



Evaluation of Life Skills Based Education Programs in Madrasa

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ABSTRACT. This research is intended to describe the evaluation of life skills-based educational programs in MTs and MA Modern al-Azhary. This study uses a qualitative approach to the type of case study research. Through program evaluation, the results of the study indicate that there are four problems in education programs based on life skills. First, the problem of preparing education plans based on life skills. Second, problems in organizing education based on life skills. Third, problems in implementing life skills-based education. Fourth, problems in the supervision of education based on life skills. These four problems are caused by various factors, namely: the factor of human resources which is minimal in managerial ability, the factor of limited facilities and infrastructure, as well as the factors that have not been made to improve the education program sustainably based on life skills both by the management and the teachers and administrators of the foundation. Based on the problem and the cause of the problem then efforts are made to improve, including strengthening the managerial competence of the madrasah head and his deputy, strengthening the pedagogical and professional competence of teachers, procuring facilities and infrastructure based on the priority scale, as well as following up on supervision results. Life skills-based education programs in MTs and MA Modern al-Azhary have experienced success, that is, each target that has been determined in various activities in the life skills-based education program can be achieved.

Keywords: *Evaluation, Life Skills, Education, Program.*

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INTRODUCTION

In the era of the industrial revolution 4.0, people are faced with the sophistication of information and communication technology that can be utilized in all fields of human life. The sophistication of information and communication technology helps the community in completing its daily tasks. Whether it is realized or not, then the community cannot give up its life from information and communication technology. It then makes progress uncontrollable. As a result, changes in human lifestyles are increasingly complex, both positive and negative changes (Budi & Apud, 2019).

On the other hand, advances in information and communication technology have also shown the progress of civilization in a nation. In the current era of the industrial revolution 4.0, the quality of human resources is greatly influenced by its ability to use and develop technology (Wasehudin, 2018). Of course, every nation wants its people to become quality human resources. That can be obtained by a nation when education becomes a priority scale. Education as a basic field in the development of human resources becomes a vehicle for forming the thought and competitiveness of a nation (Sauri et al., 2019).

Public expectations of the education sector are even higher. The public wants graduates of educational institutions to truly become competitive and quality graduates (Adha et al., 2019). This competitive power and quality will make educational institutions competitive (Wiyani, 2018). Basically all educational institutions including madrassas as Islamic educational institutions in Indonesia contribute to responding to the wishes of the community. Madrasas as a representation of Islamic educational institutions are expected to be able to make a real contribution in the development of human resources in this nation. Madrasa is not only an Islamic educational institution that is capable of intellectual and moral transformation, but is also expected to be able to transform the skills of its graduates. So madrasa must also be able to provide educational services that are practical in the form of solutions to the problems of the people (Noor, 2017).

That was then responded by MTs and MA Modern al-Azhary as madrassas under the aji Yumika Ajibarang Banyumas foundation. For the past five years both MTs and MA have held life skills-based education programs. The program is intended to produce graduates who are not only emotionally-emotionally and intellectually intelligent, but also have a variety of life skills that can be used as provisions for their students' lives in the present and in the future.

Life skills-based education is basically skills that can provide practical provisions for students in dealing with various life problems. These skills cover aspects of knowledge (knowledge), behaviors that encompass the physical and psychological aspects, as well as vocational skills related to the formation of student character so that they can respond to the challenges and demands of their lives in their lives (Widiasworo, 2017).

There are two reasons why life skills based education must be given to students. First, to be successful in life, students must be equipped with life skills such as discipline, honesty, trustworthy, smart, healthy, excellent, resilient, good at exploring and exploiting opportunities, able to collaborate with other parties, and have the courage to create a decisions, and so on. This attitude will make students have spiritual intelligence (Wiyani, 2017). Secondly, with life skills acquired at educational institutions, it is expected that there is relevance between the various life skills that have been given and the various skills needed by students after graduating from an education level (Syah, 2007).

Theories about life skills based education are supported by theories about multiple intelligences. Compound intelligence is the ability to overcome a problem by creating a (product) that is useful in a culture. There are eight kinds of compound intelligence in humans, namely verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, natural intelligence, kinesthetic intelligence, intrapersonal intelligence, and interpersonal intelligence (Wiyani, 2014).

