LOGIC MODEL EVALUATION TO WORK ORIENTED EDUCATION PROGRAM THROUGH JOINT MADRASAH COMMUNITY

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Abstrak: *Program penguatan ekonomi kreatif pada siswa madrasah melalui Work-oriented education program di Pariaman dilakukan melalui pembentukan Joint Madrasah Community yang digagas oleh STIT Syekh Burhanuddin Pariaman. Program ini memberikan pendampingan pelatihan industri ekonomi kreatif yaitu pelatihan public speaking dan kaligrafi berbasis digital printing. Tujuan program adalah menyiapkan lulusan madrasah siap kerja dan sekaligus mengurangi pengangguran lulusan madrasah yang selama ini penyumbang terbesar di Sumatera Barat. Metode penelitian ini adalah penelitian evaluasi logic model menggunakan pendekatan mixed method yaitu pendekatan campuran kualitatif dan kuantitatif. Pendekatan program menggunakan Comunity Based Research design. Analisa data kualitatif meliputi pengumpulan data, display data, verifikasi data dan penarikan kesimpulan Analisa data kuantitatif adalah uji independent t-test menggunakan program SPSS. Hasil program Work Oriented Education Program through Joint Madrasah Community terbukti berpengaruh signifikan terhadap penguatan life skill siswa madrasah dengan nilai a=0.000 < 0.05. Keberhasilan program 64.71% lulusan Madrasah diserap kerja jurnalistik dan broadcasting dan 70 persen di sektor kerja digital printing art*

kaligrafi. Rekomendasi program perlu dilanjutkan dengan memperluas jaringan komunitas madrasah negeri dan swasta yang ada di Pariaman.

ملخص : تم تنفيذ برنامج تعزيز الاقتصاد الإبداعي في طلاب المدارس من خلال برنامج تعليمي موجه للعمل في باريامان من خلال إنشاء مجتمع المدارس المشتركة الذي بدأه STIT الشيخ برهان الدين باريامان. يوفر هذا البرنامج المساعدة التدريبية في صناعة الاقتصاد الإبداعي ، وبالتحديد التدريب على التحدث العام والخط الرقمي. الهدف من البرنامج هو إعداد خريجي المدارس الجاهزة للعمل وفي نفس الوقت تقليل البطالة لخريجي المدارس الدينية الذين كانوا أكبر المساهمين في غرب سومطرة. هذه الطريقة البحثية هي بحث تقييم نموذج منطقي باستخدام نهج طريقة مختلطة ، وهي مزيج من النهج النوعية والكمية. يستخدم نهج البرنامج تصميم البحث القائم على المجتمع. يشتمل تحليل البيانات النوعية على جمع البيانات وعرض البيانات والتحقق من البيانات والاستنتاجات ، وتحليل البيانات الكمية هو اختبار t مستقل باستخدام برنامج SPSS. أثبتت نتائج برنامج التعليم الموجه نحو العمل من خلال المجتمع المدرسي المشترك aتأثيرًا كبيرًا على تعزيز المهارات الحياتية لطلاب المدرسة الدينية بقيمة = 0.000 <0.05. نجاح البرنامج هو 64.71٪ من خريجي المدارس الثانوية الذين يستوعبهم العمل الصحفي والبث الإذاعي و 70٪ في قطاع فن الطباعة الرقمية. يجب أن تستمر توصيات البرنامج من خلال توسيع شبكة مجتمعات المدارس العامة والخاصة في باريامان.

Keywords: Evaluasi, *work-oriented education program*, madrasah

INTRODUCTION

Seeing Indonesia Educational Statistical Report in Brief 2018 the Ministry of Education and Culture reported the overall number of Madrasah Aliyah (MA) is 7,843 units. It is less than the public schools senior high school 13,495 and vocational school 13,710 with total 277,205. From 7, 843, of existing madrasah, 763 of them are State Madrasah Aliyah and 7,080 are private. Based on this status, details of the number of madrasah MI, MTs and MA are: 24,560 consisted of 1,686 state schools and 22,874 are private. For MTs are 16,943 which consists of 1,437 state schools and 15,497 are private and for Madrasah Aliyah (MA) amounted to 7,843 madrasah consists of 763 state schools and 7,080 are private. This figure does not include diniyah and pesantren. Of 49,337 the total number of madrasah MI, MTs and MA is only 7.88% which is a state school madrasah remaining 92.12% is private madrasah[1]. Seeing the condition of the institutional status of madrasah can certainly be concluded that the overall quality of madrasah is still low.

