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EVALUATION OF SKILLS FOR DOING BATIK AT BATIK COURCES

Dedeh Kurniasari[1], Suparno Eko Widodo[2], Bedjo Sujanto[3]
State University of Jakarta
kurniasaricosmos@yahoo.co.id[1]
suparnoekowidodo@yahoo.com[2]
bedjosujanto@unj.ac.id[3]

Abstract

The purpose of this study is to determine the level of skills for doing batik. This type of evaluation research implements a qualitative approach to the evaluation of CIPP (Context, Input, Process, Product) model. The number of samples choosen is the Institue of Doing Batiks, or Batik Skills Institut, *which were taken from locations in several towns namely, Jakarta, Bogor, Depok, Bekasi and Tangerang. Data collection techniques used interview, questionnaire, observation, and collecting photographic evidence as well as research.documents. The research 's results cover, Aspects of formulation of the problem, the standard of learners, teacher qualifications of doing batik, the use of educational standards, curriculum of doing and financing batik skill's program entirely meet the program criteria. Aspects of the standard formulation of the problem and the learner has met the criteria decided, while the tutor qualification of doing batik, the use of educational facilities and infrastructure standards, curriculum and program financing has not been entirely fulfilled. Aspects of the discipline and the effevtiveness of learning process has also met the criteria decided. While the evaluation of learning outcomes have not met yet fully in accordance with the evaluation criteria decided. The aspects of competency's mastery have not also met theory, practice and mastery of competencies graduation mark the program have been met, but program participants have not assured a promising future when the participants have completed their training program so it can be asserted batik skills program continued to do some repairs.*

Keywords: *Evaluation, skills, programs batik Implementation, the Institute of Doing Batiks, or Batik Skills Institute*

Non-formal education as part of the education system has the same task as formal education which is to provide the best educational services to the community in Indonesia. Alternative services programmed outside the school system can function as substitutes, enhancers, and / or complementary to formal education in the school system. In this case the role of non-formal education is more emphasized to substitutes, where this education functions as to enhancing of the profession skills, especially at the batik cources in this research. Non-formal education or commonly called Out of School Education (Non-formal education), is education that is outside the school system that is carried out on the basis of community needs. The target of non-formal education is increasingly diverse, not just serving the poor, people who are still blind to basic education, people who experience drop out and drop out of formal education, people who are not accessible to formal education such as; isolated tribes, rural communities, border areas, and outside island communities, but also, the target community of non-formal education continues to expand in accordance with the development of science and technology and the development of employment and culture of the community itself.

Given that one of the targets is in overcoming unemployment, the non-formal education program must continue to be expanded in accordance with the needs and conditions of community development. In principle, the expansion of non-formal education programs or programs must be in

line with new thinking about the concept of learning, where learning that seems to only take place in school (formal) is no longer appropriate and begins to shift beyond school settings.

Based on the objectives of non-formal education, discussing non-formal education does not mean only discussing non-formal education as an alternative education for the community, but speaking of non-formal education is talking about the concepts, theories and rules of education that are in accordance with the conditions and needs of people's lives . Because non-formal education is an educational service that is not limited by time, age, gender, race (ethnicity, descent), socio-cultural conditions, economy, religion, and others.

The existence of non-formal education such as courses and training institutions, will help develop the community. In order to improve the quality of education and the quality of human resources both in the field of education has issued a policy of the Law of the Republic of Indonesia number 20, year 2003 concerning the National education system and Government Regulations. Besides, national law/ RI Law number 19 of 2005 concerning National Education Standards, Article 26 Paragraph (5) Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, independent business, or continue their education to the level higher.

In order to achieve learning goals, both cognitive and affective educational institutions create various institutions in the field of non-formal education. In the path of non-formal education, in 2012 there were around 17,000 course institutions that held non-formal education in the form of various types of courses under the guidance of the Ministry of Education and Culture (www.nilek.online). So, one of the important infrastructures in achieving quality alignment and qualification gaps between graduates from institutions administering courses with job competency descriptions expected by graduate users is the Graduate Competency Standards document abbreviated as SKL. This is as stated in PP No.19 of 2005 concerning the National Education Standards in terms of the preparation of a SKL (Graduate Competency Standards) and Minister of Education Regulation No.47 of 2010 concerning SKL (Standard Competency for Graduates) Courses.

