

The Evaluation of Integration Program About Literacy, Skill Passport, and Life Skill Education in Smk PGRI 1 Mejayan

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ABSTRACT

This study evaluated the Integration Program combining Literacy, Skill Passport, and Life Skill Education at SMK PGRI 1 Mejayan. Using the CIPP evaluation model, the research assessed three sub-programs: Learning, Industrial Internship, and Competency Test, focusing on Context, Input, Process, and Product while identifying implementation challenges. A descriptive quantitative approach was employed, involving school leaders, teachers, industry partners, and 50 students. Data were collected through validated questionnaires and structured interviews and analyzed using descriptive statistics. Results showed that the Learning Sub-Program achieved excellent scores: Context (92%), Input (87%), Process (90.75%), and Product (91.75%). The Industrial Internship Sub-Program also performed excellently, with scores of 91.25%, 88.75%, 88.5%, and 88%, respectively. Key challenges included teacher mindset, limited human resources, inadequate facilities, and insufficient industry guest teachers. Recommendations emphasize teacher workshops, continuous industry monitoring, and stronger collaboration with competency test assessors.

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Introduction

Education as a place to convey knowledge and create civilization is an agent of change, therefore a good education system needs to be prepared so that the resulting generation is competent, in this case the curriculum cannot be separated from education, of course it needs preparation and

adjustment to current developments Dito and Pujiastuti (2021). Education that is in accordance with the era of the industrial revolution 4.0 is education that does not only focus on the academic side, but also education that can build a good character. Presidential Decree Number 87 of 2017 concerning the strengthening of character education or Penguatan Pendidikan Karakter (PPK) explains that PPK is an educational movement under the responsibility of educational units to strengthen the character of students through: harmonization of heart training, feeling training, thinking training and sports with involvement and cooperation between educational units, families, and the public as a National Mental Revolution movement. The implementation of character education is adjusted to the level of the student's education unit; this is because each level has a different level of thinking ability Ramdani et al (2022). The level of educational units, namely Elementary School, Middle School for Secondary Education are divided into Senior High School and Vocational High School. Vocational education is education that aims to prepare graduates to be ready for work Apriyani et al (2020). Thus, it is hoped that Vocational High Schools can produce graduates with good character, and they have soft skills according to the needs of the industry.

The challenges of an increasingly complex life order must be balanced with the skills needed in the industrial revolution 4.0 Salsabila et al (2022). 21st century skills and the era of revolution 4.0 consist of communication skills, collaboration, creativity and innovation, critical thinking and finding solutions so that graduates can be absorbed in the world of work Junedi et al (2020). In relation to this, the Directorate of Vocational High Schools has implemented several superior school programs consisting of the Center of Excellence Vocational High School Program which provides a way to liberate the potential of teachers, principals, and students, as well as create a diverse ecosystem with global standards Kementerian Pendidikan dan Kebudayaan (2021). The presence of Vocational High School Center of Excellent (COE) or Pusat Keunggulan (PK) in 2021 is a strengthening of the two previous Vocational High School programs, namely Vocational High School Revitalization which was present through presidential instruction number 9 of 2016 concerning Vocational High School Revitalization and Vocational High School COE which was released in July 2020 Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (2023). SMK PGRI 1 Mejayan is a Vocational High School that receives assistance from these three programs. In implementing its program, SMK PGRI 1 Mejayan collaborates with its industrial partner, namely PT INKA Group, to develop an education program and school operational curriculum program in the Life Skill Education Literacy Program through Skill Passport. A breakthrough in learning using Skill Passport, which is the right learning method as a form of implementing independent learning Hadam (2023).

Literacy is an organized effort to form certain behaviors as desired by certain groups. Literacy in Indonesia has now developed as a life skill that is manifested in various cultural activities. Literacy skills cannot only be measured by formal learning achievements, academic degrees, certain learning model strategies, or uniform curricula. By documenting the practice of reading, writing, communicating, and expressing ideas to construct an identity in social literacy Dewayani and Retnaningdyah (2017). Skills passport is a record of skills possessed by a person that is obtained through training, education, and work experience. Skills passports are closely related to skills and career frameworks that include qualifications, training and experience related to promotion Casey (2015). Skills passports are a model of skill achievement by a person that is tested through an examination or certification process in a particular field or sector. The skills passport owned by a person is useful for personal career development tools to help track the skills that have been mastered Cotter and King (2014). Life Skills are the ability to behave adaptively and positively so that a person can complete the needs and challenges of everyday life Kartini and Utami (2023). So that every productive age has a work ethic that is in accordance with the skills they are interested in, and the courage to face life's problems. Life skill education is an education that can provide practical skills, used in relation to the needs of the job market, business opportunities and economic or industrial potential in society Riansyah (2023). This life skill has a broad scope, namely interacting between knowledge that is believed to be an important element for living more independently. This life skill education program is carried out by looking at the character of each student according to their talents, interests and skills that they already have, then each talent, interest and skill of the student is applied in the form of a productive business unit.

