



## **Evaluation of Partnership Program between Astra Honda Motor (AHM) and Ma'arif 1 Wates Vocational High School**

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### **Abstract**

This research aims at determining the description of the partnership program in terms of: (1) context aspect; (2) input aspect; (3) process aspect; (4) product aspect. This research was an evaluation research with CIPP model. This research conducted at SMK Ma'arif 1 Wates. The subject of this research is the head of the vocational program, 7 vocational teachers, and 198 students. The data collection technique in this research used a questionnaire method. Data analysis technique used was descriptive analysis. The results of the study regarding the implementation of the partnership program: (1) assessed from the context aspect of 85.7%, the very appropriate category (2) assessed from the input aspect of 84.4%, very appropriate category (3) assessed from the achievement value of the process aspect of 87.2%, very appropriate category (4) assessed from the achievement value of the product aspect of 84.3%, very appropriate category.

Keywords: AHM, CIPP, Evaluation, Partnership, Vocational

### **Introduction**

The Law of the National Education System (UUSPN) No. 20 of 2003 Article 15 Paragraph 2 states that vocational education is a secondary education which prepares students to work in specific fields. Meanwhile, Article 76 Paragraph 2 states that vocational secondary education has the function in equipping students with the science and technology skills as well as the honesty skills of the professions in accordance with the community needs. Based on these government regulations, it is an affirmation that the education system developed in the vocational school groups must be maximized as possible to prepare students to have certain skills and competencies. Accordingly, professional training ought to be equipped by the necessities of the job market (Hamid, Aribowo, & Desmira, 2017).

The fact is that the education development is still dealing with a high unemployment rate due to the imbalance between graduates with employment and the

availability of job opportunities, which amount of the workforce continues to grow annually and is not balanced by the availability of job opportunities. Data from the Central Bureau of Statistics (BPS) recorded the number of unemployment in the last year increased by 10,000 people, while the Open Unemployment Rate (TPT) decreased by 0.11 points. Viewed from the education level, vocational high school TPT is the highest among other education levels, that is 11.41%. (BPS, 2017). Collaboration between professional schooling with the labor force face the difficulties, including Indonesia, brought about by low degree of capacities and capabilities of accomplices; regulatory obstructions, monetary and social; partnership are viewed as irksome; as well as the fragility of the underpinnings of an organization fabricated (Lannert, Munbodh, & Verma, 1999; TVET Colleges Technical Task Team, 2014; UNESCO, 2013).

Based on the exposure to these problems, it is necessary to constantly strive for a program from educational institutions to develop an educational model which meets the qualifications to enter the business and industry. In order to build the system as mentioned above, one way is to build partnerships so that vocational high schools are able to recognize the world of work map early because the implementation of learning has accommodated the possibilities of the world of work through partnerships with the institutions involved.

Partnership according to Surya Dharma, MPA., Ph.D., Director of Education Personnel, Directorate General of Quality of Education and Education Personnel Improvement (PMPTK) is a cooperative activity with the principle of mutual benefit between schools that have advantages and achievements (categorized as capable of providing assistance and facilitation) and schools potential to achieve these advantages and achievements (DitPSMA, 2010).

The terms of partnership comes from the business area, which is a creation of a few accomplices that consolidate their skill and obligation to deal with the business mutually, remembering for the circulation of chance, benefit and misfortune (Draxler, 2008). Economic Forum defines partnership as an aliance of voluntary between the different entertainers from various areas, in which they concur/are committed together to accomplish shared objectives or address explicit issues by sharing dangers, obligations, devices and competence (investment assets) to produce a purpose/explicit items (Buckup, 2012). Responsibilities in these partnerships can be formal (written agreement) or casual (verbal arrangements), which is based on trust, uniformity and comprehension of the commitment (Piyasiri, Suraweera, and Edirisoo-riya, 2008). Partnership in this case situation infers a relationship in light of a common obligation to accomplish a similar objective with the guideline of equity and shared sharing.

One of the existing forms of partnership between vocational high schools (SMK) and the business and industry (DU/DI) is the partnership between SMK and PT. Astra Honda Motor (AHM). In total, the Honda-assisted vocational high schools have reached 664 units spread across 31 provinces in Indonesia. SMK Ma'arif 1 Wates began a

partnership with PT AHM in 2012. SMK Ma'arif 1 Wates is a vocational school in Yogyakarta which was the first school to form a partnership with PT AHM. In 2013, SMK Ma'arif 1 Wates also received the best class award in the Honda class in Indonesia, outperforming 65 other SMKs which collaborate with PT AHM. In addition to being the best, SMK Ma'arif 1 Wates is also a role model for other SMKs that have partnerships with PT AHM.