However, the madrasah for the Indonesia people still has an appeal that is quite large. It is evidenced by the continued increase of new students coming

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[1]   Indonesia Educational Statistical in Brief, 2018/2019 Kementrian Pendidikan dan Kebudayaan dan Pendidikan Islam Departemen Agama. Hal. 22

into the madrasah from year to year with an average of increasing about 4.3%, so that based on the data BPS, in 2018 the estimated number of Madrasah Aliyah Students reached 1.294.776 million from 77 million population school age in Indonesia. The problem is, how to accelerate the quality improvement of 7.843 graduates of Madrasah Aliyah and 1.294.776 million students? Improving the quality of education equitably is essential for the issue of the existence of a nation with no distinguishing cultural identity community[2]. Dropping a society of a nation in general proved to be a stumbling block and a source of problems for the nation's journey itself. For that reason, we need to follow the example of countries such as Singapore are working hard to increase the quality of madrasah and Malay education institutions to align their educational institutions in general through the Joint Madrasah System (JMS).

Islamic education reform also occurred in the United States that changed the paradigm of superior and graduates should be able to answer the job market. To accelerate efforts to improve the quality of madrasah was done in the land of Uncle Sam through creative negotiation between Federal and local governments to establish Islamic Educational community that builds creativity and work skills at madrasah students[3]

Conditions assisted community of madrasah graduate has contributed to unemployment than professional workers and academic. It is a big challenge for madrasah. The Human Development Index for Indonesia, run from121.2 million labor force, only 114 million were absorbed by expanding sectors. It shows about 7.2 million unemployment or reaches 5.92 percent. Of these, approximately 6.8 million are graduates of secondary schools (*madrasah*) [3]. It is estimated that in 2014 will contribute 3900 of unemployed graduate in the madrasah aliyah level in West Sumatera[4]

This condition then underlying the College of Sheikh Burhanuddin Pariaman (STIT-SB Pariaman) initiated The Work Oriented Education Program with Joint Madrasah Community. This program effort to build the oriented education to the labor market in Padang and Padang Pariaman with a pilot project at MAN Padusunan Pariaman and MAS Darul Ulum of Padang City.

The concept of work-oriented education is a graduate from school was prepared by getting ready-to get job, getting ready for sale, and getting ready to work and being independent. Steps to be taken to achieve these graduates

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[2] Ibid
[3] Report of a conference held at the University of Cambridge on 9-10 April 2011
[4] Statistical Report (BPS) Sumatera Barat Province 2013

are to apply the life skills on education. The concept of work-oriented education based on life skills is broader than simply the work skills, not only the manpower but also be entrepreneur. According Kaluge in Slameto[5] work-oriented education based on life skills can be divided into five, namely "self-awareness, often called personal skills, proficiency thinking skills, social skills, academic skills, and vocational skills. In addition oriented to have skills, then a learner also explored the capabilities and potential of their intelligence on eight aspects: "linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence.[6]

Targeted program is to equip madrasah students with life skills education to assist the government programs for reducing the number of unemployed, especially graduates of madrasah in the West Sumatra province. The program is an accelerated program that was initiated by STIT Sheikh Burhanuddin Pariaman in cooperates with the Local Ministry of Religion Affair in Pariaman. The program is implemented by the Institute of STIT Sheikh Burhanuddin Pariaman involve various elements of stakeholders including the Local Government Pariaman, Local Government of Padang, Ministry of Religious Affairs of Pariaman, Academics STIT SB Pariaman, Principals, Teachers and Board of MAN Padusunan Pariaman and MAS Darul Ulum of Padang City as well as practitioners and Creative Economy Industry Employers in West Sumatra.

This program is a multiyear program with the implementation period for the biennial from 2014 until 2016. Funding of program derived from the Islamic Religious Higher Education from Ministry of Religious Affairs in 2014 and the continuation program was funded by local stakeholders in this regard STIT Sheikh Burhanuddin Pariaman in cooperate with local government of Pariaman and Padang city.

The formulation of problem to this research was how to build a *Joint Madrasah Community* to prepare some volunteers as facilitator for public speaking and art calligraphy workshop at STIT Syekh Burhanuddin Pariaman? How to provide a public speaking training to the students of Madrasah Darul Ulum in order to have a good *public speaking* skill and ready to be absorbed by journalism sector and broadcasting?. In addition this research also evaluate how this program provide the student of State Madrasah Aliyah of Padusunan Pariaman to have soft skill in create an excellent art calligraphy in order to

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[5]   Slameto, *Learning and Factors Affecting.* (Jakarta: RajaGrafindo Persada, 2005). 23

[6]   Howard Gardner, *Multiple Intelligences*, (Jakarta. PT. Gramedia Pustaka Utama, 2013),

have opportunity to get work as the art calligrapher or become an entrepreneur in the line of art-calligraphy. Outcome of two programs were done by using logic evaluation models.