The results of observations at SMK PGRI 1 Mejayan found that the life skill education literacy program in (1) the learning process had differences for two years (2021-2022) the learning process was divided into 4 groups, namely: (1) Science Group, (2) Character Group, (3) Language Group and (4) Productive Group, with a block schedule system per week while in 2023-2024 learning is entirely focused on the department with a schedule according to the needs of students in the work internship sub-program. In 2021-2022 students will be sent on internships in grade XII for six months and return to school for the final competency test. In contrast to the 2023-2024 academic year, students who have completed the skill passport can carry out internships according to their talents and interests, namely working, studying and interning in Japan. The three Competency Tests in 2021-2022 are conducted at the end of each semester in each subject, but in 2023-2024.

The results of initial interviews with several teachers found that some of teachers understand learning using skill passports and life skill education, especially adaptive normative teachers. The data indicate that out of 30 vocational and adaptive normative teachers, 19 adaptive normative teachers experienced difficulties in implementing appropriate and practical learning materials that align with the vocational needs of students. This is due to the lack of training and initial socialization of adaptive normative teachers regarding applied sciences so that they have difficulty in choosing implicative teaching materials. Skill passport-based learning implemented using the project-based learning method is not carried out one hundred percent, especially by teachers who are over 40 years old where they tend to use the lecture learning method to teach their students. Teachers tend to give questions in the skill passport without introducing learning and conclusions of learning outcomes, this ultimately causes students to feel neglected.

Therefore, to see the effectiveness of the integrated program, evaluation is needed. Evaluation is a process to assess the results of various planned activities with the aim of supporting the achievement of the objectives of the activity Arikunto and Jabar (2010). Each program evaluation model has its own characteristics, and each emphasizes certain aspects of the program Sopha and Nanni (2019). In 1966, Daniel L. Stufflebeam created the CIPP model assessment. The CIPP assessment offers a comprehensive framework for conducting and reporting evaluations. In addition, this model is intended for use by service providers, including policy makers, program and project staff, directors of various services, accreditation officers, school supervisors, principals, teachers, college and university administrators, physicians, military leaders, and evaluation specialists Stufflebeam and Zhang (2017).

Method

This study is an evaluation study that uses the CIPP (Context, Input, Process, Output) evaluation model using a qualitative approach. The CIPP evaluation model was developed by Stufflebeam in 1966 which can provide an overview, reporting to assess several information in decision making, responsibility, and understanding of the symptoms that occur. The selection of the CIPP model in this study was carried out to obtain more systematic and comprehensive evaluation results in a learning program that integrates literacy, skill passport, and life skill education. Context evaluation aims to identify and analyze the needs in the Context aspect. This stage examines problems which become reasons for need and the opportunity that not yet utilized so that the program must be implemented. Input evaluation aims to find out and determine whether the components that

required for the implementation of the program have met the requirements or not. The expected results of this evaluation are to find out how all the preparation of components in each component of the integration class program Between Literacy, Skill Passport, and Lifeskill Education, industrial work practices and skills competency tests. The process evaluation aims to find out whether the partnership program is running according to procedure or deviating from the procedure to make improvements and developments. At this stage, the emphasis is on disclosing information regarding the partnership implementation process seen from the integration class program Between Literacy, Skill Passport, and Lifeskill Education, industrial work practices and skills competency tests. Product evaluation aims to measure, assess and interpret the Level of Achievement of the program during implementation and at the end of the program. The evaluation results can be used to prepare recommendations for improvement and decision-making in the sustainability of literacy programs, skill passports, and life skill education in learning in the following year.

Respondents in this study were parties related to the implementation of the integrated literacy skill passport and life skill education program at SMK PGRI 1 Mejayan. The respondents in this study can be seen in the following Table 1.

Table 1. Research Respondents

Sub Program	Data source	Number of respondents
Learning Program	Learners	50
	Productive Teacher	3
	Principal of SMK PGRI 1 Mejayan	1
	Industry Partners	1
	Total Respondents	55
Industrial Internship	Learners	50
	Tutor	3
	Industry Partners	1
	Head of Public Relations	1
	Total Respondents	55
Competence test	Learners	50
	Internal Assessor/Teacher	3
	Head of Curriculum	1
	Industry Partners /Assessor External	1
	Total Respondents	55

Data collection instruments were conducted using questionnaires, interviews and documentation. The questionnaires used were closed questionnaires where respondents only chose one answer option. Interviews were conducted as supporting data from the questionnaire results,

so that the required data could be explored more deeply. The documentation used was to document supporting data in the form of images and photos. The research instrument is a measuring tool used to measure research variables Sugiyono (2017). The preparation of research instruments requires careful steps and is developed based on data collection techniques that have been established in the research. The instruments used are also adjusted to the data sources intended to obtain information, for example, the head of the expertise program, teachers, students, and industry. Types of Data Collection Instruments explain in Table 2.

