

Managing Outing Class Programs for Vocational Competence Development: Leadership, Planning, and Evaluation Perspectives

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Abstract. This study examines the management of outing class programs in vocational schools by emphasizing leadership, managerial planning, and evaluation processes. A mixed-methods approach was employed involving 110 teachers and program coordinators from three vocational schools in Indonesia. Data were collected through questionnaires, interviews, and document analysis. The results indicate that prior to intervention, program readiness was relatively low (59.3%), mainly due to weak evaluation mechanisms and unstructured planning. After the implementation of an integrated management model, overall readiness increased to 81.4%, with the most significant improvement found in overall (+22.1). The findings demonstrate that strengthening leadership coordination, systematic planning, and continuous evaluation significantly enhances the effectiveness and sustainability of outing class programs in vocational education.

Keywords: Leadership, Managerial Planning, Evaluation, Vocational Education, Outing Class

1. Introduction

Vocational education plays a strategic role in preparing students with applied competencies aligned with labor market demands. One instructional approach widely implemented in vocational schools is the outing class program, which provides students with real-world learning experiences outside the classroom. However, the effectiveness of such programs depends heavily on managerial quality, particularly leadership, planning, and evaluation mechanisms [1].

Leadership determines how institutional goals are translated into coordinated actions, while managerial planning ensures structured implementation and resource allocation. Evaluation, on the other hand, serves as a control mechanism that measures effectiveness and ensures continuous

improvement [2]. Several studies indicate that outing class programs often suffer from weak coordination, limited documentation, and lack of follow-up evaluation [3].

Preliminary observations in vocational schools revealed similar issues, where outing class activities were conducted without systematic planning or evaluation frameworks. This condition resulted in low program consistency and minimal impact on students' vocational competencies [4].

Therefore, this study aims to analyze the management of outing class programs by focusing on three key dimensions: leadership, managerial planning, and evaluation. Specifically, the study seeks to examine the initial condition of outing class management, implement an integrated management model and measure its impact on program effectiveness and readiness [5].

2. Method

2.1 Research Design

This study utilized a mixed-methods sequential explanatory design [6], prioritizing quantitative data collection and analysis in Phase 1, followed by qualitative phases in Phase 2 to explain and contextualize statistical outcomes. This approach enhances internal validity by triangulating numerical trends (e.g., program effectiveness scores) with stakeholder narratives, addressing a gap in prior single-method studies on vocational outing classes [7].

2.2 Population and Sample

The population consisted of 110 teachers and program coordinators from three vocational schools in North Sumatra, Indonesia. Purposive sampling was applied to ensure participants were directly involved in planning and implementing outing class activities.

2.3 Data Collection Techniques

Quantitative data derived from structured questionnaires assessing leadership, managerial planning, program effectiveness, and evaluation via a 5-point Likert scale. Qualitative data emerged from semi-structured interviews and document analysis (e.g., activity plans, reports), conducted sequentially to corroborate survey results [8].

2.4 Data Analysis

Quantitative analysis employed descriptive statistics and paired-samples t-tests in SPSS to evaluate pre- and post-implementation changes ($p > 0.05$ significance). Qualitative data underwent thematic analysis per Braun and Clarke, with NVivo for coding reliability. Integration occurred at the interpretation stage to explain statistical variances.

3. Results and Discussion

3.1 Preliminary Findings

Baseline quantitative data from the pre-implementation questionnaire revealed suboptimal readiness for outing class management across four constructs (Table 1). Scores were derived from 5-point Likert-scale means (1=very low, 5=very high), with overall readiness at 59.3%, signaling a need for targeted interventions [9].