A logic model is the model most often used by social service agencies[7]. It is usually designed as a representation that helps regulate the development, implement-tation, and evaluation. When used as an assessment tool, logic models focus on the essential elements of the program, which helps in identifying evaluation questions that should be asked[8]. Evaluation logic models can also serve to identify the causal relationship between program activities and outcomes[9]

Reasons for using evaluation Logic models are selected for this evaluation allows troubleshoot the appointment of educated unemployment in Pariaman through a program of work-oriented education that is collaborative involving STIT Sheikh Burhanuddin Pariaman and two Madrasah namely MAS Darul Ulum Padang and MAN Padusunan Pariaman incorporated in the Joint Madrasah Community. In addition to the reasons for selecting the evaluation logic model for this program First an evaluation logic model has an established track record to manage and measure the performance of the program. Second, logic models are used to determine the underlying reason for the organization's strategy change and serve as a basis for program planning and evaluation. Third, Logic is suitable for projects involving cooperation between organizations in achieving the effect of the program. Fourth, Evaluation of logic models has measurable indicators towards the achievement of program objectives.

METHOD

The method of this research is the evaluation of logic models use a mixed method approach[10] namely a mixture of qualitative and quantitative approaches. It is an appropriate approach because this research aims to solve the problems and gain deeper meaning of the grounds both concerning the inputs program, actions, outputs and influence of the programs as well as long-term targets

[7] Patton, M. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks, CA: Sage.

[8] Rossi, P. H., Lipsey, M. W., & Freeman, H. E. *Evaluation: A systematic approach.* Thousand Oaks, CA: Sage, 2004),

[9] McLaughlin, J., & Jordan, G. Using logic models. In J. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 7–32). San Francisco, CA: Jossey-Bass, 2004),

[10] Creswell W John.). *Research Design, Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). SAGE Publication, Inc, 2014).

of the program in the MAS Darul Ulum Padang City and MAN Padusunan Pariaman.

Setting dedication to the communities of this study was divided into four stages. First, is a Laying Foundation stage, it is negotiating with community leaders, local custom leader and local Government leader of Padang and Pariaman along with their team to deliver a pilot project to the community and prepare the technical implementation of the program by creating a Steering Commute, identify a community perspective about the research to be undertaken and formulated the schedule of activities in accordance with the context and identify a field research purposes. Second, is a planning stage, it makes an activities planning for the work Oriented Education program by training volunteers intensively through a rigorous selection. Third, is the stage of collecting data and information. Data collection was conducted during three months for each activity of public speaking training and calligraphy training. Both were held at private Madrasah Aliyah Darul Ulum of Padang city and State Madrasah Aliyah of Padusunan of Pariaman City. The collection of data on these activities includes surveys and focus group discussion to perform any necessary corrective action to output in order to sharpening these activities. They involve 42 students of private Madrasah Aliyah Darul Ulum of Padang city and 20 students of state madrasah aliyah Padusunan of Pariaman City. The fourth stage is action and field. This stage includes the negotiation and mobilization of knowledge with the community in evaluating the progress of the program, and then fixes it to the next technical activities based on information collected from program implementation team in the field.

Instruments of these activities include the research team, observation sheets, interview documentation and field notes. The technique of collecting data used questionnaires, field observations, and guidelines for assessment the progress and mastery of public speaking and calligraphy. The data collection consists of three stages: First, preliminary data through focus group discussion with stakeholders to discuss the importance of the establishment of the Joint Madrasah Community as a forum for cooperation among team to implement the Public speaking training and Calligraphy training continuously. The activities of focus group discussion was facilitated by STIT Shaykh Burhanuddin Pariaman in order to give birth skilled graduates from madarasah aliyah, ready to get work and ready to be a new entrepreneur. The second stage, providing training of public speaking and calligraphy to volunteers to assist them of having a soft skill in both skills through Joint Madrasah Community. .

Technique of data analysis used qualitative and quantitative analysis. Qualitative analysis covered display data, verification of data and conclusion. While for quantitative data analysis used independent t-test with SPSS program. It used to know the difference score between pretest and post test.

