

14. Developing Work oriented education program through joint madrasah community in west Sumatra

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Developing Work Oriented Education Program Through Joint Madrasah Community In West Sumatra

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Abstract: It was oriented to strengthening the economic creative in the madrasah's students by Work-oriented education program in West Sumatra. It could be done by the establishment of Joint Madrasah Community in cooperation to implement the program. As a pilot project in this program was to provide the public speaking training at MAS Darul Ulum Padang and Calligraphy Training at MAN of Padusunan Pariaman. The purpose of this service are 1) to establish the Joint Madrasah Community and prepared the volunteers as trainer for Public Speaking and Calligraphy training, 2) to build a Work-Oriented Education Program with madrasah community in providing the Public Speaking and Calligraphy communities and 3) to synergize the role of Joint Madrasah Community in realizing the Work-Oriented Education Program by strengthening the students' skills at MAS Darul Ulum Padang and MAN Padusunan Pariaman. Results showed that the public service to Joint Madrasah Community plays an important role in realizing the work-oriented education program through local contents and extracurricular activities in related schools. The result of pilot project of the year showed the increasing the students' mastery of public speaking and calligraphy in related madrasah. Have been significant increase to students' ability in Public Speaking and Calligraphy. Follow up these activities should strengthen the cooperation among other Madrasah Aliyah in West Sumatera in order to give birth the graduates of ready to work and ready to be entrepreneur indirectly help the government to reduce the educated unemployment in West Sumatra as well.

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Keywords: Work-Oriented Education Program, Joint Madrasah Community, Madrasah Education.

INTRODUCTION:

In Based on the report of Indonesia Educational Statistical in Brief 2012, ministry of culture and education reported the number of madrasah is 44.979. This number is less than public school, 384.269. From the total of 44.979, there are only 8.63% owned by government and 91.37% is private madrasah¹. However, madrasah for the people of Indonesia have considerable interesting, this is proven by the increase in new students who enter madrasah from year to year with an average increase of 4.3%, so based on CIDIES data, in 2012 an estimated number of students reach 7.5 million people out of 77 million school-age population in Indonesia.

Improving the quality of education equally is an absolute issue for the existence of

a nation without distinguishing the cultural identity of its people. The backwardness of a group of people in a nation generally proves to be a stumbling block and a source of problems for the journey of this nation. For this reason, we need to emulate a country like Singapore that is working hard to improve the quality of madrasah and educational institutions to be aligned with educational institutions in general through the Joint Madrasah System program.

The conditions of the assisted community (MA graduates) contribute much to unemployment compared to professional workers and academics. This is a big challenge for madrasah. This is the motivation that drives us as academics in West Sumatra to feel invited to participate in building work-oriented education needed by Madrasah Aliyah students through cooperation between madrasah

communities in West Sumatra by equipping madrasah students through equipping madrasah students with life skills for life skills to help the government reduce unemployment.

METHOD:

This type of research is community-based or Community Based Research uses the Mixing Method approach. Building Work-Oriented Education to produce madrasah graduates who are ready to use in West Sumatra by preparing activities such as teaching staff, volunteer activities, and madrasa administrators. The research technique is divided into four stages: 1) First Stage, Laying Foundation, which is conducting an assessment to deliver the pilot of this project to the government and community leaders in preparing the technical implementation of the activities, 2) Second Stage, Planning Work-Oriented Education development activities by preparing volunteers by conducting training, 3) Third stage, collecting data and information by conducting surveys and FGDs to improve the actions needed. 4) Fourth Stage, field actions and findings.

The research instruments used were observation sheets, tests, documentation, and field notes. The data analysis technique used in the form of quantitative analysis techniques using different tests with ANOVA.

RESULT (S) AND DISCUSSION (S):

In building a joint madrasah community, FGD were conducted with madrasah in West Sumatra, by inviting principals, vice-principals for curriculum and related madrasah teacher and creative economy businessmen. The basis for this FGD is due to the current phenomenon that there are still many students graduating from Madrasah Aliyah who are unemployed after graduating because they do not have special skills that can be relied upon to become the HR needed by the industry or independent entrepreneurial

HR. However, the pilot of this project is more focused on training for public speaking skills and calligraphy. Through this FGD, a madrasah community was formed to build a work-oriented educational program for madrasah students studying in MAS Darul Ulum Kota Padang and MAN Padusunan Kota Pariaman, after the pilot project was successful, it would be continued with other madrasah in West Sumatra.