Regarding strategic interests and strong legal aspects, SKL (Graduates Competency Standards) was compiled as a mandate implementation of Government Regulation No.19 of 2005 concerning Education National Standards in the formulation of a SKL (Graduate Competency Standards) and Minister of National Education No.47 of SKL Courses. In 2009, SKL documents for 16 fields were completed and drafted by the Minister of Education in 2010. Furthermore, SKL (Graduates' Competency Standards) of 10 field courses have been successfully compiled in 2010 and set in 2011. With the issuance of Presidential Regulation No.8 of 2012 concerning the Framework Indonesian National Qualification.

Indonesia's need to immediately have a KKNI (Indonesian National Qualifications Framework) has been very urgent given the challenges and global competition in the national and international labor market which is increasingly open. The movement of labor from and to Indonesia can no longer be dammed with protective regulations or regulations. The ratification that Indonesia has made for various regional and international conventions, in fact places Indonesia as a country that is increasingly open and easily infiltrated by foreign powers through various sectors including the economic sector, education, the labor sector and others. Therefore, global competition no longer occurs in the international sphere but is already evident in the national domain.

The development of batik in the land today is very good, marked by recognition of batik as one of the results of Indonesian culture that has a high value. On October 2, 2009, UNESCO established batik as one of Indonesia's proper cultural heritages to be included in the Representative List of the Intangible Cultural Heritage of Humanity, meaning that batik has gained international recognition as one of Indonesia's cultures, and with many shops and traders who sell tools and

materials and handicrafts / batik skills are scattered everywhere. This development influenced and made many people realize that with batik can create jobs with special skills that are very promising.

Therefore the batik course program is designed to equip students to have the knowledge, work ability, and have the rights and responsibilities in the field of designing, making, arranging, packaging batik products. Given the current conditions, young people lack interest in making batik. Young people are more interested in learning business or economics which are considered more promising for their future.

As the organization of the Professional Association of Batik and Weaving Archipelago (APBTN "Bhuana") innovates in planning the implementation of non-formal education programs, namely batik courses, according to the National Education Standards. For the purpose of increasing public accountability and the performance of non-formal education institutions, it is necessary to evaluate the program to determine the success and weaknesses of the implementation of the program.

Because of the importance of this objective component, the program evaluation is to assess the level of achievement of a program goal. According to Sudjana program evaluation is one of the management functions, in which there are six management functions, namely planning, organizing, scaling, coaching, evaluating, and developing. For the evaluation of this program the CIPP evaluation model was used (context, input, process, and output) developed by Stufflebeam.

Program evaluation is an activity carried out systematically to give an assessment of the success or effectiveness of a program based on the criteria or objectives that have been set, for the next to be followed by the return of decisions at the program. Since the founding of the Batik and Tenun Nusantara Professional Association (APBTN "Bhuana"), there has never been an evaluation of the implementation of non-formal education programs in batik skills, so the researchers took the initiative to conduct an evaluation study on complementary non-formal education programs in batik skills.

Based on the results of the grand tour description and the data above, it is necessary for an in-depth evaluation study of the implementation of non-formal education programs in batik skills. Therefore researchers are interested in conducting research with the title "Evaluation of the implementation of non-formal education programs batik skills."

METHOD

In this study researchers used a qualitative approach with descriptive methods as a type of research whose findings were not obtained through statistical procedures or other forms of calculation (Robert Bogdan and Steven J. Taylor: 1992, 21). The program evaluation model used in this study is the CIPP model. The CIPP model is a development of the CIPP model introduced by Stufflebeam (2007: 333) which consists of 4 components, namely context, input, process and product.

The data analysis technique used in this research is to analyze the findings of each component of the CIPP model descriptively and then compare with the existing literature to be generalized.

