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The Development of Life Skill Education Evaluation Model at Life Skill Training Centre

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Abstract: This research aims to develop the product of the life skill education program (LSEP) which is accurate, credible, and effective. This research used the Plomp model. The model covers the input, process, output, outcome and consists of instrument, scoring guidance, and good or bad criteria. The instruments used in the model are the questionnaire, observation sheet and interview guide. The content validity of the questionnaire and observation sheet was proved by expert judgement and continued by using the Aiken Formula, the construct validity of the questionnaire was proved by the construct validity using the exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The content validity of the questionnaire and observation sheet involved 9 validity experts. The questionnaire construct was done in two steps; the first step involved 65 students analyzed using EFA and the second step involved 199 students analyzed with CFA. The reliability of the observation sheet and questionnaire was estimated by using the Cronbach Alpha technique. The result of the trial model and its analysis shows that all the instruments are good. LSEP model is tested by involving 15 students in the course and training institute. The result of the trial model shows that the model is effective because the users explains that the model is: a) comprehensive, covering many components and sub component programs such as the input, process, output, outcome, b) practical, simple and easy in usage, c) economical, not needing much cost, energy, and time, also d) supported by valid and reliable data collection instrument.

Keywords: *Confirmatory factor analysis, evaluation model, life skill education.*

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Introduction

Education is one of the development indicators of a nation. In developing the national education, it needs an obvious paradigm through the normative term and national regulation on the education system and government regulation which will give macro orientation towards the national education. The local regulation will develop the special quality of the local potential. In developing the national education, it needs normative and empirical paradigms. The normative paradigm is a set of law and regulations in education as a guidance to manage education (Prajapati et al., 2017). The valid education laws are Article 31 on education of the Constitution, Law Number 20 of 2003 on the National Education System and Regulation of the Minister of Education and Culture of Indonesia Number 81 of 2013 on the Establishment of NonFormal Education to strengthen the course in the society (Avcı et al., 2021; Vovk et al., 2019). According to Article 1 paragraph 4 of the general provision, t the course and training institute, called as LKP is non-formal education which is operated for the society that needs the knowledge, skill, life skill, attitude to develop themselves, profession, working, independent effort, and education at the higher level (Bernhardt et al., 2014). A unit of non-formal education consists of LKP. LKP which is established can run some programs, such as life skill education. Based on those arguments, it can be explained that out of school education plays a role in facilitating education in the society through training and course institute to fulfill life skill so that the subject of learners are able to empower themselves, be independent, and improve the standard of living (Palavan & Yenigül, 2021). With life skills education, one can develop

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the capacity of his life. The capacity building is at the core of human growth and development. Capacity building is a process that encourage human empowerment to actively develop the community. Thus, capacity building is a very important and basic aspect of life-saving education. Out-of-school education is usually carried out by the course institutions.

To gain the component of Evaluation model in out-of-school education, Kirkpatrick and context, input, process, product (CIPP) evaluation models are arranged with their own strength and weaknesses. This evaluation is focused on the final result which happens because the learners have joined a program. Kirkpatrick (1998) states that the result can be defined as the result that occurred because the participant attends the program". On the other side, the final result can include the increased production, improved quality, decreased costs, reduced frequency, and/ or severity of accidents, increased sales, reduced turnover, and higher profits". The CIPP approach is based on the view that the most important purpose is not to prove, but to improve (Stufflebeam & Shinkfield, 1985). It means that the CIPP evaluation model can be conducted in many sectors, such as the education, management, company, project, or institution. Both models can be used in out of school education.

In out of school education, there have been several terms related closely to out of school education. The term is important in order to build the concept or understanding of out of school education. They are (Faisal, 1982) among others: 1) mass education hood; 2) community education; 3) fundamental education; 4) extension education; 5) community education; 6) adult education; 7) learning society; 8) life-long education, and 9) formal, non-formal and informal education.

Coombs and Hallak (1972) defines out of school education as "... any systematic, organized instructional process designed to achieve specific learning objectives by a particular group of learners". The systematic learning process is a regular and systematic activity rather than a simple process and designed to achieve predetermined educational goals (Sumalee, 2018). Organizing the education has a regularity in the components of the system or the overall implementation. It can be said that the components of out of school education include the taught material, activities, learning needs and orientation needs. Santoso (2002) states that out-of-school education as an organized, planned educational activity outside the school system, aimed at individuals, groups, communities to improve their quality of life (Zelyurt & İnce, 2018). Quality of life is the power with which a person, whether physically or mentally, spiritually, or intellectually, is able to perform life tasks well in accordance with the rules of knowledge, religion and humanity.

