

Evaluation of the Program Management Education Mahad Al-Jamiah IAIN Ambon

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Abstract: Mahad al-Jamiah is non-structural integrated with the management of the State Islamic Institute of Ambon. Mahad al-Jamiah was founded as a boarding school institutions that play a role in the process of mentoring, coaching, teaching, training, conditioning and learning for students, based on the decision letter of the rector of the number 62 in 2012 in order to improve capabilities in the field of religious sciences, especially, reading and writing of the Quran for college students. The research is basically an evaluative research based on the CIPP Model (Context, Input, Process, Product) developed by Stufflebeam and specifically to see this aspect of the process, used the model of the three-dimensional cube developed by Hammond. The data collection was conducted through documentary study, interview, questionnaire and observation. Finding in the context of the evaluation showed that the program is highly needed by the people of the Moluccas in particular State Islamic Institute Students Ambon to provide educational services in the field of coaching as a vehicle of development of religious and linguistic science, increased planting and preservation of religious spirituality tradition for mahasantri. With regard to inputs, processes and product evaluation, some aspects still need to be improved.

Key words: Mahad al-Jamiah educational program, CIPP, dimensions cube evaluation models, processes, improved, regard

INTRODUCTION

Boarding is institutions Islamic education oldest on Indonesia with important contributions educate people in life. Historically, boarding experience extraordinary in managing, educate and develop community around it, according to government regulations dictates diniyah and boarding as an institution Islamic education recognized as one of the system of education in Indonesia (PP Number 55 years 2007 about education religion and religious). This is the legalization of education Islamic boarding school and answers and follow up from real needs society and Indonesian, especially, Muslims.

The presence of Mahad al-Jamiah in boarding has been an inspiration positive for an institution of higher education that is modern religious Institute the State Islamic (IAIN) or the State Islamic University (UIN) in taking the same pattern education institutions in boarding. So, that in a decade has emerged of educational institutions similar Mahad al-Jamiah held in IAIN/UIN. The institution was defined as Mahad al-Jamiah is oriented to improve their knowledge for his students further Islamic and can to use and lead religious activities, especially, practical worship among the public. This has been done with the assumption that his students there are

still many who do not know how further Islamic knowledge in general, especially, concerning practical worship. This concept is based because mahasantri that goes to IAIN/UIN derived from various educational background and social. In addition, Mahad al-Jamiah prepared to mahasantri trained from the mental spiritual and skill emotional. For the purpose, integration educational model college with education traditional Islamic (pesantren) an option adequate in the hope of the establishment of the personal whole to the mahasantrinya (Qamar, 2015).

The program is Mahad al-Jamiah up IAIN Ambon, systematically formed the first: said the local and global challenges, namely to meet figure scholars who had qualified for people as role model as well as a prominent figure on religious matters. Graduates expected to have the ability of science Islam and understand social knowledge, latest information the development of science and technology order to be able to answer and solve various the problem that appear in the contemporary characterized by the emergence era-globalisasi. Second, the low the ability in the field of religion, especially, read and write al-Quran and language Arab and English language to university students in IAIN Ambon. This has led to the low their ability in studying and control the

sciences subjects and general at the level of junior Strata one (S-1) IAIN Ambon. This phenomenon basically have detected from the beginning revenue students where most of candidates students experienced difficulty in said of tests of Arabic and English language. Thus in the development of IAIN Ambon forward, it is regarded as a problem crucial that calls for attention and special handling as a improve the quality of teaching in general.

