

EVALUATION OF FIVE-DAY SCHOOL PROGRAM IMPLEMENTATION USING THE MODEL OF CONTEX, INPUT, PROCESS, AND PRODUCT

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ABSTRACT

This study aimed at evaluating the implementation of a five-day working program at vocational high schools. This study described the implementation, strengths, and weaknesses of the five-day working program in vocational high schools using a descriptive evaluative method with the model of Context, Input, Process, and Product. This study was conducted in Vocational High Schools also known as Sekolah Menengah Kejuruan Negeri 2 Karanganyar. The sample of this study consisted of 126 students selected with a quota sampling technique and 10 teachers selected with a purposive sampling technique. Data were collected through observation, questionnaires, interviews, and documentation. The validity of the questionnaire item used logical validation. The results showed that the implementation of the five-day school program was sufficient but not fully achieved. The program can improve students' knowledge and skills and students' activities are easier to be controlled. In the other hand, the school' readiness to implement the five-day school program is not optimal indicated by not all teachers use interesting learning media and methods, and the teachers' teaching performance during the day is decreased.

Keywords: evaluation, CIPP, five-day school program

INTRODUCTION

Vocational education is education that equips the students to possess a certain of skills (Rahman, 2009). Skills training is a crucial component in the context and needs of vocational education (Baser et al., 2017). Historically, vocational education is organized with the aim at enhancing the economic growth of a nation through providing the skilled labor (Finlay, 1998). Rahdiyanta et al. (2017) state that the responsibility vocational education institutions is to produce competent graduates. Various efforts have been made to improve the quality of vocational education in Indonesia, including enforcing the Five-Day School Program which is also known as Program Sekolah 5 Hari. PS5H program for Vocational High Schools also known as Sekolah Menengah Kejuruan (SMK). This program is created with the aim to maximizing the students' achievement in schools. In reality, however, the implementation of PS5H poses positive and

negative impact. Marfiah (2013) concluded that PS5H provides a longer study in schools. It is considered be able to develop students' creativity and knowledge as well as improve the students' social intelligence. PS5H facilitates students for learning by doing, habit forming, life curriculum as well as leadership skills. Alwisol (2004) concludes that there are some negative impacts of PS5H program such as the lack of social interaction, confidence, sensitivity. Furthermore, the students seem more fatigue so students feel bored to follow the lessons.

Vocational education and training may be defined as the range of courses or skills that help students to prepare for entering employment (Ireland, 2008). Meanwhile, according to Clarke & Winch (2007) "technical and vocational education is confined to preparing the young people and the adults for working life, a process often regarded as a technical and practical nature". Suharno (2016) states that from a school point of view,

vocational education teaches people how to work effectively. Based on the above concepts, it can be concluded that the establishment of vocational education or vocational aims to prepare learners so that they can competently handle a particular job. In short, if a person learns how to work, then he/she gets vocational education, both at the secondary and post-secondary levels (IEES, 1986).

Judging from the concept of implementation, based on research by Finlay (1999) it can be argued that there is some evidence that shows the relationship between the level of vocational education of a country with its economic growth. Countries whose populations have better levels of vocational education have shown higher economic growth compared to countries with lower education levels. In Law No. 20 of 2003 on Indonesian National Education System verse 15, it is described that vocational school is secondary education that prepares students primarily to work in a particular field, whereas vocational education is a higher education that prepares students to have a job with a particular applied expertise to a maximum equivalent to a degree program.

Vocational High Schools in Indonesia is one of the formal education that has many hours of learning (Anifah et al., 2016). Learning load is the whole activities to be followed by learners in one week, one semester, and one year of learning. The learning load in Vocational High Schools is 48 hours in learning hours per week. Learning loads for grade XI and XII are 44 hours of learning in a week. The duration of each learning hour is 45 minutes. Learning loads in grade X, XI, and XII in a semester are at least 18 weeks and at most 20 weeks. However, each educational unit may add learning hours per week based on consideration of learners' learning needs and / or academic, social, cultural, and other factors that are considered important (Regulation of Indonesian Ministry of Education and Culture, 2003).

Various efforts have been done by schools to manage the learning hours. For example, Circular Letter of Governor of Central Java (2015) implementing the Five-Day School Program (PS5H). PS5H is a school program that runs for five days a week, starting from Monday to Friday. According to Roshayanti et al. (2015) the PS5H in Central Java is regulated by adopting full day school. Full day school is an educational system that implements a full day learning by integrating an intensive teaching system by adding hours of lessons for material deepening as well as self-development and creativity.

Five-Day School Program aims to improve the quality of education through the effectiveness and efficiency of the use of time in schools (Anifah et al., 2016). The Five-Day School Program has several rational reasons, namely to help students divide the time of academic and non-academic activities. Moreover, students are expected to have more time to socialize with family, community, and surrounding environment. Psychologically, this program aims to intensify the communication of students with their families at home (Riyato, 2017). SMK Negeri 2 Karanganyar has implemented PS5H in 2015. The learning load applied in this school is 58 hours of lessons in a week for grade XII.