PT AHM has criteria in conducting partnerships, especially on facilities and infrastructure, hence it needs a large amount of fund to be able to get a partnership with them. The curriculum used by the SMK is to combine the Motorcycle Engineering Curriculum (KTSM) provided by PT AHM with the curriculum provided by the government. The implementation of the partnership program carried out by PT AHM and SMK Maarif 1 Wates has never been evaluated, therefore, to find out how the program is implemented from various aspects, it is necessary to carry out an evaluation. the evaluation model used is the CIPP model developed by Stufflebeam which stands for Context, Input, Process, Product.

Fitzpatrick et al. (2011) explains each of these dimensions, including: 1) Context, namely the process as an evaluation related to determining the needs that underlie a program and what programs already exist to meet these needs, 2) Input, namely the process of identifying what is needed. needed to achieve the goals or fulfill the needs that have been identified at a later stage, 3) Evaluation, namely the process of identifying or evaluating whether the program is implemented according to what has been planned, 4) Product, namely evaluation at this stage related to making decisions about what results are obtained from the implementation of the program and whether the program will be continued, improved, or discontinued.

During the partnership interaction, the management needs to perform checking and oversight of each cycle/phases of the program, as well as toward the finish of the program completed a careful assessment. It aims to advance the accomplishment of the advantages and limit the difficulties that might happen, including in the planning and implementation of educational partnerships. Marriott and Goyder (2009) states that the observing and assessment of partnership programs conducted education ranging from prepartnership, beginning phase/begin building partnership, starting the association interaction, during its execution, to the exercises of the last assessment to survey the organization and progress to sustainability partnership.

### **Research Method**

This research is a program evaluation research which uses a quantitative approach with the Context Input Process Product (CIPP) research model. The research was conducted at SMK Maarif 1 Wates in the Motorcycle Engineering and Business Expertise Program. The research was conducted from March 2020 to June 2020.

The respondents in this research are the productive teacher of the Motorcycle Engineering and Business (TBSM) Expertise Program, the head of the TBSM Expertise Program, and also all students of TBSM Expertise Program. The data collection technique is using partnership type questionnaire between PT. Astra Honda Motor and SMK Ma'arif 1 Wates and interview guidelines.

The instrument used in this study is a non-test instrument in the form of a questionnaire to find out the description of the partnership program between SMK Ma'arif 1 Wates for TBSM Expertise Competence and PT AHM which had fulfilled the validity test with content validation and construct validity and also reliability test.

The data analysis technique used in this research is descriptive analysis. The categories according to Azwar (2008) can be seen in Table 1 below:

Table 1: Categories of research result data

No	Respondent's Score	Category
1	$X \geq Mi + 1,5.Sdi$	Very high
2	$Mi + 1,5.Sdi > X \geq Mi$	High
3	$Mi > X > Mi - 1,5.Sdi$	Low
4	$X < Mi - 1,5.Sdi$	Very low

## Results and Discussion

This exploration expects to figure out the portrayal of the organization program between TBSM Expertise Competence of SMK Ma'arif 1 Wates and PT AHM.

### Context Aspect

The indicator in the context aspect is the purpose of the partnership. There are 6 statements intended for students and 5 statements for teacher.

Table 2: Descriptive statistics of context aspect

Mean	Median	Mode	Standard Deviation	Max	Min	Skewness
20.57	21	24	2.634	24	11	-0.566

Based on Table 2, it is shown that the average price is 20.57; the mean is 21; the most frequently occurring value is 24, the std deviation is 2,634; the min value is 11 and the max value is 24. The size of the skewness is -0.566. Skewnes scale = skewnes price/standard error skewnes =  $-0.566/0.173 = 0.021$ . The result is that the skewness ratio scale ranges from -2 to +2, hence the data is normally distributed.

Table 3: Context aspect categories

Interval	Category	F	%
$X \geq 19.5$	Very high	126	63.6%
$19.5 > X \geq 15$	High	70	35.4%
$15 > X \geq 10.5$	Low	2	1%
$X < 10.5$	Very low	0	0%
Total		198	100%

The score distribution based on Table 3 shows that 0 respondents are in the very low category (0%); 2 respondents are in the low category (1%); 70 respondents are in the high category (35.4%) and 126 respondents in the very high category (63.6%).

