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## Evaluation of the Vocational Education Program for Computer Engineering Networking and Computer Programming at the *Dar El Ilmi* Islamic Boarding School

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### Abstract

This research aimed to determine the input, process, and output aspects in finding gaps in the Vocational Program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* against the regulations of Minister of Religion Decree Number 347 of 2022 concerning Guidelines for Curriculum Implementation in Madrasas. It was qualitative research. The results indicated the vocational education program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* has been running well according to existing regulations. However, there were several gaps, including the input evaluation aspect of the vocational program at the *Dar El Ilmi* Islamic Boarding School. The evaluation aspect of the vocational program process at the *Dar El Ilmi* Islamic Boarding School was very good, namely 96.29%, although a gap was found, namely 3.71%. The evaluation aspect of the vocational program output at the *Dar El Ilmi* Islamic Boarding School was very good, namely 97.5%, although a gap was found of 2.5%.

### Keywords

Evaluation, Islamic boarding school, vocational education program

### Article History

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## Introduction

Nowadays, the presence, improvement, and utilization of information and communication technology facilities have been widely felt by most levels of society in their daily activities, whether in the form of necessities or simply for entertainment (Soniansih & Kusmiati, 2021). However, the use and utilization of information and communication technology products for students of student age is quite worrying because they have the potential to be preoccupied with things with minimal benefit, and students can easily indulge in prohibited activities (Prabowo, 2020). Thus, educational practitioners and teachers or educators try to direct the younger generation so that they can use advances in information technology only for things with positive value for life as the nation's next generation. Subhan (2022) stated that improvements in technological products provide considerable convenience for widespread users of technological sophistication and affect new ways of carrying out human activities. However, each advancement may have the potential to have both positive and negative impacts depending on its use (Suban, 2022).

The negative impact of the use of information and communication technology products cannot be denied, it has even become an open secret, especially due to the lack of supervision from parents towards today's young generation, so the use of information and communication technology products is considered inappropriate (Wulandari, 2022). Students need education and direction, so the role of the world of education is necessary as an anticipatory action against this impact. The damage that occurs cannot be underestimated. The potential would be awful if left unchecked and could damage the nation's moral fabric. The existence of content with minimal benefits or even damaging morals is quite worrying. All members of society must work together to provide attention and solutions to this problem (Sholeh et al., 2022).

One solution to deal with the development of information and communication technology for the younger generation is through educational institutions in the form of Islamic Boarding Schools (Johairi, 2017). History records that the existence of educational institutions in the form of Islamic Boarding schools has succeeded in becoming a cultural heritage which is a shield and fortress to maintain the values of Indonesian, Islamic and humanitarian character education, and it is currently still ongoing and will continue (Johairi, 2017). Educational institutions in the form of Islamic Boarding schools, as they are known in the community, are educational institutions that are usually identified with the field of Islamic scientific education and matters oriented towards the struggle for happiness in the afterlife. The students there are equipped with adequate Islamic religious knowledge for their needs for worship and positive activities with intensive guidance, through a 24-hour education program. The students are housed in a special environment to make it easier for educators to supervise them in achieving educational goals. However, it is different with the existence of the *Dar El Ilmi* Islamic Boarding School *Payakumbuh*, West Sumatra, which currently comes with various packaging and composition compared to Islamic Boarding Schools in general. The difference is in the vocational education in computer and network engineering and computer programming as realized in Vocational High Schools (*SMK*). This educational program aims to direct students to utilize information and communication technology facilities in a positive

direction and by the direction of the Islamic religion. It is done so that students can utilize the latest information and communication technology products today for all aspects of daily life.

Islamic religious education has the potential to be developed by utilizing modern information and communication technology products. However, of course, these technological products should not be separated from religious rules so that they do not violate the values and norms that apply in society. Priyatno (2024) stated that the integration of Islamic Religious Education with the development of science and technology products is carried out as a form of effort to strengthen learning material in Islamic religious education and as an instrument to explain problems that arise in delivering Islamic religious education material which was initially rigid (Priyanto, 2014). It is the basis of thinking for the originator of the computer and network engineering and computer programming vocational education program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh*. It is hoped that this program will give birth to a golden generation that is devoted to Allah SWT and has adequate skills for various things that bring benefits to all groups.