Out-of-school education programs will be more effective if they are designed to produce people with intellectual intelligence and balanced emotional intelligence, so that the out-of-school education output will be ready and able to face the challenges of development and change in the environment and explore opportunities and every problem faced (Diana, Semarang, et al., 2021). Knowles (1997) argued that firstly, out-of-school education has some characteristics that distinguish itself from outside school (Ngozwana, 2017). These characteristics are, for example, it is not limited by the level, time, age and level of previous education, the short-term and practical orientation of the study, the response of the immediate needs (of the participants) and the lack of the importance of mandates (credentials) of diplomas or the like (Costas Batlle, 2019). Second, judging from the learning process, the participants of out of school education are those who are already classified as adults. Adults have the self-concept, experience, readiness to learn and a different learning orientation toward the child.

Slamet (2002) defines "life skills as work skills in addition to skills to be academically oriented, so it can be said that the life skills of an activity other than the academic path, as well as work activities, independent business, and joint efforts" (Tran et al., 2021). In addition, that life skills-oriented education in LSEP is an effort to improve the knowledge, attitude and skills that enable learners to live independently. The implementation of life skills education in the field of out of school education is based on the five principles of education, namely: learning to know (learning to learn), learning to learn (learning to know how to learn), learning to do, learning to be (learning to be able to do / do work), learning to live together (learning to be able to live together with others). From the above opinion it can be said that life skills-oriented education is a program which is capable of improve knowledge and skills possessed, to take advantage of knowledge and skills to improve the quality of life and help others who need it. Roessler et al. (1990) states that life skills constitute a continuum of knowledge and aptitude that are necessary for a person to function affectively and to avoid interruption of employment experience.

Life skills education program is education that can provide skills that are practical, used, related to the needs of the job market, business opportunities and potential economy or industry in the community (Anwar, 2004; Teane, 2021). This activity mirrors the various capacities a person needs to pursue his life successfully, happily and with dignity in society. It is also stated that life skills education is organized by courses and training institutions that have the Master Course Number which provides learning opportunities to gain knowledge, skills and grow the creativivity, innovation, responsibility, and courage to bear the risk in entrepreneurship to improve the quality of life (Coskuner et al., 2021; Nenadovic & Somun, 2021) . According to some opinions, life skills education is more than the skills to work, both working people and non-working ones still need life skills to improve the quality of life.

Life skill education can be evaluated using some evaluation models. One of them which can be used is the evaluation model introduced by Kirkpatrict and known as the Kirkpatrict evaluation model (Kirkpatrick, 1998). This model

consists of some components: Input, Process, Output and Outcome. The strength of this model is not only the result of the study but also the output and outcome. Based on the background of the research, which is to give the appropriate LSEP model to be used in revealing LSEP in the course and training institute. The product which is gained in this research is an evaluation model life skill education program course and training institute out of school education consisting of the evaluation procedure such as general guidance, evaluation steps, the recommendation of the evaluation result, implementation time, and scoring instrument. The instrument tools are the input instrument, education instrument through learning, output, and outcome. The guidance on recommendation needs to be repaired.

Methodology

Research Design

This research is research and development (R & D) of Plomp (1997), which has five phases divided into four stages, namely: (1) initial investigation, (2) design stage, 3) evaluation and revision tests, and (4) implementation. In the early stages, the activities undertaken are preliminary surveys, review of the theory of evaluation models, courses and training, especially sewing skills, and reviewing the results of the research. At the design stage, a model evaluation program of the courses and training courses, especially sewing skills, consists of evaluation procedures, instruments, guidelines, and test design. In the pilot phase, evaluation, and revision, experiments were conducted on models that had been designed in course institutions and training especially sewing skills. The data test result was then analyzed. If the results was not good, it would be revised from the test again until the final prototype is obtained and fits the fit model (good prototype). At the implementation stage, evaluation procedures, instruments, and guidelines that have been piloted and are well implemented are subsequently implemented.

To make the draft model perfect and check the validity of the contents of the instrument, after the evaluation procedure, some of its instruments and guidelines were compiled, followed by validation by academic experts or lecturers and practitioners (courses and training institutes). The initial draft of the revised instrument based on the inputs obtained in the focus group discussion (FGD), was piloted at training institutes and sewing skills to find out whether the model is compatible with the validity of the construct and its reliability. The test of the instrument was done in three stages, namely first, second and third stage with an increasing number of trial subjects.

Trial Subject

The trial subjects of this research are learners, educators, and managers of courses and training institutions. The number of test subjects increased from the first, second, and third stages. The first trial was called a limited trial with 15 people. Educators and managers of trial participants were limited to evaluation procedures, instruments, and evaluation guides, while the students are only in the life skills education instrument. In the second trial, the experiment was expanded using 65 students as samples taken from three districts of Kulonprogo, Bantul, and Sleman. Each district has three courses and training courses so that the total of the courses and training courses for the pilot was expanded to nine institutions. Furthermore, for pilot phase three an operational test was conducted, involving 199 learners, 47 educators, and 15 managers. The details of the trial subjects for the third stage trial are presented in Table 1 below.

