

THE IMPACT STUDY OF INSTITUT KEMANDIRIAN DOMPET DHUAFA PROGRAM ON EMPLOYMENT, EDUCATION, AND ECONOMIC OF BENEFICIARIES

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Abstract

Based on Statistics Indonesia (BPS), the number of unemployment in Indonesia from 2013 reaches 5.92%. As one of way to alleviate poverty by reducing unemployment rate, Dompét Dhuafa makes a role solution model through founding an Institut Kemandirian on May 23rd 2005. This Institut Kemandirian is subdivision of education.

This study was conducted in Institut Kemandirian, the place where alumni work and human development agency. This study employed Tracer Study method. This research design was cross sectional, the gathering data (It is one of method of descriptive study) which the data is only gathered in a particular time. The data, which were used in this study, were primer and secondary data. Primer data were gathered through interview of Institut Kemandirian alumni, while secondary data were gathered through management of Education Dompét Dhuafa Division and also from management of Institut Kemandirian. Technique of gathering sample used stratified random sampling method. Classifying the alumni based on the year of graduation.

The conclusions of this research can be seen from the the financial improvement of the alumni after graduating from Institut Kemandirian. First the education level, there are some changes heppened. 2 alumni of Institut Kemandirian have senior high school (SMA) education level. Now, they are college students at university. Second income, it was showed that some of the alumni who filled the qusionare or 45 participant incomes got 1-3 million, and 5 alumni got 3-5 million, and 2 alumni got more than 5 million. Third the appropriate profesion sample based on their job training at Institut Kemandirian, 56 or 70% alumnis got profesion is appropriate with their job training.

Keywords: Institut Kemandirian, tracer study, training.

Introduction

1.1 Background of the Problem

Indonesia is a big country belongs to thousands of island which spread to Sabang until Marauke. From number of population sides based on Indonesian population census on 2010 reaches 237 million (BPS, 2010). By having the number of population, it also emerges population problem faced by Indonesia. Based on Statistics Indonesia (BPS), the number of unemployment in Indonesia from 2013 reaches 5.92%

Unemployment and poverty, both of nation's problems are unable to be solved, several programs and action always be acted and developed by lots of stakeholders for solving them. As one of way to alleviate poverty by reducing unemployment rate, Dompét Dhuafa makes a role solution model through founding a Kemandirian institution on May 23rd 2005. This Institut Kemandirian is subdivision of education. Dompét Dhuafa, as an interface among social network, education, and economic network to condition the Institut Kemandirian as a main door of change of *mustahik* to be *muzzaki*.

It exists from 2005, till now alumni of Institut Kemandirian are more than 3000 alumni which are spread with field training. It consists of training of automotive motorcycle, technical handphone, fashion and design, islamic beauty shop, driving, Information Technology (IT) and other thematic trainings.

When Institut Kemandirian is the age of 7.5 years, it needs to be conducted an evaluation toward this program in term of the beneficiaries. The main goal of evaluating is to see the impact of Institut Kemandirian toward the condition of economy, education, and alumni's job level and also to see the effectiveness and efficiency of training pattern in the Institut Kemandirian. The evaluation which was conducted to be expected in giving better impact again.

1.2 Formulation of the Problem

There are some points which are formulated in the formulation of the problem in this study, they are as follow:

1. Is the alumni data base in Institut Kemandirian still valid or not?

2. Does the existence of *Institut Kemandirian* give positive impact toward the condition of economy, education and alumni's job level?
3. Have the training pattern in *Institut Kemandirian* been running well effectively and efficiently?
4. Have the alumni management been done effectively by *Institut Kemandirian*?

1.3 Purpose of the Study

There are some purposes of this study, in order to see:

1. Alumni characteristic to renew alumni data base?
2. Positive impact of *Institut Kemandirian* program toward the condition of economy, education and alumni's job level.
3. The effectiveness and efficiency level of training pattern in *Institut Kemandirian*.
4. The effectiveness of alumni management which was done by *Institut Kemandirian*.

Review of the related literature

II.1 introduction of evaluation program

II.1.1 Definition of Evaluation

General, defines of the evaluation can be equated with the appraisal, rating, and assessment; the words that states attempt to analyze the results of the policy of the unit value. Specifically, the evaluation is the production of the information about the value or the benefits of decision outcomes¹. According to Suharsimi Arikunto (2004), evaluation is an activity to gather the information about the working of something; the information is subsequently used to determine the appropriate alternatives in making decisions. The main function of the evaluation is to provide the benefit information for the decision maker to determine the decision to be taken based on the evaluations that have been conducted.

According to Worthen and Sanders (1979), evaluation is to find something of value (worth). The something of value is that can be valuable information about a program, production and alternative procedures. Hence, evaluation is not a new thing in human life because; it always accompanies a person's life. A man who has been working on a case, it would assess whether that has been done in accordance with the original intention. According to Stufflebeam in Worthen and Sanders (1979), evaluation is the process of delineating, Obtaining and providing useful information for judging decision alternatives. There are several elements contained in the evaluation of the existence of a process, delineating, obtaining, providing, useful information, and decision alternatives¹.

Dealing with some theoretical definitions above, it could conclude that the evaluation is a process that is done to what extent the success of a program. The successful program can be known from the impact or results achieved by the program

itself, which is known the two concepts of the successful namely, effectiveness and efficiency. Effectiveness is the ratio between output and input, while efficiency is the utilization level of input to produce output through a process (Sudharsono: 1994)

Although, principally it has the same method, there is a fundamental difference between the evaluation and the research which are being found in the same implementation purpose. The purpose of the research is to prove something; the purpose of the evaluation is to improve. Sometimes, research and evaluation are combined into a single phrase, evaluation research, which is defined as the gather of information about the results achieved by a program carried out systematically by using scientific methodology, so it can be produced the accurate and objective data (Sudharsono: 1994).