RESULT

The data that has been collected, both through observation, interview and through document analysis, is then tabulated and analyzed, the results of data analysis are as follows:

Context component.

All LKP (Skills and Training Institute) under the APBTN "Bhuana" know the basis of the policy that comes from the Law. The batik skills program has a clear legal foundation. Starting from the law to the regulation of the minister of education. This was followed by all LKP (Skills and Training Institute) having a policy base in accordance with the law. Martin Thrupp (2003: 195) which

reads "policy is mechanistic in its underpinning, the emphasis on" standards "and the ostensible" one best way ".

Based on the discussion it can be seen if the batik skills program carried out by the LKP (Skills and Training Institute) under the APBTN "Bhuana" has a policy background that is in accordance with the law. The role of APBTN "Bhuana" is very strategic and optimal as a liaison between the Ministry of Education and Culture and educational institutions in the community. There needs to be an increase in networks and cooperation between agencies.

The basis of the formulation of program objectives is based on an analysis of learning carried out by non-formal education. Where in its implementation is training and community capacity building. This is in accordance with Law No. 20 of 2003 concerning the National Education System, Article 26 Paragraph (5) Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, independent business, and / or continue their education to higher level.

This is in line with the definition of objectives in program evaluation described by Jack E. Edward (2007: 58), et al, namely "the ultimate goal for the evaluation team is to deliver the most useful and accurate information to key stakeholders in the most cost-effective and realistic manner possible. "The basis for the formulation of the program must be able to provide accurate information based on problems that arise in the community. So that it can be right on target in overcoming various problems that arise in real life.

The process of formulating the objectives of the batik skills program by involving various parties starting from the Director of Course and Training Development, the Directorate General of Early Childhood Education and Community Education, the head of APTBN "Bhuana" and representatives from every LKP (Skills and Training Institute) in Indonesia. The objectives of the program are as follows: 1). Preserving batik art. 2). Improve the quality and quantity of batik. 3). Developing batik as one of the professions in education like a professional teacher. 4). Improving the welfare of batik makers with competency certificates. 5). Prepare prospective professional educators before plunging into the community. 6) Creating entrepreneurship and job opportunities for the community in batik.

Context evaluation measures needs, based on goals and priorities and assesses results significantly Stufflebeam, Madaus and Kellaghan (2010: 279) while context evaluation activities on batik skills are determining the situation and background that influence the types of objectives of the strategy to be developed in the system.

This opinion is in line with Ann W. Frye and Paul A. Hemmer (2012) "context is a study of identifying and defining program goals and priorities by assessing needs, problems, assets, and opportunities relevant to the program". Component context in the implementation of the batik skills program all aspects have been fulfilled.

Input Component

The existing problems are quite complex, starting from the lack of interest of the younger generation to batik up to batik craftsmen who are unable to compete with printing batik both from within and outside the country Not specific and tend to be general. There are many problems that are trying to be overcome. Quality tutors, public trust in non-formal education and preservation of batik in the community.

The formulation of the problem in each LKP (Skills and Training Institute) is in accordance with the conditions in the field and answers the challenges ahead, it's just less specific. In order to be more focused, each LKP (Skills and Training Institute) requires the right strategy and planning. This is in accordance with the notion of strategy according to Brian Fidler (2002: 10), namely "strategy is the direction and scope of an organization over the long term which achieves an advantage for the

organization through its configuration of resources within a changing environment, to meet the needs of markets and to fulfill stakeholder expectations ". Another opinion regarding the definition of strategy, namely "A strategy is the pattern or plan that integrates an organization's major goals, policies, and action sequences into a cohesive whole" (Fidler, 2002: 10). Based on the two definitions above, it can be concluded that the strategy is a direction and scope of the organization to be achieved with various alternative choices available.