RESULT AND DISCUSSION

The community engagement in this activity was divided into two functions, namely the Organizing Committee (OC) and the Steering Committee (SC). In detail numbers of community members involved in these activities are as follows:

Table. 1 Community Engagement in the Activities

No	Community Engagement	SC	OC
1	Academician of STIT Syekh Burhanuddin	3	3
2	Principal and Teacher of Madrasah Darul Ulum	3	3
3	Principal and Teacher of MAN Padusunan	2	2
4	Professional of creative industry	1	1
5	Student of Madrasah who follow the calligraphy training	20 persons	
6	Student of Madrasah who follow the Public Speaking training	42 persons	

Based on Table 1 above it can be seen that the number of members of the SC in the Joint Madrasah Community totaling 16. They are consisting of three people on the research team of STIT Shaykh Burhanuddin is Irdas, Reflianto, Erwin, three leadership and teacher of private madrasah aliyah of Darul Ulum namely Ustad Mahyuddin, Ustad, Tgk Usman, Ustad Jhoni. There are two people from the leaders and teachers of state madrasah aliyah Padusunan of Pariaman namely Asrinal, Anzalman and Enie Darmayanti plus one person of practitioners; he was Jamaris as creative economy tenant. While the OC group totaled 14 people consisting of three persons of Academician, they were Zelhendri Zen, Edi Sutadji, and Farida Ariani, three persons from the leadership and teacher of private madrasah aliyah of Darul Ulum and two person from state madrasah aliyah Padusunan of Pariaman and one a creative economy practitioners of Miss. Larasati..

Output Volunteer for Public Speaking

Through computer calculations program by using SPSS version 17.0 was known that scores of public speaking participants for the average (mean) is

equal to 80; mode 96 and the middle score (median) of 76.00; and a standard deviation of 11.17. The frequency distribution can be seen in Table 2 below:

Table 2. Frequency Distribution of Volunteers' Score in the Public Speaking Training In STIT Syekh Burhanuddin Pariaman

		Volunteers' Score in the Public Speaking			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68.3	1	12.5	12.5	12.5
	71.1	1	12.5	12.5	25.0
	73.3	1	12.5	12.5	37.5
	75.0	1	12.5	12.5	50.0
	78.3	1	12.5	12.5	62.5
	91.7	1	12.5	12.5	75.0
	93.3	1	12.5	12.5	87.5
	96.7	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

According to the table 2 was known range of scores obtained ranged from 68.3 up to 96.7, there is only one person who has a value below 70, four person have value under 80 and three persons has a value above 90.

Through computer calculations by using SPSS version 17.0 is known that score participants of Public Speaking training is equal to 80.96; mode is 96; the middle score (median) of 76.00; and a standard deviation of 11.17. Based on the statistical data can be presented categories propensity participants score of Public Speaking skill can be seen in Table 3 below.

Table 3. Summary of Score Public Speaking Ability Of Volunteer in STIT Syekh Burhanuddin Pariaman

No.	Category	Interval	Frequency	(%)
1	Low	<60	0	0.0
2	Good	60-80	5	62.5
3	Very Good	> 80	3	37.5
	Amount		8	100

Based on Table 3 above, then score the participant ability of calligraphy in STIT Seykh Burhanuddin Training is divided into three intervals, i.e. low, good, and excellent. None of the participants who received low scores, the majority get a good score with a value above 60 and as many as 3 or 62.5 get very good score for the good category.

Output Volunteer for Calligraphy

Through computer calculations program by using SPSS version 17.0 it was known that the average score (mean) of 85.97; mode 96.7; the middle score (median) of 85.00; and a standard deviation of 10.58. The frequency distribution scores can be seen in Table 4 below:

Table 4. Frequency Distribution of Volunteers' Score in the Calligraphy Training In STIT Syekh Burhanuddin Pariaman

		Frequency	Percent	Valid Percent	Cumulative Percent
		Volunteers' Score in the Calligraphy Training			
Valid	70.0	1	14.3	14.3	14.3
	76.7	1	14.3	14.3	28.6
	81.7	1	14.3	14.3	42.9
	85.0	1	14.3	14.3	57.1
	95.0	1	14.3	14.3	71.4
	96.7	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Based on table 4 was known that there are two students who earn a calligraphy score of 96.7 and one person who had score of 95.0. It means that there are only three persons who have the great value of calligraphically training in the excellent level. The achievement of calligraphy score of volunteer was calculated by using SPSS Program was known that the average score (mean) of 85.97; mode at 96.7; the middle score (median) of 85.00; and a standard deviation of 10.58. Based on the statistical data can be presented categories propensity participants score of Public Speaking skill can be seen in Table 5 below.