II.1.2 Definition of Program

According to John L Herman in Tayibnapis (1989), program is something that is done hopefully for getting the results or benefits. Suharsimi Arikunto (2004) defines program can be understood in two senses, namely general and particular. In general, the program can be defined plan or draft activities that will be performed by someone later. While the specific definition of the program has the same meaning with evaluation, it is a unit or unity activities that is the realization or implementation of a policy, takes in a continuous process and occurs in an organization involving a group of people. Isaac and Michael (1984), state a program must end by evaluation. it is because we will see whether the program perform the functions successfully as defined previously. According to them, there are three stages of a series of program evaluation, namely: (1) state as well as the question specifies the information to be obtained, (2) search for relevant data to the research and (3) provide the necessary information for decision makers to continue, improve or discontinue the program.

II.1.3 Definition of Evaluation Program

Program evaluation can be defined as a process to determine whether a program can be realized or not by knowing the effectiveness of each component through the chain obtained information by the evaluator (Kirkpatrick: 1996). However, the decision itself is not the evaluator but others are more competent. Evaluator only provides the information needed by decision maker. Evaluation as a program, it is also defined as a valuable decision-maker to establish whether or not a respective program implementation. It will depend on the perspective adopted. The perspective may involve the following:

- ❖ Instrument perspective - purpose, more emphasis on measurement, which is sometimes the result is reflection
- ❖ Situational perspective, which emphasizes to the program, and associated with the appreciation of all concerned

- ❖ Critical Perspective, which returned to the basic assumption and values which are used in the administration of the program.

The function of Program evaluation is to determine whether the implementation of the program outputs and outcomes that is expected could be realized or unrealized. The evaluation by using data collection and analysis are adequate. In a comprehensive the evaluation program, the evaluation include:

- ✓ Monitoring program is an assessment of whether the program was implemented as planned. The monitoring program will provide the feedback on the implementation program continuously and identify the problems.
- ✓ Evaluation process is an assessment of how the program operated; focuses on service delivery.
- ✓ effectiveness evaluation is an assessment of whether a program has realized the influence of individuals, households, institutions or the environment, and whether these effects can be attributed to the implementation of the intervention program scientifically.
- ✓ Cost effectiveness is the assessment and the effectiveness of the cost, to determine whether the effectiveness of the cost has value to be used.

Hence, the evaluation is a valuable form of determination to declare whether or not implementation of the program, it needs criteria assessment that can be accounted for. The criteria of assessment include the following¹:

- a. Internal criteria, which are derived from the design of the program itself, which can be viewed from:
 - 1) coherence, good coherence between:
 - the purpose of the assessment;
 - the purpose of the program activities organized experience;
 - the experience program activities assessment, etc.
 - 2) knowledge of the placement of resources
 - 3) target group that can be viewed from:
 - satisfaction;
 - the achievement of personal goals;
 - knowledgeable, etc.
 - 4) the implementing of program reaction, can be viewed:
 - attitude toward the program;
 - how the acceptance of the program;
 - satisfaction;
 - knowledgeable;
 - interest / personal goals, etc..
 - 5) the effectiveness of the use of cost;
 - 6) the ability of the generative or self-development program (side effect).
- b. External criteria, include
 - 1) the ability of decision, it is to what extent the implementation of the program accordance with the decision.

- 2) which has been established;
- 3) cost analysis- effectiveness to compare the cost of the overall profits;
- 4) multiplier effects (double fold), either directly or indirect (Department of Education, 1986).

II.1.4 Purpose of Evaluation

Improving the organization's performance can be achieved by improving the the plan of program's activities. The implementation of the program can be sample whether an organization has been carrying out its mission well and accountable. Therefore, if the program evolution runs well, program evaluation will be awareness by the program's implementers. If the program evaluation has been done or will be done, we need to check back the way how to manage monitors and evaluate the program. Improving the system and method to apply the program will be possible, if the observation does continuously.

The evaluation will provide valid and reliable information on the performance, as how far the needs, values and opportunities that have been achieved through the action. In this case, the evaluation reveals how far the specific goals (e.g. health improvement) and specific target (e.g. 20% reduction of chronic disease in 2008) has been achieved. The evaluation will also provide clarification and critique of values that motivate the selection of goals and targets. Moreover, the evaluation also contributes to apply the methods of analysis and other decision, and formulation of the problem and recommendation. Evaluation also contributes in defining new or revises decision alternatives by showing the previously favored policy alternatives need to be removed and replaced with another.

Every activity that is performed has a specific purpose. as well as evaluation. Program implementation should be evaluated to see how far the program has achieved the purpose of implementation of the program has been defined previously. Without evaluation, the effectiveness of the programs that run will not be able to see. Thus, new policies in the program will not be supported by the data. Therefore, generally program evaluation aims to provide data, information, and recommendation for decision maker to decide whether the program are continued, amend or terminated. There are four general purposes of evaluation program, namely:

- 1) Improving the implementation of the program (implementation and results);
- 2) Leading direct decision and program initiatives at the future;
- 3) Acquiring or improving knowledge, insight or testing a theory of social economic;
- 4) Increasing the accountability.

II.1.5 The Components of Evaluation

The basic process of evaluation consists of several components as follows:

1) Analysis of Program Logic

Every decision is formulated and implemented to satisfy the needs. Program will reflect the goals and objectives of the program are designed. To achieve it, the program uses the inputs and the processes to convert the inputs into immediate outputs to long-term outcomes.