As a system, Mahad al-Jamiah IAIN Ambon is a complex system because apart from consists of input-process-product also has accountability to that context education. Thus, evaluation model Context-Input-Process-Product (CIPP) can be applied in various fields such as education, management, companies and so on and in various level good that projects, program as well as institutions (Widoyoko, 2011). A model program evaluation CIPP developed by Stufflebeam and Shinkfield (2007) and his colleagues to make a contribution to the decision-making process in the management of the program. In terms of education, Stufflebeam and Shinkfield (2007) classifies education system for four dimensions, namely context, input and product (Gall *et al.*, 2003). CIPP is an abbreviation of context, input, proses and product. The concept model CIPP evaluation offered by Stufflebeam and Shinkfield (2007) with the view that, evaluation important goal is not to prove but to fix (Kellagan *et al.*, 2002). Evaluation context done to look back taking into account underlying a program proposed so, known whether the scheme proposed consistent with the needs and what is the purpose the program in line to meet the need (Mulyatiningsih, 2013). Input educational institutions consisting of school tuition, staff, financing, government regulations. Transforming included competence educator, the learning process, motivation, climate and culture. Products will yield from other achievement and development of school tuition. Therefore, to ease evaluator in outline aspects the process and products be indicators evaluation right and detailed, so, evaluation education Mahad al-Jamiah use the model evaluation cube 3 dimensions developed by Hammond (1967). Because model evaluation cube 3 dimensions devoted to see education programs which consists of three dimensions, namely: dimensions behavior, dimensions instruction and dimensions institution (Worthen and Sanders, 1988). Of a cube was formed 90 potential cells can be used (Hammond, 1967). Each cell allow to determine kinds questions evaluation in general. In developing the question assessor can use 3 cell of three different perspectives as a substance problems.

MATERIALS AND METHODS

Program evaluation study Mahad al-Jamiah IAIN Ambon applying evaluation CIPP model and cube 3 dimensions, better known for epic (evaluation program for innovation curriculum). The evaluation of this program is a model research evaluation which oriented to purpose (objectives-oriented approach) is held by Ralph W. Tyler and then developed further by Hammond (1967). Model the evaluation is not separated from experience about evaluation Tyler. According to the Tyler quoted by Guba and Lincol (1981) is the process of determining the extent to which education objectives been implemented in actual. Both this model combined and complementary. In the study of this approach that is used is the approach on management (management) oriented approach. This approach done to determine the success of the program alludes to have program objectives as the criteria for determining the success of the program (Tayibnapis, 2008). Comprehensive evaluation methods applied to this study pertaining to 4 aspects of program Mahad al-Jamiah IAIN Ambon. Each of these aspects use a different approach in the collection of information. Evaluation aspects the context of was intended to obtain information regarding for the purpose, that includes: the legal basis for program Mahad al-Jamiah IAIN Ambon, the need for the implementation of the program Mahad al-Jamiah IAIN Ambon, vision, mission, the objectives and targets of Mahad al-Jamiah IAIN Ambon. The information obtained through: observation, guidelines and analysis of documents.

Evaluation aspects input, is focused on the collection of information input of resources owned Mahad al-Jamiah used to meet goals a program that will be implemented namely the program Mahad al-Jamiah IAIN Ambon, covering: recruitment mahasantri, power lecturers, facilities and infrastructure and curriculum. The information obtained by collect the data through: observation, interview and analysis documents. Aspects process of (any process in the study is the implementation of the program Mahad al-Jamiah IAIN Ambon, seen from dimensions intructional and institutional. Dimensions instructional containing components: organization, material college, the method of learning and facilities (involving: media, supporting facilities and infrastructures), institutional dimensions, consisting of components: the role of Mahasantri, the role of lecturers, the role of program managers, allocation of time and support environment. The information obtained through the questionnaire. Evaluation aspects products program Mahad al-Jamiah IAIN Ambon is study results

achieved Mahasantri during the program Mahad al-Jamiah which includes dimensions behavioral objectives measured in 3 the domain, namely the domain cognitive, the domain affective and domain psychomotor.

An activity to evaluate is conducted through four major component (context, input, the process and products) using variation technique at components. At the data analysis analysis techniques used adapted to the type and characteristic data and the interests of analysis to answer questions evaluation. The process of triangulation used double checking the truth of the data with obtained from other sources on various the field research in the different and by using a different methods. Check back data by means of triangulation can be done by four triangulation of ways, method, time and theories.