Table 1. Trial Subject Operational Test

No	Regency	Course and Training Institutions	Learners	Teachers	Managers
1.	Kulonprogo	Popbayo Branch in Wates	13	3	1
		Karasati	5	1	1
		Tunas Juti	5	1	1
		Bina Mandiri	10	4	1
		Muslimah	15	5	1
		Erlya	14	3	1
2.	Bantul	Popbayo Bantul	15	3	1
		Perintis	18	3	1
		Candra Dewi	19	3	1
		Bina Bakat Pustadanta	12	1	1
		SKB Bantul	17	6	1
3.	Sleman	Nita Busana	15	5	1
		MI	15	3	1
		Nennyke	10	3	1
		Dwi Sakti	18	4	1
Total			199	47	15

Data Collection Techniques and Instruments

Data collection techniques in this study are questionnaires, interviews, observation, and documentation. The instruments of data collection consist of: (a) questionnaire, (b) interview sheet (c) observation sheet, (d) and documentation/documentation tool. The questionnaire was used to capture data on the input variables, process, output, and outcome. The interview was to know the respondent more deeply for input variables, process. The observation sheets were used for the data collection program for the input, process, output and outcome of the course institution and training of sewing skills. Documentation was used in collecting data on planning. All the questionnaires use the likert scale modified into four options.

Data Analysis Technique

The data analysis of the clarity of the procedure, instrument, component model comparability, instrument clarity, and clarity of evaluation guidance were analyzed quantitatively and quantitatively. The results of expert validation were analyzed using Aiken formula.

The data analysis of the experimental results of phase 1 using Exploratory Factor Analysis (EFA), with SPSS 17.00 for Windows program, and experimental results were expanded using the Confirmatory Factor Analysis (CFA) to determine the validity of the constants and fit models of the developed model. The analysis for the estimated reliability of trials using Alpha Cronbach and the input, process, output, and outcome data were obtained through observations analyzed by Kappa Inter-rater Reliability.

In the descriptive-qualitative analysis, the quantitative data obtained through the assessment instruments of procedures, instruments, and guides, and the effectiveness of the model were calculated in the mean score, then converted to qualitative data on a scale of 5 and finally interpreted qualitatively. The results of the qualitative analysis are used as the basis for determining the developed model is good or not. The conversion of the quantitative data into qualitative data on a scale of 5 used rules that are modifications and rules developed by Sujijono (2011) as in Table 2.

Table 2. The Assessment Towards Procedure, Instrument and Guidance

Average Score	Qualification	Conclusion
> 4.2	Very Good	Can be used as an example
> 3.4 – 4.2	Good	Can be used without revision
> 2.6 – 3.4	Good Enough	Can be used with a few revision
> 1.8 – 2.6	Not Good	Cannot be used

Results

The Development of Evaluation model Life Skills Education Program Out-of-School Education is conducted in two main stages, pre-development stage and development stage. The main activities in the pre-development phase are conducting preliminary research at selected Course Institutes, and Course Educational Training Course, Course Institute and Training at Kulonprogo: Popbayo Branch in Wates, Larasati, Tunas Juti, Bina Mandiri, Muslimah and Erlya; Bantul: Popbayo, Pioneer, Candra Dewi, Bina Bakat Pustadanta, and SKB Bantul; Sleman: Nita Dress, MI, Fennyke, and Dwi Sakti. The activities were conducted from February 23 to August 20 2016. The preliminary research was conducted by the interview, documentation, and observation. The object evaluation is related to the activities of the Course Institution, and Training includes: Input, Learning through learning process, Output, and Outcome.

The results of the interview got the information about the performance, motivation to learn, and learning facilities at the Course and Training Institute as follows.

Obstacles Experienced in Improving the Performance of Educators

Input: The lack of understanding of the curriculum by educators/tutors, including how to teach well, also less understand KTSP. Difficult learning conditions between learners in the same time. Educators/tutors have not mastered learning technology.

Process: The trace has not been done and the learning process has taken place in accordance with the planned or not. Lack of information technology by educators/tutors often happened among the learners.

Output: the training is carried out by using the curriculum according to the results of need assessment, but the implementation in the field is still difficult to implement.