Table 1. Initial Condition of Outing Class Management

Variable	Mean (%)	Description
Leadership	68.2	Moderate
Managerial Planning	59.0	Low
Evaluation Practice	49.0	Very Low
Overall Readiness	59.3	Needs Improvement

As shown in Table 1. Evaluation practices recorded the lowest score, indicating weak monitoring and follow-up mechanisms. Evaluation practice scored lowest (Mean = 49.0%), reflecting deficient monitoring, feedback loops, and post-activity assessments-evident in 62% of respondents rating follow-up mechanisms as "poor" or "absent." Leadership fared best but still moderate, hampered by inconsistent stakeholder coordination. These disparities underscore a critical novelty: prior studies overlook evaluation deficits in Indonesian vocational contexts, which our sequential design illuminates through impending qualitative integration.

3.2 Post-Implementation Results

Post-intervention questionnaires demonstrated marked enhancements in outing class management Table 2. Paired-samples t-tests confirmed statistical significance across all variables ($p < 0.05$).

Table 2. Comparison of Pre- and Post-Implementation Results

Variable	Pre (%)	Post (%)	Change
Leadership	68.2	83.6	+15.4
Planning	59.0	82.1	+23.1
Evaluation	49.0	79.5	+30.5
Overall	59.3	81.4	+22.1

The largest gain occurred in evaluation practices, attributable to introduced tools like digital checklists and feedback protocols-validating their efficacy in resource-constrained vocational schools. Overall readiness surged to 81.4%, surpassing moderate thresholds and highlighting the intervention's transformative potential, a novel contribution amid sparse longitudinal data from Indonesia.

3.3 Discussion

The findings support previous studies emphasizing the role of leadership and planning in vocational program success. The integration of systematic evaluation significantly improved accountability and program sustainability, aligning with findings by Park and Jeong [3].

Leadership transformation from directive to collaborative encouraged shared responsibility, while structured planning tools enhanced program clarity. These results confirm that effective outing class management requires a synergistic relationship between leadership, planning, and evaluation.

3.3.1 Interpretation of Key Findings

The pre-implementation baseline exposed systemic weaknesses, particularly in evaluation practices 49.0%, echoing resource gaps in Indonesian vocational education. Post-intervention surges-most notably evaluation (+30.5%) affirm the efficacy of structured monitoring, aligning with Park and Jeong [3], who linked accountability tools to sustained program outcomes in similar contexts. Leadership's moderate gains (+15.4%) reflect a shift from directive to collaborative styles, fostering shared responsibility as theorized in transformational leadership models [10].

Structured planning tools drove the second-largest improvement (+23.1), clarifying objectives and resource allocation-addressing a novelty gap: while Western studies emphasize planning, few validate scalable tools for Southeast Asian vocational outing classes [11].

3.3.2 Theoretical and Novel Contributions

These results confirm a synergistic triad-leadership, planning, evaluation-for outing class success, extending human capital to informal vocational learning. The sequential mixed-methods design uniquely integrates quantitative shifts with qualitative themes (forthcoming analysis), revealing contextual barriers like bureaucratic inertia, absent in prior mono-method research [12].

3.3.3 Practical Implications

Vocational schools should prioritize evaluation-embedded training, e.g., digital platforms for real-time feedback, to boost readiness beyond 80%. Policymakers in North Sumatra could scale these interventions province-wide, enhancing graduate employability [13].

3.3.4 Limitations and Future Research

Self-reported data may inflate post-gains (common method bias); future studies could incorporate observations or student outcomes [14]. Longitudinal tracking would assess sustainability, alongside comparative analyses across Indonesia [15].

4. Conclusion and Recommendations

4.1 Conclusion

This study demonstrates that strengthening leadership, managerial planning, and evaluation significantly improves outing class program effectiveness. The integrated management model increased overall readiness by 22.1%, with evaluation showing the highest improvement. These findings confirm that structured management is essential for sustaining vocational education quality.

4.2 Recommendations

Future studies should explore digital-based evaluation systems, expand the model to other vocational fields, and apply longitudinal designs to measure long-term impact. Involving industry partners is also recommended to enhance program relevance.

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