Table 5. Summary Score of Participant Skill in the Calligraphy Training at STIT Syekh Burhanuddin Pariaman

No.	Category	Interval	Frequency	(%)
1	Low	<60	0	0.0
2	Good	60-80	2	28.6
3	Very Good	> 80	5	71.4
	Amount		7	100

Based on Table 5 above, then ability score of calligraphy trainee in STIT Syekh Burhanuddin Pariaman is divided into three intervals, i.e. low, good, and excellent. None of the participants who received low scores, the majority scored very well with a value above 80 as many as 5 people or 71.4% and 28.6% who get good grades. .

Public Speaking Training Output at Padang Kota Darul Ulum MAS

Initial capability of participants is the average score (mean) of 64.40; mode of 67.00; the middle score (median) of 66.70; and a standard deviation of 8.394. The frequency distribution of pre-test scores can be seen in Table 6 below. Table 6. Frequency Distribution of Madrasah Student Score in the Public Speaking Training Pre-Test at MAS Darul Ulum of Padang City

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2.4	2.4	2.4
	48	1	2.4	2.4	4.8
	50	2	4.8	4.8	9.5
	52	1	2.4	2.4	11.9
	53	2	4.8	4.8	16.7
	55	1	2.4	2.4	19.0
	58	5	11.9	11.9	31.0
	62	1	2.4	2.4	33.3
	63	1	2.4	2.4	35.7
	65	3	7.1	7.1	42.9
	67	7	16.7	16.7	59.5
	68	4	9.5	9.5	69.0
	70	4	9.5	9.5	78.6
	72	5	11.9	11.9	90.5
	75	1	2.4	2.4	92.9
	77	1	2.4	2.4	95.2
	78	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Based on table 6 is known that there are two students who receive the highest pre-test score of 74 and 13 of them with the minimum score under 60 from 42 participants.

While the post-test score of mean of 82.7; mode of 81.7; the middle score (median) of 83.3; and a standard deviation of 7.55. The frequency distribution of post-test scores of participants' knowledge after the training can be seen in Table 7 below:

Table 7 Frequency Distribution of Madrasah Student Score in the Public Speaking Training Post-Test at MAS Darul Ulum of Padang City

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63.3	2	4.8	4.8	4.8
	66.7	1	2.4	2.4	7.1
	71.7	1	2.4	2.4	9.5
	75.0	3	7.1	7.1	16.7
	76.7	3	7.1	7.1	23.8
	78.3	2	4.8	4.8	28.6
	80.0	1	2.4	2.4	31.0
	81.7	5	11.9	11.9	42.9
	83.3	4	9.5	9.5	52.4
	85.0	3	7.1	7.1	59.5
	86.7	5	11.9	11.9	71.4
	88.3	3	7.1	7.1	78.6
	90.0	5	11.9	11.9	90.5
	91.7	1	2.4	2.4	92.9
	93.3	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Based on the table, it can be seen that there are 27 participants who had a score above 80 and 15 people get score in the rage of 60 to 80 from totally 42 participants. Comparison of pre-test and post-test score of students for Public Speaking training at Private Madrasah Aliyah of Darul Ulum can be seen on the table below:

Table 8. Comparison of Statistical Score between Pre-test and Post-test in the Public Speaking Training at MAS Darul Ulum of Padang City

No	Statistical Data	Pre-test	Post-test
1	N	42	42
2	Maximum Score	78	93.3
3	Minimum Score	45	63.3
4	Mean	64.4	82.7
5	Mode	67.0	81.7
6	Median	66.7	83.3
7	Deviation Standard	8.394	7.558

From table 8 above can then be compared between the scores pre-test and post-test of public speaking Trainees at Private Madrasah Aliyah of Darul Ulum. In the pre-test, the highest score is 78 and the lowest score is 45. The increase occurred in the post-test with the highest score of 93.3 and the lowest score of 63.3. This represents an increase in the average score of Public Speaking skill to the participants between before and after training. It showed there is significant difference between the pre-test and post-test. The results of t-test

performed showed the student's ability in public speaking after following the Program is significantly different with before as seen on table. 9 below.

Table 9 Hypothesis Independent t-Test

Data	N	Min	t-count	Sig	df	Information
After	42	3.91	13 334	0031	82	0.031 > 0.05
Before	42	3:47				Significant

Results of SPSS show the significance level of 0.031 < 0.05, It means that there is a significant difference of Students' public speaking skill before and after following the program at Private Madrasah Aliyah of Darul Ulum Padang. It means the program has proven effective can improve student public speaking skill which help them enable to find a job in sector of journalistic industry after graduation of their study.

