

EVALUATION IMPLEMENTATION CURRICULUM IN PRODUCTIVE SMK NEGERI 1 SAMARINDA

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Abstract: *This study aimed to evaluate the general program implementation curriculum subjects productive trip business skills program in SMK Negeri 1 Samarinda. This study used a qualitative approach. Collecting data using (1) interviews, (2) observations (3) documentation, and (4) Questionnaires. Analysis of data using four components, namely data collection, data reduction, data presentation and conclusion. The results showed (1) The evaluation of the program in the context of components that include requirements analysis, vision, mission, goals and curriculum schools of business expertise trip to the category of "Very Good. (2) The evaluation component inputs that include aspects of teachers and management, student management, infrastructure management, financial management and management education calendar. the category of "Very Good" (3) The results of the evaluation component of the learning process that includes planning, implementation of the process of learning, assessment, and monitoring of the learning process with the category of "Very Good". (4) The results of the evaluation component of output that includes the results of the theory of productive subjects of national examinations, the results of practical subjects and the results of national examinations productive work practices Industries and absorption graduates with the category of "very good"*

Keywords: *Implementation Curriculum, Curriculum Subjects Productive*

BACKGROUND OF THE PROBLEM

Vocational High Schools (SMK) are designed to prepare students or graduates who are ready to enter the world of work and are able to develop a professional attitude in their field. in accordance with the needs of the business world and the industrial world, but are also required to develop themselves on the entrepreneurial path, so that they can advance in entrepreneurship even under any conditions and situations.

Today's tourism is a demand for someone's life, to eliminate boredom from routine work. The demand for people to travel, from year to year continues to increase. This

increase in demand can be seen from the number of tourist visits that are increasing from year to year. This phenomenon occurs in tourism in the city of Samarinda in particular and the province of East Kalimantan in general. The increasing need for people to travel has resulted in the need for increased tourism services, demands for the completeness of tourism facilities and infrastructure. Therefore, it is necessary to support human resources as a creator of satisfaction for tourism services. SMK Negeri 1 Samarinda opened a tourism expertise program to be able to produce a generation of professionals who can improve the quality of tourism in Samarinda City in particular and East Kalimantan in general. To realize this, a good curriculum is needed. Therefore, to implement a productive subject curriculum, the travel business expertise program is needed.

Research Focus

In this research, the focus is the implementation of the productive subject curriculum of the travel business expertise program at SMK Negeri 1 Samarinda with the following sub-foci:

1. The background of the need for implementing a productive subject curriculum for the travel business expertise program includes the vision, mission, school goals.
2. Planning for the implementation of the productive subject curriculum for the travel business expertise program covering the travel business expertise curriculum program, managing educators and education staff, managing students, managing infrastructure, and managing school financing, and managing the educational calendar.
3. The process of implementing the curriculum for productive subjects for the travel business expertise program includes planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process.
4. The achievement of the implementation of the productive subject curriculum for the travel business expertise program which includes the results of the competency test of vocational theory, the results of the competency test of vocational practice, the results of industrial work practices (*Prakerin*) and the absorption of graduates in the job market.

Problem Formulation

Based on the focus and sub-focus of the research mentioned above, the formulation of the problem is as follows:

1. What is the background of the need for implementing a productive subject curriculum for the travel business expertise program which includes, vision, mission, school objectives at SMK Negeri 1 Samarinda?
2. How is the planning for the implementation of the productive subject curriculum for the travel business expertise program which includes curriculum programs, management of educators and education staff, management of students, management of infrastructure, and management of school financing, management of the educational calendar at SMK Negeri 1 Samarinda?

3. How is the implementation process of implementing the productive subject curriculum for the travel business expertise program which includes planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process at SMK Negeri 1 Samarinda?
4. How is the achievement of the implementation of the productive subject curriculum of the travel business expertise program which includes the results of the vocational theory competency test, the results of the vocational practice competency test, the results of industrial work practices, and the absorption of graduates from the travel business expertise program at SMKN 1 Samarinda?