Outcome: the outcome is the expected outcome of the training program, but the results that have been achieved are not in accordance with the expected community.

a) How to overcome obstacles

i. Input: Managers hold discussions with subject educators/tutors to better understand the application of learning so that there is a concern of educators/tutors.
ii. Process: the process has mentoring among educators/tutors, old and new.
iii. Output: cooperation is needed between the LKP owner with another LKP to know deficiency and excess of each called PPL.
iv. Outcome: working with DUDI: students are channeled into the labor market or existing production units in accordance with their competencies. Trying to be independent: learners are guided by the organizers and partners/businesses in accordance with the skills taught.

b) The efforts to improve the institutions quality

i. Conducting deliberations between managers and educators/tutors at the internal level of courses and training institutions. The existence of training of educators/tutors at district, provincial and national levels as a proof that there are changes in the quality improvement of learning and learning outcomes that can be seen from the exam results.
ii. The effort by an educator/tutor to enrich the enrichment before the competency test conducted by the organizers or DUDI as the user of the work user (user).
iii. The reports on the implementation of PKH-LKP program can be seen from the finance, and Success Story Program of PKH-LKP.
iv. Able to produce at least 90% of learners organizing the PKH-LKP learning program.
v. Able to produce at least 80% of graduates working on DUDI or trying to be independent.

Expert and Practitioner Validation Results

The components of the validated evaluation model consist of: (1) the evaluation components and procedures, (2) user guidance, and (3) instruments and blueprint. The aim is to see the clarity of the procedure, the completeness of the component, clarity of guidance, and clarity of the assessment instrument using a scale of 5 with a score of 1 and the highest score of scale 5. The evaluation guide obtains CVI of 0.79 indicating that the guidance has fulfilled the content validity. Likewise, the evaluation procedures and instruments have met the validity of the contents. The results of the Aiken coefficient estimation can be seen in tables 3 and 4 below.

Table 3. Delphi Result Evaluation Procedure

No	Assessed Aspects	Assessed Sub-Aspects	Aiken's V Coefficient
1.	Clarity	a. Evaluation Steps	0.72
		b. Sentences	0.72
		c. EYD Precision	0.74
2	Completeness	Completeness of the component and procedure explanation	0.75
3	Practicality	a. Procedure practicality (easy to follow)	0.71
		b. Procedure presentation practicality (simple)	0.72
4	Efficiency	a. Time efficiency	0.73
		b. Cost efficiency	0.74
		c. Energy efficiency	0.76

Table 4. Delphi Instrument Result of Life Skills Education

No	Assessed Aspects	Aiken's V Coefficient
1.	**Instruction:**	0.76
	Clarity of instrument instruction	
2.	**Clarity of coverage indicator:**	0.76
	a. Input Instrument	
	b. Instrument of Education Process through learning	0.76
	c. Output Instrument	0.79
	d. Outcome Instrument	0.78
3.	**Language and Grammar:**	
	a. Clarity of sentence/ statement intention	0.79
	b. The use of words and terms which are easily understood	0.78
	c. Spelling accuracy and punctuation	0.75
	d. The shape and size of letters	0.75

Trial Result

In accordance with the draft of the procedure evaluation procedure authorized by the expert in the Delphi stage, the legibility test is directed to: 1) The clarity on evaluation procedures / procedures, sentences used, and spelling accuracy along with punctuation; 2) Completeness on components and explanation of procedures; 3) Practicality, which is easy to follow and simple way of presentation; 4) Efficiency in terms of time, cost, and energy. The test of life skills education instrument legibility is directed at: input, education process through learning, output, and outcome.

The scale of scored readability is more than four aspects. Interpreting LSEP in the evaluation procedures section already has good legibility and can be used without repair. Scale of more than one scored legibility assessment 3. Interpreting life skills education instruments in LSEP already has good legibility and can be used without being repaired. Assessment of legibility on some sub-aspects of evaluation procedures and instruments reaches scale 5 or has achieved the ideal level to use.

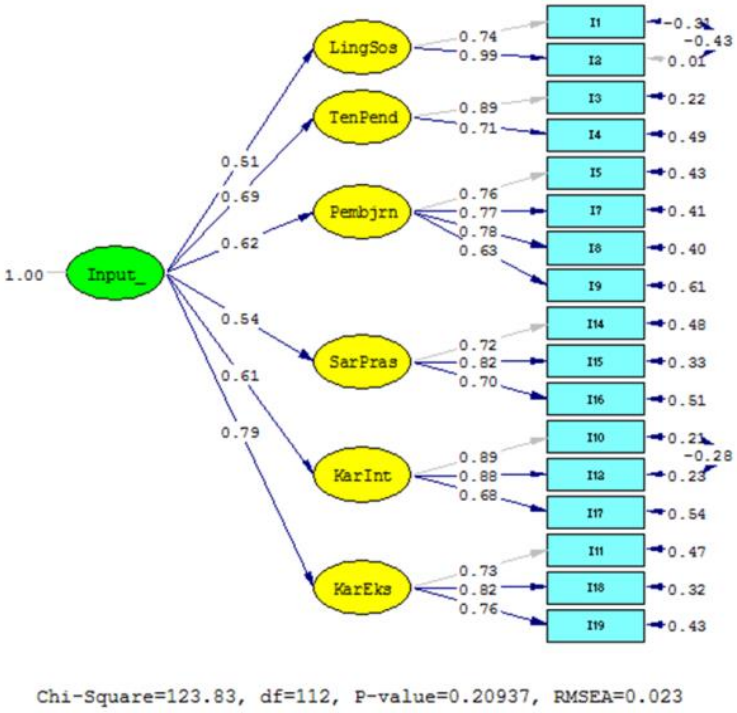
After being known from the aspect of legibility, it was followed by extended trials. The expanded trial was analyzed using exploratory factor analysis. The result of the input component, process, output, and outcome for the factor analysis test gets the KMO coefficient equal to 0.50, indicating the sufficient number of samples to test factor analysis (Supranto, 2004).