2) Design Evaluation

Design evaluation is an approach or the way to verify whether the program logic or program theory was happened and realized in the reality. Term and control-stage analytical evaluation of the program is different from a planning-stage evaluation for feasibility. The differences fundamental are the control evaluation more independent than the implementing of agency and made empirically, while the planning stage evaluation more related to the feasibility and potential problems of the program implementation

3) Method of Analysis

Method of Analysis to the measurement and qualification of program outputs and outcomes, it is usually operated by statistics, econometrics, sosiometrika, and ect. Statistical technique is analysis correlation and regression of two different ways (target group versus another group who are not participant in the program), and significance test of the differences.

II.1.6 Model Evaluation

There are many models that can be used to collect the data or the information object that to be evaluated as consideration for decision makers in the program evaluation. According to Stephen Isaac and William B. Michael (1984), evaluation models can be grouped into six, namely:

1. Goal Oriented Evaluation

This model, an evaluator monitors the goals continuously. This continuous assessment assess the progress achieved by program's participant and the findings of effectiveness that is achieved by a program. One of this model is the discrepancy model developed by Provus. This model sees more about the existence of the discrepancy that exist in each component of which is what it should be and what has been achieved in real terms.

2. Decision Oriented Evaluation

In this model the evaluation must be able to provide a foundation such the accurate informations and objective for decision makers to decide something that is related to the program. CIPP Evaluation (Context, Input, Process and Product) developed by Stufflebeam is one example of the evaluation model. CIPP model is one of the most model that used by evaluators and consist of 4 components evaluation which are harmony with the name of the model itself.

a. Context evaluation is the basis of the evaluation aimed to provide rationale in determining the purpose (Baline R. Worthen & James R Sanders: 1979) Because of the evaluator's efforts

in context evaluation is to provide an overview and details of the environment, need and goal.

- b. Input evaluation is an evaluation that aims to provide information to determine how to use available resources to achieve the program's goal
- c. Process evaluation focused on to what extent the planned activities have been implemented. When a program has been approved and started, process evaluation is needed in providing feedback to the person who is responsible in implementing the program
- d. Product Evaluation is the last part of the CIPP model. This evaluation aims to measure and interpret program outcomes. Product evaluation shows the changes that occur in the input. In this process, the product evaluation provides information whether the program will be continued, modified or stopped.

3. Transactional Evaluation

In this model the evaluation try to describe the process of program and view about the value of the participant who are involved in the program.

4. Evaluation Research

As discussed above, research evaluation focuses on activities impact of explanations and finds solutions related to instructional strategies.

5. Goal Free Evaluation

The model developed by Michael Scriven is not paying attention to the goal oriented evaluation models. The goal oriented is how the implementation process of program, by identifying the events that occurred during the implementation, either positive things or negative things.

6. Adversary Evaluation

This model is based on the procedures used by legal institutions. the adversary model consist of four stages, namely:

- 1) Reveal the issues by surveying the various groups involved in the program to determine the belief that as a relevant issue.
- 2) Reduce the number of issues that can be measured
- 3) Establish two opposing evaluation teams and give them the opportunity to argue.
- 4) Conduct the formal discussion. The evaluation team tell the arguments and evidences before making a decision.

II.1.7 Stages and Designs Evaluation

The variety of the problem-solving approaches that can be used in the program evaluation includes some of the problems that are identified as follows:

- 1) The problem goals; what are the goals?
- 2) The organizational problems (from the evaluator), who is doing the evaluation, and how to organize?
- 3) The problem program analysis, how the program is described or how the characteristics

can be described? Are the participants evaluated in implementing the program or are parts of groups' agency?

- 4) Conversion problem : how the implementation process occurred between the launching of the program and the result of final output?
- 5) The problem results; what are the outputs and outcomes program? (immediate, intermediate, ultimate);
- 6) Problem impact; what the factors that could explain the results?
- 7) Issues criteria: what are the criteria values and how this program assessed? What the standards of performance which succeed or fail or satisfactory based on this program assessed?
- 8) Problems usage; how the findings of the evaluation and how evaluation results used.

There are three categories of types of evaluation designs: Experimental Design, Quasi-experimental design, and Non-experimental: Ex post facto design.

1. Experimental design

Experimental method based on type of treatment and the control group are selected by random. On this design, the current state of the program is compared with after the program is completed, either the experimental group or the control group. Example in the simple design, there is no pretest on the data. Then, evaluators just compares the program's participants with the control group after the program done. To determine whether there is a difference significant both of them.

2. Quasi-experimental designs

Quasi-experimental design is to replace the actual experiment in the situation which the random sampling is not selected. Functionally, this design is selected to find out the cause and effect between the program and its impact. This design requires program rill, groups comparison, outcomes measure, assessment the programs and outcomes, and the impact of demonstrating that exist after the program.

3. Non-experimental design : Ex post facto design

Non-experimental design includes outcome monitoring, ex post facto evaluation, case studies, customer satisfaction surveys or methods - qualitative methods. Examples of ex post facto design in the evaluation is the reconstruction of a program, followed by passive observation of the subjects who receives treatment (program participants - the target program group) and who do not receive the treatment, or the people who receive more than less, then the outcome is researched. For example, an evaluation of the effects of police budget to the level of crime in a city.

There are several factors that can influence the design choice that is used in the program evaluation, such: the resource limitations, time constraints, phases of the program, the possibility of covering factors, reduce or confounding factors, and political limitations and circumstances.

II.1.8 Information Resources for the Program Evaluation

Information resources for program evaluation can be collected from the registrar's office, the activity's monitors of the office, libraries, data centers, research divisions, lighting and information. The information resources can be:

1. Program documents: newsletters, accomplishment reports, work plans, progress reports, statistical reports, evidences of receipt, logs, notes, personnel records, proposals, project report and grant.
2. Expert opinion, focus group observer and target group of the program itself;
3. Results of research, surveys, questionnaires, polling that has been done first.
4. Photos, video recording, documentation of images before and after the program implemented.