Table 4: Quality achievement value of the context aspect

Number of respondents	Number of questions	Total score	NPK	Percentage
198	6	4073	20.57	85.7%

In view of Table 4, it very well may be seen that the AHM Partnership Program with SMK Ma'arif 1 Wates in the context aspect has an achievement value of 20.57. According on the NPK category limit, the context aspect is in a very high level ( $X \geq 18$ ). The achievement value obtained shows that the context aspects compared with the existing reality are very appropriate.

Table 5: Quality achievement value on the context aspect

Sub-aspect	Total Value	Item	Value
Objective	3.42	1	3.5
		2	3.5
		3	3.5
		4	3.5
		5	3.2
		6	3.2

The context aspect includes the objective sub-aspects from the implementation of the partnership program between Ma'arif 1 Wates and PT AHM regarding the suitability of the partnership program with the needs of the students and the compatibility between the competencies taught and the needs of the world of work. Context evaluation is the initial phase in program development which includes identification of needs and program design. (Kaufman and Thomas, 2009). Tayibnapis (2008) explains that to achieve the objectives of a program, there must be a decision planning and determination of needs, in formulating the program's objectives including context evaluation. The results obtained in

the context aspect have a high achievement value of 85.7% which indicates that the students already feel that the partnership program at SMK Ma'arif 1 Wates is in accordance with the needs and competencies needed in the world of work.

Regarding the PT AHM partnership program, the head of the TBSM Expertise Program of SMK Ma'arif 1 Wates explained that the program implemented in the TBSM class had been integrated with the AHM curriculum which had been adapted to the needs of the world of work. The suitability of the school curriculum with what is needed by the world of work according to the statement (Rosyidi, 2011) is to accelerate the change time for professional high school graduates in entering the universe of work which will eventually work on the nature of professional secondary schools. This is also in accordance with research conducted by Karim Hidayat Sholihin in 2017 which states that partnerships for schools are a means of synchronizing curriculum with the industry needs.

### Input Aspect

The indicators contained in the input aspect are the readiness of students, the readiness of teacher, the readiness of the organizers, learning tools, and infrastructure. There are 17 statements intended for students, as well as 12 statements for teacher.

Table 6: Descriptive statistics of input aspect

Mean	Median	Mode	Standard Deviation	Max	Min	Skewness
57.43	57	68	7.327	68	34	-0.279

Based on Table 6, the results show that the avg price is 57.43; median value is 57; the most frequently occurring value is 68, the std deviation is 7.327; the min value is 34 and the max value is 68. The size of the skewness is -0.279.

Table 7: Input aspect categories

Interval	Category	F	%
$X \geq 55.25$	Very high	112	56.5%
$55.25 > X \geq 42.5$	High	82	41.4%
$42.5 > X \geq 29.75$	Low	4	2.1%
$X < 29.75$	Very low	0	0%
Total		198	100%

The distribution of scores based on Table 7 shows that 0 respondents are in the very low category (0%); 4 respondents are in the low category (2.1%); 82 respondents are in the high category (41.4%) and 112 respondents are in the very high category (56.5%).

Table 8: Quality achievement value of the input aspect

Number of respondents	Number of questions	Total score	NPK	Percentage
198	17	11372	57.43	84.4%

In view of Table 4, it very well may be seen that the AHM Partnership Program with SMK Ma'arif 1 Wates in terms of input has an achievement value of 57.43. According to the NPK category limit, the input aspect is in a very high state ( $X \geq 51$ ). The achievement value obtained shows that the input aspects compared with the existing reality are very appropriate.

Table 9: Quality achievement value on the input aspect

Sub-aspects	Total Value	Item	Value
Readiness of Students	3.3	7	3.5
		8	3.2
		9	3.5
		10	3.5
		11	3.0
		12	3.2
		13	3.5
Readiness of Teacher	3.4	14	3.2
		15	3.5
		16	3.4
		17	3.5
Readiness of Organizer	3.4	18	3.4
		19	3.3
Learning Media	3.3	20	3.3
		21	3.2
Infrastructure	3.5	22	3.5
		23	3.6

The input aspect includes the sub-aspects of readiness of students, readiness of teacher, readiness of organizers, learning media, and infrastructure from the implementation of the partnership program between Ma'arif 1 Wates and PT AHM.