Table 2. Types of Data Collection Instruments

Sub Program	Type of Instrument	Data source	Number of respondents
Skill passport curriculum program based on life skill education	Questionnaire	Learners	50
		Productive Teacher	3
		Principal of SMK PGRI 1 Mejayan	1
		Partner industries	1
	Interview	Principal of SMK PGRI 1 Mejayan	1
		Learners	2
		Internal Assessor/ Teacher	3
		Student	50
Skills Competency Test	Questionnaire	Head of Curriculum	1
		Industry Partners / External Assessors	1
	Interview	Head of Curriculum	1
		Learners	50
Industrial Internship	Questionnaire	Tutor	3
		Industry Partners	1
		Head of Public Relations	1
	Interview	Head of Public Relations	1

After the research instrument is made, the instrument can be distributed to respondents as a medium for collecting information related to the research. Furthermore, the validity and reliability analysis of the instrument is carried out. The validity of the content in this study is carried out by rational judgment, namely whether the statement items in the questionnaire have illustrated the intended indicators. The validity of this research instrument is carried out by experts (expert judgment) according to their field of expertise and authority to assess the instrument. Suggestions and input provided by experts are used to improve the content and feasibility of the instrument. Instrument reliability testing aims to test the accuracy of the instrument so that the data produced is consistent or does not change in measurements at different times. The reliability test of this instrument employed the Cronbach's Alpha calculation rule, where an instrument is considered

reliable if it has a reliability coefficient with a minimum threshold value of 0.7. Using the SPSS 26.0 for Windows application, the instrument reliability test produced the following output Reliability Test Results explain in Table 3.

Table 3. Reliability Test

Variabel		Output	information
Life Skills Education	Integration	0.718	High
Program Competency Test		0.729	High
Internship		0.745	High

The data analysis technique used in this study is descriptive analysis, namely statistics related to how to describe, depict, explain or describe data so that it is easy to understand. The data that has been collected through the questionnaire was analyzed using a descriptive quantitative analysis technique, namely describing and interpreting the data of each evaluation component and then compared with the specified criteria reference. The collected data is classified, then analyzed quantitatively and then interpreted. The results of the Merdeka curriculum evaluation using a skill passport based on life skill education at SMK PGRI 1 Mejayan in the Engineering department competency reviewed from each sub-program covering the aspects of context, input, process, and product are known through trend analysis. This evaluation can determine the quality of the Merdeka Curriculum implementation using a skill passport based on life skill education at SMK PGRI 1 Mejayan. The following is a table of Achievement Level intervals Sudijono (2013). Achievement Level Interval explain in Table 4.

Table 4. Achievement Level Interval

Interval	Category
85-100%	Excelent
65%-84%	Good
45%-64%	Average
25%-44%	Deficient
0%-24%	Very poor

Table 4 is used to determine the achievement level of each aspect evaluated in this study, namely Context, Input, Process, and Product, based on the CIPP evaluation model. The percentage intervals presented in this table, ranging from 0% to 100%, serve to classify the evaluation results into five assessment categories: Very Poor, Deficient, Average, Good, and Excellent. These categories enable researchers to interpret the extent of the program's success as well as the level of alignment between the Merdeka Curriculum, the skill passport, and life skill education with the indicators

established in the research instrument. In the analysis process, the scores obtained from respondents are calculated as percentages and then compared against the intervals in Table 3 to determine the category of achievement.

The success criteria are used to interpret the scores. The categories indicate the level of achievement and suitability of the Merdeka curriculum with the skill passport based on life skill education and the indicators that have been set in this research instrument. The success categories in this study are based on four categories based on the following Mardapi (2008). Categorization of Interpretation of Measurement Results explain in Table 5.

Table 5. Categorization of Interpretation of Measurement Results

Very high	$X \geq \bar{X} + 1.5SD_x$
High	$\bar{X} + 1.5 > X \geq \bar{X}$
Low	$\bar{X} > X \geq \bar{X} - 1.5SD_x$
Very low	$X < \bar{X} - 1.5SD_x$

Table 4 is used to interpret the distribution of data based on statistical calculations, specifically the mean and standard deviation values. This approach is more inferential in nature, allowing researchers to better understand the variation within the data collected from respondents. The primary function of Table 4 is to classify the results into four categories: Very High, High, Low, and Very Low. In its application, the first step involves calculating the mean and standard deviation of the collected data, after which each respondent's score is compared to the category thresholds outlined in the Table 5.