Based on the eigen values obtained, seven components were generated by all input instruments, six components produced for all learning process and output instruments, and six components produced for all outcome instruments. The reliability estimation result for all components using Cronbach Alpha is more than 0.7 which shows that all the components are reliable.

After conducting expanded trials and making revisions according to the results of the next analysis, operational trials. Operational trials were analyzed using the confirmatory factor analysis (CFA). The analysis was carried out separately, namely the components of the input, process, output and outcome.

The input instruments are reflected by six latent constructs, namely; social environment, the educator as the element of education personnel, curriculum or learning, facilities and infrastructure, students/internal characteristics, and learners/external characteristics. The results of CFA testing show that the social environmental construct has $\gamma = 0.51$ and $t_{val} = 7.85$ acquisition $t_{val} > 2$ signifies significantly as the reflector variable of the input instrument. Test results of other constructs also obtain a coefficient γ with $t_{val} > 2$, signifying significant reflectors as input instruments. The reflection can be seen from its determination, social environment reflects 26.01%, the educator as the education element equal to 47.61%, curriculum or learning equal to 38.44%, facilities and infrastructure equal to 29.16%, learners/internal characteristic 37.21%, and learners/external characteristics can be selected. Coefficient Chi-square with $p > 0.05$ indicates the input measurement model suitable tothe population, other goodness of fit parameters also according to recommendation, in the range 0.9 with the residue <0.08, so there is no need to change the model.

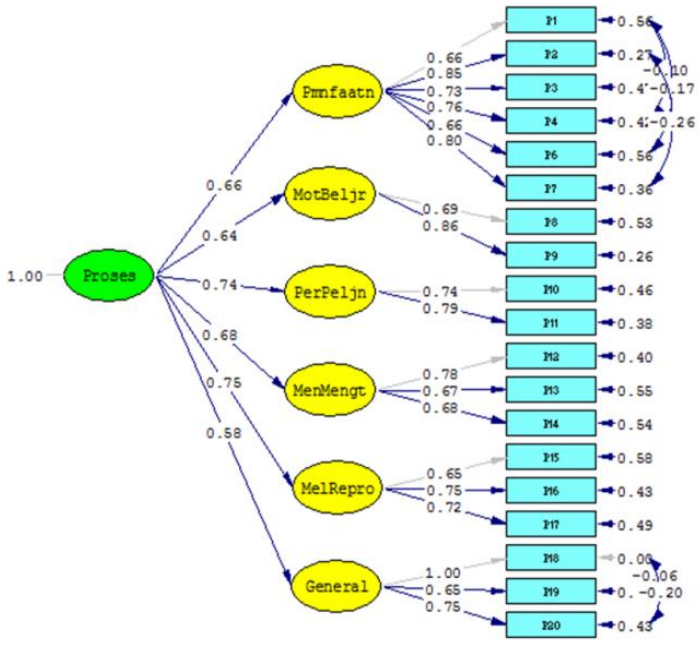
The input construct has its parts of validity, i.e., social environment: 0.74; 0.99, educators as the element of education personnel: 0.89; 0.71, curriculum or learning: 0.76; 0.7; 0.78; 0.63, facilities and infrastructure: 0.72; 0.82, 0.70, the learners/internal characteristics: 0.89, 0.88, 0.68, and the learners/external characteristics: 0.73; 0.82; 0.76. The test results of confirmatory factor analysis input instruments are shown in the visual form.



Chi-Square=123.83, df=112, P-value=0.20937, RMSEA=0.023

Figure 1. CFA Model Input Instrument

Process instruments are reflected by six latent constructs, namely; utilization of learning aids, learning motivation, attention to lessons, receiving and recalling, reproduction, and generalization. CFA test results show the construct the characteristics of the use of learning aids have γ = 0.66 and t_{val} = 7.20; the acquisition of t_{val}> 2 signifies significance as a reflector of process instrument variables. Test results in other constructs also obtain a coefficient γ with t_{val}> 2, signifying significant reflectors as the process instrument. The reflection can be seen from its determinant. The characteristic of learning tool utilization reflects 43.56%, the characteristic of learning motivation is 40.96%, the characteristic of attention to the lesson is 54.76. The Chi-square coefficient with p <0.05 indicates that the model lacks population support, however, when viewed from other Gof parameters such as NFI (0.98), CFI (0.99), and GFI (0.96) over 0.95, and Rmsea <= 0.08, indicates the suitability of the model is still acceptable (Kenny, 1974).



