



Improving Student Life Skills Through the Ma Plus Skills Program at MAN 4 Kediri

Mahmudi¹ , Muhammad Arif Khoiruddin² 

¹Universitas Islam Tribakti, Indonesia

² Universitas Islam Tribakti, Indonesia

ABSTRACT

Background. This research is motivated by the importance of the relevance of education to the needs of skills in the world of work, especially for madrasas which are often considered only oriented to the needs of the ukhrawi.

Purpose. The purpose of the study was to analyze the planning, implementation, and evaluation of the skills program at MAN 4 Kediri as an effort to improve students' life skills.

Method. The research method uses a qualitative approach with data collection techniques through observation, interviews, and documentation.

Results. The results showed that the planning of the skills program was carried out by forming a special team that collaborated with the head of curriculum in preparing learning tools according to KMA number 184 of 2019. Learning implementation involves competent educators and gets support from the madrasah head, with an allocation of 6 hours per week. Evaluation is carried out by teachers, deputy heads and madrasah heads, focusing on the implementation of activities and the achievement of KKM, and followed up according to the problems that arise.

Conclusion. In conclusion, the series of planning, implementation, and evaluation processes of the skills program at MAN 4 Kediri are in accordance with the guidelines for implementing MA Plus Skills, although routine and detailed supervision by the madrasah head is still needed for the performance of teaching staff.

KEYWORDS

Life Skills, MA Plus Program, Student Skills

INTRODUCTION

Nowadays we see many school graduates (SMA/Aliyah) do not continue to higher education and most of the junior high school/MTs graduates do not continue to high school/Aliyah. This causes many prospective workers who do not receive special skills (life skills) when entering the world of work. As a result, the world of work cannot absorb these prospective workers. Considering that the world of work has very strict criteria related to the human resources needed. According to (Rosidah, 2022) Human resources must meet criteria including professional, active in knowledge, continuous learning, self-motivation and innovation, and entrepreneurship.

Citation: Mahmudi, Mahmudi., & Khoiruddin, A, M. (2024). Improving Student Life Skills Through the Ma Plus Skills Program at Man 4 Kediri. *Journal of Humanities Research Sustainability*, 1(1), 16–22.

<https://doi.org/10.70177/jhrs.v1i1.995>

Correspondence:

Mahmudi,
mahmudikrecek856@gmail.com

Received: June 06, 2024

Accepted: June 10, 2024

Published: June 14, 2024



In fact, we realize that education is an important instrument in an effort to increase the nation's competitiveness. One of the priorities for the development of the education sector is the relevance of education to the needs of skills in the world of work. Every education is required to be in accordance with practical needs in the modernization era, especially madrasahs which are often claimed to be only oriented to the needs of *ukhrowi*. Therefore, madrasah students are expected to have the entrepreneurial insight and vocational competencies needed in order to develop survival in the future which is much more complex and competitive. This is also in line with the commitment of the Ministry of Religion in an effort to develop skill programs, one of which is certified as a vocational madrasah.

This is in line with what was conveyed (Putu Sudira, 2017) Vocational education has the goal of allowing students to choose the type of field of study, and the competence of expertise that suits their interests. With the hope that in the future after pursuing vocational education, they will get a job or be able to create their own jobs that suit their interests, needs, and pleasures and develop their careers.

Vocational education as career education emerged as an answer to the criticism that vocational education is only education that prepares graduates to enter the world of work. The public criticized vocational education as unilaterally regulated by the world of work and employers responded by affirming that vocational education is career education.

Preparing human resources is the gateway to gain glory in the competition of the globalization era. As stated in Law No. 20 of 2003 concerning the national education system Chapter II article 3, "that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who have faith, devotion to God Almighty, noble character, seat, knowledge, capable, creative, independent, and become democratic and responsible citizens".

The empowerment of madrasahs is an urgent need to be carried out so that Islamic educational institutions are able to graduate alumni who are considered in the future. The idea of empowering madrasahs has not been able to answer the problem of low quality of education in Islamic educational institutions as long as the empowerment itself has not touched the fundamental problem of fostering the quality of madrasah education. Empowerment is one of the components of improving the quality of education which depends on the ability of madrasahs to innovate their thinking and develop their educational curriculum.

As the results of research from (Rakhmat Raafi, 2020) The urge for innovation in madrasahs aliyah finally received good support from the ministry of religion of the Republic of Indonesia which issued the Decree of the Director General of Islamic Education Number 1023 of 2016 concerning Guidelines for the Implementation of Skills Programs in Madrasah Aliyah. With this legal basis, madrasah aliyah can include several skills programs so that later it will produce graduates who are not only theoretically oriented but also practical, they will be equipped with skills that will certainly be useful after they graduate.