Result and Discussion

Evaluation of Learning Programs Using CIPP

The results of the context evaluation for the Learning Sub-Program are presented in Table 6.

Tabel 6. Evaluation of Learning Program Based on Context

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Context	Students (n=50)	16	4	10.00	100
	Teachers (n=3)	60	15	3.80	95
	Principal	4.00	4.00	4.00	100
	Industry (PT INKA MS)	18.00	3.50	3.60	90

The assessment of the Context aspect in the learning sub-program by 50 students obtained the

results that the maximum score was 16 and the minimum score was 4, the average value was 10 and the standard deviation value was 2 and the achievement level was 100%. The assessment of the Context aspect by productive teachers on the learning sub-program obtained a total score of 57 with a maximum score of 60, a minimum score of 15, an average of 3.80, a standard deviation of 0.18 and an achievement level of 95%. The assessment of the Context aspect from the principal of SMK PGRI 1 Mejoyan where the average (X) obtained from the two indicators above is 4.00, this is the maximum score of the two indicators, the details of which are in the indicator of the foundation and objectives of the program has a maximum score of 4.00 and in the indicator of the suitability of objectives with theory of 4.00 from the average results and the achievement level of 100%. assessment of the partner industry, namely PT INKA Multi Solusi related to the learning sub-program in the Context aspect with the maximum score of 18.00 with details of the average value in the program foundation and objectives aspect of 3.50 and the average indicator of suitability with the material of 4.00 from these results the overall average value (X) is 3.60, the standard deviation value is 0.55 and the achievement level is 90%. Evaluation of Learning Program Based on Input explain in Table 7.

Tabel 7. Evaluation of Learning Program Based on Input

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Input	Students (n=50)	56	14	35	93
	Teachers (n=3)	63	1.67	3.50	87.50
	Principal	58	2.00	3.22	81
	Industry (PT INKA MS)	62	2.00	3.44	86

The assessment of the input aspect of the learning sub-program from 50 student respondents obtained a maximum score of 56 and a minimum score of 14, an average value of 35 and a standard deviation value of 7. The assessment of the Input aspect by the principal of SMK PGRI 1 Mejoyan on the skill passport learning program, in the assessment of the Input aspect has a total score of 58.00 with details of the highest value of 4.00, the lowest value of 2.00, has an average value (X) of 3.22 and an achievement level of 81%. The assessment of the Input aspect by the teacher of SMK PGRI 1 Mejoyan can get the result that the total score is 63.00 with details of a maximum score of 4.00, a minimum score of 2.67 with an average value (X) of 3.50 and reaches a success rate of 87.50%. The assessment of the Input aspect by the industry from PT INKA Multi Solusi obtained the result that the total score was 62.00 with details of a maximum score of 4.00, a minimum score of 2.00 with an average value (X) of 3.44 and achieving a success rate of 86%.

Assessment of aspects of the learning sub-program process from 50 student respondents

obtained a maximum score of 52 and a minimum score of 13, an average value (mean) of 32.5 and a standard deviation value of 6.5. The assessment of the process aspect by the principal of SMK PGRI 1 Mejayan obtained the result that the total score was 54.00 with details of a maximum score of 4.00, a minimum score of 2.00 with an average value (X) of 3.60, a standard deviation of 0.63 and achieved a success rate of 90%. The assessment of the process aspect by the productive teacher of SMK PGRI 1 Mejayan obtained the result that the total score was 51.33 with details of a maximum score of 4.00, a minimum score of 2.67 with an average value (X) of 3.42, a standard deviation of 0.54 and achieved a success rate of 86%. The assessment of the process aspects by the industry in collaboration with SMK PGRI 1 Mejayan obtained the results that the total score was 55.00 with details of a maximum score of 4.00, a minimum score of 3.00 with an average value (X) of 3.67, a standard deviation of 0.49 and achieving a success rate of 92%. Evaluation of Learning Program Based on Product explain in Table 9.

Tabel 9. Evaluation of Learning Program Based on Product

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Product	Students (n=50)	24	6	15.00	92
	Teachers (n=3)	19	3.00	3.80	95
	Principal	18	3.00	3.60	90
	Industry (PT INKA MS)	18	3.00	3.60	90

The product assessment of the Learning Sub-Program indicated positive results across all respondent groups. Students (n = 50) obtained a mean score of 15.00 with a standard deviation of 3.00, reflecting a satisfactory level of achievement. Teachers reported a mean score of 3.80 (SD = 0.45), corresponding to an achievement level of 95%. Meanwhile, both the principal and industry representatives obtained a mean score of 3.60 (SD = 0.55), each achieving an overall achievement level of 90%. These findings indicate that the Learning Sub-Program has successfully supported the development of students' competencies through the integration of literacy, skill passport, and life skill education, as reflected in the consistently high evaluations from all stakeholder groups.