The next step is volunteer preparation. There were 105 registered participants, but only 15 of them are chosen to be part of this training. They were divided into 8 participants of public speaking and 7 participants of Calligraphy. In public speaking training, there are several provisions that guide life skills assessment, including personal skills, social skills, vocational skills, and academic skills. From the assessment of the process of making a journalistic script whether it is news, presenters or coverage and the ability of participants to submit presentation scripts, news reports, presenting talk shows and presenter coverage of other TV programs, the volunteer tendency scores are as follows:

Table 1.1 Summary of Trends in Data for Obtaining Volunteer Participants' Public Speaking Ability Score

NO	Category	Interval	F	(%)
1	Low	< 60	0	0.0'
2	Good	60-80	5	62.5
3	Very Good	> 80	3	37.5
Total			8	100

F = Frequency

Based on table 1.1 above, the calligraphy scores of volunteer training participants are divided into three intervals, namely low, good and very good. None of the participants got a low score, the majority got a good score with a score above 60 and as many as 3 people or 62.5 received a score with a very good category.

In calligraphy training techniques several assessment indicators guide life skills assessment, including personal skills, social skills, vocational skills, and academic skills. From the assessment of the process of making calligraphy works both with paper media, poster cartons to glass media, the values of volunteer calligraphy life skills are as follows:

Table 1.2 Summary of Tendency Categories for Obtaining Volunteer Training Participant Calligraphy Score

NO	Category	Interval	F	(%)
1	Low	< 60	0	0.0'
2	Good	60-80	2	28.6
3	Very Good	> 80	5	71.4
Total			7	100

Based on table 1.2 above, the volunteer training participants' calligraphy scores were divided into three intervals, namely low, good and very good. None of the participants got a low score, the majority got a good score with a score above 80 and as many as 5 people or 71.4% who scored very good and 28.6% who scored good.

The implementation of public speaking training in MAS Darul Ulum, Padang City, was started by carrying out the public speaking capacity of students' public speaking. Based on the results of the tests performed by 42 Madrasah students, the highest score was 62 and the lowest score was 50. After the public speaking training was carried out, a post-test was also conducted to determine the development of the public speaking ability of the students from the post-test. The highest score was 80 and the lowest score was 56. This table shows a comparison of the pre-test and post-test data of public speaking training participants in Mas Darul Ulum, Padang.

Tabel 1.3 Comparison of the pre-test and post-test data of public speaking training participants in Mas Darul Ulum, Padang.

No	Statistic Data	Pre-Test	Post-Test
1	N	42	42
2	Highest Score	78	93.3
3	Lowest 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

Then the implementation of calligraphy training in Man Padusunan Kota Pariaman, participants first took a placement test as a form of a pre-test. In addition to knowing the mapping of the ability of the trainees, this test also measured the basic abilities of each participant who took part in the training. The number of participants who attended the training was 20 Man Padusunan Pariaman City students. From the pre-test results seen the highest score of 82 and the lowest score of 53. After the participants took part in the training and simulation of writing calligraphy, a post-test was performed. Post-test is intended to determine the ability of calligraphy writing mastery after the participants follow the training. From the post-test the highest score is 90 and the lowest score is 72. As shown in the following table;

Tabel 1.4 Comparison of the pre-test and post-test data of Caligraphi training participants in MAN Padusunan Kota Pariaman.

No	Statistic Data	Pre-Test	Post-Test
1	N	20	20
2	Highest Score	82	90
3	Lowest 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

In the table, there is an increase in the average score of the mastery of the art of writing calligraphy by the participants before attending the training and after attending the calligraphy in Man Padusunan Pariaman. This shows that there is a significant difference in the average value between the post-test and pre-test.