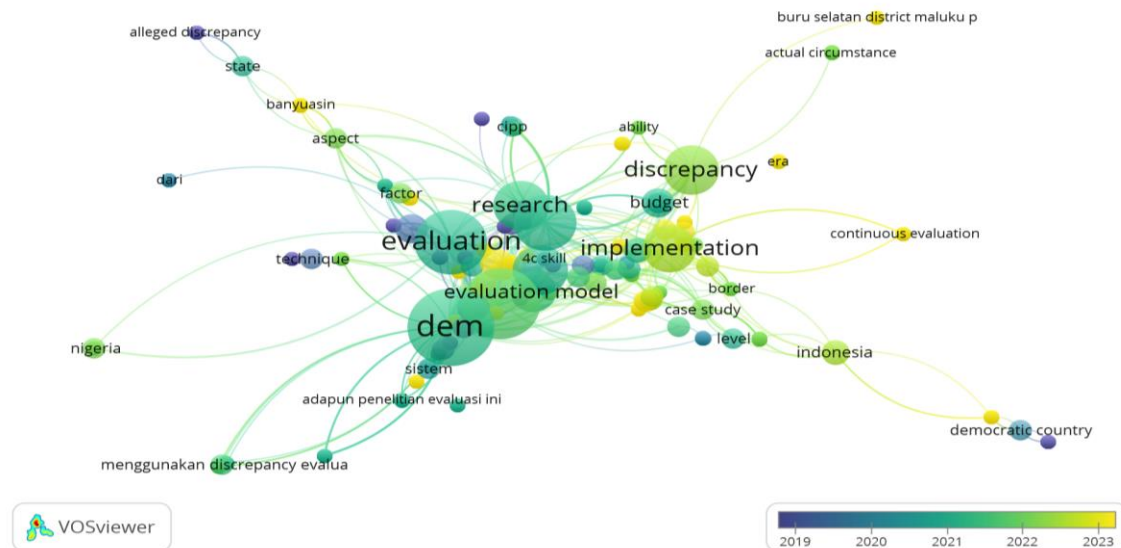
The presence of this educational program is motivated by the needs of the community, in this case, parents who have the primary tendency to send their children to Islamic Boarding Schools. Classic Islamic Boarding Schools have longed for students to have the ability to use technology that can be put to good use without having to be affected by side effects with the potential to damage generations (Arif, 2011). Therefore, classical Islamic boarding schools always strive to have the ability to become healthy competitors in the presence of technology and at least, can absorb current world developments, especially in the fields of technology and information (Arif, 2011). An application of science in educational technology is being applied by the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* is directing the younger generation to a combination of moral education through the basics of Islamic knowledge combined with information and communication technology knowledge in vocational methods. The educational program that has been running for four years at the *Dar El Ilmi* Islamic Boarding School needs to be evaluated to collect information about the effectiveness and efficiency of policies and a series of activities at the *Dar El Ilmi* Islamic Boarding School. The information obtained is in the form of evaluation results which are collected as a reference for Islamic Boarding School administrators to determine appropriate policies in selecting and making decisions in the coming period. If an educational program is not evaluated, the description and effectiveness of a policy that has been issued cannot be known. Evaluation activities are activities that aim to compare all aspects that have been successfully achieved by a program (Darodjat & Wahyudhiana, 2015). When compared with what should be achieved based on the regulations or specifications that have been determined. In the context of program implementation, the specifications are the criteria for successful program implementation. Meanwhile, the aspects measured are the process and results of the measurement. Evaluation activities are carried out to measure, assess, and obtain the level of success of the program and recommendations on whether the program can be continued, temporarily postponed, optimized, developed, accepted, or even rejected.