Usefulness of Research

1. Ministry of National Education

Obtain information about the suitability of the SMK curriculum with the improvement of the knowledge and skills competence of graduate students, especially in Samarinda City according to the needs of the local business world and industry. Information from the research results obtained is expected to be used as input for the Minister and the Director of the Directorate of Basic Education and the Director of the Directorate of Secondary Education in the context of developing and perfecting the SMK curriculum.

1. Provincial and City Education Offices of Samarinda

Provide input for heads of education offices and related officials in developing the SMK curriculum, as well as provide input on efforts that can be taken through policy making that supports the implementation of the SMK curriculum.

2. Teachers and Students of Vocational in Samarinda City

Schools For teachers, the use of this research is to provide input on how to implement the vocational education curriculum in the teaching and learning process tailored to the needs of the competency level of knowledge and skills desired by the business world and the industrial world. For students can take a variety.

The review of

Literature Kaufman and Homas (1980:9) explains that evaluation is the result of collecting data or information used in decision making. Weiss (1972:1) says that evaluation is an elastic word and is related to *judgments*, and applies in various fields. This is in line with what was conveyed by Djaali and Pudji Mulyono (2004:4) suggesting that evaluation is a process to collect information systematically, objectively to give a decision on an object. Furthermore, it is said that evaluation is the process of assessing something based on established criteria or goals, which is then followed by making a decision on the object being evaluated. Meanwhile,

Cizek (2000:16) states that evaluation is "*the process of ascribing merit or worth to the results of an observation or data collection*". Evaluation is a process of determining the value by considering the results of observations or data collections obtained.

From these various opinions, it can be concluded that evaluation is a process of collecting, presenting, and evaluating or evaluating information systematically and objectively by using criteria to determine the extent to which a goal has been achieved which is used for

decision making.

In connection with the program, Suharsimi Arikunto (2009:4) suggests that there are two meanings of the term program, namely general and specific meanings. According to the general understanding of the program, it can be interpreted as a "plan". If this program is related to program evaluation, then the program is defined as an activity or unit which is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people.

Program evaluation according to the *Joint Committee* cited by Brinkerhof (1986:vi) is a systematic investigative activity about something valuable and valuable from an object. Another opinion conveyed by Denzin and Lincoln (2000: 983) says that program evaluation is oriented around the attention of policy makers from funders, characteristically including questions about the cause of the degree to which the program has achieved the desired goals. Furthermore, according to Issac, and William B Michael (1982:22) said program evaluation collects information about a program or some aspects of a program in order to make important decisions about the program. The decisions taken are used as indicators of performance appraisal indicators or evaluation stages in three categories, namely low, moderate and high.

Based on the above understanding, it can be concluded that program evaluation is an activity of collecting information about a program or several aspects of a program objectively and systematically by comparing what has been achieved from the program with what should have been achieved based on predetermined standards or criteria, in order to make decision.

Program evaluation has an important role in the world of education as stated by Worthen, Blain R and James R Sanders (1994: 28) that formal evaluation has played an important role in education, including providing information that is used as a basis for providing policies and decisions; assessing student outcomes; assess curriculum; give confidence to the school; monitor the funds that have been given; improve educational materials and programs.

According to Weiss (1973:43), the purpose of the program is to measure the impact of a program when compared to the goals that have been set which can later be used as consideration in making decisions about the program and to improve future programs.

Furthermore, Isaac, Stephan and Michael, (1982:132) who have adopted the CIPP evaluation model explain that the purpose of the evaluation is to obtain information regarding, (1) the suitability or

discrepancy between needs and program objectives, (2) goodness or weakness-weaknesses of the strategy, equipment, resources used to realize the goals that have been determined, (3) the accuracy and imprecision of program implementation in achieving the goals that have been determined, (4) the achievement of the program objectives that have been implemented when compared with the program objectives that have been determined. Furthermore, Isaac Stephen said the benefit of program evaluation is that it can be used to provide an assessment of a program whether the program is continued, postponed, improved, developed, accepted, or rejected.