Output of Calligraphy Training at MAN Padusunan of Pariaman

The Pre Test result of initial skill of participant is the average score (mean) of 68.60; mode of 58; the middle score (median) of 69.15; and a standard deviation of 9.035. The frequency distribution of pre-test scores of trainees at MAN Padusunan Pariaman can be seen in Table 10 below.

Table 10. Frequency Distribution of Madrasah Student Score in the Calligraphy Training Pre-Test at MAN Padusunan of Pariaman City

		Pre-Test Score		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	5.0	5.0	5.0
	55	1	5.0	5.0	10.0
	58	3	15.0	15.0	25.0
	60	1	5.0	5.0	30.0
	67	2	10.0	10.0	40.0
	68	2	10.0	10.0	50.0
	70	3	15.0	15.0	65.0
	73	1	5.0	5.0	70.0
	77	2	10.0	10.0	80.0
	78	1	5.0	5.0	85.0
	81	2	10.0	10.0	95.0
	82	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

According to the table 10 is known that the there are six participants get value < 60 and three of them getting score in the range of more than 79, mostly 11 participants have score above 60-79

The results of calligraphy score in the post test term; students obtained a mean of 85.17; mode of 87.00; the middle score (median) of 86.70; and a standard deviation of 4.978. The frequency distribution of post-test scores to initial knowledge of art writing calligraphy trainee at State Madrasah Aliyah Padusunan of Pariaman after training can be seen in Table 11 below.

Table 11. Frequency Distribution of Madrasah Student Score in the Calligraphy Training Post-Test at MAN Padusunan of Pariaman City

		Post-Test Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	5.0	5.0	5.0
	77	1	5.0	5.0	10.0
	78	1	5.0	5.0	15.0
	82	1	5.0	5.0	20.0
	83	3	15.0	15.0	35.0
	85	1	5.0	5.0	40.0
	87	5	25.0	25.0	65.0
	88	2	10.0	10.0	75.0
	90	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Based on the table, it can be seen that none of the participants who have a range of values below 60, and only 3 people who have values above the range of 60-80. The majority of participants or 17 of them get a score above 80.

Comparison of the scores between pre-test and post-test to students writing a Calligraphy skill before and after following the Art Calligraphy Training Program at Private Madrasah Aliyah Padusunan of Pariaman in the Joint Madrasah Community can be seen in the table 12 below:

Table 12. Comparison of Statistical Score between Pre-test and Post-test in the Art Calligraphy Training at MAN Padusunan of Pariaman City

No	Statistical Data	Pre-test	Post-test
1	N	20	20
2	Maximum Score	82	90
3	Minimum Score	53	72
4	Mean	68.60	85.17
5	Mode	58.00	87.00

6	Median	69.15	86.70
7	Deviation Standard	9.035	4.978

From Table 12 above, can then be compared between the scores pre-test and post-test of students' capability before and after following the Calligraphy Training. The comparison score of them can be seen between pre test scores and post test scores, where in the pre-test term the highest score of 82 and the lowest score of 53. The increase occurred in the post-test term with the highest score of 90 and the lowest score of 72. It represents an increase in the average score of participants between before and after following the training. It showed that there was significantly difference in the average value between the pre-test to post-test.

Having ascertained through normality test the data, there are differences in student calligraphy skills before and after following the training. The results of independent t-test showed the difference score of the student calligraphy skills before and after attending in the training program of work oriented education at MAN Padusunan Pariaman as shown in the table below:

Table 4 Hypothesis Independent t Test

Data	N	min	t-hit	Sig	df	Information
Students Program	20	16:57	7186	0013	38	0.040> 0.05
Students Non Program	20	16:42				Significant

Results of SPSS show the significance level of 0.040 < 0.05, It means that there is a significant difference of Students' Calligraphy Skills before and after following the program at MAN Padusunan of Pariaman City. It means the program has proven effective can improve student life skills which help them enable to find a job in sector of calligraphy industry after finishing their school.

DISCUSSION

Implementation of the Work Oriented Education program in order to enhance madrasah students' life skills through training calligraphy and public speaking cross madarasah in joint madrasah community in Pariaman initiated by STIT Sheikh Burhanuddin Pariaman. This program insist madrasah students after graduating get ready-made and ready to work and simultaneously reduce the unemployment rate of Madrasah graduates in west Sumatera by forming

The Joint Mdrasah Community along MAS Darul Ulum Padang and MAN Padusunan Pariaman in 2015 as a pilot project funded by the Directorate General of Islamic Higher Education.