The current existence of *Dar El Ilmi* Islamic Boarding School *Payakumbuh* is an official institution under the Ministry of Religion of the Republic of Indonesia, namely in the form of a *Salafiyah Ulya* / high school level education unit for specialization in Social Sciences / Social Sciences, the choice of this program is certainly not by the vocational program as owned by

the ministry of religion is in the form of vocational *Madrasah Aliyah* (MAK). The background to this selection is that there are no computer and network engineering vocational program options and computer programming vocational programs at vocational Islamic schools in the West Sumatra region, however, this vocational program still refers to the Decree of the Minister of Religion of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for Curriculum Implementation in Madrasas. This evaluative research is to measure the suitability of the implementation of the computer network engineering and computer programming vocational program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* with the regulations of Minister of Religion Decree Number 347 of 2022 concerning Guidelines for Curriculum Implementation in Madrasas. Based on current allegations, there are several gaps between what has been achieved from this educational program, and the aspects that should be achieved based on predetermined standards or criteria.

Furthermore, by evaluating the education program, the next steps that must be taken by policymakers will be formulated. Based on the evaluation results, this educational program can be continued, developed, or canceled. The evaluation process is expected to measure the effectiveness of educational programs in educating students and obtain information about obstacles that need to be resolved. Therefore, it becomes a reference for the management whether the educational program requires consultant services or this program requires modification or even experiences unfavorable effects so that a decision needs to be taken to stop it (Darodjat & Wahyudhiana, 2015). Based on the Google Scholar database, previous research used several keywords that refer to research on educational program evaluation using the DEM evaluation model (Discrepancy Evaluation Model) in the following Figure 1.

Figure 1. Analysis results using VOSviewer with the keyword DEM (discrepancy evaluation model) evaluation model



The results of the analysis using VOSviewer through data taken from Google Scholar starting from 2019-2024 with the keyword DEM evaluation model (Discrepancy Evaluation Model) can be seen from the image above, which states that the DEM evaluation model is very widely used in research related to eye evaluation, lessons, industry, performance assessment, learning models, learning strategies, inclusive education, academic supervision, field services, and others. In this research, DEM evaluation was used to evaluate the Vocational Education Program in Computer Network Engineering and Computer Programming at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh*, where no one has discussed the evaluation model for this program. It indicates this research is worth carrying out because no previous researcher has discussed educational programs specifically for Islamic boarding schools with *Salafi* understanding.

### Methodology

This research is qualitative because the object studied is related to social or humanitarian relations. [Cresswell \(2016\)](#) stated that qualitative methods are used to explore and understand the meaning ascribed to social or humanitarian problems. Additionally, [Cresswell \(2016\)](#) stated that information in qualitative research has descriptive characteristics originating from individual documents, public documents, field notes, and the words and actions of respondents. This research is also descriptive to describe the evaluation of the computer and network engineering and computer programming vocational education program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* to improve the quality of the learning process and the supporting and inhibiting factors. The description in this research includes the ideas behind the existence of the vocational program at the *Dar El Ilmi* Islamic boarding school, plans in the form of input readiness to realize the vocational education program and the processes that are running to achieve the program objectives. The evaluation model used is the Formative and Discrepancy evaluation model because the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* has an educational program with learning input and has a actual process, but in terms of new graduates, there is minimal data because the number of graduates is still small. By using the Discrepancy method, it is hoped that we can produce data that is descriptive, easy to observe, and can understand the actual situation.

The input evaluation in this research is measuring and obtaining information about students' initial knowledge (entry behavior) and the vocational learning curriculum. [Irawan \(2001\)](#) stated that among the input evaluation components are student entry behavior, lesson materials, lesson facilities, curriculum, and lesson design. The initial abilities of students (entry behavior) measured in this research were obtained based on the results of the selection of new students at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh*, while the curriculum and learning planning measured were those currently implemented at this Islamic boarding school so that they were compared with the standard curriculum based on the Decree of the Minister of Religion of the Republic of Indonesia no. 347 of 2022 regarding the implementation of the independent curriculum in Madrasas. [Rawan \(2001\)](#) stated that the process components that need to be evaluated in the learning process are the effectiveness of learning strategies and methods, learning media, how teachers teach, and how students learn. "Process evaluation is

an evaluation whose target is the teaching and learning process, including instrumental factors, such as evaluation of educational media (Thoha, 1996).