Before the data is evaluated and analyzed by collecting data, it needs to collect the previous evaluation results on the same topic. Collecting the research, review, and the results of studies on the same topic can be called a synthesis evaluation. It is possible if meta-analysis is done, it is a way and systematic review of the results of previous studies. So, it is more focused to answer the evaluation questions that exist today. Meta-analysis can be done by conducting a literature study and perform the active data by searching internet.

II.1.9 Qualitative and Quantitative Approaches in Evaluation

To maximize the results of program evaluation, qualitative and quantitative approaches should be combined, hopefully they deal each other. Even though program evaluation is still done with a qualitative approach rather than a quantitative approach. However, the quantitative approach is needed to add the external validity.

II.1.10 The Constraints in Evaluation

There are four constraints in evaluation: the cost, the time, the human resources and the coordination difficulties. Cost constraints are often encountered because there is no cost evaluation that adequate when the program was approved. Or the budget is not enough or reduced to do the evaluation, so it is impossible to do the evaluation without the enough cost.

The second constraint is there is no time to do the evaluation. For example, when the cost is available to do the evaluation activities, the program is over. The evaluation was obsolete. Or when the design evaluation has long time in finishing, it cause wasting money so the cost of program evaluation can not be covered.

The next constraint is Human resource capacity. That will influence their evaluation, especially when the participants do not understand the program evaluation. The knowledge of how to applied

research for program evaluation is often only held by the research and development unit.

And the last one is coordination difficulties. It is also encountered a lot of constraints in order to evaluate the program. The coordination difficulties are not only from one of the institute to other institute, but also in the institute itself. This caused by the work and accountability of the duties and functions of the work unit which is still oriented to activity's unit or area not to the whole program.

By these constraints, it needs to solve without reducing the usefulness of the program evaluation itself. Program evaluation is often interpreted as wasting time and spending much money. It does not mean a possibility to evaluate the program especially that gives the large advantages.

II.2 Indicators Evaluation

II.2.1 definition of Indicator

Indicator is a factor, quantitative or qualitative variable that provides a simple tool and reliable to measure achievement, reflect the changes that is related to the implementation of the program or understanding indicator. Indicator is a tool or instructions to implementation the performance activity that is used to measure the level of an activity results. Indicator is not used directly to measure the quality of the service, but analogous as a symbol that describes the existence of a specific problem which requires monitoring and evaluation. Based on the definition above, it can be concluded that the indicator can be used both in quantitative and qualitative research. Indicator is designed to facilitate measurement of achievements and it can be accounted. Because achievement is the goal, so there is a process to be done. Indicator can be used in the ex post evaluation.

II.2.2 Indicator Characteristics

Indicators is an action. Generally, the information that is collected by the indicators will require investigation such supervisor's visiting. It aims to collect more data qualitatively or survey before making a decision. The length of time that is used to measurement the indicators depends on the problem or situation. It is difficult to compile the indicators without note standar, hence, the indicators such note, it is necessary to prepare it. The characteristics of good indicator is as follows :

- ✓ Valid means the indicator can be used to measure the aspects that will be assessed.
- ✓ Reliable: the ability of a system or component to perform its required functions under stated conditions for a specified period of time.
- ✓ Sensitive: measures the proportion of actual positives which are correctly identified.
- ✓ Specific: measures the proportion of negatives which are correctly identified
- ✓ Relevant : in accordance with aspects of the activities that will be measured and critical. example : the surgical unit related indicators made of pre - operation and post – operation.

Determination of program indicators are generally composed of the standards that is created by the implementation of programs related to decision maker. If there is still a higher decision maker, indicators are generally derived from a higher standard, then, it is translated based on the conditions of the program will be evaluated . OECD itself only provides evaluation guidance without making the standard indicator evaluation, so the application of the concept of OECD evaluation in each country or organization is different, it is equated to the condition and need.

Logical Framework and Criteria Evaluation OECD / DAC

II.3.1 Overview of The OECD / DAC

Organization for Economic Co-operation and Development (OECD) is International organization of 30 countries. It is a forum of countries committed to democracy and the market economy. The OECD originated in 1948 as the Organisation for European Economic Co-operation (OEEC) led by Robert Marjolin of France, to help administer the Marshall Plan for the reconstruction of Europe after World War II. In 1961, the OEEC was reformed into the Organization for Economic Co-operation and Development, and the membership was extended to non-European states

OECD and governments work together to support the sustainable economic growth, reduce unemployment, better life, maintain financial stability, assist other countries economic growth and contribute to the development of world trade. The official founding members of OECD is the high financial countries; Australia, Belgium, Canada, Denmark, France, Germany, Greece, Iceland, Ireland, Italy, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom and United States. While members were later joined Japan (1964), Finland (1969), Australia (1971), New Zealand (1973), Mexico (1994), Czech Republic (1995), South Korea (1996), Hungary (1996), Poland (1996) and Slovakia (2000)¹

DAC does not distribute aid directly from its own funds, but more concerned in promoting efforts to increase support of its members. The official founding members were Belgium, Canada, the European Union, France, Germany, Italy, Japan, Netherlands, Portugal, United Kingdom and United States. Then become the membership are Australia (1966), Austria (1965), Denmark (1963), Finland (1975), Greece (1999), Ireland (1985), Luxembourg (1992), New Zealand (1973), Norway (1962), Spain (1991) and Sweden (1965)¹. As an institution focusing on development and building in the countries that has not been developed, OECD / DAC contribute the aids through its members such as the United States Agency for International Development (USAID), Cooperation and Development Agency and Foreign Affairs in various countries. OECD / DAC gives the series a lot of guides and reference them to manage the funding, governance and

security system reform, women's empowerment, sustainable development strategy, education and health. Between the guides and the references given on the community program evaluation is based experience in various countries¹.