RESEARCH METHODOLOGY

This research uses a qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of written words, pictures and not numbers, where data is obtained from people and behaviors that can be observed through interviews, observations and documentation, so the researcher analyzes by way of qualitative methods.

(Lexy J. Moelong, 2007) said that understanding the phenomenon of what is experienced by the research subject is the purpose of qualitative research, such as behavior, perception, motivation,

action, and others holistically, and by means of description in the form of words and language, in a special context that is natural and by utilizing various natural methods.

The determination of the right data collection technique greatly determines the scientific truth of a research. In the collection of research data using a qualitative approach, it is carried out in a circular manner with several techniques, namely observation, interviews, and documentation. Observation or observation according to (Nana Syaodih, 2007) is a method of collecting data by observing the activities that take place. These activities can be related to the way teachers teach, students learn, school principals who are giving directions or personnel personnel who are in meetings. An interview can be interpreted as a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a certain topic. Documentation is a data collection technique that is not directly aimed at the research subject. The documents studied can be in the form of official documents such as decision letters, instruction letters, while unofficial documents such as memorandums, and personal letters that can provide supporting information on an event.

Dalam penelitian kualitatif, peneliti disini menjadi pengamat penuh, dengan tujuan memperoleh data yang mendalam sesuai dengan fokus penelitian. Peneliti bertindak sebagai perencana, pelaksana pengumpulan data, analisis data, sekaligus menjadi pelapor hasilnya nanti. Sehingga peneliti memperoleh data yang representative.

Menurut (Lexy J moleong, 2007) Data merupakan salah satu unsur terpenting dalam suatu penelitian. Data merupakan hal yang dibutuhkan seorang peneliti untuk menjawab permasalahan dalam penelitiannya. Yang dimaksud dengan sumber data dalam suatu penelitian adalah subjek dari mana data diperoleh. Data utama adalah kata-kata dan tindakan, sedangkan dokumen dan selebihnya adalah data tambahan

Dalam penelitian ini cara yang dilakukan untuk menganalisis data, yaitu analisis data dalam situs. Analisis data dalam situs dilakukan atas masing-masing obyek penelitian yaitu pada MAN 4 Kediri. Dalam analisis data peneliti melakukan tiga tahapan diantaranya: (1). Reduksi data; (2). Display data; (3). Concluding drawing (verifikasi data)

RESULT AND DISCUSSION

Planning is a series of actions for the future, according to (Syafaruddin, 2005) planning aims to achieve a set of consistent and coordinated activities in order to obtain the desired results. Planning is the main task of management. Planning must be prepared before the implementation of other management functions because it determines the frame of reference for carrying out other functions.

Basically, planning is an intellectual process that involves decision-making. This process requires mental preparation to think before acting, carry out activities based on reality rather than estimates and do things regularly. This is a cognitive action in accordance with the planning request.

Based on research that has been carried out by researchers, the learning planning of the skills program is carried out by MAN 4 Kediri by forming a special team to manage the skills program. In this planning process, it refers to KMA number 184 of 2019, which is further applied in the syllabus, learning implementation plan (RPP), annual program (prota), and semester program (promes). This learning tool is used as a foothold for the implementation of learning in the classroom in the future.

In this learning planning activity, the skills program management team is required to be careful, creative and innovative in compiling existing learning tools. Because the learning tools that

are prepared at the planning stage are the main determinants in carrying out learning and also determining the final results of graduates of MAN 4 Kediri educational institutions.

In this learning plan, the skills program management team collaborates with the curriculum waka and adjusts to KMA number 184 of 2019 from the Ministry of Religion, in order to form graduates of the skills program desired by MAN 4 Kediri. This means that the planning of the Skills Program at MAN 4 Kediri is in accordance with the opinions of management experts and technical guidelines for curriculum development.

Implementation

The implementation stage is the operationalization of the learning plan, so that it cannot be separated from the teaching/learning plan that has been made. Therefore, its implementation will depend greatly on how teaching planning is operationalized from a curriculum. Based on research that has been conducted by researchers, the implementation of skills program learning is carried out by a team of experts (educators) who are competent in their fields.

According to C. Marsh and K. Stafford in (Rusman, 2011) stated that there are 5 (five) components that affect the implementation of a program. The five components, namely: 1) support from the principal, 2) support from fellow teachers, 3) support from students, 4) support from parents, and 5) support from within the teacher are the main elements. In addition, the function of implementing a Skills Program is the function that most determines whether the madrasah under the leadership of the madrasah head is able to realize its madrasah program. The planning, organizing and coordination functions that have been prepared will be proven to be successful in the implementation function.

MAN 4 Kediri has a legal umbrella in the implementation of the skills program, namely the MA Plus Skills Decree issued by the Ministry of Religious Affairs, while the curriculum refers to KMA number 184 of 2019. Everything has been regulated in detail in KMA number 184 of 2019. With the official MAN 4 Kediri becoming MA Plus Skills, all learning of skill programs that were previously extracurricular activities only, turned into subjects included in the curriculum such as mathematics and other subjects. Skill learning in KMA number 184 of 2019 is allocated 6 hours in 1 week. Due to the addition of learning in this skill program, the madrasah has become an earlier afternoon home.

