The concept of evaluating the implementation of Honda classes in vocational schools using the CIPP Model

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Abstracts. Strategic collaboration between Vocational High Schools (SMK) and stakeholders can improve the quality of Vocational Schools. The quality improvement of SMK will undoubtedly be able to produce skilled human resources and be able to meet the needs of the workforce. One form of cooperation carried out by the Vocational School with the business world / industrial world is the Honda class program which is the cooperation of Vocational Schools with PT Astra Honda Motor (AHM). This evaluation concept aims to help research related to the effectiveness of Honda Class programs in Vocational Schools using the CIPP evaluation model (Context, Input, Process, and Product) developed by Stufflebeam. Through this evaluation model, researchers try to measure the effectiveness of Honda Class programs by analyzing the problems faced so that they can determine the strategic steps in resolving these problems.

Keywords: evaluation, Honda class, CIPP

Introduction

Vocational High Schools (SMK) must prepare graduates to become skilled laborers who are ready to enter the workforce. To produce qualified graduates, Vocational Schools need a curriculum that includes competencies required by the world of work, adequate equipment and practical materials, competent teachers, funding and good management. Whereas to be absorbed by the world of work, Vocational Schools must also form a form of cooperation or partnership with the business world and industry (DUDI) so that there will be a link and match between SMK graduates and the needs of the workforce.

One industry that is overgrowing in Indonesia is the automotive industry. There is improving the quality of Vocational High Schools to produce skilled Human Resources (HR) and in line with the needs of the world of the automotive industry, is inseparable from a strategic partnership between Vocational Schools and those in the automotive industry. One form of the company is the establishment of an industrial class which is a program of cooperation between Vocational Schools and the industrial world.

PT. Astra Honda Motor (AHM) is one of the largest motorcycle manufacturers in Indonesia. PT. AHM has shown the form of its support for the world of education in Indonesia by collaborating with Vocational Schools through the establishment of an industrial class which is generally given the name Honda class. The curriculum used in the course is the Honda Motorcycle Engineering Curriculum (KTSM Honda) which is a specialized curriculum developed by PT. AHM by integrating existing Basic Competency Standards (SK-KD). With this KTSM Honda material, it is expected that learning about motorcycle engineering towards vocational students applying this curriculum will be more directed as a qualified mechanic.

Regarding the importance of implementing the cooperation class program executed, it is necessary to evaluate it to determine the success and effectiveness of the program. As is known that the evaluation activity has never been carried out. Program evaluation is a process of providing information that can be used as a consideration to determine the goals to be achieved, design, implementation, and impact to help make decisions, assist accountability, and improve understanding of phenomena. A
broader definition is that program evaluation is a process to ascertain the areas of judgment, choose the right information, collect and analyze the information that will be presented in the form of useful data for decision makers (Alkin, 1969).

The use of several evaluation approaches is not a new phenomenon; of course; it is considered normal in practice (Chavis, 2004). Even Scriven (1997) recommends evaluating using different components of the approach, one of which is using the CIPP model approach (context, input, process, product). The CIPP evaluation model has an orientation to provide services to various models of public service policies and programs. The CIPP evaluation model in its implementation is more widely used by evaluators to evaluate development programs; this is because this evaluation model is more comprehensive and flexible compared to other evaluation models. This study aims to determine the stage of the context, input, process and product dimensions of the implementation of Honda class programs found in Vocational Schools using the CIPP evaluation model developed by Stufflebeam.

**Literature Review**

**Program Evaluation**

Evaluation is a systematic process whereby the data in question is collected and converted into information to measure effects, assist in decision making, document the results to be used in the improvement program, and provide methods to determine the quality of a program/training (Basarab, 1992). Stufflebeam & Shinkfield (1988: 3) defines merely that evaluation is a systematic assessment of the value or benefits of several objects. Whereas Arikunto (2004: 4) says that evaluation is a process to find out whether the objectives of the program have been realized. Program evaluation is a series of activities carried out intentionally to see the success of the program. Private assessment is essential and must be considered as an effort to increase the added value of the program.

The manifestation of the results of the evaluation is the recommendation from evaluators for decision makers. According to Arikunto (2009: 22) there are four possible policies that can be carried out based on the results of the evaluation of program implementation, namely: (1) stopping the program, because it is seen that the program has no benefits, or cannot be implemented as expected; (2) revise the plan, because there are parts that are not in line with expectations (there are errors but only a few); (3) continuing the program, because the implementation of the program shows that everything has gone according to expectations and provided useful results; (4) disseminating the program (implementing programs in other places or repeating the program at a later time), because the program works well, so it is perfect if it is applied again in another place and time.

**CIPP Evaluation**

Educational evaluation is one form of the mechanism of the education system that aims to review the educational process that has been implemented in a certain period (Mahmudi, 2011). The evaluation model used in the concept of this study is an evaluation model that is widely used in the world of education, namely the CIPP (Context - input - process - product) model developed by Stufflebeam in 1966.

The CIPP model is oriented towards a decision (a decision-oriented evaluation approach structured). The aim is to help administrators (leaders) in making decisions. According to Stufflebeam (1993), reveals that "the CIPP approach is based on not being proven but improving." This means that the purpose of the CIPP evaluation model is not just to prove, but the most important thing is how the evaluation activities can improve the program being evaluated. The CIPP evaluation model is a comprehensive framework for evaluating programs, projects, products, institutions and systems (Stufflebeam, 2007).

The evaluation of the CIPP model does not only mean evaluating certain aspects but can be used comprehensively to see various things related to a program aimed at improvement, including in the field of education. To understand more about this CIPP model, you can see the detailed explanation of the four dimensions as follows:

First, context evaluation has the purpose of knowing the strengths and weaknesses of a program. By identifying strengths and weaknesses, evaluators will be able to provide the direction of repairs needed. Context evaluation seeks to describe and specify unmet needs, population and sample served, and
program objectives. This context evaluation helps plan decisions, determine the requirements to be achieved by the program, and formulate program objectives.