Based on the description above, the purpose of program evaluation is to obtain accurate information about the program that has been evaluated so that it can be used as consideration for decision-making in determining the policies to be taken.

The word implementation is often used during the introduction and implementation of a new program. The manifestation of the implementation of learning in the classroom is the implementation of the curriculum. According to Miller and Seller (1985: 246) the notion of implementation is a process of putting into practice an idea, program, or new set of activities for people to achieve or expect change, as part of the teacher and student activities that will affect graduates.

Curriculum implementation is required to fully implement what has been planned in the curriculum to be carried out with all the heart and a strong desire, big problems will occur if what is implemented is contrary to or deviates from what has been designed, there will be futility between design and implementation. Curriculum design and curriculum implementation are a system and form a straight line in relation (the concept of linearity) in the sense that implementation reflects the design, so it is very important to understand teachers and other field actors involved in the teaching and learning process as the core curriculum to understand curriculum design well. and right.

According to Wina Sanjaya (2010: 175), curriculum implementation can be interpreted as the actualization of curriculum plans or concepts, the learning process, the realization of ideas, values, and curriculum concepts, and curriculum implementation as a process of changing student behavior. The implementation of the curriculum can essentially be understood that the implementation of the curriculum will be seen clearly and clearly in the teaching and learning process itself so that it can also be directly said that the teaching and learning process that is being carried out is the implementation of the curriculum.

Hamalik Oemar (2004:49), several things become components in planning the implementation of the curriculum, including

- a. Formulation of Objectives, this component makes the formulation of objectives to be achieved or expected to be achieved after implementing the curriculum.
- b. Identification of Resources, this component contains in detail the resources needed to implement the curriculum. Necessary survey to find out the sources used include sources of legibility, audio-visual sources, people, society, and sources in the school concerned.
- c. The role of related parties, this component contains elements personnel who act as curriculum implementation, such as workforce, supervisors, administrators, and students themselves.
- d. Professional Capability Development, this component contains the set of capabilities required for each element personnel related to curriculum implementation.
- e. Scheduling of Implementation Activities, this component contains a description complete, and detailed curriculum implementation schedule. This scheduling is needed as a reference for implementers to facilitate implementation of their duties and participation and for managers can be used as a reference for the implementation of control and evaluation.
- f. Supporting Elements, this component contains a complete description of all supporting elements that function to support the implementation of the curriculum.
- g. Communication, this component is planned for communication systems and procedures needed in the implementation of the curriculum. If communication takes place effectively.
- h. Monitoring, this component contains in detail and comprehensively about monitoring activity plan since the start of implementation curriculum.
- i. Recording and Reporting, this component contains everything that pleased with recording data and information and loading reports relating to the implementation of the curriculum. Logging works double, namely assisting the monitoring position and assisting the evaluation procedure curriculum implementation.
- j. Process Evaluation, this component contains a process evaluation plan curriculum implementation.
- k. Curriculum Improvement and Redesign, in this plan, it is necessary to estimate it is possible to make efforts to improve or redesign the curriculum that is to be implemented. These improvements are made based on feedback sourced from the results of process evaluation.

Based on the above, curriculum implementation is a process of planning, organizing, implementing, assessing, and supervising coordinating resource activities to achieve the stated curriculum goals.

Meanwhile, the Ministry of Education and Culture (1993: 6) productive subjects are all subjects that can provide basic technical knowledge of vocational skills. Thus, productive subjects can also be called skill competencies. The most popular definition of competence was put forward by Boyatzis, the concept of competence and its implementation, quoted by Spencer and Spencer (1993:9) “A *Competency is an underlying characteristic's of and individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.* (an individual's underlying characteristics causally related to effectiveness or excellent performance). For students, what is meant by competence is a variety of knowledge and skills that have been mastered when they completed their education at the SMK level, where the knowledge and skills gained can be applied by students in the business world and the industrial world in Samarinda City. The meaning of the notion of competence here is that standard SMK graduates

International characteristics do jobs in an industrial environment without going through additional education.