RESULTS AND DISCUSSION

Urgency training programs Mahad al-Jamiah IAIN Ambon was considered formulated on demand mahasantri, identified by the premise the need for established Mahad al-Jamiah IAIN Ambon, besides vision, mission and goal has been was formulated by the formulation clear, measurable and the training programs can be observed. The establishment of Mahad al-Jamiah IAIN Ambon aligned with the aim of religious institute state islamic Ambon, especially in improving the quality of students in religious activities to vision scored mahasantri excellence in Islamic scientific, confirmed and accomplishments. While goals to be achieved in education programs Mahad al-Jamiah is bore mahasantri quality and has excellence academic and moral integrity respect.

Policy the implementation of the Mahad al-Jamiah stipulated in the Minister of Religion No. 12 2014 article 94, that Mahad al-Jamiah having duties to implement service, guidance, the development of academic and character mahasantri and management dormitory pesantern based. Similarly in the statute IAIN Ambon explained that the program guidance Mahad al-Jamiah reference on the principles of academic, that reflects system the academic institutions without removing features his trademark. The Mahad al-Jamiah can be carried out creative to maximize resources owned and involving various elements. Curriculum Mahad al-Jamiah at least must be made up competence basic which includes reading and writing skills governor Quran, skill worship and a mastery the rudiments the implementation of the ubudiyah, skill Foreign speech (arabic and england), skill understand Khazanah subjects (Solichah, 2015).

To get mahasantri having good whose competence and good service, Mahad al-Jamiah conducting recruitment new Mahasantri the beginning of each new school year, this is done to net Mahasantri a candidate who has the competency and the terms of which have been determined by Mahad al-Jamiah. The size of the interest of college students to learn in Mahad al-Jamiah can be seen an increase in the number mahasantri every year in academic year, 2012/2013 the number of mahasantri a total of 219,20 Mahasantri who dboarding and 199 non boarding, in academic year, 2013/2014 as many as 689 Mahasantri, covered 44 Mahasantri boarding and 645 non boarding while in academic year 2014/2015 there are 881 Mahasantri, 106 Mahasantri boarding and 781 Mahasantri non boarding and in the year 2015/2016 there are 3094 mahasantri which includes 300 mahasantri boarding and 2794 Mahasantri non boarding. Interest of students to stay in a boarding house indeed has not been is directly proportional to new university students that has been accepted in IAIN Ambon. This was due to the absence of rules, good from the institute, the faculty or programs study requiring students to stay in Mahad al-Jamiah IAIN Ambon. While the existing rules only obliging to university students the first half 1 and 2 for in the Mahad al-Jamiah on the read write it an and for who did not attend the program and did not finish read write it in Mahad al-Jamiah are not allowed to took a course called certain in the next on the study. For a student the first half over required to obtain a sign graduation read write it an of the Mahad al-Jamiah as requirement for student who will continued corruption and munaqasyah. On the other side Mahad al-Jamiah IAIN Ambon has not had building dormitory that can accommodate all students new, so the institute could not make it a rule that can be requires all students to stay and follow all training programs Mahad al-Jamiah IAIN Ambon. In academic year 2015/2016 then issued the rules of institute that all students recipients aim mission should have remained in boarding and follow training programs Mahad al-Jamiah IAIN Ambon during the quota to the dormitory still fulfilled. Therefore in 2015/2016 is conducted twice the acceptance phase mahasantri, revenue the first phase apply to all new students IAIN Ambon and the selection results of mahasantri is the phase of first obtained 119. While the second phase selection more tightened and devoted for all students recipients aim mission to win a 181 the quota and the selection results of new mahasantri in the second phase obtained 181 mahasantri new. Of human resources in Mahad al-Jamiah IAIN Ambon consisting of mudabbir/mudabbirah (lecturers) 10 people, musyrif 16 people and Musyrifat 12 people and 20 students senior,

with the main task to handle all activities associated with the implementation and the success of education in Mahad al-Jamiah. The availability of power trustees to implement education in Mahad al-Jamiah have met the standards minimum service as specified the government that lecturers (Mudarrif) in Mahad al-Jamiah owning a minimum of an undergraduate degree and having competence to suit the needs of and the ratio lecturers between college student for the class eksakta 1: 25 and to the social class 1: 30, therefore, the ratio between lecturers with Mahasantri are met such as 1: 12. Mahad al-Jamiah IAIN Ambon have facilities and infrastructure sufficient field of sports, gymnasium, mosque and 3 the main building viz: building dormitory the son of 3 the floor, building the hall and building dormitory daughter 3 the floor. Of the three the building furnished by means of to support functions. The implementation of the program is an activity to evaluate on the process of the program Mahad al-Jamiah who aims to assess components program Mahad al-Jamiah IAIN Ambon outlined based on dimensions instructional.