Evaluation of Job Internship Programs Using CIPP

Tabel 10. Evaluation of Job Internship Program on Context

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Context	Students (n=50)	16	4	10.00	91
	Teachers	4.00	3.00	3.58	90
	Vice Principal	4.00	3.00	3.75	94
	Industry (PT INKA MS)	4.00	3.00	3.50	88

The evaluation of the Internship Sub-Program implemented at SMK PGRI 1 Mejayan was

conducted by distributing questionnaires to 50 grade XII students in the departments of Mechanical Vehicle Engineering, 3 Productive Teachers of Electrical Engineering and Audio Video Engineering, 1 worker of Industry, and the Principal of SMK PGRI 1 Mejayan. The assessment of the Context aspect in the internship sub-program by 50 students obtained a maximum score of 16 and a minimum score of 4, an average value (mean) of 10 and a standard deviation value of 2. The evaluation assessment of the internship program on the Context aspect by productive teachers was 14.33 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.58 and a standard deviation value of 0.50 and had an achievement level value of 90%. The evaluation assessment of the internship program on the Context aspect by the vice principal of public relations was 15.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.75 and a standard deviation value of 0.50 and had an achievement level value of 94%. The achievement level was 94%, The evaluation value of the internship program on the Context aspect by industrial partners was 14.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.50 and a standard deviation value of 0.58 and had an achievement level value of 88%. Evaluation of Job Internship Program on Input presented in Table 11.

Tabel 11. Evaluation of Job Internship Program on Input

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Input	Students (n=50)	48	12	30.00	88.75
	Teachers	4.00	3.00	3.52	88
	Vice Principal	4.00	3.00	3.64	85
	Industry (PT INKA MS)	4.00	3.00	3.50	85

The assessment of the input aspect of the internship sub-program by 50 students found that 50 student respondents obtained a maximum score of 48 and a minimum score of 12, an average value (mean) of 30 and a standard deviation value of 6. The assessment of the input aspect by productive teachers was 49.33 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.52 and a standard deviation value of 0.45 and had an achievement level value of 88%. The achievement level was 88%. The assessment of the input aspect of the internship program by the vice principal of public relations was 51 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.64 and a standard deviation value of 0.50 and had an achievement level value of 85%. The assessment of the input aspect of the internship program by industrial partners was 49.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.50 and a standard deviation value of 0.52 and had an achievement level value of 88%. The achievement level is 85%. Evaluation of Job Internship Program on Process presented in Table 12.

Tabel 12. Evaluation of Job Internship Program on Process

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Process	Students (n=50)	76	19	47.50	88.50
	Teachers	4.00	3.00	3.52	88
	Vice Principal	4.00	2.00	3.36	84
	Industry (PT INKA MS)	4.00	3.00	3.55	89

The assessment of the process aspect in the internship sub-program by 50 students found that 50 student respondents obtained a maximum score of 76 and a minimum score of 19, an average value of 47.5 and a standard deviation value of 9.5. The assessment of the process aspect by productive teachers was 77.33 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.52 and a standard deviation value of 0.45 and had an achievement level value of 88%. The assessment of the process aspect by the vice principal of public relations was 74.00 with a maximum score of 4.00 and a minimum score of 2.00, an average value of 3.36 and a standard deviation value of 0.58 and had an achievement level value of 84%. The assessment of the process aspect of the work internship program by industrial partners was 78.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.55 and a standard deviation value of 0.51 and had an achievement level value of 89%. Evaluation of Job Internship Program on Product explain in Table 13.

Tabel 13. Evaluation of Job Internship Program on Product

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Product	Students (n=50)	20	5	12.50	88.50
	Teachers	4.00	3.00	3.67	92
	Vice Principal	4.00	3.00	3.40	85
	Industry (PT INKA MS)	4.00	3.00	3.40	85

The assessment of the product aspect in the internship sub-program by 50 students found that from 50 student respondents, a maximum score of 20 and a minimum score of 5 were obtained, an average value (mean) of 12.5 and a standard deviation value of 2.5. The evaluation assessment by productive teachers in the product aspect of the internship sub-program obtained a total score of 18.33 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.67 and a standard deviation value of 0.41 and had an achievement level value of 92%. The evaluation assessment by the vice principal of public relations in the product aspect of the internship sub-program obtained a total score of 17.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.40 and a standard deviation value of 0.55 and had an achievement level value

of 85%. The evaluation by industrial partners on the product aspect work internship sub-program obtained a total score of 17.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.40 and a standard deviation value of 0.55 and had an achievement level value of 85%.