The productive subject curriculum of the travel business expertise program at SMKN 1 Samarinda is reflected in competency standards and basic competencies. The standard of competency for travel business expertise is 14 points. Furthermore, the basic competencies of travel business expertise are divided into 3 (three) groups of basic competencies, namely (1) basic competencies for *ticketing and passage* documents consisting of 12 basic competencies (2) Basic competencies for travel planning (*tour planning*) consisting of 5 competencies basic competencies and (3) basic competencies for *tour guiding* consist of 11 basic competencies. Thus, the total number of basic competencies for travel business expertise is 24 points.

RESEARCH METHODOLOGY

In particular, this evaluation research aims to evaluate the substance of the components of context (context), input components (inputs), process (process), and product (product), namely:

- 1) Describe the background needs for curriculum implementation of productive subjects for travel business expertise includes the vision, mission, school objectives
- 2) Describe planning for curriculum implementation of productive subjects for travel business expertise including curriculum programs, management of educators and education, management of students, management of infrastructure, and management of school financing, management of educational calendars.
- 3) Describe the process of implementing the curriculum for productive subjects of travel business expertise including planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process.

- 4) Describe the achievement of the implementation of the productive subject curriculum of the travel business expertise program including the results of the vocational theory competency test, the results of the vocational practice competency test results of industrial work practices, and the absorption of graduates.

The research was conducted in the city of Samarinda with the research location at SMK Negeri 1 Samarinda. The research period is 5 (months) months, starting from December 2011 to May 2012. This research is a program evaluation research, using a qualitative approach. Data collection techniques used open and in-depth interviews, documentation studies, observations, and questionnaires. Checking the validity of the data to test the level of trustworthiness, transferability, reliability, and comparison, then use triangulation techniques. Data analysis uses an interactive analysis model which includes four components, namely data collection, data *reduction* (*reduction*), data *display* (*display*), and data verification/ drawing conclusions (*conclusion drawing*).

The evaluation model used is the CIPP model. In this model, the researcher evaluates the context, input, process, and output. In each component, there are several indicators of program implementation. The assessment of each indicator is as follows: A value of 4 exceeds the criteria, a value of 3 meets the criteria, a value of 2 approaches the criteria, and a value of 1 does not meet the criteria.

Rate each component or sub-component formulated as follows:

$$N = \sum Ni: \Sigma i$$

Description:

$$\sum Ni = \text{Total score total indicator}$$

$$\Sigma i = \text{Total indicator}$$

$$N = \text{Value}$$

RESEARCH RESULT

1. Evaluation Program Component Context

Based on this research program the opening of business expertise in the travel trip SMKN 1 Samarinda is a demand from the community and the business world for the need for an educated workforce in the tourism sector in Samarinda City in particular and East Kalimantan in general. Considering that tourist trips in Samarinda and East Kalimantan are increasing day by day. This is also in line with the development priorities of the education sector in Indonesia in 2009-2014 which increase access to quality, affordable, relevant, and efficient education towards raising the welfare of the people, independence, nobility of character, and a strong national character. The development of the education sector is directed at achieving economic growth that is supported by harmony between the

availability of educated personnel and the ability to: 1) create jobs or entrepreneurship and 2) respond to the challenges of manpower needs.

The vision, mission, and goals of SMKN 1 Samarinda are important in developing a program including a productive curriculum for the travel business. The productive curriculum program for the travel business expertise program created by SMK Negeri 1 Samarinda reflects the school's vision, mission, and goals, as well as the needs of the community, both government agencies, and the business and industrial world. In compiling the vision, mission, and goals of the SMK Negeri 1 Samarinda school based on input from all interested parties including the school committee and DU/DI, and decided by the board of educators meeting led by the principal. After being formulated, the three are socialized to school residents and all interested parties and are reviewed and reformulated periodically following developments and challenges in the community.

2. Input Component Program Evaluation The

results of the input evaluation research cover several aspects, namely curriculum programs, management of educators and education staff, management of new students, infrastructure, financing, and educational calendar.