Madrasah Aliyah graduate should also be prepared to change themselves with *we serve the real world*, that is what is issued by the institution can be served by the world of work and vice versa. Multiple inputs on government policy as well as providers of courses in order to quickly clean up are to implementing the work oriented education program. It can be described through a supply-driven to demand-driven, or combine industrial competency-based model into the program of competency model.

In line with the change from *supply driven* to *demand driven*, on the model of teaching general subjects to a competency-based program, is necessary to the flexibility that allows for the implementation of the industrial working practices, and the implementation of the principle of *multi-entry multi-exit.*

This principle allows the madrasah students who already have a number of units of certain abilities (for program teaching competency-based), obtain employment opportunities in the world, the students will allow more skilled after graduation, enable to accept in the industrial world or even they can open their own business into independent entrepreneur with the skills that they had obtained from the program of work oriented education program, then it is supply-driven to demand-driven that encourages academics of STIT Syekh Burhanuddin Pariaman build madrasah community to provide the subject matter of life skills needed in the industries such as public speaking to journalism and broadcasting industry and the art of calligraphy in the digital printing industry.

The main purpose of this activity is to provide volunteers to be placed in Madrasah Aliyah incorporated in the Joint Madrasah Community as assistance for running the program of Public Speaking Training can deliver madrasah graduates to get a job in the journalism in the broadcasting industry and calligraphy training can deliver the graduates become a art-calligrapher or entrepreneur of art-calligraphy.

The use of logic models become tools that help carry out the process, the evaluation focuses on the utilization of work-oriented education program that needs to be given to the Madrasah students in order to have a good life skills after graduating and ready to compete in the world of work. Logic models proved to be a useful tool for highlighting the connections for the purpose of program activities and results of next year's projection.

The evaluation process of logic models facilitates the analysis of the impact on the program. By comparing the madrasah students who take the work-oriented education program to students who do not follow the program can be measured significance. Patton (2008) describes the '' use a different analysis to measure the impact of the program is not free from evaluation of work[11]

Transparency models and the willingness of teachers and students to share experiences about the program provides an opportunity to perform their reflective and evaluate program progress to establish a sustainable program on the basis of program benefits which is felt by students. The students are also aware of the changes that are made throughout the year that reflects their response to the evaluation. It is a testament to them that they are valued opinions and feedback and again give them a model of what is expected of them, a teacher who provides life skills education for their future.

Evaluation itself is a catalyst for learning activities. By using a more systematic evaluation, monitoring and record the activities of the program from time to time to track changes in the results on the program; change and the perceived benefits of students in work-oriented education program to increase their skills. Subject of students in the program to improve students' life skills necessary. It can be done by using logic models for evaluation this the program[12]

Empirical fact of these activities proving that their training can build work experience for students and make them better so that they are able to form the ability to do any work with the competence of good work, but engineering education formal currently not recognize the competence of an individual derived from work experience, and only acknowledging what students obtained from the process learned to teach in schools.

Recognition of Prior Learning able to provide capabilities and respect for the competencies possessed by someone. This system will motivate a lot of people who already have a certain competence, such as work experience, training and business experience to gain recognition as a provision for continuing education and training.

For the presence of the Joint Madrasah Community in Pariaman play this role to provide opportunities as possible to the students of Madrasah Aliyah in Pariaman and Padang to get a model of this kind of education through training to answer the challenges of industrial world. The program has been able to provide training programs of Public Speaking and Writing Art Calligraphy,

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[11]   Op.cit, Patton, M.

[12]   *McBride*, B. A, University-based child development laboratory programs: Emerging issues and challenges. *Early Childhood Education Journal*, *24*(1), (1996), 17–21.

due to lack of funding. This program just involve two Madrasah namely MAS Darul Ulum Padang and MAN Padusunan Pariaman, for the next year the program continued with outreach Private Madrasah Aliyah and others in West Sumatera with a continuous work projects each year. With the program of Joint Madrasah Community has been shown to unlock insights and opportunities for madrasah students who had already had the skills that are useful to the industry that need to be sharpened through this program by building models of learning and training that are supply-driven to demand-driven through the local curriculum.

The projects to build a joint madrasah community in West Sumatra involving two Madrasah Aliyah, those are Private Madrasah Aliyah of Darul Ulum Padang and State Madrasah Aliyah Padusunan of Pariaman. The long-term goal of this program is want to outreach all Madrasah Aliyah in West Sumatera to join in the project to make this project to be more sustainable. With the Joint Madrasah Community program has been shown to unlock insights and opportunities for madrasah students who had already had a good skills and useful skill for the industry demand. This program need to be sharpened through students' soft skill through this program by building learning and training model that are supply-driven to demand-driven through the local curriculum or extra activities for madrasah students in West Sumatra.