Life skills-based education programs in MTs and Modern MA al-Azhary are carried out using a management cycle, starting from planning, organizing, implementing, and monitoring. Management is basically a systemic and systematic activity carried out by a manager to move a group of people to achieve goals. Said to be a systemic activity because in management various components are interrelated and cooperate with each other in achieving goals. The various components consist of human resources and facilities and infrastructure owned by an organization. Hereinafter referred to as systematic activities because in management activities are carried out in accordance with the rules and sequences that have been determined (Wiyani, 2018).

With the use of good management cycles in life skills-based education programs in MTs and MA al-Azhary, the objectives of the program will be achieved. In addition, the quality of the program will also be obtained. The quality obtained will lead to ownership of madrasa competitiveness, where with ownership the madrasa can compete with other institutions (Wiyani, 2018). Then a well-implemented management cycle will also lead to the effectiveness and efficiency of the work of the teachers can also lead to work improvement efforts in the implementation of the program (Suriadi, 2019).

Achievement of objectives in a program is a description of the achievement of targets for each activity in a program (Astafiyah, 2018). Achieving targets can lead to the successful implementation of a program. To find out the success of a program it is necessary to have an evaluation (Anasy et al., 2019). That is the weak side of the management of MTs and MA Modern al-Azhary in organizing life skills based education programs. Until now the management of MTs and MA Modern al-Azhary have not made efforts to evaluate the life skills-based education program that they hold. The cause is due to methodological limitations in conducting the evaluation process. That is what later became the author motivated to conduct this research. So this research is intended to get a description of the evaluation of life skills-based education programs in madrasas.

METHOD

This research uses a qualitative approach. The approach was chosen because the authors conducted a study of research on objects that are natural, there is no engineering effort in it (Moleong, 2012; Supardi, 2017). While the type of research used is case study research. Case studies were chosen as the type of research because this research was motivated by problems related to life skills-based education programs. The problem is the inability of the management of MTs and MA al-Azhary to carry out evaluation activities on life skills-based education programs that have been implemented for the past three years.

MTs and MA Modern al-Azhary are madrassas organized by the Aji Yumika Foundation which addresses the village of Lesmana, Ajibarang sub-district, Banyumas district, Central Java province. Data in this study were collected using interview techniques, observation, and documentation. Interview techniques are used to obtain data about the problems surrounding life skills-based education programs. Observation techniques are used to diagnose various problems that become obstacles in the implementation of life skills based education programs. While the documentation technique is used to review various documents related to planning, organizing, implementing, and controlling activities in life skills-based education programs.

To obtain valid data, the authors use data source triangulation techniques and data collection techniques triangulation techniques. In the technique of triangulation of data sources the writer cross-checks data by bringing together data from three sources, namely the headmaster, deputy headmaster, and the teacher. While the triangulation technique of data collection techniques is used by the writer by cross-checking data by bringing together the data from interviews, observations, and documentation. The results of the triangulation process are then used as data presented to answer the problem statements that lead to the research objectives. The author then analyzes the data using the Miles and Huberman model of data analysis techniques, namely data reduction, data display and verification.

RESULT AND DISCUSSIONS

Result

Based on the results of the study identified four problems in life skills-based education programs in MTs and MA al-Azhary. First, problems in education planning based on life skills (Syarif, 2018). Theoretically there are six steps taken in educational planning, namely: (1) Formulating educational goals. (2) Establishing the time period for achieving goals. (3) Establish the scope of educational activities to achieve educational goals. (4) Establish methods or ways of achieving educational goals. (5) Establish the necessary tools. (6) Formulating an evaluation plan (Muflihini, 2015).

Based on the findings in this study, information can be obtained that MTs and MA Modern al-Azhary have clear and measurable vision, mission, and goals. The vision, mission, and goals are formulated based on the shared aspirations of the school community, the desires and needs of

the guardians of students and the community, and based on the times. Vision, mission, and goals are formulated together in a meeting and then socialized directly or indirectly by utilizing various print and ICT-based media.