Evaluation of Competency Test Program Using CIPP

Tabel 14. Evaluation of Competency Test Program on Context

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Context	Students (n=50)	48	12	30.00	91
	Teachers	4.00	3.00	3.69	92
	Vice Principal (Curikulum)	4.00	3.00	3.67	92
	Industry (PT INKA MS)	4.00	3.00	3.50	88

The Competency Test Sub-Program at SMK PGRI 1 Mejiyan was evaluated using questionnaires distributed to 50 Grade XII students, three productive teachers, one industry representative, and the principal. Students obtained a mean score of 30.00 (SD = 6.00). On the Context aspect, productive teachers achieved a mean score of 3.69 (SD = 0.41) with an achievement level of 92%, while the vice principal of curriculum obtained a mean score of 3.67 (SD = 0.49), also with an achievement level of 92%. Industry representatives reported a mean score of 3.50 (SD = 0.52), corresponding to an achievement level of 88%. These results indicate that the Context aspect of the Competency Test Sub-Program was evaluated positively by all respondent groups. Evaluation of Competency Test Program on Input explain in Table 15.

Tabel 15. Evaluation of Competency Test Program on Input

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Input	Students (n=50)	56	14	35.00	91.25
	Teachers	4.00	2.67	3.58	90
	Vice Principal (Curikulum)	4.00	3.00	3.65	91
	Industry (PT INKA MS)	4.00	2.00	3.58	90

The results of the evaluation of the competency test sub-program from the input aspect by students showed that 50 student respondents obtained a maximum score of 56 and a minimum score of 14, an average value (mean) of 35 and a standard deviation value of 7. The evaluation of the competency test sub-program for the input aspect by productive teachers obtained a total score of 57.33 with a maximum score of 4.00 and a minimum score of 2.67, an average value of 3.58 and a standard deviation value of 0.46 and had an achievement level value of 90%. The results of the

evaluation of the competency test sub-program for the input aspect by the vice principal of curriculum obtained a total score of 58.33 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.65 and a standard deviation value of 0.45 and had an achievement level value of 91%. the results show that the evaluation of the input aspect competency test sub-program by industrial partners obtained a total score of 57.33 with a maximum score of 4.00 and a minimum score of 2.00, an average value of 3.58 and a standard deviation value of 0.59 and had an achievement level value of 90%. Evaluation of Competency Test Program on Process presented in Table 16.

Tabel 16. Evaluation of Competency Test Program on Process

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Process	Students (n=50)	36	9	22.50	91.50
	Teachers	4.00	2.33	3.56	89
	Vice Principal (Curikulum)	4.00	3.00	3.67	92
	Industry (PT INKA MS)	4.00	3.00	3.67	92

The results of the evaluation of the competency test sub-program from the process aspect by students from these results, it was found that 50 student respondents obtained a maximum score of 36 and a minimum score of 9, an average value (mean) of 22.5 and a standard deviation value of 4.5. For the competency test sub-program for the process aspect by productive teachers, a total score of 42.67 was obtained with a maximum score of 4.00 and a minimum score of 2.33, an average value of 3.56 and a standard deviation value of 0.57 and had an achievement level value of 89%. For the competency test sub-program for the process aspect by the vice principal of curriculum, a total score of 44.00 was obtained with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.67 and a standard deviation value of 0.49 and had an achievement level value of 92%. The process aspect competency test sub-program by industrial partners obtained a total score of 44.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.67 and a standard deviation value of 0.49 and had an achievement level value of 92%. Evaluation of Competency Test Program on Product presented in Table 17.

Furthermore, the assessment of the product aspect by students found that from 50 student respondents, the maximum score was 36 and the minimum score was 9, the average value (mean) was 22.5 and the standard deviation value was 4.5. For the sub-program of the product aspect competency test by productive teachers, the total score was 34.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.78 and a standard deviation value of 0.44 and

had an achievement level value of 94%. Evaluation of Competency Test Program on Product presented in Table 17.

Tabel 17. Evaluation of Competency Test Program on Product

Aspect	Respondent Group	Max Score	Min Score	Mean (X)	Achievement Level (%)
Product	Students (n=50)	36	9	22.50	92.75
	Teachers	4.00	2.33	3.78	94
	Vice Principal (Curikulum)	4.00	3.00	3.78	94
	Industry (PT INKA MS)	4.00	3.00	3.78	94

The sub-program of the product aspect competency test by the vice principal of curriculum obtained a total score of 34.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.78 and a standard deviation value of 0.44 and had an achievement level value of 94%. The product aspect competency test sub-program by industrial partners obtained a total score of 34.00 with a maximum score of 4.00 and a minimum score of 3.00, an average value of 3.78 and a standard deviation value of 0.44 and had an achievement level value of 94%.