The application of PS5H still raises the pros and cons. PS5H program can have a bad impact on students, such as students are feeling exhausted and the performance of teachers and students are declining as the number of lessons increases so that learning takes longer time. Holiday on Saturday is still considered to be useless as a holiday because there are students who remain in school for extracurricular activities and additional hours. In addition, teachers are also required to be more creative so that students are not easily bored and their learning interest remains the same.

Based on interviews in the preliminary research, after the application of PS5H, the increase in hours of lessons cause students to

complain about limit of time to study at home and increased fatigue. In addition, the financial needs of students are increasing because time to go home after school is getting late then the needs of school supplies in schools is also increased. Various student complaints indicate that they experience stress due to the implementation of PS5H.

Stress associated with educational activities caused by claims that arise when a person in the period of education is called academic stress (Mortaki & Sapfo, 2012). Nurmaliyah (2014) states that academic stress is stress which is caused by academic stressor in the learning process or things related to learning activities. Therefore, it can be concluded that academic stress is the stress that occurs during the education, associated with teaching and learning activities, and a response to various academic stressors.

Various indicators of academic stress can disrupt the learning effectiveness at school. PS5H provisions result in the compaction of hours of study for students, meaning the presence of students in schools becomes longer. As a result, students will find difficulty in finding public transportation to go home because of going home in late afternoon. In addition, students stay in schools on Saturday although some different activities at that day. On Saturday, grade X and grade XI have to attend extracurricular activities. Meanwhile, grade XII has to attend the activities of additional hours held by the school. Therefore, students remain to go to school in six days a week. It can be seen that the five-day school program needs to be evaluated.

Fitzpatrick (2011) viewed the program evaluation is a series of activities conducted deliberately to see the success rate of the program. Evaluation is a process of providing information that can be taken into consideration to help make decisions (Farsi et al., 2014). Evaluation in the field of education is classified into four dimensions namely context, input, process, and product (CIPP). The objective of

this study is to evaluate the implementation of the PS5H in SMK using the CIPP concept.

METHOD

This study is categorized into a type of evaluation using a CIPP model. The CIPP model is used to measure achievement of PS5H implementation in SMK Negeri 2 Karanganyar in terms of context, input, process, and product. The population in this study consisted of 1258 students and 102 teachers. The sample in this study was 126 students consisting of 41 students of grade X, 41 students of grade XI, and 44 students of grade XII. Quota sampling and purposive sampling were used to determine the sample. Data collection techniques consisted of observation, questionnaires, interviews, and documentation.

The instrument used in this study was an enclosed questionnaire. The level of answer scores ranges from 1 (lowest) to 5 (highest). The calculation of criteria scores used the calculation based on Table 1. The data analysis in each of these studies used the average analysis by calculating the average of each component with scores and alternatives of available answer choices. The calculation of scores obtained in each evaluation aspect adapted from Azwar (2012) is in Table 1.

Table 1. Assessment Criteria Score

Formula	Score Interval	Category
$X \leq \mu - 1.5 \alpha$	≤ 2.1	Very Low
$\mu - 1.5 \alpha < X \leq \mu - 0.5 \alpha$	> 2.1 to 2.7	Low
$\mu - 0.5 \alpha < X \leq \mu + 0.5 \alpha$	> 2.7 to 3.3	Average
$\mu + 0.5 \alpha < X \leq \mu + 1.5 \alpha$	> 3.3 to 3.9	High
$\mu + 1.5 \alpha \leq X$	> 3.9	Very High

Values obtained were arranged logically and systematically so that it is easy to understand and facilitate the researchers in assembling or combining the interrelationship between data. The result data from the average questionnaire will be supported by interview and documentation data to strengthen the result of the questionnaire data as the main data.

RESULTS AND DISCUSSION

The evaluation results of PS5H implementation in vocational high schools, presented by describing indicators of each component and make the generalization of the four evaluation components. The results of

evaluation context presented in Table 2. The context of PS5H implementation is high, it means that PS5H can be implemented. Based on observations obtained information that generally SMK have the readiness to implement this program.

Table 2 Data Description of Context Evaluation

No	Aspects	Average per aspects	Average components	Category
1	Preparation of facilities and infrastructures	3.42		
2	Preparation of students	4.40	3.67	High
3	Preparation of teachers	3.20		

Based on the context of the evaluation of acquired advantages and disadvantages of the program. Those advantages are to enhance the students' knowledge and skills while the student activities after PS5H implementation are easier to be controlled, because the students' time in the school is longer. The weakness is the school does not optimally

facilitate the infrastructure, therefore it is expected that schools should fully support the infrastructure to support the success of PS5H. Based on the overview of the evaluation context, the implementation of PS5H is quite good but it is not optimal yet. Input evaluation consists of several aspects which are presented in Table 3.

Table 3. Data Description of Input Evaluation

No	Aspects	Average per aspects	Average Components	Category
1	Preparation of facilities and infrastructures	3.64		
2	Preparation of students	3.70	3.74	High
3	Preparation of teachers	3.88		

Table 3 shows the average score of the input component is 3.74. Based on this average score then the implementation of the PS5H

evaluation component input classified in the high category. Process evaluation consists of several aspects which are presented in Table 4.