The vision of MTs and Modern MA al-Azhary is also used as a guideline in formulating life skills based education program objectives. Thus it can be said that one of the efforts made by the MTs and MA Modern al-Azhary in achieving the vision is to implement an education program based on life skills. Achievement of the goals of life skills-based education programs will contribute to the achievement of the MTs and MA vision.

The vision of MTs and MAs as well as the objectives of the education program based on life skills is formulated based on the policies of the Aji Yumika foundation. But unfortunately these policies are still contained in non-formal policies, namely the form of policies in the form of words and attitudes (Wiyani, 2016). Not yet stated in formal policies, such as in the form of a Decree (SK) chairman of the foundation. The foundation should document the policy so that the policy exists not only verbally and in attitude but also in writing. Based on this policy, education planning based on life skills is compiled.

Second, the problem in the planning of life skills-based education programs in MTs and MA Modern al-Azhary is that the MTs and MA have determined the strategies to be implemented in the life skills-based education program, but they have not made an SOP. That makes the strategy run without clear procedures. If this happens, the strategy will become less effective and efficient. The absence of SOPs makes the strategies formulated less operational (Saikun, 2018).

Third, problems in planning life-based education programs do not yet have a predictive function both in terms of their implementation practices and in terms of funding (Saikun, 2018). Then the final problem related to life skills-based education program planning is that the supervisory instruments compiled by the head of MTs and MA Modern al-Azhary are still general in nature. In other words, the instrument is not only used to supervise teachers who are tasked with carrying out life skills-based education programs but also to supervise other teachers.

Second, problems in organizing education based on life skills. Basically the organization of education is the activity of arranging and forming relationships (work relationships between people) so that business unity is realized in achieving the stated goals (Syarif, 2018). The steps in organizing education include: (1) Determining the field of work and the parts involved in achieving educational goals. (2) The division of tasks, authority, and responsibilities in detail based on the field of work and its parts. (3) Arranging the work mechanism of the field of work and its parts (Asmani, 2012).

Based on the research findings it can be seen that MTs and Modern MA al-Azhary have a clear organizational structure that can describe the lines of coordination between units or units in MTs and MA and describe the command lines between units or units. The main tasks and functions (duties) of each unit, including every teacher and other stakeholders involved in implementing life skills based education programs in MTs and MA Modern al-Azhary, are determined based on the organizational structure.

However, based on the findings, information can also be obtained that the problems faced in organizing a life skills-based education program include: (1) There has not been a specific allocation of time used to carry out communication activities and coordination among stakeholders in the implementation of life skills-based education programs. (2) Communication and coordination between personnel involved in the implementation of life skills-based education programs is mostly done informally. This makes the course of communication less planned and there are no clear targets to be achieved from doing such communication activities. Such conditions make the course of communication activities to be less effective and efficient. (3)

Communication and coordination between the MTs and the MA are still weak, especially in terms of the implementation schedule of life skills-based educational program activities and the utilization of madrasah facilities and infrastructure (Syarif, 2018). As a result, there are still schedules for learning activities with life skills and the use of facilities and infrastructure that collide with each other between MTs and MA. The existence of one-stop MTs and MA Modern al-Azhary has consequences with the joint use of facilities and infrastructure. That is why every party must be very clever in conducting communication and coordination to condition the use of these facilities and infrastructure so that there are no cases of competition over learning facilities between the MTs and the MA. (4) At MTs and Modern MA al-Azhary there are rules regarding the implementation of life skills-based education programs, but unfortunately these rules have not been accompanied by implications or sanctions that arise when a teacher or student violates a rule. That makes no deterrent effect when a teacher or student violates a rule.

Third, problems in the implementation of life skills based education (Syarif, 2018). Theoretically, the steps taken in implementation include: (1) Discussing the goals or targets of the school to be achieved through discussion or exchange of opinions among school personnel. (2) Discuss various strategies that can be taken in achieving school goals. (3) Synchronize personal goals with school goals. (4) Discuss or discuss obstacles and ways of solving the achievement of the objectives to be achieved both in formal meetings and informal talks. (5) Discuss or discuss the mutual contribution of the institution's progress and advantages for personnel as well as the setback of the institution and the disadvantages of school personnel. (6) Provide stimulants, incentives and the like in order to arouse the morale of the personnel. (7) Providing warnings, reprimands, punishments or sanctions to any personnel who have been proven to neglect their duties and responsibilities in order to immediately improve themselves and not be emulated by other personnel. (8) Provide coaching or work guidance, advice, correction or provide supervision for the progress of the work of personnel (Masyhud, 2016).