This strategy is contained in the plans to be achieved by program graduates. These findings are in line with the notion of planning concepts according to Yukl (2010: 72) "Planning is a broadly defined behavior that includes decisions about objectives, priorities, strategies, organization of work, assignment of responsibilities, scheduling activities, and allocation of resources among different activities according to their relative importance. "

The standard of prospective students was found to be of various ages, the youngest of high school students in grade 2 and the oldest in 53 years. Educational backgrounds vary. There are housewives with junior high school education up to a bachelor's degree (S1). This is in accordance with government regulations where trainees are at least 17 years old with diverse educational backgrounds.

All tutors are certified as batik tutors issued by the Ministry of Education and Culture and the Ministry of Manpower. however, the majority of tutors do not have an educational background majoring in art. The majority even graduate from high school but have a professional certificate as a batik maker and not all tutors have experience as a batik maker for at least 3 years.

When comparing with the applicable provisions, it needs to be analyzed again. In terms of human resources (human resources) who are appointed as educators or trainers to supply material and skills are divided into educators and education staff. According to Government Regulation No. 19 of 2015 article 29 paragraph 4 is as follows:

Article 29 paragraph (4) Educators in Senior High Schools, or other forms of equals have: (a) minimum educational qualifications of diploma four (D-IV) or bachelor (S1); (b) higher education background with educational programs that are in accordance with the subjects taught; and (c) teacher professional certificates for teaching high school high school.

Whereas those that include educators in the course institutions and skills training consist of instructors, mentors, trainers or instructors, and examiners. Based on this, it means that the teaching staff in the course and training institutions can come from teaching staff in higher education institutions. According to Teresa A. Sullivan, Christopher Mackie, William F. Massy, and Esha Sinha (2012: 24): Higher education qualifying graduates for jobs or additional training as well as increasing their knowledge and analytic capacities. These benefits from undergraduate, graduate and professional education manifest as direct income effects, increased social mobility, and health and other indirect effects.

So that it can be concluded that in the aspect of the academic qualifications of the instructors, only 67% met the standards of educational qualifications and around 33% did not meet education standards.

The findings at the Cosmos Education and Skills Institute, Lesha Skills and Education Institute and my Traditional Skills and Education Institute have met the minimum standards of educational facilities and infrastructure. Whereas other Skills and Education Institutions have not met the standards. Whereas if referring to Government Regulation No. 19 of 2005 article 42 paragraph 1 and 2 which applies the provisions based on minimum standards of facilities and infrastructure that must be owned by universities as Teacher Training Education Institutions are as follows:

(1) Every education unit must have facilities which include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support a regular and continuous learning process. (2) Every education unit must have infrastructure

including land, classrooms, educational unit leadership rooms, educator rooms, administration rooms, library rooms, laboratory rooms, workshops, production units, canteens, power installations and services, a place to exercise, a place of worship, a place to play, a place of creation, and other spaces / places needed to support a regular and continuous learning process.

These findings are in accordance with the theory of Fry, Ketteridge and Marshall (2009: 308), namely "Most educational organizations now work under the pressure of systems in buildings and infrastructure are measured and accounted for in relation to student numbers and activities".

Based on all the findings above, the researcher concluded that the condition of infrastructure 3 of 6 Institutions of Skills and Education as organizers of batik training was feasible.

All Institutions of Skills and Education have a draft Competency Based Curriculum. All Institutions of Skills and Education have a draft level 1 graduation standard. All Institutions of Skills and Education have a level 2 batik graduation standard design. All Skills and Education Institutions have a draft level 3 graduation standard. All Skills and Education Institutions have skills program teaching materials. Based on all these findings, it can be concluded that the 100% sub-program curriculum has met the criteria.

The financing aspect in each of the Skills and Education Institutions has a calculation analysis of different institutions. But even so, it has used a financial reporting system that is quite neat and clear. The Cosmos Skills and Education Institute and my Traditional Skills and Education Institute have various sources of income such as Education Development Donations from program participants, assistance from the Ministry of Education and Culture, local government assistance, the private sector and sales of the products produced. Whereas the new remaining only comes from the Education Development Program participants and batik sales donations.