Table 4. Data Description of Process Evaluation

No	Aspects	Average per aspects	Average components	Category
1	Students' activities at school	3.28		
2	Students' activities at home	3.41		
3	Teachers' activities at school	3.59	3.29	Fair
4	Teachers' activities at home	3.45		
5	The obstacles of PS5H implementation	2.74		

Table 4 shows the average score of the evaluation process obtained the score of 3.29. Based on the average score of the components, it was classified in fair criteria. The assessment

criteria shows that the PS5H implementation still have some obstacles, but it is also found some advantages. The problem is that after the PS5H implementation, students feel fatigue due

to home late, not all teachers bring learning media and interesting teaching methods so as to make students easily bored and sleepy when following the learning process, especially learning during the day; students are not eager to follow the lessons in the afternoon because it was tired and felt his concentration decreased, declining student performance resulted in a lesson hard to accept; not all students can use the time off Saturday to gather with family, because not all parents off to work on Saturdays.

After PS5H implementation, majority of allowances are increased to meet the needs of the students eat and drink during the school day. Students who do not have personal vehicles had difficulty in finding public transportation to schools. After 13.00 the performance of teachers in teaching has decreased because they feel tired, so passion for teaching is also declining and when learning during the day a lot of students to be passive, teachers will easily feel sleepy, so that the learning process is less effective during the day.

Ikhwandhia (2016) states that students are able to follow the learning but it is not maximized yet due to the performance of students in learning to decline, especially in the evening hours of the day, and in accordance with the study by Roshayanti et al. (2015), the

lack of PS5H is the decline of teachers and students performance in the learning process and teachers find it difficult to develop learning so not many changes that result in learning methods make students bored and sleepy.

It is expected that all teachers can create creative learning to increase students' interest in the day and avoid boredom and sleepiness, and students are required to be active in the learning process to make effective learning. Students also must be good at time management so that all activities are carried out can be controlled. It is expected that the government provides safe and comfortable public transportation until the evening in all territories.

The advantages in terms of the evaluation process is off on Saturday could be used by students to develop their interests and talents through extracurricular activities, students also can undertake positive activities eg homework besides being off on Saturdays, the student can rest if they do not follow extracurricular activities. This is in accordance with the results of research conducted by Roshayanti et al. (2015) which stated that one of the advantages of Five-Day School Program is that students can develop their interests and hobbies. Product evaluation consists of two aspects presented in Table 5.

Table 5. Data Description of Product Evaluation Component

No	Aspects	Average Per Aspects	Average Components	Category
1	Result of students' learning process	3.48	3.66	High
2	Presence	3.83		

Table 5 shows that the achievement of the average score in the product evaluation obtained 3.66. Based on the average score of the components, the product evaluation is high. Based on the results of questionnaires, the result of students' learning process aspect was included in a high category. While the interviews results with learners and teachers stated that the students are not always above the Minimum Completeness Criteria, it means that the aspects of students' learning outcomes is

high, but not maximum, in other words, students should study harder and teachers should improve the quality of teaching so that learning objectives can be achieved. Based on data from interviews with teachers, many students are absent from school due to a variety of things, so it has good assessment criteria but not maximized. The CIPP evaluation on the quality of Five-Day School Program implementation at SMK Negeri 2 Karanganyar is presented in Table 6.

Table 6. Summary of CIPP Evaluation against PS5H

No	Aspects	Average Components Evaluations	Category
1	Context evaluation	3.67	High
2	Input evaluation	3.74	
3	Process evaluation	3.29	
4	Product evaluation	3.66	

Table 6 shows the evaluation of context input, process, and product obtained the average scores of 3.67, 3.74, 3.29, and 3.66 respectively.

CONCLUSION

The implementation of PS5H in SMK Negeri 2 Karanganyar viewed from the evaluation of the context consisting of readiness on the implementation is good but not optimal. The evaluation of input consisting of preparation of infrastructures and human resources is categorized as good. The evaluation of process consisting of the implementation process is good enough because there are obstacles in the implementation. The evaluation of products shows that achievement has been reached but not optimal. The advantages of applying PS5H in SMK Negeri 2 Karanganyar are (1) to improve students' knowledge and skills, (2) student activities become easier to be controlled, and (3) holiday on Saturday can be used by students to develop interests and talent through extracurricular activities, to do school works, and to have a rest. The weaknesses of are (1) school readiness on the implementation is not optimal, (2) not all teachers bring learning media and use interesting learning methods, (3) teacher performance in teaching during the day has decreased, (4) students are easy to feel drowsy and bored when attending learning during the day, (5) students' performance decreases when learning during the day, (6) students have difficulty in finding public transportation, (7) students' fatigue increases, (8) students' financial needs increases, and (9) not all students can use Saturday to gather with family.

Therefore, the objectives of implementing PS5H has not been fully achieved.

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