II.3.2 Evaluation based on OECD/ DAC

According to OECD/ DAC evaluation is systematic and objective assessment toward a project, program, or policy that has been completed or still in progress, also the design, implementation and results. The goal is to determine the relevance and realization of objectives, development efficiency, effectiveness, impact and sustainability. Evaluation should provide the benefit and reliable information that provide the various learnings into

the process of making a good decision either to the recipient or the donor agencies. Evaluation also refers to the process of determining the value or the significance, the policy or the program. the assessment has to systematic and objective towards the planned of development intervention that is in progress or has been completed

The OECD / DAC evaluation approach is mostly applied in humanitarian institution worldwide level, especially under the auspices of PBBB. Simply, this evaluation includes five evaluation criteria namely relevance, efficiency, effectiveness, impact and sustainability. The explanation of the five criteria is as follows:

Table 1. Five Evaluation Criteria and Logical Framework

	<i>Relevance</i>	<i>Effectiveness</i>	<i>Efficiency</i>	<i>Impact</i>	<i>Sustainability</i>
<i>Overall Goal</i>	<i>Conformity of Project Purpose and Overall Goal to the recipient country's needs at the time of evaluation</i>			<i>Positive and negative influences that appeared directly and indirectly as a result of the project</i>	<i>Extent to which benefits gained through the project are sustained even after the completion of cooperation</i>
<i>Project Purpose</i>		<i>Degree to which the achievement of Project Purpose is seen in the Output</i>			
<i>Output</i>			<i>Extent to which Inputs are effectively converted into Outputs</i>		
<i>Input</i>					

(Source : JICA Evaluation Methods, www.jica.go.jp)

These criteria are criteria general in evaluating which provide the important information related to the actual conditions as consideration in making the decision. Evaluation is needed to continuous improvement, not only in the non-profit corporation but also in all of area because the improvement need in all unit besides profit / non-profit.

Program evaluation that conducted is the accountability of the program manager. It proves that program objectives can be achieved in accordance with the vision and mission that is applied by the institution. Accountability program will be assessed by the program results that is accepted by participants the target group program. This means that the accountability program is accountability toward outcomes that can be realized by the program.

The program has to create something that needed and expected by the people. There are some social concerns that will be concerned by the some countries in the OECD (Organization for Economic Cooperation and Development) as follows:

- ✓ *length of life;*
- ✓ *Health life;*
- ✓ *Education facilities;*
- ✓ *Learning ;*
- ✓ *Work ability;*
- ✓ *Work condition;*

- ✓ *leisure;*
- ✓ *income, distribution;*
- ✓ *Prosperity;*
- ✓ *House condition;*
- ✓ *Access to social services (education, housing, health, etc)*
- ✓ *environmental nuisances;*
- ✓ *Social attachment (sense of belonging, marginalization, etc)*
- ✓ *Exposure to risk and perceive threat*

II.3.2 Relevance

Relevance defined as the degree to what extent the program objective with the requirements of the beneficiaries, the needs, priorities and partner and donor policies. The relevance issue is often a problem whether the program objective or the design are still appropriate to the different situation. In evaluating the relevance program, there are some things that needs to be asked is to what extent the program objectives still valid, whether the activities and output of the program is consistent with the vision and mission and the goal achievement and the outputs program activities is consistent with the expected impact. In other words, relevance is the answer of the benefits and advantages.

Relevance evaluation is very benefit to the policy makers to assess the continuing program, and also will be consideration in determining the objective changing. In program community, the

relevance is described from relations program and community needs.

II.3.3 Effectiveness

Effectiveness is to what extent the objective program and targets achieved or expected to be achieved by taking their relative importance. Effectiveness is also used as an aggregate measure of the value or the benefit of an activity that is to what extent a program has achieved, or is expected to attain its major that relevant and sustainably with a positive institutional development impact. Explicitly, the effectiveness is the relationship between outputs (products and services) with the outcomes (benefits expected of the targets or beneficiaries).

This effectiveness can be measured by comparing the target institution with the accomplishments with realization achievement. Another way is to measure the effectiveness is by comparing the achievement realization and target standard that have been agreed. Evaluation effectiveness will be difficult to do when the goals are not clear, not realistic, conflict prone and weak. In evaluating the program effectiveness some of the things that needs to be asked such to what extent the goal (to say) is achieve and what the main factors that influence the success or the failure goal achievement. There are three stages in evaluating the effectiveness which are measures the change in the observed outcomes, provide attribute to change the outcome and giving assessment.

Effectiveness evaluation that focuses on outcomes and impact of the program is very important to do and that will add value to increase accountability program of implementing agencies. This is because the program effectiveness is the people's expectations and responsiveness closes needed by the community. The purpose of program evaluation is to identify and measure the outcomes and impact of the program, and to determine the relationship between program and outcome / impact whether it is a causal relationship or simply direct correlation with many factors besides the program itself. The design of the effectiveness is to compare what can be observed after the implementation of the program with before the program conditions.

II.3.6 Efficiency

Efficiency is the measure how resources / economic inputs (funds, expertise, time, etc.) are converted into output. A program will be efficient when the resources obtained the output that can not be achieved by the better output with the same resources. Or when it obtained the output where there is no possible reduction of resources to obtain this output. Simply, the efficiency can be measured by comparing the output with the inputs used (time, human resources, equipment, etc.). The effective is not be efficient and efficient is not effective. A productive program should has the effective and efficient.