Discussion

The evaluation of the integrated learning program that combines literacy, skill passport, and life skill education at SMK PGRI 1 Mejayan demonstrates that the program overall falls within the excellent category, with achievement scores above 88% in all CIPP components (Table 1). These findings indicate strong alignment with previous studies emphasizing the importance of integrated vocational education for preparing students to meet industry needs (Rama et al., 2023; Graff, 2004). However, when examined in detail, there are critical areas within each component that require improvement. Summary of CIPP Evaluation Results explain in Table 18.

Tabel 18. Summary of CIPP Evaluation Results

CIPP Component	Key Indicators Evaluated	Achievement (%)	Category
Context	Program basis and objectives, relevance to materials, suitability to industrial needs	90.00	Excellent
Input	Student motivation, teacher expertise, stakeholder support, learning facilities, parental support	93.00	Excellent
Process	Learning interaction, student activity, industry supervision, evaluation implementation	88.50	Excellent
Product	Student competency outcomes, industry relevance, skill passport integration	92.75	Excellent

The context evaluation revealed that while the program has a strong legal and theoretical foundation, its formulation was not fully grounded in a comprehensive needs analysis. The lack of alignment between student aspirations and parental influence in selecting vocational specializations highlights a disconnect between program objectives and learner characteristics Arifin (2013). This aligns with Arifin (2013), who argues that curriculum development must begin with feasibility studies and a clear understanding of learner profiles. These contextual weaknesses directly impacted the input component. For instance, although student motivation and stakeholder support were strong, challenges were observed in teacher expertise and readiness to implement innovative pedagogical strategies. Many teachers relied on traditional instructional approaches, particularly in literacy development, limiting opportunities for students to engage in critical analysis and contextual learning.

These findings are consistent with previous studies highlighting teacher competence and pedagogical innovation as key factors in the success of vocational education programs Sukirman et al (2023). An inadequately aligned context led to gaps in teacher preparedness and communication, which subsequently affected the implementation process. Process evaluation revealed that although most activities followed the planned guidelines, challenges remained, including irregular industry supervision and inconsistent student internship reporting due to workplace schedules. These issues were closely related to limited teacher readiness and industry engagement, supporting the view that effective teacher–industry collaboration is essential for successful work-based learning Nurgiansah (2019).

Moreover, the lack of varied instructional strategies affected student engagement during classroom sessions. When literacy activities were limited to passive reference-gathering rather than active problem-solving, students were less prepared to navigate complex real-world challenges during internships. This demonstrates a direct pathway from input (teacher competence and methods) to process outcomes (student activity and interaction). The interconnectedness of the CIPP components can be visualized as a chain of influence Rama et al (2023). Weaknesses at the context level—such as unclear program goals and lack of student-centered planning—create input challenges, particularly in teacher readiness and resource allocation. These, in turn, manifest as process inefficiencies, including irregular supervision and limited student engagement. Ultimately, these upstream issues affect product outcomes, leading to gaps between student competencies and industry standards. Flow of Influence Across CIPP Components presented in Figure 1.

Fig 1: Flow of Influence Across CIPP Components

These findings suggest that program improvement should begin by strengthening the context and input components. First, the program's theoretical and practical foundations must be re-examined, incorporating a comprehensive needs analysis involving students, parents, and industry stakeholders. Second, targeted professional development for teachers is essential, focusing on modern pedagogical techniques such as project-based learning and collaborative inquiry [28]. Finally, improved coordination with industry partners is necessary to ensure regular supervision and alignment of skill passport standards. This echoes previous research highlighting the importance of sustained partnerships between schools and industry for achieving vocational education excellence [27]. Key Improvement Priorities by CIPP Component explain in Table 19.

Tabel 19. Key Improvement Priorities by CIPP Component

Component	Identified Weakness	Recommended Strategy
Context	Misalignment between student aspirations and parental influence	Conduct participatory needs assessments involving all stakeholders
Input	Limited teacher expertise and varied instructional methods	Implement continuous teacher training in modern vocational pedagogy
Process	Irregular industry supervision and inconsistent reporting	Develop structured supervision schedules and digital reporting systems
Product	Inconsistent competency outcomes due to diverse industry with standards	Standardize assessment criteria industry collaboration

The evaluation demonstrates that SMK PGRI 1 Mejiyan's integrated learning program has achieved excellence in many areas, yet significant challenges remain. By addressing context-level weaknesses and input deficiencies, process efficiency and product outcomes can be significantly enhanced. This systemic approach aligns with the foundational principle of the CIPP model: evaluation should not only measure outcomes but also guide continuous improvement across all stages of program development (Rama et al., 2023; Graff, 2004).