Based on the research findings, it can be seen that all of the above steps have been carried out in the implementation of life skills-based education programs in MTs and MA Modern al-Azhary. Even based on research findings it can also be seen that the implementation of life skills-based education programs in MTs and MA Modern al-Azhary has been going according to plan but their implementation has not been optimal (Saikun, 2018).

The implementation of life skills-based education programs is not yet optimal due to two things, namely: (1) The targets in each strategy for achieving the goals of life skills-based educational programs have not been met. (2) In practice, both MTs and Modern MA al-Azhary focus more on the strategy of achieving life skills-based educational goals in the field of Foreign Languages (Syarif, 2018).

There are three things that cause the two problems above, namely (1) Aji Yumika Foundation's policy which indeed wants life skills-based education programs in MTs and Modern Al-Azhary to focus more on the control of foreign languages, namely Arabic, English, and Mandarin. (2) The low interest of students to take part in craft learning activities. (3) The supporters or implementers of the Qur'an's tahfidz strategy are not from the MTs and MA Modern al-Azhary teachers but from the pesantren boarding school. This makes the learning motivation of students to take part in the activities of low tahfidz Qur'an (Saikun, 2018).

Meanwhile, the implementation of life skills-based education programs in MTs and Modern MA al-Azhary is mostly hampered by: (1) Physiological conditions of students who are easily fatigued due to the dense learning activities in MTs and MA and in pesantren. (2) Psychological conditions of students who get bored easily due to the dense learning activities in MTs and MA and in pesantren. (3) Psychological conditions of students who are easily volatile because they are in the adolescent phase. (4) The condition of one-stop MTs and MAs makes a collision sometimes between the implementation of the language laboratory and computer

laboratory usage schedules. (5) MTs and MA students are more interested in learning foreign languages than learning craft, ICT, and tahfidz Qur'an (Syarif, 6 April 2018).

Fourth, problems in supervision of education based on life skills. Theoretically there are ten steps taken in supervision of education, including: (1) Determine the objects to be monitored. (2) Determine the parts of each object being monitored. (3) Determine the standards or criteria, norms, and measures that will be used to measure the success of education implementation. (4) Determine the supervision system. (5) Determine the procedures, methods and supervision techniques that will be used. (6) Measuring and evaluating educational activities organized to achieve the objectives. (7) Determine the deviation between the educational outcomes that have been achieved by comparing them with predetermined standards or criteria. (8) Diagnose the cause of the deviation. (9) Carry out corrective or corrective actions. (10) Providing recommendations for improvements in education planning (Muflihini, 2015).

Meanwhile based on research findings it can be seen that supervision of life skills-based education programs in MTs and Modern MA al-Azhary Ajibarang sub-district Banyumas is carried out through three activities, namely the implementation of learning evaluation, implementation of supervision, and efforts to improve the life skills-based education program (Saikun, 2018).

Based on the three implementation of the supervisory steps above, information can be obtained that the problems encountered in supervising life skills-based education programs include: (1) There is no competency test in the learning of crafts, ICTs, and activities of the Qur'an recitation. This makes the success of life skills-based education programs in MTs and MA Modern al-Azhary less measurable overall. (2) Scheduled supervision activities have not been carried out so that the supervision activities will become less effective and efficient. It can be said, the implementation of supervision activities carried out incidentally as needed. This makes not all teachers can be supervised by the head of MTs and MA Modern al-Azhary. (3) Monitoring activities are not carried out on a scheduled basis but are carried out incidentally as needed. There were not even instruments that were used to carry out monitoring activities. This makes monitoring activities less effective and efficient (Syarif, 2018).