On the other hand, teachers in the Skills Program at MAN 4 Kediri have carried out their main duties and functions, such as carrying out learning activities with learning models and principles that are in accordance with the applicable curriculum. This means that there is a pattern of mutually supportive relationships between the Head of Madrasah and the teachers of the skills program towards the Skills Program at MAN 4 Kediri.

Thus, the function of implementing the Skills Program at MAN 4 Kediri has run optimally as planned in accordance with the Profile of the Skills Program. However, routine and detailed supervision is needed by the Head of Madrasah on the performance of the Skill Program educators at MAN 4 Kediri.

Evaluation

According to Bloom in (Suke silverius, 1996) evaluation is a systematic collection of reality to determine whether in reality there is a change in the student's personality. The evaluation of the program that is used as a benchmark is the goal that has been formulated in the activity planning stage. This evaluation is carried out systematically, in detail, and using carefully tested procedures.

With certain methods, reliable and reliable data will be obtained. Policy determination will be appropriate if the data used as the basis for the consideration is correct, accurate, and complete. However, in detail, Owen explained that program evaluation is a process of debriefing, describing information and defining it to explain and understand a program or justify, determine decisions related to the program.

The learning evaluation activities in the skills program carried out by MAN 4 Kediri consist of two types, namely the evaluation of students' understanding in theory and the evaluation of students' abilities in practice. This evaluation is carried out by subject teachers in the skills program. This evaluation is carried out at the end of each chapter in the skills program subjects.

Then based on that, the evaluation is followed up by the subject teacher in accordance with the obstacles or problems that arise. At the evaluation stage, problems and shortcomings that occur during the implementation of skills program learning are often found. This problem will be apparent after a learning evaluation carried out by the skills program management teacher. Problems that arise will be followed up by the skills program management teacher by taking actions that are adjusted to the problems faced.

For example, in the problem of insufficient learning time, a solution is taken by simplifying learning materials that are difficult and less applied in the field. And increase the time on learning that is easy and often applied in the field. So that students can practice more on the material. This will accelerate students' understanding of skills material because students have more opportunities to practice directly understanding skills material.

From these findings, it shows that the evaluation of the Skills Program at MAN 4 Kediri was carried out by teachers, Deputy Heads and the Head of MAN 4 Kediri. The first focus of the evaluation of the MAN 4 Kediri skills program is the implementation of skills program activities and the achievement of students against the predetermined minimum completeness criteria (KKM). The Deputy Head of Madrasah collects data on the evaluation of the Skills Program at MAN 4 Kediri, then the data is submitted to the skills program management team for evaluation consideration and follow-up. Evaluation is carried out by examining curriculum documents, interviews, and supervision of practical activities.

CONCLUSION

Based on the findings of the researchers, the series of processes starting from planning, implementation, and evaluation carried out by MAN 4 Kediri are in accordance with the guidelines for organizing MA plus skills. Planning for skills program learning at MAN 4 Kediri is to form a special skills program management team that synergizes with the head of curriculum. In this planning process, the skills program management team makes a syllabus, lesson plan (RPP), annual program (prota), and semester program (promes) which all refer to KMA number 184 of 2019. The implementation of skills program learning at MAN 4 Kediri, there are two types of learning, namely theory and practice, and the allocation of learning time and learning strategies also follow the MA plus skills guidelines. The implementation of this learning is carried out by the skills program management team that has been formed by the school and at the spearhead is carried out by teachers or educators who have been appointed. Classroom learning is carried out in accordance with MA Plus Skills standards by referring to KMA number 184 of 2019, which is then implemented through the academic calendar, learning syllabus, and learning implementation plan (RPP). And in the classroom, the teacher becomes the spearhead of this skills program learning. In learning skills programs, teachers practice more than theory. Evaluation of skills program learning at MAN 4 Kediri is carried out by teachers, Deputy Head and Head of MAN 4 Kediri. The first focus of the

evaluation of the MAN 4 Kediri skills program is the implementation of skills program activities and the achievement of students against the predetermined minimum completeness criteria (KKM). The Deputy Head of Madrasah collects data on the evaluation of the Skills Program at MAN 4 Kediri, then the data is submitted to the skills program management team for evaluation consideration and follow-up. Evaluation is carried out by examining curriculum documents, interviews, and supervision of practical activities. Based on the findings above, the implementation of the evaluation function of the Skills Program at MAN 4 Kediri has gone well. Evaluation of Skills Program activities involving teachers, deputy heads of madrasah, and madrasah heads as evaluation controllers.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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