The productive curriculum program for travel business expertise at SMK Negeri 1 Samarinda is reflected in competency standards and basic competencies. The standard of competency for travel business expertise is 14 points. Furthermore, the basic competencies of travel business expertise are divided into 3 (three) groups of basic competencies, namely (1) basic competencies for *ticketing* and passage documents consisting of 12 basic competencies

(2) basic competencies for travel planning (*tour planning*) consisting of 5 basic competencies and (3) basic competencies for *tour guiding* consist of 11 basic competencies. Thus, the total number of basic competencies for travel business expertise is 25. The preparation of a productive curriculum for the State Vocational High School 1 Samarinda. Samarinda Tourism Business Expertise is following the basis of curriculum preparation.

The productive teachers of the tourism travel business expertise program at SMK Negeri 1 Samarinda, totaling 6 people, have S1/A4 qualifications with a tourism education background with 2 to 16 years of teaching experience. The productive teacher of the Tourism Travel Business has had experience in participating in vocational training, both carried out by the Directorate of Vocational High School development nationally and carried out in the regions as well as IHT carried out by schools. The teaching burden of teachers based on the Decree of the division of teaching tasks for all productive teachers in the tourism service business expertise program has a minimum teaching load of 24 hours per week, some even reach 36 hours of face-to-face meetings per week.

To improve the competence of productive teachers and education personnel at SMK

Negeri 1 Samarinda, periodically carry out IHT (*In House Training*) or training. IHT (*In House Training*) for productive teachers, the school tourism expertise program invites people who are experts in the field of tourism who have expertise in the fields of *Travelling, Ticketing, and Guiding*. IHT activities are carried out once a year. Meanwhile, for the development of administrative staff, bringing in resource persons from the Mulawarman University, Student

management includes acceptance of new students (PPDB), MOS activities, student competency development through learning activities, self-development (*extracurricular and Counseling Guidance*), and alumni of SMK Negeri 1.

The management of infrastructure for the travel business expertise program is more aimed at supporting facilities for learning and practice activities. The equipment and places of practice used in the travel business expertise program are very appropriate for a place to carry out vocational practice activities.

The financing management of SMK Negeri 1 Samarinda includes the type, source, and utilization, as well as supervision and accountability in the implementation. Financing planning is reflected in the School Income and Expenditure Budget Plan (APBS). The Revenue Budget Plan (RAP) of SMK Negeri 1 Samarinda includes government subsidies (Provincial BOSDA and City BOSDA); student fees; community donations; and business results (canteen, wartel, cooperative). Meanwhile, the Expenditure Budget Plan (RAB) includes the cost of providing facilities and infrastructure; Human Resource Development; fixed working capital (buildings, vehicles, infrastructure), salaries and benefits attached; consumable educational materials or equipment; indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance. From the aspect of transparency and accountability of finance and financing, it is carried out in the form of an accountability report on the use of the budget which is known to the committee

School to the education office of the City of Samarinda, and through meetings with the board of educators. Schools have not fully implemented the management principle, namely *transparency* of school finances to customers (internal and external) in the form of displays in strategic places in the school environment that are easy to see and read.

Management of the education calendar of SMK Negeri 1 Samarinda is setting the time for student learning activities for one academic year. The educational calendar of SMK Negeri 1 Samarinda is prepared based on the content standards and the education calendar of the City of Samarinda which includes the start of the school year, effective study week, effective learning time, and holidays. Time allocation for end-of-semester tests, grade-up tests, school exams, Industrial Work Practices, national vocational exams, Holiday time has been detailed in the school calendar. The educational calendar is distributed to all teachers as a basis for compiling the annual program and the teacher semester program.

3. Evaluation of Process Components The

results of the evaluation of the process of implementing the curriculum for productive subjects of travel business expertise in the process components include planning the learning process, implementing the learning process, assessing, and supervising the learning process. The results of the evaluation of the process of implementing the curriculum for productive subjects of travel business expertise in the process component with the category "Very Good" This can be explained as follows:

a. Learning Process Planning.