Then based on the results of the evaluation it can be seen that in the life skills-based education program the MTs and Modern MA al-Azhary have eight obstacles (Syarif, 2018). First, there is indeed a policy related to the implementation of life skills-based education programs from the foundation to be applied in MTs and MA, but the policy is still informal, namely only in the form of utterances and not yet documented in written form (for example in the form of a Foundation Decree on life skills-based education programs. Second, the one-stop MTs and MA positions make use of language laboratories and computer laboratories often carried out scrambling. This happens if there is a collision in the implementation schedule of foreign language and ICT learning. Third, the workshops, ICTs, and tahfidz of the Qur'an have not been implemented optimally because of the problem of students' lack of interest in these three activities. Fourth, student activities are very crowded in MTs as well as in the MA and Islamic boarding schools making students easily tired. As a result students get bored easily and motivation to learn also decreases.

Fifth, the implementation of life skills-based education programs in MTs and MA is not well documented. Sixth, the course of communication and coordination in the implementation of life skills-based education programs is mostly done in non-formal meetings such as during recess and when there are empty hours as well as by utilizing What's Up group media. That makes the course of communication and coordination between stakeholders in the implementation of life skills-based education programs become less optimal. Seventh, Foreign language competency test activities in MTs are recommended so that what happens is that more students do not follow it. Eighth, supervision and monitoring activities are carried out incidentally and unscheduled. That

makes supervision and monitoring activities take place less effectively and efficiently. Moreover monitoring activities are carried out without using clear guidelines or monitoring instruments.

Based on the results of evaluations of life skills-based education programs in MTs and MA al-Azhary, it can be seen that there is a tendency for the community to want life skills-based education programs to balance between aspects of hard skills and soft skills. This is because the ability of students in foreign languages, operating computers, and conducting entrepreneurial activities (such as sewing, making handicrafts and fish farming) must be supported by students' abilities in controlling themselves, in behaving, and in religion (Saikun, 2018).

Life skills-based education programs that are able to balance the aspects of hard skills and soft skills will produce students who can survive in the millennial era or the era of the industrial revolution 4.0 and produce students who have character. With that character, students will become individuals who are not easily swayed by the negative impacts raised by the era of globalization and the era of the industrial revolution 4.0.

Then if the life skills-based education program at MTs and Modern Al-Azhary MA can be implemented optimally it will produce madrasas that are able to organize vocational activities for their students. If you look at trends in the millennial era and the era of the industrial revolution 4.0, it can be seen that vocational education is something that is needed by the community both now and in the future.

Based on the evaluation results of life skills-based education programs that are associated with future trends, the MTs and Modern MA al-Azhary must be able to optimize the activities of tahfidz Qur'an, which are also accompanied by religious recitation and habituation activities. This is done so that students not only have the provisions in the form of life skills, but also to become a generation of Indonesian people with character.

Thus the activities of recitation and habituation of worship are not only carried out in pondok rapidren but also in MTs and MA Modern al-Azhary. It is very possible to do since the MTs and MA Modern al-Azhary have many Islamic University alumni teachers and have large school mosques.

Then to overcome the obstacles in the implementation of life skills-based education, the MTs and Modern MA al-Azhary must be able to optimize their strengths and potentials, namely: (1) Having a strategic, safe, and comfortable location. (2) Get full support from the Aji Yumika Foundation in implementing life skills-based education programs. (3) Having teachers who are still easy and fresh graduates and have expertise that supports the implementation of life skills-based education programs. (4) Having a supportive work environment in improving the professionalism of teachers' work. (5) Having adequate learning facilities and infrastructure. (6) Having a student guardian who is loyal to the madrasa and is very supportive of every activity of her children. (7) Has a partnership with external parties in the implementation of life skills-based education programs. (8) Having a foreign language learning enrichment program (English, Arabic, and Mandarin) in Islamic boarding schools.

Discussions

Every educational institution has a program. The program can be a superior program that can be used by educational institutions to compete with other institutions. That can happen when the program it has can be implemented effectively and efficiently. To get the effectiveness and efficiency of the program, an evaluation of the program must be carried out. But unfortunately not all educational institutions have the will or even the ability to evaluate the program. The main cause is because there is no awareness of the leaders of the institution of the urgency of program evaluation. So it can be said that the sustainability of the program evaluation itself depends on the

leadership of the leader of the educational institution. The leaders of educational institutions also became the main parties in the evaluation of the program.