After training the public speaking program through Joint Madrasah Community at Private Madrasah Aliyah Darul Ulum in Padang, the participants showed an average increase of score from 49.75 becomes 7:00. Score was measured from the increase of acquisition score of skills of public speaking based on assessment tool Through Joint Madrasah Community enable to increase madrasah student mastery in the public speaking skill and calligraphy with the score of 82.5%.

The implications of the findings and discussion of the results of public speaking training and calligraphy training in the program of Joint Madrasah Community is, that the training undertaken in Private Madrasah Aliyah Darul Ulum and State Madrasah Aliyah Padusunan of Pariaman greatly help improve the life skills of students according their talent such as public speaking and the useful art-calligraphy for being an new entrepreneur in the creative economy industry. It is very necessary for this training that is continuous. The more often the training is done on the same subject, the greater the chances of success. Even if the training of public speaking and calligraphy in the Joint Madrasah Community program is continued with the process of intensive assistance in the implementation of the actual training in the field. It is very important to

do, since the implementation of the Joint Madrasah community program to be more effective way to facilitate madrasah students in developing their characters and life skills in the face of the industrial world after their finish of study. And this program indirectly helps the government to reduce the unemployment rate of educated graduate from Madrasah Aliyah in Suamtera West.

Shortly the training of Public Speaking on the Joint Madrasah Community program at MAS Darul Ulum of Padang city showed that an average of participant skill had increase in value of 49.75 to 7:00. Measured from indicator score of mass communication skills through training of Public Speaking enable the skill of students' public speaking increased by 82.5%.

Likewise with the calligraphy training in MAN Padusunan Pariaman showed an average increase in value of 49.75 becomes 7:00 . Through training of Public Speaking enable the skill of students' public speaking increased by 90.0%. The implication of logic model evaluation report is possible to determine the continuation of the program or not. From the result can be concluded that the program should be continued.

The results of this research is the same with the community service report was performed by UNESCO of Chile in 2009 in building modernization of primary and secondary education by implementing job-oriented education. This project involves secondary school institutions, industrial partners and vocational education practitioners and the public.[13] Results of studies have reported the failure of education in Chile in building discipline; ethics, quality of learning and job training during this time due to the orientation of education only focus on academic achievement alone. This failure at least impact on the quality of secondary school graduates in gaining access to jobs in Chile as reported by Competitiveness Global Report (1997) and World Times Information Society Index 1999, which puts Chile in the ranking 41 which the lowest graduates were absorbed by the job market. This figure is far below the achievements of Ireland, Korea and the Republic of Croatia. Seeing the condition of Foundation Chile's Education Program, then apply the work-oriented education model since 2009.

The same report was found in a community service report of Yun-Kyoung Jung in South Korea. The education programs in South Korea had implemented a model of learning by giving students direct work experience in schools through career experience program, increased professionalism and development of the network through the education. The education system

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[13]   Bulletin of The Major Project of Education in Latin America and the Caribean Latin, UNESCO, 1999.

provides at least three hours a week for skills program training in the form of an internship program for high school and a minimum of four hours or more per week. Work-oriented education program consists of four distinct domains, namely creative economic, industrial-oriented, community service and working centers. Results of this community service reported the realization of graduates ready to work independently as well as the career sectors is good enough,[14],

CONCLUSION

Based on the result of research this project have been initiated a building of *Joint Madrasah Community Program* which promoted by STIT Syekh Burhanuddin Pariaman in cooperate with stake holder local government of Padang and Pariaman city, academicians, practitioners of creative industry, mandrasah principal and ministry of religious affair in Padang and Pariaman city. This program have been proofed that by using logic model evaluation, the program of work oriented education through *Joint Madrasah Community* can prepare graduates of madrasah is getting ready to work and getting ready to become a new entrepreneur in the line of creative industry such as in the sector of journalism, broadcasting, art-calligrapher and entrepreneur in some products of art calligraphy business. The success of training program of public speaking have been able to absorbed about 64.71 percent graduate of madrasah to have an opportunity getting work in the journalism and broadcasting industry and about 70 percent of them have an opportunity getting work in the   creative industry of digital printing and calligraphy sector.

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[14] Yun-Kyoung Jung, Research on Work-Oriented Experience Career Education Support System, 2012.

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