Chi-Square=199.33, df=142, P-value=0.00108, RMSEA=0.045

Figure 2. CFA Model Process Instrument

Output instruments are reflected by six latent constructs, namely; academic skills, professional skills, social skills, and personal skills. The results of the CFA testing show that the constructs of academic skills have γ = 0.83 and t_{val} = 7.79, the acquisition of t_{val}> 2 signifies significance as the reflector of the output instrument variable. The test results of other constructs also obtain a coefficient γ with t_{val}> 2, signifying a significant reflector of the instrument output. The amount of reflection can be seen from its determinant. Academic skills reflect 58.89%, professional skills are 79.21%, social skills are 60.84%, and persistence is 50.41%. The Coefficient of Chi-square with p> 0.05 denotes the output of the measurement model lacks population support, however, when viewed from other goodness fit index parameters such as NFI (0.97), CFI (0.98), and GFI (0.96) over 0.95; and the RMSEA <= 0.08 indicates the model match is acceptable. It is because Chi-square is less reasonable to be used as a parameter of goodness fit index if the test involves more than 400 respondents (Kenny, 1974).

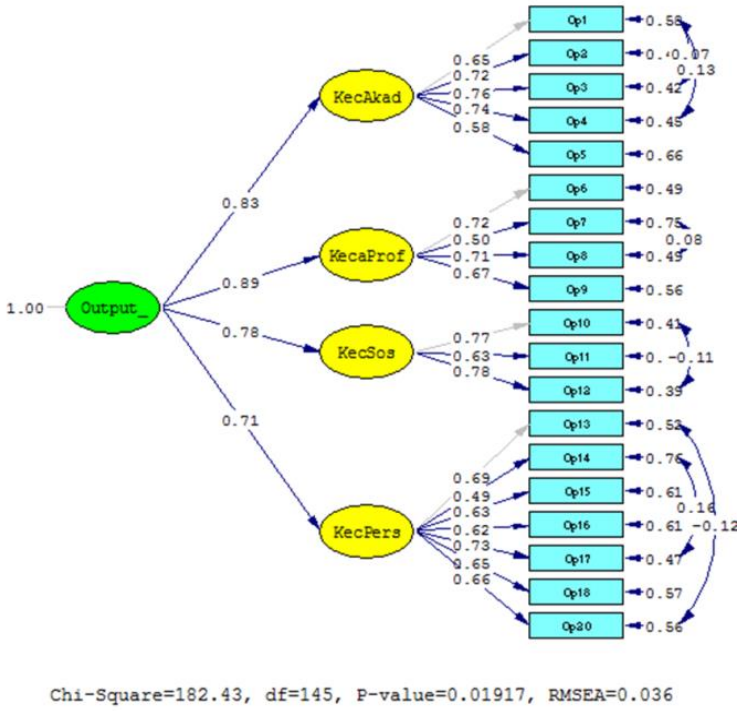


Figure 3.CFA Model Output Instrument

Outcome instruments are reflected by six latent constructs, namely; personal skills, life ambience after the course, and participation in community development. The CFA test results show that the personal skills construct has γ = 0.75 and t_{val} = 7.3 acquisition t_{val}> 2 signifies significantly as the outcome instrument variable reflector. Test results in other constructs also obtain a coefficient γ with t_{val}> 2, signifying significant reflectors as outcome instruments. The amount of reflection can be seen from its determination. Personal skills reflect 56.25%, life ambience after the course 57.76%, and participation in community development 67.24%. The coefficient of Chi-square with p> 0.05 denotes the outcome measurement model matching the population, Other goodness of fit parameters, namely NFI (0.94), CFI (0.96), and GFI (0.93), is also in accordance with the recommendations, in the range of 0.9 with residue <0.08 so the model needs to be changed.