In evaluating the efficiency program, some of the things that needs to be asked are whether the activity has been efficient in funding, whether the objective can be achieved on time, and whether the program has been implemented efficiently with another alternatives. The efficiency evaluation can be performed optimally when the report financial data and performance data is good enough, so the details of cost accounting and cost analysis can be performed. The efficiency evaluation is often done when the program is running to make the improvements. In the literature as formative evaluation or developmental evaluation (distinguished from summative evaluation or accountability evaluation conducted by external participant after the program done). The data and information used to analyze the efficiency can be obtained from the following designs:

- ✓ program monitoring, input, process/activity, outputs.
- ✓ Gap analysis : output vs target.
- ✓ Benchmarking.
- ✓ Pilot studies and research studies.
- ✓ Mid-program review.

II.3.7 Impact

Impact is the primary and secondary effects in the long time, either positive or negative which is produced by a program directly or indirectly, desirable or undesirable. In the impact evaluation program, there are some of the things that needs to be asked whether what changes that occurred as a result of the program implementation, and what the real changes is perceived beneficiaries of the program implementation and how many people who feel their benefits.

If the output describes the results of the process, the impact will shows the rate of changing / influence through the process. This influences can occur internally or externally, through various aspects. The external impact of a program health service can be viewed from various aspects such; medical aspects, behavior, resource, environmental, social and economic, local, regional, national and global. The study of impact is an important element in a comprehensive evaluation. The main challenge in impact evaluation is assessing the limits and giving attributes because the impact varied, complex and interrelated.

II.3.8 Sustainability

Sustainability is the sustainability benefits of a program after the assistance program completed or sustainability. Or it defines as endurance-net benefits toward the risk all the time. In evaluating the sustainability program, there are some points that need to be asked to what extent the benefits of the program will continue after the funding stopped and what the main factors that influence the success and failure of the achievement the sustainability program. Generally, sustainability related to participation, empowerment, ownership, used of local resources and socio-political system.

It is different with four others criteria that have occurred, evaluation toward sustainability are relatively difficult to measure because, it just happened in the future. So, that could be seen only the capability aspects that support the sustainability program in the future. The aspects are used to determine the sustainability program is the policy aspects, commitment, technical, human resources, facilities, technology, organizational capacity, financial, social, cultural, environmental, political and economic.

II.4 Institut Kemandirian Service Program

Dompét dhuafa as international institution that focuses on management Zakat, Infak, Shadaqah dan Wakaf (ZISWAF) that has commitment to help the government in solving the economic, health, social and education problems. Institut Kemandirian is a subdivision of education Dompét Dhuafa, as an interface among social network, education, and economic network to condition the Institut Kemandirian as a main door of change of *mustahik* to be *muzzaki*.

It exists from 2005, till now alumni of Institut Kemandirian are more than 3000 alumni which are spread with field training. It consists of training of automotive motorcycle, technical handphone, fashion and design, Islamic beauty shop, driving, Information Technology (IT) and other thematic trainings.

Having the larger numbers of alumni, the alumni Institute Kemandirian needs good management to manage them. Based on the alumni manager, it is difficult to know about the alumni's progress, because there is no good communication between them. Hence, that's a question to be asked whether the Kemandirian Institut program could give the positive impact generally to the beneficiaries and specifically to Indonesian.

Research Method

Table 1. Time of the Study

No	Activities	Time (Month)
1.	Coordination with Institut Kemandirian, Division Education Management of Dompét Dhuafa and Educational Makmal	July
2.	Making Quisionaire	August
3.	Gathering Data	September – October
4.	Analyzing Data	October

This study was conducted in Institut Kemandirian, the place where alumni work and human development agency.

III.2. Research Design

This study employed Tracer Study method. This research design was cross sectional, the gathering data (It is one of method of descriptive study) which the data is only gathered in a particular time (Kountur, 2003). The data, which were used in this study, were primer and secondary data. Primer data were gathered through interview of Institut Kemandirian alumni, while secondary data were gathered through management of Education Dompét Dhuafa Division and also from management of Institut Kemandirian.

III.3 Population and Sample

Population is the collection of all individual which its survey must be exploited (Lemeshow, 1990). Population in this study is alumni of Institut Kemandirian from 2005- 2012 with the requirement they have taken training stages in Institut Kemandirian. Sample is a part of population (Kountur, 2003). The total sample of this study is counted based on Slovin formula:

$$n = \frac{N}{1 + N (e^2)}$$

Where:

n = total sample

N = total population

E = Error level

$$n = \frac{3368}{1 + 3368 (0,05^2)}$$

$$n = 357 \text{ Samples}$$

Technique of gathering sample used stratified random sampling method. Classifying the alumni based on the year of graduation. After that, it was taken randomly based on training field. In term of the total sample in a year has been there on the above table with formula:

$$Ni = \frac{Ni2 \times n}{N}$$

Where:

Ni : size in each of stratified sample

$Ni2$: size in each of stratified population

n : size of sample

N : size of total population

Table 2. Total Population and Sample in the Study

No	Year	Total Alumni	Total Sample
1	2005	439	46
2	2006	293	32
3	2007	133	14
4	2008	283	30
5	2009	291	30
6	2010	386	41
7	2011	827	88
8	2012	716	76
Total		3368	357

III.4 Technique of Gathering Data

Table 3. Technique of Gathering Data

No	Method	Total Sample
1	Google Docs	8
2	FB	13
3	Telephone	57
4	E-mail	1
	Total	79

From Table 3, it can be shown technique of gathering data which are more effective to this study is by telephone. It can be caused by many more alumni who are unable to operate internet or access to internet are minimal. It is proven by not all alumni have an E-mail and social media account. Although, they have social media account and E-mail, they seldom to access them and even they are inactive.

Discussion

IV.1. The Characteristics of Research Sample

Table 4. Number of the Alumni Institut Kemandirian 2005 – 2012

No	Year	The numbers of Alumni
1	2005	439
2	2006	293
3	2007	133
4	2008	283
5	2009	291
6	2010	386
7	2011	827
8	2012	716
Total		3368

The Number of alumni Institut Kemandirian at 2005-2012 was 3368 people. The largest number was 827 people in 2011. While, the lowest number was 133 people in 2007.