Obstacles to the Integration Program About Literacy, Skill Passport, and Life Skill Education

The obstacles in implementing these three programs are: the mindset of teachers who have not completely changed from conventional learning to modern learning and in accordance with the development of the times. The integration of literacy, skill passport, and life skill education is an idea for a new learning method that adapts to the challenges and developments of today's era, the speed of teacher adaptation in changing learning methods where in this learning the teacher will be more active in inviting students to think creatively and innovatively in order to complete the projects in the skill passport, the lack of normative adaptive teachers so that one normative adaptive teacher must have dual expertise, and this process is not easy and until now has not run optimally, demands for industry standard facilities and infrastructure for engineering expertise programs, light vehicle engineering and electrical engineering that require large funding, not all students can carry out internships in partner industries. This is due to the large number of students, but the internship quota is limited, so that some students do internships in other industries, the different industrial cultures between schools and industries more or less make students experience culture shock and require motivation and guidance so that students are ready to carry out their duties in industrial internships, and the demand for large industries outside Madiun Regency which is quite a lot is sometimes not met because it is constrained by the state of students with economic problems.

Conclusion

Achievement of learning programs of 90.37% is included in the excellent category. The level of achievement in the Context aspect is 92%, the input aspect is 87%, the process aspect is 90.75% and the product aspect is 91.75%. In the Context aspect, there are indicators that are not yet optimal, namely the foundation and objectives of the program. This is because there are parts of the program objectives that are not in accordance with the characteristics of teachers and students. While the aspects that have been running well are the suitability of objectives with the material. Furthermore, the parts of the input aspect that have not been running optimally are teacher expertise, teacher

activity, and readiness in implementing the program. This is due to the small number of teachers compared to the number of students, so that many teachers have competencies that are less relevant to the subject. In the input aspect that has been running well, namely student motivation, stakeholder support in the learning process, information from teachers about job opportunities, teacher teaching styles and learning media, media for literacy, and facilities and infrastructure for learning. In the process aspect that has not been running optimally, namely interaction with students and student activity. While what has been running well is the delivery of good and correct material and the implementation of learning evaluations. Meanwhile, in the product aspect, all indicators have run well. This means that the competencies possessed by students are in accordance with the objectives of the learning program that can integrate literacy, skill passport, and life skill education.

The achievement of the industrial work internship program of 89.12% is included in the excellent category. The level of achievement in the Context aspect is 91.25%, the input aspect is 88.75%, the process aspect is 88.5% and the product aspect is 88%. In the Context aspect that has not run optimally, namely in the sub-indicator of the implementation of industrial internships being able to help the industry in carrying out the production process. Meanwhile, the indicators that have run well are understanding industrial practices and suitability with the objectives of industrial internships. In the input aspect that has not run optimally, namely in the indicator of the achievement of the requirements needed by students before starting industrial practice. The aspects that are good are in the indicator the achievement of preparations that must be carried out by students before carrying out industrial internships. In the process aspect, the indicator that is not yet optimal is the indicator of the implementation process of students during their internship. While the indicators that are good are the indicators of information regarding the implementation of work internships, the role of industrial internship coordinators, the role of supervising teachers, and the role of industrial supervisors. In the product aspect, all indicators have been running well.

The achievement of the competency test program was 91.62% with an excellent category. The level of achievement in the Context aspect is 91%, the input aspect is 91.25%, the process aspect is 91.5% and the product aspect is 92.75%. Indicators that are not yet optimal in the Context aspect are the basis and objectives of the competency test and the suitability of the competency test to the needs of the industrial world. While those that have been running well are suitability of competency tests with technological advances in the industrial sector. In terms of input indicators that have not been running well, namely the identification of assessor competencies and competency test

locations. This is because there are competency test locations that do not meet the eligibility requirements and verification team. While the good ones are the indicators of the availability of competency test equipment in accordance with industry standards and the suitability and feasibility of competency test facilities and infrastructure. In the process aspect, the indicators that have not run well are the availability of competency test procedures. While the good ones are the clarity of the competency test schedule and duration, the readiness of the test supervisor, and the suitability of the competency test assessment. Furthermore, in the product aspect that has not run well, namely the suitability of competency test competencies with industry demands and student competency test certificates. The indicators that have run well are results of cognitive, affective and psychomotor competency tests and fulfillment of requirements for industrial internship departure.

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