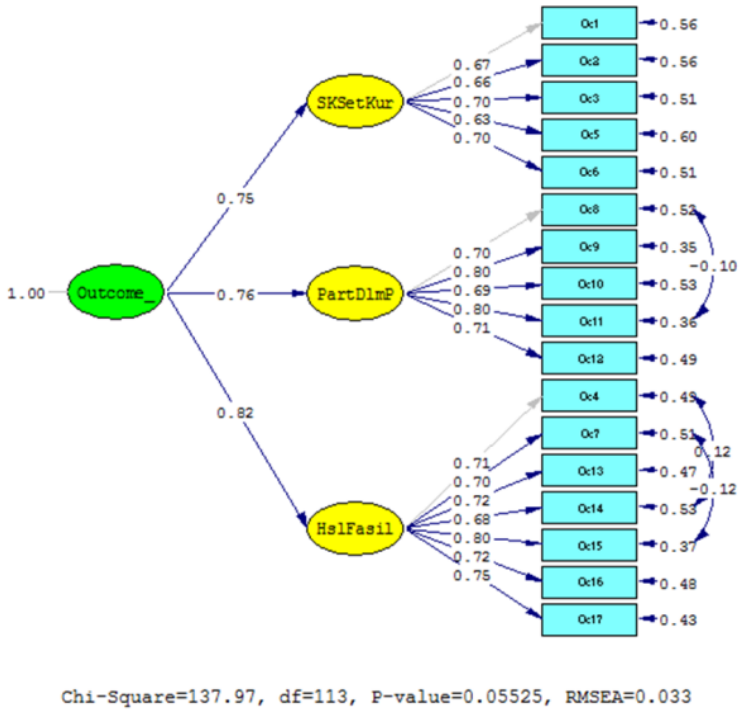


Figure 4. CFA Model Outcome Instrument

The manifestation of a latent variable beside must be able to reflect significantly also must be one-dimensional. This property was evaluated by testing construct reliability. The result of the test of the construct of the outcome instrument obtains a coefficient of construct reliability of 0.797 of acquisition over 0.7, or one-dimensional (Hair et al., 2010).

Effectiveness of Evaluation Model of LSEP Program

In finding out the effectiveness of the evaluation model which is developed, the model was distributed to 15 courses and training institutions and 15 educators of courses and training institutions for effectiveness assessment. An evaluation model is said to be good or effective when it meets the requirements: a) comprehensive, including many components or sub-components of the program, i.e. inputs, processes, products, and outcomes, b) practical, simple and easy to use, c) not requiring much cost, power, or time, and d) reliable and supported by valid data collection instruments. In addition, the evaluation models must have language clarity.

The assessment focuses on the aspects of: a) clarity, b) comprehensiveness, c) practicality, d) economy. To know the validity and reliability done field trial. The assessment used a scale of 5, i.e. 5 = very good, 4 = good, 3 = enough, 2 = less good, and 1 = not good. Based on the assessment, the mean total score was calculated. The average score of the evaluation of the sewing skill evaluation model is presented in Table 5.

Table 5. Effectiveness Assessment Result of LSEP

No	Assessed Aspects	Average Score	Average Score per Aspects
1.	Clear Procedure	4.5	4.3
2.	Language: Accuracy of the word choice	4.5	
3.	Language: Spelling and punctuation accuracy	4.3	4.6
4.	Comprehensive component and model	4.2	
5.	Comprehensive indicator instrument	4.7	4.6
6.	Practicality of instrument guidance model evaluation	4.5	
7.	Practicality of evaluation model instrument	4.7	
8.	Time Economical	4.2	4.5
9.	Cost Economical	4.5	
10.	Energy Economical	4.8	
Average number		4.49	4.5
Total average		44.9	18

Based on the data in Table 5 above, it can be said in general, the model developed is very effective. If viewed, scores of each aspect obtained the average score as follows: 1) clarity 4.2; 2) comprehensive 0.35; 3) practicality 4.4; and 4) economics 4.3. Based on the average score, it can be said that: 1) from the clarity aspect, the steps and the language of

the model are clear; 2) in terms of comprehensiveness, both model and indicator components, the model is very comprehensive, 3) from the practical aspect of the guidance and its instrument, the model is very practical; and 4) in terms of the cost, power and time, the model is very economical.

To obtain the accurate information, a valid and reliable data collection instrument is required. Based on the field trials, the developed instrument in this study has had validity, reliability, or fitted a good model as described above. Since all the requirements as an effective model as mentioned above have been met, it can be argued that the program evaluation model of sewing courses and training courses (LSEP) is implemented very effectively.

Discussion

Life skills education is a practical guide that helps to learn how to grow to be an individual, cooperate with others, make logical decisions, protect oneself to achieve life goals (Bharath & Kishore Kumar, 2008; Greenberg et al., 2017; Prajapati et al., 2017). Evaluation of life skills education in this study was carried out on four components, namely the input, process, output, and outcome.

The input instrument is reflected by six latent constructs, namely; social environment, educators as elements of education staff, curriculum or learning, facilities and infrastructure, students/internal characteristics, and students/external characteristics. A good learning program that will produce a chain effect on the ability of students or individuals to learn continuously through their environment (natural environment and social environment) as an unlimited learning resource (Prajapati et al., 2017; Tran et al., 2021; Yektatalab et al., 2020). Various educational programs and innovations have also been implemented, including improving the curriculum, procuring books, improving the quality of education personnel, through various education and training, improving the quality of management and procuring other facilities (Cassidy et al., 2018). Life skills education requires representative infrastructure to inspire enthusiasm for exploring and developing its potential and equipment that is adapted to the specifications of the expected skills (Rodrigues et al., 2021). Life skills-based curriculum is one way to carry out the mandate. Because with the curriculum it is easier to explore and to direct the vision, mission, and goals (Demirdağ, 2021).