Table 5. Number of Research Sample Based on gender

No	gendre	People
1	Male	61
2	Female	18
Total		79

The participant of this research consists of 79 people; males 61 and females 18.

IV.2. The effectiveness of Institut Kemandirian Program to Alumni

Institut Kemandirian is subdivision of education *Dompot Dhuafa*, as an interface among social network, education, and economic network to condition the Institut Kemandirian as a main door of change of *mustahik* to be *muzzaki*.

It exists from 2005, till now alumni of Institut Kemandirian are more than 3000 alumni which are spread with field training. It consists of training of automotive motorcycle, technical handphone, fashion and design, Islamic beauty shop, driving, Information Technology (IT) and other thematic trainings.

The effectiveness of the Education program.

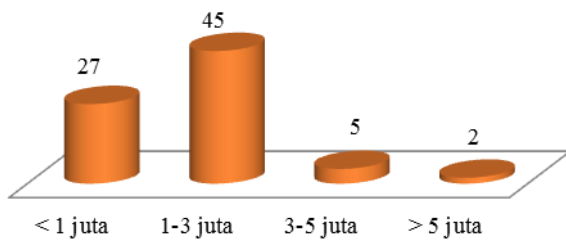
Table 8. Number of the Research Sample by the Education Level

Education level	First education join IK	Last education
SD	6	6
SMP	2	2
SMA	51	49
D3	5	5
S1	15	17
Total (orang)	79	79
Rata-rata (tahun)	12,4 (level SMA)	12,5 (level SMA)

Based on, the education level, there are some changes heppened. 2 alumni of Institut Kemandirian have senior high school (SMA) education level. Now, they are college students at university. Meanwhile, the average education sample indicates that the education sample is senior high school.

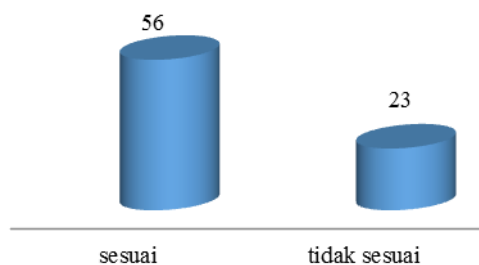
The effectiveness of the economic program (income).

Chart 1. The number of Research Sample Based on Income (people)



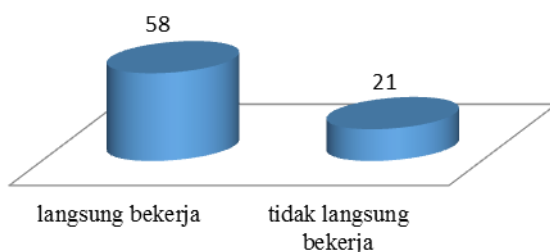
Based on the chart 1, it was showed that 27 alumni got income below 1 million rupiah, 45 alumni got 1-3 million, 5 alumni got 3-5 million, and 2 alumni got more than 5 million. This showed that most of the alumni got income 1-3 million. If, it is correlated with alumni's education level which most of them were graduated from senior high school. It can be concluded their income is good.

Chart 2. The appropriate profession sample based on their job training (people)



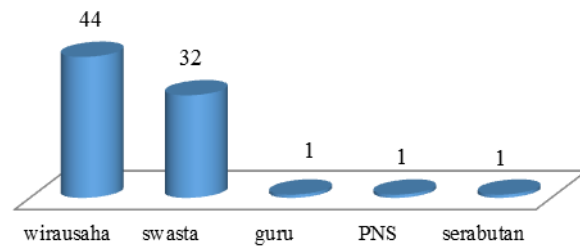
Based on the chart above, it can be concluded that the alumni Institut Kemandirian profession is appropriate with their job training that they have ever learned at Institut Kemandirian. 56 alumnis profession is appropriate with their job training, and only 23 alumnis profession is different with their job training.

Chart 3. Alumni Activities After Graduating From Institut Kemandirian (people)



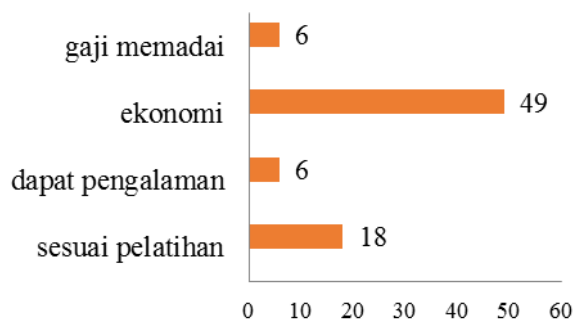
Based on the chart above, it can be shown alumni activities after graduating from Institut Kemandirian. After graduating from Institut Kemandirian, 58 alumni have got work automatically or being entrepreneur. While, 21 alumni haven't got work after graduating from Institut Kemandirian.

Chart 4. The Occupation Alumni Institut Kemandirian (people)



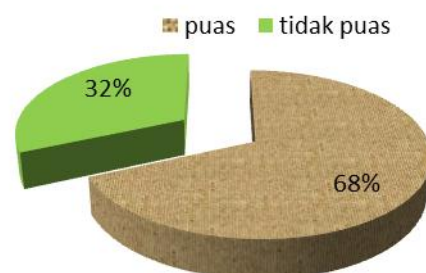
Based on the chart above, it is shown that 44 alumni are entrepreneur. 32 alumni are officer in the private company. 1 alumni for each occupation such as a teacher, a civil servant (PNS) and odd work. The existence Institut Kemandirian creates many young entrepreneurs that help the government in creating new jobs.