Evaluation of input aims to determine the suitability of the environment in helping to achieve program objectives and objectives. Evaluate data to help regulate decisions, identify the sources that exist, what alternatives are taken, what plans and strategies to achieve goals, and how work procedures to make them. This evaluation helps organize decisions, determines the resources needed and the alternatives taken, arranges plans and strategies to achieve needs, and how to solve them.

Process evaluation, according to Worthen & Sanders (1990) explains that process evaluation has a purpose: "1) to detect procedural design or implementation during the implementation stage, 2) to provide information for programmed decisions, and 3) to maintain a record of the procedure as it occurs ".

The evaluation of this process is to determine the extent to which the plan has been implemented and what components need to be improved. In other words, process evaluation in the CIPP model refers to what activities are carried out in the program, who is the person appointed as the person in charge of the program, when the events will be completed.

Product evaluation is an evaluation that aims to help make further decisions, both about the results that have been achieved and what is done after the program is running. So product evaluation is an assessment carried out to see the achievement/success of a development program in achieving predetermined goals. At this evaluation stage, an evaluator can determine or provide recommendations to program stakeholders, whether a development program can be continued, developed or modified, or even stopped. At this evaluation stage, questions are asked about the achievement of objectives, the interrelationship between the details of the process with the accomplishment of the goals, the possible formulations, the fulfillment of needs in the development program, and the impact obtained by the audience from existing development programs.

![CIPP evaluation chart](image-url)

**Figure 1. CIPP evaluation chart**
Source: The CIPP approach to evaluation (Bernadette Robinson, 2002)

The evaluation model used in the conceptual framework of this research is the CIPP model. The following table shows the target of evaluating Honda's class programs at each stage:

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<tbody>
<tr>
<td>The purpose of the Honda class program</td>
<td>Suitability of curriculum with program objectives</td>
<td>Implementation of classroom learning</td>
<td>Achieving student competencies by the objectives of the Honda class program</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Competence of the teaching teacher</td>
<td>Practicum implementation in the lab.</td>
<td></td>
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<tr>
<td></td>
<td>Completeness of facilities and infrastructure</td>
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Discussion

Evaluation Context

Context evaluation determines the needs, problems, assets, and opportunities to help decision makers set goals and priorities and maintain broader groups in making goals, priorities, and results. This context evaluation will discuss related to the purpose of the Honda class program at school. One of the objectives of the program is to produce graduates who have the competence to carry out maintenance and repair of Honda motorcycles. Also, context evaluation here will also look at the curriculum that will be applied to the Honda class program. Therefore, it can be seen whether the objectives of the program are supported by the curriculum used to students.

Input Evaluation

This evaluation is also related to the relevance, practicality, financing, effectiveness, and superior alternatives to a program. This evaluation also answered whether there was a duplication of activities, the accuracy of the assumptions used, the presence or absence of the main effects and side effects of program activities, the community's reaction to the program, and the possibility of program success. Components of input evaluation include 1) human resources, 2) supporting facilities and equipment, 3) funds or budget, and 4) various procedures and rules needed.

In evaluating these inputs, several aspects are subject to evaluation, including 1) the suitability of the curriculum used with the objectives of the Honda class program; 2) the existence of the Honda Laboratory and its standardization for student practice activities which are regulated as the provisions of PT. AHM. The standardization aims to guarantee that motorcycle engineering learning activities held in schools are by the standards set by PT. AHM; 3) teaching teachers are also required to have competencies that master all the material or curriculum developed by PT. AHM.

Process Evaluation

Process evaluation is directed at how far the activities carried out in the program have been carried out according to the plan. Is the program implemented according to schedule? Will the program implementer be able to handle activities during the program. And the possibility if the program continues? Are the facilities and infrastructure provided to be fully utilized? What obstacles and support occur in the implementation of the program and the possibility if the program continues. So primarily the evaluation of this process is used to 1) provide program efficiency feedback; 2) predict program shortages; 3) provide data for decision and program implementation; 4) provide the types of decisions that are possible; 5) provide a relationship of intimacy between the parties concerned, and 6) provide documentation about the procedure of activities and analysis of results. Process evaluation in this study was directed to analyze learning activities carried out in Honda's class programs at the school.

Product Evaluation

In product evaluation there are several things that are done: 1) measuring and interpreting program achievements, 2) looking at the main effects and side effects of the program; 3) see the advantages and efficiency of costs; 4) determination of criteria in absolute or relative terms; and 5) establishing standards for success in the short or long time. This product evaluation is a collection of descriptions and "judgment outcomes" about context, input, and process, related to the planning, implementation, and success of the Honda class program held. Product evaluation is carried out to measure the level of competency achievement of graduates of Honda's class programs that are by the objectives of the program.

Conclusion

The most appropriate evaluation model for measuring the effectiveness of Honda class programs held at Vocational Schools is the CIPP model developed by Stufflebeam. This model consists of a Context, Input, Process, and Product. Context evaluation was carried out to analyze the purpose of the Honda class program at school. Input evaluation examines some content, among others: the suitability of the curriculum used with the objectives of the Honda class program; the existence of the Honda Laboratory and its standardization for student practice; and teaching teachers who are required to have competencies that master all the material or curriculum developed by PT. AHM. Process evaluation in this study was directed to analyze the implementation of learning activities carried out in Honda's class programs at the school.
Product evaluation is carried out to measure the level of competency achievement of graduates of Honda's class programs that are by the objectives of the program.

References


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