The role of organization for developing Mahad al-Jamiah h IAIN Ambon 83,76% considered to be very good and 16,24% good. It is affected by the role of leaders in the program Mahad al-Jamiah is very exact in the implementation of the training programs which were accompanied by the attitude of strict, wise and on the program Mahad al-Jamiah. Presentation of material training programs Mahad al-Jamiah IAIN Ambon 81.41% considered to be very good and 18.59% good. Similarly, method selection in learning on guidance Mahad al-Jamiah IAIN Ambon considered 80.33% very good and 19.67% good. This indicates that lecturers have chose and determined right methods in providing material development in learning in Mahad al-Jamiah IAIN Ambon.

The assessment is having a meaning that the utilization of media or the tools in discussing matter guidance Mahad al-Jamiah IAIN Ambon based on from scoring 77.65% considered to be very good and 22. 35% good which means the use of media or the tools in training programs Mahad al-Jamiah IAIN Ambon included in the category very effective. While penilain on the role of Mahasantri considered 60.88% very good, 33.56% good and 5.56% less. This indicates that in general the role of mahasantri very good for developing Mahad al-Jamiah. The role of lecturer in learning in Mahad al-Jamiah IAIN Ambon considered 79,12% very good and 20.88% good. This also happened to management assessment of the role of lecturers almost the same with the Mahasantri namely 79.47% considered to be very good and 20.53% was assessed as good. While

assessment for the management Mahad al-Jamiah IAIN Ambon considered 82.88% very good and 17.12% good.

The allocation of time on training programs Mahad al-Jamiah 77.65% was considered very good and 22.35% good .While an assessment of environmental support is considered 81.57% very good and 18.43% was assessed as good. In general, Mahasantri assess this component very good nor very right. To get a the effectiveness of a product produced by Mahad al-Jamiah IAIN Ambon academically done through analysis document assessment document in the form of the mean value of the matter of learning guidance Mahad al-Jamiah 2015 consisting of two groups Mahasantri of classification based on capability owned each namely class sons of ulla (the bases) and class Wusta.

The average score matter guidance mahasantri on class ula to matter Bahts al-Masail the average value of 83.05 read deaf it an 81.58 qawaid 80.67 khiwar 80.88 call 81.00 fiqh 79.89 and nahwu 80.84. And the rupiah matter guidance for the class Wusta, material Bahs al-Masail the average value of 87.86 be in the mumtaz this also happened to matter guidance read write it an the average value of 85.17 be in the Mumtaz. While for matter qawaid (81.48), khiwar (80.69) himself (81.50), fiqh (81.50) and nahwu (81.93) is located in the Jayyid Jiddan.

An assessment of self-awareness mahasantri is considered 34.7% very good, 48.68% good, 16.47% enough and 0.15% less. While firmness mahasantri in holding prinsif considered 39.43% very good, 43.14% good, 16.93% good enough and 0.50% less than good. Mahasantri Mahad al-Jamiah IAIN Ambon possessing firmness in holds the tenets well, this can be seen with obey the regulation that determined in Mahad al-Jamiah, honest and daring. The ability to cooperate in a graded group 48.57% very good, 38.99% good, 11.43% good enough and 1.01% less well. While the ability to reflect critical for Mahasantri considered 38.65% very good, 40.08% good, 19.93% enough, 1.17% very little and 0.17% not well judged. The ability mahasantri in thinking critical can be seen from the ability to confer ideas and constructive thinking in lecture, the idea of having positive can see a problem from different perspectives, can solve problems and the case and had expressed ideas and thought to faculty.