This finding is less relevant when compared to existing provisions. The financing standard is a financing standard which is a standard that regulates the component and the amount of the operating unit cost of education that is valid for one year (Fry, Ketteridge and Marshall, 2009: 3). While the financing standards according to Government Regulation No. 19 of 2005 article 62, namely:

(1) Education funding consists of investment costs, operating costs, and personal costs. (2) The investment cost of the education unit as referred to in paragraph (1) includes the costs of providing facilities and infrastructure, developing human resources, and permanent working capital. (3) Personal costs as referred to in paragraph (1) include education costs that must be spent by students to be able to follow the learning process regularly and continuously. The operating costs of the education unit as referred to in paragraph (1) include: a. salaries of educators and education personnel and all benefits attached to salaries, b. educational consumables or materials, and c. indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime money, transportation, consumption, taxes, insurance, and so forth. (5) The standard operating cost of the education unit is determined by a Ministerial Regulation based on the proposal

National Education Standards Agency

Every program must have good financial management. According to Shattock (2003: 30): Financial management emphasizes integrity, complexity, a concern for rather than the pounds, and a reluctance to borrow, it will command internal respect and provide a secure finance base for acting opportunistically and responding quickly to environmental change. Conservative financial control mechanisms on the other hand can create unnecessary layers of hierarchy and bureaucracy and can initiative.

Based on this, it can be concluded that the funding of the program should not only rely on students, it must have a variety of funding sources. Then it can be concluded that only 70% have met the program financing standards.

Evaluation of inputs measures the resources allocated. Input evaluation consists of an evaluation of the means or capital or materials and a planned strategy that is set to achieve the objectives. The input evaluation activity in the batik program is to determine the available sources, the alternatives taken, what are the plans and strategies to achieve the needs. At this stage, the work program, educator, education staff, facilities and infrastructure and funding will be evaluated.

The evaluation component of the implementation of the batik skills program consisting of the formulation of the problem and the standard of the students has met the criteria, while the qualifications of batik tutors, the use of educational facilities and infrastructure standards, curriculum and program funding have not been fully fulfilled.

Process Component

Evaluation at the process stage is to see the achievements of the program and the obstacles encountered. Implementation of strategies and use of facilities or capital or resources in real activities in the field. To be able to obtain this information, the evaluation activities are designed and applied in the practice of activities as well as identifying shortcomings or weaknesses of the activity procedures in process evaluation. All activities are monitored and carefully documented in determining strengths and weaknesses.

In this study, the process of concern is the implementation of training programs that are in accordance with the guidelines for implementing the program. Based on the description above, it can be concluded that the process evaluation activity is to find out the extent to which the Course and Training Institutions run the batik program and to find out the obstacles as well as the supporting factors for the success of the program implementation.

The order is attached to the classroom where the practice is located. The most found rules for work safety in all Batik Institute and Training Institutions. Not all participants know the contents of the regulations during batik. Only about 80% of participants have received socialization.

Has fulfilled the aspect of the availability of program implementation rules and 80% of aspects of regulatory socialization have been fulfilled. Based on these findings, it can be concluded that the sub-aspects of activity regulations have been implemented in accordance with the planning of activities although not yet 100% of all Course and Training Institutions have implemented them. Even though this order is very important in the learning process. Training participants must understand well and obey the rules that apply because they are related to safety.

At the beginning of each training activity the teacher always starts by praying, explaining the material and objectives of the day's learning. The process of delivering material is done by question and answer. Each program participant is free to ask. Teachers use canting, batik motifs, books, fabrics and coloring. There are stoves, pans, night, canting, batik stamp, cloth, coloring and tables. The practice is carried out by each participant and supervised by the teacher. Always be absent when the training will end.

When compared with the batik training program guide, it can be concluded that the sub-aspects of the Teacher provide instructional goals when starting training, the level of achievement is 70%. The sub aspect of the teacher explains the material with the 2-way model the level of achievement is 87.5%. Whereas for the sub aspects of the teacher in explaining the material using learning tools the level of achievement is 100%.