### Result and Discussion

Based on the overall results of the research findings, it can be concluded with the following table:

**Table 1.** *Analysis of achievement results of the Dar El Ilmi Islamic boarding school vocational program*

Level	Focus	Indicator	Percentage Mean		Level of Gap	
			O	D		
Input	Legality of Vocational Programs	Registered with the Ministry of Religion of the Republic of Indonesia as a Vocational <i>Madrasah Aliyah</i>	25%	75%	Height	
	Teaching Teacher Qualifications	Based on the standards set by the Ministry of Religion of the Republic of Indonesia	75%	25%	Low	
	Initial Competencies of Students	Fulfill the requirements as a student at the <i>Dar El Ilmi</i> Islamic Boarding School with basic competency standards	100%	0%	Low	
	Curriculum Structure	Conformity of annual time allocation in the curriculum structure with KMA no. 347 of 2022 as on page 45	65%	35%	Currently	
	Learning Planning		Ensure that teachers make good and quality preparations before carrying out learning activities	66,67 %	33,3%	Currently
			The existence of innovative ideas results in the effectiveness of the learning that will be implemented Arranged simply, simple, and easy to implement (RPP)			
	Facilities and infrastructure	Completeness of facilities and infrastructure is based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 22 of 2023	42,2%	57,8%	Currently	
<b>Input Gap Level Value</b>			<b>37,68%</b>	<b>Currently</b>		
Process	Implementation Curriculum	• Moderate moral values and understanding.	100 %	0%	Low	
		• The relationship between educators and students is bound by a relationship of <i>Mahabbah Fillah</i> or affection, togetherness, and helping each other which is based on the intention of worship towards the pleasure of Allah <i>SWT</i> .	94,1%	5,90%	Low	

	<ul style="list-style-type: none"> <li>Active learning and direct experience.</li> </ul>	100%	0%	Low	
	<ul style="list-style-type: none"> <li>Based on individual differences by paying attention to 4 (four) types of learning, namely auditory, visual, kinesthetics, and mixed.</li> </ul>	88,3%	11,7%	Low	
	<ul style="list-style-type: none"> <li>Refer to the results of identification and assessment to determine potential, problems, obstacles, and determine learning programs.</li> </ul>	88,3%	11,7%	Low	
	<ul style="list-style-type: none"> <li>Consider the stage of development and level of achievement of students.</li> </ul>	100%	0%	Low	
	<ul style="list-style-type: none"> <li>Build students' learning capacity and their capacity to become lifelong learners.</li> </ul>	94,1%	5,90%	Low	
	<ul style="list-style-type: none"> <li>Supports cognitive and character development.</li> </ul>	94,1%	5,90%	Low	
	<ul style="list-style-type: none"> <li>Relevant learning.</li> </ul>	100%	0%	Low	
	<ul style="list-style-type: none"> <li>Learning is future-oriented.</li> </ul>	100%	0%	Low	
Use of teaching devices	There is an effective and efficient use of teaching materials by KMA no. 347 of 2022.	83,3%	16,7%	Low	
Learning Assessment	<ul style="list-style-type: none"> <li>Fair</li> </ul>	94,1%	5,90%	Low	
	<ul style="list-style-type: none"> <li>Objectives</li> </ul>	88,3%	11,7%	Low	
	<ul style="list-style-type: none"> <li>Educational</li> </ul>	100%	0%	Low	
<b>Assess the Level of Process Gaps</b>		<b>3,71%</b>		<b>Low</b>	
<b>Output</b>	Graduation Standards	<ul style="list-style-type: none"> <li>Religious</li> </ul>	100%	0%	Low
		<ul style="list-style-type: none"> <li>Identity</li> </ul>	100%	0%	Low
		<ul style="list-style-type: none"> <li>Active</li> </ul>	90%	10%	Low
		<ul style="list-style-type: none"> <li>Responsible</li> </ul>	100%	0%	Low
		<ul style="list-style-type: none"> <li>Cultured</li> </ul>	100%	0%	Low
		<ul style="list-style-type: none"> <li>Can analyze problems</li> </ul>	95%	5%	Low
		<ul style="list-style-type: none"> <li>Literacy Ability</li> </ul>	100%	0%	Low
		<ul style="list-style-type: none"> <li>Numeracy Ability</li> </ul>	95%	5%	Low
		<ul style="list-style-type: none"> <li>Be noble</li> </ul>	100%	0%	Low
		<ul style="list-style-type: none"> <li>Have vocational abilities/skills</li> </ul>	95%	5%	Low
<b>Output Gap Level Value</b>		<b>2,5%</b>		<b>Low</b>	