The planning of the learning process includes the syllabus and the lesson plan (RPP). The syllabus developed by productive teachers of the travel business expertise program at SMK Negeri 1 Samarinda has been based on Content Standards (SI) and Graduate Competency Standards (SKL), as well as guidelines for preparing the Education Unit Level Curriculum (KTSP). Meanwhile, the RPP compiled based on the school TPK study contains subject identity, SK competency standards), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and resources. study. Weaknesses in the core activities, namely exploration, elaboration, and confirmation. Thus, it can be concluded that the planning of the learning process has referred to the standard process, namely Permendiknas number 41 of 2008.

b. Implementation of the Learning Process The

implementation of the learning process includes the requirements of learning planning and implementation of learning. The requirements for implementing the learning process at SMK Negeri 1 Samarinda are the number of students in the regular class based on documents and observations, an average of 36 students. Meanwhile, specifically for the marketing class, there are 32 people. The minimum workload of productive teachers for travel business expertise programs is on

average more than 24 hours, some even reaching 36 hours per week. The teacher's workload includes the main activities, namely planning lessons, implementing lessons, assessing learning outcomes, guiding and training students, and carrying out additional tasks. The use of textbooks at SMKN 1 Samarinda,

which will be used by schools is selected through a teacher meeting with the consideration of the school committee from textbooks determined by the Minister. The ratio of textbooks for students is 1: 1 per subject. This was achieved because the school distributed CDs containing BSE books. The teacher has used teacher manuals, enrichment books, reference books, and learning resources and the teacher has carried out classroom management well.

The implementation of learning is the implementation of the lesson plan. When carrying out learning in class, all productive teachers with travel business expertise at SMK Negeri 1 Samarinda bring lesson plans. Activities carried out include preliminary activities, core

activities, and closing activities.

Based on the waka curriculum documentation, the results of supervision in the classroom show that the average ability of productive teachers in the travel business expertise program is good with an average score of 82 and there is even 1 teacher who gets a score of 92. This reflects that the productive teacher of the travel business expertise program can teach the good one. The good value of teaching productive teachers is supported by academic qualifications following the subjects taught by the teacher and active results in MGMP activities in schools in improving teaching abilities in the classroom. Weaknesses in the implementation of learning carried out by productive teachers include the core activities of the learning process to achieve KD that has not been carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence following talents, interests and physical and psychological development of students. The core activities have not used the exploration, elaboration, and confirmation processes.

c. Assessment of Learning Outcomes The

The assessment carried out by productive teachers of the travel business expertise program at SMK Negeri 1 Samarinda on learning outcomes is used to measure the level of achievement of student competencies, is used as material for preparing reports on the progress of learning outcomes, and improving the learning process. Assessment of SMK Negeri 1 Samarinda can be explained as follows:

- 1) RPP includes activities and assessment programs. The teacher informs the design and assessment criteria in the subject syllabus to students in the current semester. Teachers have also used assessment techniques in the form of tests, observations, assignments, and or other forms in assessing students. four assessment techniques used by teachers include tests. observation, structured task, and independent task.
- 2) Productive teachers have carried out daily tests (UH), mid-semester tests (UTS), semester tests (US) for grade promotion in coordination with schools.
- 3) Productive teachers process the results of the assessment to determine the progress of learning outcomes and student learning difficulties and utilize the results of the assessment to improve learning.
- 4) SMK Negeri 1 Samarinda has assessed according to the obligations contained in the assessment standard. The school reports the results of the assessment at the end of each semester to the parents/guardians of students in the form of a student learning outcome report book.
- 5) Every year students take the National Examination according to the POS issued by BNSP. In addition to assessing the theoretical aspect, to provide an assessment of competency aspects (skills) following the expertise program, SMK Negeri 1 also conducts a major competency test. Meanwhile, for the implementation of the vocational

practice test, the facilities available for the implementation of the competency practice test are required 1) The standard requirements for the main equipment are very feasible. 2) Standard requirements for supporting equipment are very feasible, 3) Standard requirements for space/space are *travel counter* very feasible.