Not all Course and Training Institutions provide assignments at home. Only the Institute for My Traditional Courses and Training and the Asri Course and Training Institute always provide. Not all Course and Training Institutions provide assignments at home. Only my Tradition Training and Course Institutions always give quizzes. All Course and Training Institutions conduct formative, summative and competency tests.

According to Stufflebeam and Shinkfield (2007: 294) process evaluation is: "a process evaluation is ongoing check on plan implementation plus documentation of the process, including changes in the plan as well as key execution and / or execution of certain procedures. One goal is to provide staff and managers with a variety of activities on schedule, planned, and efficient.

This opinion is deepened by the opinion of Paton (1980: 60): "The" process "focuses on evaluating the implications of how the product is produced rather than looking at the same product itself; that is, it results in the result it does. The evaluation process is developmental, descriptive, continuous, flexible, and inductive ".

Evaluation of process components emphasizes how the product is produced compared to the results of the product itself. The process stage in this study involves aspects of strategy implementation and use of facilities or capital or resources in real activities in the field. Process evaluation includes the implementation of planning to guide activities to help explain the results (Stufflebeam, Madaus and Kellaghan, 2007: 279). So that it can be concluded if the process component in the evaluation of the implementation of batik skills which consists of order and process of learning activities has met the criteria. While evaluation of learning outcomes is not fully in accordance with the evaluation criteria.

Product evaluation is the next stage of a series of program evaluations in the CIPP model. Product evaluation is directed at things that show changes that occur in the input and what the results are. Product evaluation serves to interpret success in achieving goals, assess data sets, compare criteria set with results obtained in the field and considerations related to context, inputs and processes and formulate interpretations rationally.

The products produced from this program are professional batik makers. For this reason, the evaluation is the competency of the batik skills training program.

First, mastery of graduate theory competencies. Throughout the Course and Training Institutions the average score of quizzes and theoretical examinations is above 70. The majority of the new 60% participants have mastered the theory of materials in batik. The majority of new participants 41.7% who have mastered the theory of various techniques in batik and the majority of new participants 88.3% who have mastered the theory of the tools needed in batik. The minimum standard score used is above 80%, so based on the above findings it has not been fulfilled unless the mastery of theory regarding the tools needed in batik has met the criteria.

Second, Mastery of Program Graduate Practice Competencies. All Course and Training Institutions apply these criteria and the majority of trainees get a score above 80. If there are participants who score below 80 then 2x remedials are held. If up to 2x remedial exams do not pass, they are asked to repeat the training. 86.7% of participants from all LKPs can use canting. 100% of participants can use the batik stamp. 100% of participants can prepare the night. 87.5% of participants can do the coloring process. 82.5% of participants can carry out the process.

If you use the standard minimum passing score of 80%, all sub-aspects in mastering practical competency have been fulfilled.

Third, graduation mark. All participants get a certificate of graduation but not all participants get a certificate of competence as batik. If you want to get this certificate, the participant must take the exam conducted by the Competency Test Place. Based on these findings, it means that after being declared to have passed the program, they may not necessarily be recognized as professional batik makers. There needs to be a re-examination that is recognized by the Ministry of Education and Culture through the Ministry of Education and Culture.

Fourth, Impact on Participants in the Batik Skill Program. Impact, is the final stage of a series of program evaluations in product components. Impact evaluation is directed at focusing on the question of the impact felt by participants after joining the program. Impact evaluation serves to analyze the impact felt by participants after joining the program.

According to Rossi, Freeman and Lipsey (1999: 25) impact evaluation is directed at focusing on the question of the impact felt by participants after joining the program. The evaluation of the questions that are impacted by the assessment process is attained, whether the program is effective in producing changes in the social conditions, and whether the program impacts including the unintended side effects. These questions include a set of operationally defined objectives and criteria of success.

The impact measured here is whether it has a positive or negative impact? If it's positive, what is the impact and how big? If it has a negative impact, what will be the impact? How big is the negative impact? Can it provide positive changes for participants for their future? So that it can be a conclusion for further improvement of the program.