### *Input*

The input component is a component that determines the sustainability of the vocational education program process, based on the Decree of the Ministry of Religion of the

Republic of Indonesia Number 347 of 2022 concerning guidelines for implementing the Merdeka curriculum in Vocational Aliyah madrasahs, the input components in this research are Legality of Vocational Programs, Teacher Qualifications, Initial Competencies Students, Curriculum Structure, and Learning Planning. Based on the analysis of the gap level results carried out by researchers, of the six input evaluation aspects, two aspects were found with a low gap level, three aspects with a medium category, and one aspect with a high gap level. Therefore, it can be concluded that the input evaluation aspect of the vocational program at the *Dar El Ilmi* Islamic Boarding School is quite good at 62.32% or moderate, but several gaps have been found, namely 37.68%. It is of course an input for the *Dar El Ilmi* Islamic Boarding School's vocational program to improve and improve quality, especially in terms of legality and qualifications of teaching teachers, as well as in terms of teaching preparation and curriculum structure.

### ***Process***

The process component is a component that describes the sustainability of a vocational education program. In this research, the process components are in the form of Curriculum Implementation, Use of teaching tools, and Learning Assessment. Based on the analysis of the gap level results, it was found that all 14 aspects of the process evaluation had a low gap level. Therefore, it can be concluded that the evaluation aspect of the vocational program process at the *Dar El Ilmi* Islamic Boarding School is very good, namely 96.29% or high, although a gap was found, namely 3.71%. It is of course an input for the *Dar El Ilmi* Islamic Boarding School vocational program to continue to maintain the vocational program and improve and increase its quality.

### ***Output***

The output component is a component that describes the results of running a vocational education program. In this research, the output component is the achievement of graduation standards set by the Ministry of Religion of the Republic of Indonesia. Based on the analysis of the gap level results, of the ten aspects of output evaluation it was found that all of them had a low gap level. So it can be concluded that the output evaluation aspect of the vocational program at the *Dar El Ilmi* Islamic Boarding School is very good, namely 97.5% or very high, although a gap was found of 2.5%. It is of course an input for the *Dar El Ilmi* Islamic Boarding School's vocational program to continue to maintain its vocational program and improve and increase its quality so that it can produce high-quality graduates in line with national education goals.

### ***Findings of the evaluation of gaps in the Dar El Ilmi Islamic boarding school vocational program***

Briefly, the following are the findings obtained by researchers after evaluating the vocational education program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh*:



- There is no legality as a vocational *Madrasah Aliyah* recognized by the Ministry of Religion of the Republic of Indonesia
- There is no educational certification held by teachers who teach in vocational programs
- The learning preparation carried out by the teaching teachers has not been optimal
- The curriculum structure is not yet by the Decree of the Minister of Religion of the Republic of Indonesia, especially regarding the allocation of learning time
- Not optimal in using teaching materials
- Do not yet have adequate facilities and infrastructure by existing regulations
- Not optimal to realize teaching based on individual differences by paying attention to 4 (four) types of learning, namely auditory, visual, kinesthetic, and mixed
- Not optimal in realizing learning that refers to the results of identification and assessment to determine potential, problems, obstacles, and determine learning programs
- It has not been optimal in realizing learning that builds students' learning capacity and their capacity to become lifelong learners
- Not optimal in realizing teaching that supports cognitive and character development
- Not optimal in implementing fair and objective assessments
- It has not been optimal in producing active graduates, who can analyze problems well, have good numeracy skills, and have strong vocational skills.