Vocational practice assessments are carried out by internal examiners and external examiners. External examiners and internal examiners who conduct the assessment have met the specified requirements.

d. Supervision of the Learning Process The

Principal of SMK Negeri 1 Samarinda monitors the learning process carried out at the planning, implementation, and assessment stages of learning outcomes. Monitoring is carried out employing focus group discussions, observation, recording, recording, interviews, and documentation. However, monitoring from the supervisory side is rarely carried out.

Meanwhile, the supervision of the learning process at SMK Negeri 1 Samarinda is carried out at the planning, implementation, and assessment stages of learning outcomes. Learning supervision is carried out by providing examples, discussions, training, and consultations. Supervision is not only carried out by the principal, but also by the waka of the curriculum.

This is done considering that every semester the school conducts supervision to see the progress of teacher professionalism. The follow-up to the results of supervision is in the form of giving awards to teachers who have met the standards, providing educational guidance to teachers who have not met the standards, and providing opportunities for teachers to take part in training/upgrading. Furthermore, the results of the supervision are reported to the Samarinda City Education Office.

4. Output Component Program Evaluation

The results of the evaluation of the output component of the travel business expertise program at SMK Negeri 1 Samarinda, the output component is based on four aspects, namely the results of the vocational theory test, the results of the vocational practice test, the results of the Industrial Work Practice assessment, and the absorption of graduates in labor market This is explained as follows:

a. The results of the vocational theory competency test

The results of the vocational competency theory test obtained by the students were the highest score of 9.00, the lowest score of 8.00, and the average score of 8.32. Thus, all students achieved the minimum score that was set at 6.00.

b. Vocational obtained by practice competency test results The results of the vocational practice competency test students with the highest score of 9.45, the lowest score of 8.10, the average value of 8.74.

Thus, all students' business skills program and travel to achieve minimum value set at 6.00. From the results of the theoretical and practical competency tests, they are combined into a vocational competency test score for the travel business expertise program with the highest score of 9.30, the lowest score of 8.09, and the average value of 8.61. Thus, it can be concluded that for all students of the travel business expertise program the value obtained exceeds the minimum value required to pass the tourism business expertise competency test, which is 6.00.

c. Results of the Industrial Work Practice Assessment.

In work practice activities, students of the program the travel business expertise SMK Negeri 1 Samarinda cooperate with 31 business units, most of which are in the field of services *travel*. The results of the industrial work practice assessment (*prayer in*) were 53 people (72.60%) with very good scores and 20 people (27.40%) with good grades. Thus, all students get the minimum score that has been determined. d. Graduate absorption. The absorption of graduates of the travel business expertise program at SMK Negeri 1 Samarinda in the job market is good. Of the students who graduated in 2010/2011 amounted to 73 people, 29 people worked in DU/DI (39.73%), 29 people continued their studies to college (39.73%) and 15 people worked independently (20.55%). This exceeds the target of quality assurance for SMK Negeri 1 Samarinda which is set to work in DU/DI by 15%.

CONCLUSIONS AND RECOMMENDATIONS

1) Program Evaluation in the Context Component The

results of program evaluation in the context component which include analysis of needs, vision, mission, school objectives with the category "Very Good" 2) Program Evaluation in the Input Component

The results of evaluation of productive curriculum implementation the tourism business expertise program in the input component includes aspects of curriculum programs, management of educators and education staff, management of students, management of infrastructure, financing management, and management of the educational calendar with the category "Very Good"

3) Evaluation of Process Components

Results of evaluation of the eye curriculum implementation process productive lessons of travel business expertise in the process component include planning the learning process, implementing the learning process, assessing, and supervising the learning process. The results of the evaluation of the process of implementing the curriculum for productive subjects of travel business expertise in the process component with the category "Very Good"

4) Program Evaluation of Output Components Evaluation

Results The output component of the tourism business expertise program at SMK Negeri 1 Samarinda includes the results of the vocational theory competency test, The results of the vocational practice competency test, the results of the industrial work practice assessment. Graduate absorption. in the "very good" category.

Based on the foregoing, it can be concluded that the implementation of the productive subject curriculum of the travel business expertise program at SMK Negeri 1 Samarinda is "Very Good"

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