Skill Mahasantri for follow training programs Mahad al-Jamiah IAIN Ambon measured through an assessment duties and practice .The average score matter guidance Mahasantri on class ula to matter practice rote the average value of 82.77, read the book yellow 82.18, Arabic 80.16, English 79.77, Insyah 80.75l and Imlah 80.54. And the rupiah the average for class Wusta to the matter rote

the average value of 87.93 this also happened to matter guidance read the book yellow the average value of 85.17 language so, (81.48), English (80.64), Insyah (81.38) and Imlah (81.55).

Evaluation context, passed the judgement evaluation in the actuality high. The determination because all of evaluation the context of fulfilled in accordance with the success of evaluation evaluation criteria that is having the documents that legal basis Mahad al-Jamiah having thinking base of the need for Mahad al-Jamiah having formulation vision, the mission and a clear purpose and try to socialize vision, the mission and the purpose Mahad al-Jamiah in mahasantri and the general public as well as having the right target. Mahasantri received in Mahad al-Jamiah IAIN Ambon have through selection process first. Total revenues mahasantri new based on the availability of place and facilities in a boarding house. Recruitment process new mahasantri refers to the government regulation. Government regulation was pp number 66 year 2010, the Minister of National Education number 34, Article 3 years 2010 and regulations the minister of research, technology and higher education RI no 2 years, 2015 chapter Article 11 which requires every mahasantri received in college required have passed in secondary education (high school/equivalent) and having diplomas. Similarly, the curriculum based on the set, that the curriculum Mahad al-Jamiah referring to the curriculum adjusted to the needs of students IAIN Ambon and the moluccas in general.

Human resources existing in Mahad al-Jamiah IAIN Ambon have met that has been set by the government based on the regulation mendikbud number 234/UU/2000 and sk 108/dikti/2001 on the ratio of a lecturer with students namely 1: 30. While the ratio mahasantri with the lecturer in Mahad al-Jamiah IAIN Ambon: 12 1, this ratio is very ideal standards, this shows that the met needs a lecturer in accordance with needs Mahad al-Jamiah. Similarly, the availability of facilities and infrastructure in Mahad al-Jamiah IAIN Ambon is adequate. Evaluation study on the process include: organization, the presentation of material, the learning methods, learning facilities, the role of Mahasantri, lecturers, management, allocation of time and support the environment. In general the assessment process was at the category of very good/high. But to the role of Mahasantri, especially, on knowledge and capability early answer questions lecturer and friend still considered quite.

Based on the study results rata-rata and practice mahasantri to the matter coaching Mahad al-Jamiah academic year 2014/2015 have met the standards set by Mahad al-Jamiah. Similarly affective the domain Mahasantri consciousness, firmness holds to the, the

ability to cooperate in group and the ability to think critically. Overall evaluation products are in the high, so, the criteria set met and reached.

CONCLUSION

Evaluation shows that training programs Mahad al-Jamiah IAIN Ambon had been developed by a systematic planning. Mahad al-Jamiah IAIN Ambon in line with government policy who made Mahad al-Jamiah as the vehicle coaching mahasantri in developing religious and science language, increased planting and preservation spirituality religious traditions is sub systems academic and training Mahasantri in implementing the diktis vision, especially in contributed it means for development and application of the science of religion, technology and islamic cultural.

Orientation main evaluation input for the education programs in Mahad al-Jamiah IAIN Ambon, covering Mahasantri, curriculum, human resources and conditions of facilities and infrastructure. In general components input consisting of four aspects be in the high.

Components evaluation the process training programs Mahad al-Jamiah IAIN Ambon elaborated based on dimensions intruactional and dimension institutional, having the role and contribution in develops and to learning Mahasantri, learning experience, so having enough for follow training programs Mahad al-Jamiah. In general components the process be in the very high, although, there is still aspect be in the enough namely the role of Mahasantri, especially, on the ability of early, the ability Mahasantri in response to a question friend and ability solve problems in class.

Based on the average score study results in domain cognitive and domain psychomotor Mahasantri to the matter guidance Mahad al-Jamiah academic year 2014/2015 have met the standard established by Mahad al-Jamiah and is entirely located in the jayyid jiddan. This also happened to the results of the domain affective be in the high. So that, the criteria of success of set met and reached.

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