recognized and able to improve competency skills for the students, then the SOP in any evaluation of the industry based learning programs should always modified continuously as a model program before continuing.

7. Conclusion

Based on the evaluation context, input and process, before the above, it can be concluded that there is a component of industry-based learning program that has been running quite effective, but there are also some that are not yet effective. Thus the industry-based learning program does not need to be stopped, but still require modification program execution models more innovative before the resumed namely the standard operational procedures that fit your characteristics based learning process industries. Their standard operating procedures (SOP) is expected to be able to impact the learning process is more than a learning model that is able to effectively improve the competence expertise in women's fashion in the SMK.

The results of the evaluation of the product or the intended learning from the implementation and evaluation of industry-based learning effectively able to say when the next able to serve as one of the models that became recommendation entire existing educational institutions, especially among Tourism Vocational High School.

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