The input evaluation in this study includes students' motivation to take part in learning, supporting factors for the competencies taken, teacher expertise in the competencies being taught, teacher teaching styles, readiness of organizer, completeness of learning, and infrastructure. This input evaluation has an achievement value of 84.4% which indicates that overall students have the motivation to take part in learning which is supported by the readiness of teacher and infrastructure.

The head of the TBSM Expertise Program at SMK Ma'arif 1 Wates explained that to ensure the quality of the partnership between SMK Ma'arif 1 Wates and PT AHM was carried out well, every 3 months PT AHM and the school held a meeting to monitor the learning process. The things evaluated are the attendance, learning media, practical training equipment, problems that arise during the learning process, the materials being taught, and so on according to the conditions in the field.

Some of the infrastructure that support the learning process is a grant from AHM, for example the latest Honda motorcycle. When the Honda manufacturer releases its newest motorcycle, AHM often provides grants to TBSM. This is a learning media to support the link & match. Rosivia (2014) states that the availability of infrastructure that is ready to use when needed also supports the student learning process, especially during practice. This is in accordance with research conducted by Sabiq Farhan (2019) which expresses that with the fundamental standards of association, organization projects can be completed through creating offices and framework to support the link & match.

Suwandi (2016) explains that productive teachers in vocational high schools in addition to having a bachelor diploma must also have a certificate. In this case, AHM provides periodic training for teachers related to the latest technology on Honda motorcycles. This is done to support the ability of teachers to equip students, which later each of them will be given a certificate related to the competencies studied. Competencies that are in accordance with the industrial world are needed to support learning in schools, in line with research conducted by Wayong (2010) which states that partnerships also aim to introduce schools to existing expertise programs in the world of work.

### Process Aspect

Indicators contained in the process aspect are the teacher teaching style, the learning process, and the evaluation of learning outcomes. There were 9 statements intended for learners, as well as 15 statements for teacher.

Table 10: Descriptive statistics of the process aspect

Mean	Median	Mode	Standard Deviation	Max	Min	Skewness
31.40	32	36	4.034	36	19	-0.427

The results on Table 10 show that the average price is 31.40; median value is 32; the most frequently occurring value is 36, the std deviation is 4.034; the min value is 19, and the max value is 36. The size of the skewness is -0.427.



Table 11: Process aspect categories

Interval	Category	F	%
$X \geq 29.25$	Very high	120	60.6%
$29.25 > X \geq 22.5$	High	74	37.3%
$22.5 > X \geq 15.75$	Low	4	2.1%
$X < 15.75$	Very low	0	0%
Total		198	100%

The distribution of scores based on Table 11 shows that 0 respondents are in the very low category (0%); 4 respondents are in the low category (2.1%); 74 respondents are in the high category (37.3%) and 120 respondents are in the very high category (60.6%).

Table 12: Quality achievement value of the process aspect

Number of respondents	Number of questions	Total score	NPK	Percentage
198	9	6218	31.40	87.2%

It can be seen in Table 12 that the AHM Partnership Program with SMK Ma'arif 1 Wates in terms of the Process aspect has an achievement value of 31.40. According to the NPK category limit, the Process aspect is in a very high state ( $X \geq 27$ ). The achievement value obtained shows that the aspects of the Process which are compared with the existing reality are very appropriate.

Table 13: Quality achievement value on the process aspect

Sub-aspect	Total Value	Item	Value
Teacher Teaching Style	3.5	24	3.6
		25	3.6
		26	3.6
		27	3.4
		28	3.4
Learning Process	3.5	29	3.4
		30	3.5
Evaluation of Learning Outcomes	3.4	31	3.4
		32	3.4

The process evaluation in this study includes the teacher's teaching style, the learning process (materials delivery), and evaluation of learning outcomes. This process evaluation has an achievement value of 87.2% which indicates that overall students feel that the teacher's teaching style is good, in both theory and practice learning. From the results of the study, students also assumed that the teacher delivered easy-to-understand

materials and that there was an evaluation of learning outcomes that were in accordance with the competencies being taught. This is in accordance with Wagiran's statement (2011) that assessment is a systematic effort to ensure the achievement of the quality of the educational process and the students' abilities.