Chart 5. Reason for Choosing Work (people)



Based on chart above, 49 alumni choose the work for economic reason. 18 alumni choose the work for their field. 6 alumni choose the work for experience, and salary. The reason for working based on the participants's field was obtained as the second top reason in choosing work samples at Institut Kemandirian. It means job training that was provided to support the samples in getting the work.

Chart 6. Alumni satisfaction perspective on work (people)



Based on the chart, it is shown 68 % alumni are satisfaction with their work. 32 % alumni is not satisfaction with their work now.

Table 9. The importance of Institut Kemandirian Training Program

Stages of Training	More Importance	Importance	Less Importance	Unimportance
Socialisasi	72%	28%	0%	0%
Material In Class	59%	41%	0%	0%
Lab practicum	86%	14%	0%	0%
On Job Training	86%	14%	0%	0%
Apprentice	68%	27.5%	4.5%	0%
Business mentoring	86%	14%	0%	0%
Upgrading Alumni	77%	23%	0%	0%
Forum of Alumni	86%	14%	0%	0%

Based on the table above, it is shown that most of the alumni assess the stages of training at Institut Kemandirian are important. 4.5% of alumni give statement that the apprentice is less important. And more than 75% upgrading and alumni forum feel the apprentice is very important. It can be concluded that the alumni Institut Kemandirian expect the alumni management is better.

IV.3. Limitation of the Research

This research study is not being separated from the constraints, especially the constraints in gathering the research samples. The large number of alumni is the big problem faced because the research study just done by a researcher. There are many methods in gathering the sample such; visiting the alumni work, make google docs to be filled online by alumni, post links questionnaire on Institute kemandirian fan page (Facebook, Facebook Group, Facebook Fan Page, Facebook Group Alumni Institut Kemandirian Forum (Faik), sending questionnaires to alumni's email addresses and ask the research team Makmal education to help in gathering data. the research Makmal provide enumerators to contact the alumni by phone, and it is very helpful.

Related to enumerators, his job is to contact the alumni Institut Kemandirian in order to fill out the questionnaire even if the alumni is asked to fill out the questionnaires by phone. 650 alumni are contacted by phone, 284 alumni had been unable to be contacted because their number was not active. 29 alumni who could be contacted did not respond to the questionnaire and 10 alumni have not replied yet.

In addition, there are some alumni who were contacted by phone did not fill the questionnaire because they argued that the data is often requested but there was no follow-up for the future. This is the important thing for the alumni management.

Conclusion

V.1. Conclusion

The conclusions of this research can be seen from the the financial improvement of the alumni after graduating from Institut Kemandirian. First the education level, there are some changes

happened. 2 alumni of Institut Kemandirian have senior high school (SMA) education level. Now, they are college students at university. Second income, it was showed that some of the alumni who filled the questionnaire or 45 participant incomes got 1-3 million, and 5 alumni got 3-5 million, and 2 alumni got more than 5 million. Third the appropriate profession sample based on their job training at Institut Kemandirian, 56 or 70% alumni got profession is appropriate with their job training. It proves that job training in Institut Kemandirian participated to them. Next alumni activities after graduating from Institut Kemandirian, 58 alumni have got work automatically or being entrepreneur. It means that the stages of job training at Institut Kemandirian such as social work, internships and mentoring educated the alumni to be entrepreneur after graduating from Institut Kemandirian.

Finally the occupation alumni Institut Kemandirian, 55 % or 44 alumni are entrepreneur. The existence of Institut Kemandirian creates many young entrepreneurs that help the government in creating new jobs.

V.2. Suggestion / Rekomendasi

Referring to the conclusion, It is not always an Institut Kemandirian grows up without any weakness. That's needed some suggestions to improve the performance Institute kemandirian.

The suggestions for the alumni management:

1. It needs to revise the associated database with the alumni data. It needs the maintenance of alumni data that was performed regularly. Hence, Institut Kemandirian can communicate with others alumni from different area easily.
2. The alumni management supervises needs to be improved. Most of the alumni who were interviewed, they felt just released after being given job training. So, there is no significant Alumni's profit for Dompet Dhuafa. By having large number of alumni Institut Kemandirian, it is also needed the reliable management that the alumni Institut Kemandirian will be resources.
3. Referring to the the constraints faced during the research study, the alumni ability needs to be increased. Especially in accessing the internet and social media as a result the

communication others alumni Institut Kemandirian can be established.

The suggestions for education devisi management Dompot Dhuafa and Institut Kemandirian management: it needs to conduct the research study such the effectiveness, grantee satisfaction perspective and other research studies that is conducted regularly. It is the management's responsible to see the extent of his institute gives the effectiveness to the grantee.

Based on the alumni data who were interviewed that there are about 26.58% that haven't got work after graduate job training at Institut Kemandirian. It is suspected, one of the factors is there is no capital for starting the entrepreneur, because the grantee from low income communities. So it might be more effective to give the capital to the grantee who have the achievement and high entrepreneur motivation.

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Keterangan Penulis

Yulya Srinovita yang akrab disapa Iya' lahir di Pariaman, 9 Juli 1988. Sarjana lulusan Ilmu Keluarga dan Konsumen (IKK) IPB ini memulai karirnya di dunia penelitian sejak menjadi asisten dosen di IKK. Ia sering terlibat bersama dosen dalam penelitian-penelitian di bidang pendidikan, keluarga, anak, dan gizi. Wanita yang punya hobi berwirausaha serta menyukai dunia pendidikan, keluarga, dan anak ini mempunyai cita-cita ingin menjadi dosen dan peneliti di bidang pendidikan dan keluarga. Saat ini, ia diamanahkan sebagai koordinator peneliti Makmal Pendidikan, Dompot Dhuafa.