Process instruments are reflected by six latent constructs, namely: utilization of learning aids, learning motivation, attention to lessons, receiving and remembering, reproduction, and generalization. Learning resources are understood as devices, materials (materials), equipment, settings, and people with which students can interact to facilitate learning and improving performance. One of the main functions of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that is organized and created by educators (Diana, Sunardi, et al., 2021; Väisänen & Hirsto, 2020). Learning motivation, attention, receiving and remembering in participating in the training program have an impact on good mastery of the material. This condition is reasonable considering that individuals who have a positive self-concept are more accepting of the situation than individuals who have a negative self-concept and maintain skills/generalizations, provide opportunities for personal education and carry out self-evaluation and skill adjustment (Kasapoğlu & Didin, 2019).

Instrument output is reflected by six latent constructs, namely: academic skills, professional skills, social skills, and personal skills. The resulting graduates are expected to have special abilities and skills that refer to local, national and international standards covering the fields of basic science, foreign languages, skills, the environment, information technology, arts, sports achievements and personalities based on character and religious teachings that the participants believe (Avcı et al., 2021; Cassidy et al., 2018).

Outcome instrument is reflected by six latent constructs, namely: personal skills, post-course life atmosphere, and participation in community development. One measure of the progress of a training is the quality and quantity of community participation in planning, establishment, implementation, and development. The higher the number of community members who participate in a training, the higher the success and progress of the training. Likewise, the higher the quality of local community involvement in a training, the higher the progress. The higher level of community participation will be seen in every existing management process both in planning, organizing, implementing and controlling as well as in various activities and existing problems (Alaca et al., 2020; Kwauk et al., 2018; Väisänen & Hirsto, 2020; Zelyurt & İnce, 2018).

The developed instrument has a fit model according to the construct formed using the confirmatory factor analysis (CFA). The manifests of a latent variable must not only be able to reflect significantly, they must also be one-dimensional. This property was evaluated by performing a construct reliability test. The test results on the instrument construct get a construct reliability coefficient (CR) of 0.880, a gain of more than 0.7 indicating that it is one-dimensional (Hair et al., 2009).

Conclusion

Based on the steps discussed in the results and discussion, the conclusions can be drawn as follows: 1) the evaluation model of the life skills education program and the impact on the sewing skills in the course and training institutions developed in this study is a model consisting of four components, namely the input, process of education through

learning, output, and outcome. The evaluation model is called the evaluation of the life skills education program and this impact is called LSEP. This model is equipped with evaluation procedures, usage guidance, and instruments. (1) Evaluation program procedures of the courses and training of sewing skills follow the steps: (a) input evaluation, (b) evaluation of education process through learning, (c) output, (d), and outcome. (2) Evaluation of the use of sewing skills program evaluation (LSEP) contains general requirements, evacuation steps, scoring guidance, evaluation guidelines, evaluation time, recommendations, and evaluation report format. (3) According to experts, practitioners, and users of developed models, procedures, instruments and guides are good and can be used without being repaired. (4) The developed instrument has good validity, reliability, and suitability of the model. All indicators have a value of ≥ 1.91 and lamda value (λ) ≥ 0.5; with p-value ≥ 0.05, RMSEA ≤ 0.08, and GFI ≥ 0.9. Based on the assessment of practitioners (educators) and user models (managers), the program evaluation model developed (LSEP) is very effective because the components are comprehensive, consisting of input evaluation, education process through the learning, output, and outcome, practical (simple and easy to use), economical (does not require much effort, cost, and time) and is supported by valid and reliable instruments.

Recommendations

Based on the conclusions of this study, the recommendations given in the development of life skill education evaluation model at life skill training centre include: (1) the evaluation of LSEP can be used as model by the manager and the education authorities to evaluate the implementation of the sewing skills program of the training and course institutions, as well as the existing accreditation; (2) prior to the practice, sewing learners really know the theory and practice guided by the educator; (3) to obtain objective results, educators, managers, and learners to fill the instrument honestly; (4) to further researchers on the effectiveness of the model empirically, the model is implemented before being widely used.

Limitations

Basically, this research has been designed systematically and thoughtfully so that it can be carried out in accordance with the expected goals. Including the selection of the research sample, we have designed so that all levels can be represented. However, in the implementation of this research, there are obstacles in collecting data in the field so that the portion of sampling does not vary. This is a limitation in this study to be an evaluation of future improvements.

Authorship Contribution Statement

Subarkah: Conceptualization, design, analysis, writing. Kartowagiran: Editing/reviewing, supervision. Hamdi: Data acquisition, data analysis/ interpretation, drafting manuscript, critical revision of manuscript. Rahim: Statistical analysis, technical or material support.

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