According to Daryanto (2007) process evaluation is the implementation of strategies and the use of facilities/fund/materials in real activities in the field. In relation to process evaluation, the results of interviews conducted with the head of the expertise program provide information that every 3 months AHM conducted evaluations related to learning readiness and also related to the learning process, therefore TBSM teachers must be ready to do the learning process, both administratively and in terms of material delivery so that learning can occur optimally. This is in accordance with the research conducted by Sabiq Farhan (2019) which expresses that each stage in the association program should constantly be observed and assessed as the reason for the development to the organization program so that vocational high school TBSM graduates are able to meet PT AHM requirements and are ready to work. The results of distributing the questionnaire also showed that students stated that the teacher had established good communication and provided interesting learning.

### Product Aspect

The indicators contained in the Product aspect are the follow-up and competence of the students. There are 5 statements intended for students, and 4 statements for teacher.

Table 14: Descriptive statistics of product aspect

Mean	Median	Mode	Standard Deviation	Max	Min	Skewness
16.87	17.00	20	2.687	20	6	-0.754

The results on Table 14 show that the average price is 16.87; median value is 17; the most frequently occurring value is 20, the std deviation is 2,687; the min value is 6 and the max value is 20. The size of the skewness is -0.754.

Table 15: Product aspect categories

Interval	Category	F	%
$X \geq 16.25$	Very high	114	57.6%
$16.25 > X \geq 12.5$	High	71	35.8%
$12.5 > X \geq 8.75$	Low	12	6.1%
$X < 8.75$	Very low	1	0.5%
Total		198	100%

The distribution of scores based on Table 15 shows that 1 respondent is in the very low category (0.5%); 12 respondents are in the low category (12%); 71 respondents are in the high category (35.8%) and 114 respondents are in the very high category (57.6%).

Table 16: Quality achievement value of the product aspect

Number of respondents	Number of questions	Total Score	NPK	Percentage
198	5	3341	16.87	84.3%

The distribution of scores based on Table 16 shows that 3 respondents are in the very low category (1.5%); 3 respondents are in the low category (1.5%); 20 respondents are in the high category (10.1%) and 172 respondents are in the very high category (86.9%).

Table 17: Quality achievement value on the product aspect

Sub-aspect	Total Value	Item	Value
	3.4	33	3.4
Follow-Up		34	3.3
		35	3.4
Student Competencies	3.4	36	3.4
		37	3.3

Table 17 shows the quality achievement value of the product aspect on a scale of 4. Product evaluation includes determining (assessing) the general and specific impacts of a program, measuring anticipated impacts, identifying unanticipated impacts, estimating program goodness, and measuring program effectiveness.

The quality achievement value in this product aspect is 84.3% which means that most students have an idea of a follow-up by the school on the cooperation program with AHM to be distributed to the industrial world, especially AHM. The results of the interview with the head of the TBSM study program provided information that AHM provided opportunities for students to carry out industrial practice at the official AHASS workshop, thus students could have the opportunity to be able to work again in the workshop when they had completed their studies. Carrying out industrial practices at official Honda workshops can also be used as a promotional medium, both school promotions and graduate promotions, this is in accordance with research conducted by Dewi Kurniasari (2015) which states that promoting graduates by placing students at internships is a real promotional tool.

Basically all components of learning in schools must be maintained and always improved in quality, hence the results or outputs will also be good. Bafadal (2003) explains that students who consist of various characters are subjects to be educated so that they become the expected graduates. With this collaboration, SMK Ma'arif 1 Wates has the

advantage of being able to introduce AHM technology earlier to students so that the provisions obtained by students will be more than those from schools that have not collaborated with AHM.

### Conclusion

The implementation of the partnership program between Ma'arif 1 Wates Vocational High School with Astra Honda Motor was assessed for the achievement value of the context aspect of 85.7%, categorized as very appropriate. The implementation of the partnership program between Ma'arif 1 Wates Vocational High School with Astra Honda Motor was assessed for the achievement value of the input aspect of 84.4%, categorized as very appropriate. The implementation of the partnership program between Ma'arif 1 Wates Vocational High School with Astra Honda Motor was assessed for the achievement value of the process aspect of 87.2%, categorized as very appropriate. The implementation of the partnership program between Ma'arif 1 Wates Vocational High School with Astra Honda Motor was assessed for the achievement value of the product aspect of 84.3%, categorized as very appropriate.

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