Leaders can diagnose problems encountered in implementing a program through their working relationships with teachers. Leaders can also make policies or decisions regarding solutions that can be done to overcome these problems (Rahmi, 2019). It can even be said that leaders in educational institutions are the main instruments in carrying out program evaluations. When found by the leader of an educational institution or school principal who is reluctant to conduct program evaluations, the foundation can become the main initiator in implementing program evaluations.

If examined deeper, the reason why an evaluation of the life skills-based education program in MTs and MA al-Azhary Ajibarang Banyumas has not been conducted is because there is no tradition of evaluating the leadership's performance. This was influenced by the existence of pesantren culture which was attached to MTs and MA al-Azhary Ajibarang Banyumas. That is the implication of applying the transactional leadership style by the school principal. So if the principal wants an evaluation of a life skills-based education program then he must start slowly changing his leadership style from transactional to transformational. From the transformational leadership style it is believed to produce a variety of renewals, including renewals that are generated through ongoing program evaluation activities (Supendi et al., 2019).

In the context of program evaluation basically the problem is not negative. This is because problems that have been diagnosed can be used as material to make improvements to the design and improvement of the implementation of a program. This can be done when the principal is able to find the cause of the problem, the root cause of the problem and is able to formulate a solution based on the root cause of the problem, the cause of the problem and the problem. These efforts can be made by the principal when he is responsive to various problems and is able to collaborate with teachers to jointly formulate solutions (Wiyani, 2019).

The description above makes the implementation of an education program based on life skills not only done by the principal, but also by the teachers. Moreover, teachers are the main actors in the implementation of life skills based education programs. Then another thing that must be considered is that in the future evaluation of the program can be carried out by internal MTs and MA al-Azhary Ajibarang Banyumas, the leadership must start designing the evaluation instruments. Evaluation instruments designed are not only used as a tool to control program implementation but also to measure the success of program implementation so that the degree of quality of the results of program implementation can be known (Zaen, 2019).

CONCLUSION

Life skills-based education programs in MTs and Modern MA al-Azhary have been implemented for three years but unfortunately there has not been an evaluation of the program. Even though the evaluation will reveal the success of life skills based education programs. After the author evaluates the life skills-based education program at MTs and MA Modern al-Azhary four problems can be found. First, the problem in terms of life skills based education planning. Second, the problem in terms of organizing life skills-based education. Third, the problem in terms of implementing life skills-based education. Fourth, problems in supervision of life skills-based education programs.

Then based on the results of the evaluation it can be seen that in the life skills-based education program the MTs and Modern Al-Azhary have eight obstacles. First, policies related to the implementation of life skills-based education programs are still non-formal. Second, the position of one-stop MTs and MAs makes the use of language laboratories and computer laboratories often carried out scrambling. Third, the craft, ICT, and tahfidz of the Qur'an have not been implemented optimally because of the problem of students' lack of interest in these

three activities. Fourth, student activities are very crowded in MTs and in the MA and Islamic boarding schools making students easily tired. As a result students get bored easily and learning motivation declines. Fifth, the implementation of life skills-based education programs in MTs and MA is poorly documented. Sixth, the course of communication and coordination in the implementation of life skills-based education programs is mostly done in non-formal meetings. Seventh, the activities of foreign language competency tests in MTs are suggested so that more students do not participate. Eighth, supervision and monitoring activities are carried out incidentally and unscheduled.

Then based on the results of the evaluation it can be seen that the life skills-based education program at MTs and MA Modern al-Azhary has experienced success. There are three indicators of success. First, each target that has been determined in various activities in the life skills-based education program can be achieved. Secondly, most people send their children to MTs and MA Modern al-Azhary because of a life skills-based education program. the program has created the competitiveness of MTs and MA Modern al-Azhary with other madrassas. Third, foreign language learning in MTs and Modern MA al-Azhary as one of the activities in life skills-based education programs is widely emulated by other madrassas in Banyumas district.

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