The positive and negative impacts are in accordance with the opinions of (Stufflebeam, Madaus and Kellaghan, 2007: 229), namely

To assess performance beyond goals, evaluators need to search for unanticipated outcomes, both positive and negative. They might conduct hearings or group interviews to generate hypotheses that are full range of outcomes and follow these up with efforts to confirm or disconfirm the hypotheses.

The impact indicator focuses on the impact questions received by program participants after participating in the batik skills training program. In addition to the positive and negative impacts described above, it is also necessary to know how the participants are after completing the program. So the impact, which is how successful graduates are in the community or in the workplace.

The findings on the aspect of impact were only 20% of the total respondents answered that they were able and had started an attempt to open their own batik production. 50% of the total respondents who answered had opened a batik sales business and had their own shop or collaboration with 3rd parties; 13.3% of the total respondents who answered were able and had opened a batik course. The majority are constrained by complicated funding and licensing; 23.3% of the total respondents who answered were able and had opened batik training workshops; 16.7% of the total respondents who answered were able to open tiered batik training. The toughest constraints are licensing and standards that must be met; 86.7% of the total respondents who answered were able and had become batik educators in schools; 93.3% of the total respondents who answered were able and had become batik educators in the general public.

In addition, the most important thing for individuals after taking a program is to get a better job or income. This is in accordance with the opinion of Sullivan et al. (2012: 24): Undergraduate benefits, graduate and professional education manifest as direct income effects, increased social mobility, and health and other indirect effects. Narrow-defined measures: numbers of degrees, time to degree, degree mix, and the likes. Attempts have also been made to estimate the benefits of education using broader concepts such as the accumulation of human capital. For estimating the economic returns to education, a starting point is to examine income differentials across the educational attainment of the categories and institution types, attempting to correct for other student characteristics.

All stages of the evaluation, starting from context evaluation, input evaluation, process evaluation, product evaluation is an inseparable unit. But it is done together depending on conditions in the field. These findings are in line with the explanation of Stufflebeam and Shinkfield (2007: 294), namely "The purpose of evaluation is to measure, interpret, and judge the enterprise's achievements. Its main goal is to ascertain the extent to which the evaluation of the needs of all the rightful beneficiaries ".

Based on these findings, it shows that the number of stakeholders who have been made respondents have met the requirements. This is in accordance with the opinion of Bamberger, Rugh

and Mabry (2006: 271) "program impact and quality cannot be determined without understanding the diverse experience of stakeholders. The perceptions of many must be searchout.

The impact aspects on evaluating the implementation of the batik skills program have given many program participants positive but have not provided certainty about the condition of their future destiny, because participants who have passed the program have not been able to open their own jobs or find work as batik makers.

The product component in the evaluation of the implementation of the batik skills program consisting of mastery of theoretical competencies has not been fulfilled, mastery of the practice of competencies and marks of program graduation have been fulfilled. The aspect of the impact on program participants has not provided a promising future certainty when program participants have completed their training.

CONCLUSION

Based on the discussion of the results of this study, it can be concluded that as follows, Aspects of problem formulation, student standards, batik teaching qualifications, the use of educational standards, curriculum and financing of batik skills programs, all these aspects met the program criteria. The aspects of problem formulation and standards of students have met the criteria, while the qualifications of batik tutor's competencies, the use of educational facilities and infrastructure standards, curriculum and program funding have not all been fulfilled or met the cretria decided. Aspects of order and process of learning activities have met the criteria, while evaluation of learning outcomes have not fully met, in accordance with the evaluation criteria. The mastery of theoretical competency aspects has not been fulfilled the criteria, while both mastery of practical competencies and marks of program graduation have been fulfilled the criteria. The aspect of the impact on program participants has not provided a promising future certainty when participants have completed their training. Referring to all the conclusions, the program can be confirmed by making some improvements relating to achieve most quality of both the Batik Tutor's Competency and the Batik Program Curriculum so that the skill quality of students of doing batik will be higher and higher.

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