#### ***Comparison of research results with previous research***

Based on the findings of gaps obtained in the vocational program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh*, when compared with other relevant research, then as in [Safitri and Marlina \(2019\)](#) that the implementation of policies for the implementation of vocational *Madrasah Aliyah* (MAK) in Indonesia is discussed. It is stated that several foundations or private parties have tried to establish MAKS but have failed to be formalized by the government due to the factor of lack of funds to fulfill various needs for facilities that support the implementation of the required vocational programs, it is by the gap in terms of facilities and infrastructure in the *Dar El Ilmi* Islamic Boarding School vocational program.

Based on this research, it is possible for any party can try and fight for the establishment of a vocational *Madrasah Aliyah* which is managed by the private sector because various improvements and developments may be carried out to meet the needs of a heterogeneous community, it just requires further seriousness to make it happen. Likewise, [Silvi \(2020\)](#) stated that there was juvenile delinquency which required various parties to provide education using a dormitory system, but of course, the existence of this dormitory or boarding system for madrasas which were not initially based on Islamic boarding schools must be implemented evaluation, so the existence of the *Dar El Ilmi* Islamic Boarding School vocational program which uses the dormitory system has answered this research because based on the evaluation results it was found that graduates or prospective graduates of the *Dar El Ilmi* Islamic Boarding School vocational program were measured by the standards of achievement of religious

graduates, have an identity, are active, are responsible. responsible, cultured, can analyze problems, literacy skills, numeracy skills, noble character, have vocational abilities/skills, then the gap level is only 2.5%, so it can be concluded that the dormitory system is quite effective in shaping the characteristics of students so that they are more focused on the expected goal.

Mumtani'ah (2020) described various innovations in the packaging of Islamic boarding school educational institutions, then in the evaluative research on the vocational program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* has also shown innovations in the form of vocational programs which are its superior programs. Mustafa (2021) discussed the basic concept of evaluating the discrepancy model created by Provus. This research is a literature study with data obtained through studying relevant book documents and articles and then analyzed using a qualitative approach consisting of (1) data reduction, (2) data presentation, and (3) conclusion. It has also become the standard for implementing evaluations carried out on the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* vocational program. Likewise, Anwas (2015) determined the process of utilizing Information and Communication Technology at the Al-Amin People's Islamic Boarding School, Malang, East Java. From this research, the author relates it to the *Dar El Ilmi* Islamic Boarding School which also adopts the use of information and communication technology as its superior program. This research uses a qualitative approach with descriptive methods.

### **Conclusion**

The conclusion of this research is to determine the input, process, and output aspects in finding gaps in the Vocational Program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* against the regulations of Minister of Religion Decree Number 347 of 2022 concerning Guidelines for Curriculum Implementation in Madrasas. This research is qualitative research using an evaluation model DEM (descriptive evaluation model) or what is usually called a gap evaluation model, the results generally show good continuity in vocational programs but require improvement in various aspects. From the results of the research above, it can be concluded that the vocational education program at the *Dar El Ilmi* Islamic Boarding School *Payakumbuh* has been running well by existing regulations, it is just that there are several gaps, including the input evaluation aspect of the vocational program at the *Dar El Ilmi* Islamic Boarding School. is quite good at 62.32% or medium, but several gaps have been found, namely 37.68%. The evaluation aspect of the vocational program process at the *Dar El Ilmi* Islamic Boarding School is very good, namely 96.29% or high, although a gap was found, namely 3.71%. The evaluation aspect of the vocational program output at the *Dar El Ilmi* Islamic Boarding School is very good, namely 97.5% or very high, although a gap was found of 2.5%.

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