The results of SPSS 17.0 output indicate a significance level of 0,000 <0,05, which means that there are differences in the mastery ability of the SPSS program for data processing of various types of quantitative research between participant scores before attending the art of calligraphy writing training with joint madrasas community and after attending training for 20 training participants in MAN Padusunan Pariaman has been able to improve the ability of life skills in making calligraphic writing on various media.

Based on the results of the hypothesis test, there was an increase in calligraphy painting skills of MAN Padusunan Pariaman students through the Calligraphy Writing Arts Training with the Joint Madrasah Community which was held at MAN Padusunan Pariaman, West Sumatra. The t-test results showed a significant difference between the pre-test scores of calligraphies writing skills and the post-test scores after the participants attended the training.

The curriculum model that can be developed in madrasas is to place this learning into the local content curriculum such as learning the art of calligraphy writing or public speaking training or making it an ongoing extracurricular activity.

The purpose of building this madrasah community is to:

1. Equipping students to gain the skills of public speaking and calligraphy received in the local content curriculum or extra-curricular activities at school.
2. Develop student's discipline.
3. Creating character building
4. To give chance for students to get a job.
5. Creating graduates produced according to school standards and standards of the professional field.
6. Increase and create excellence, as well as provision to adapt to the development of science and technology.
7. Learning that recognizes the expertise gained from where and in whatever way the competency is obtained (Recognition of Prior Learning)

Community program in MAS Darul Ulum, Padang, the participants showed an average increase from 49.75 to 7.00. Measured by increasing the score of indicators of mastery of public speaking skills such as assessment of skills in choosing analysis tools according to the type of research and scale of data, inputting data to reading the outputs of various types of SPSS analysis tools such as correlation, regression, validity, reliability, normality, homogeneity, and reading non parametric test output data such as Bivariate, Independent t-test, paired sample t-test, Wilcoxon, etc. Through joint training, the Community College SPSS mastery of PTKIS students has increased quality by 82.5% (from an average score of 7.5 to 90.0 on post-test) with qualifications from the low category before training becoming a good category after training.

Likewise with calligraphy training in the Joint Madrasah Community program at MAN Padusunan Pariaman, participants showed an average increase in value from 49.75 to 70.0 .. Measured by increasing scores on indicators of mastery of public speaking skills such as assessment of skills in choosing analytical tools according to the type of research and data scale , inputting

data to the reading of output results from various types of SPSS analysis tools such as correlation, regression, validity, reliability, normality, homogeneity, and reading of non parametric test output data such as Bivariate, Independent t-test, paired sample t-test, Wilcoxon, etc. Through joint training, the Community College SPSS mastery of PTKIS students increased quality by 82.5% (from an average composition of 7.5 to 90.0 in post-test) with qualifications from the low category before training becoming a good category after training.

Implications of the findings and discussion of the results of public speaking training and calligraphy training in the Joint College Community program, that the training conducted at MAS Darul Ulul and MAN Padusunan Pariaman greatly helped improve students' life skills according to their interests such as public speaking and calligraphy writing skills that were useful for the creative economy industry. For this reason, this training is very necessary. The more training is done on the same subject, the greater the chance of success. The more so if the public speaking training and calligraphy greetings of the Joint Madrasah Community program is followed by an intensive mentoring process in the actual implementation of the training in the field. This is very important to do because the implementation of training in the Joint Madrasah Community program is an effective way to facilitate students in building their character and life skills in facing the industrial world after they graduate from MAN or MAS. And

indirectly has helped the government reduce the unemployment rate of educated Madrasah Aliyah graduates in West Sumatra.

CONCLUSION (S) AND RECOMMENDATION (S)

This research opens collaboration in providing public speaking and calligraphy training to the madrasah community so that it revives local content, learning calligraphy that previously existed as extracurricular activities in madrasah. An increase in public speaking skills and an increase in calligraphy skills in both categories. underway.

Based on the above conclusions, it can be recommended to the Head of the Regional Office of the Ministry of Religion of West Sumatra to be able to expand the membership of other madrasah in this joint madrasah, so that the implementation of work-oriented education in all Aliyah West Sumatra madrassas, by placing subject life skills.

Creative economy entrepreneurs are expected to help accommodate and provide guidance in the area of entrepreneurship.

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