

Workshop on Designing Program Evaluations for Principals of SMK Kaur Regency

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Abstract

The purpose of this PPM is to 1) increase the knowledge of the head of SMK about the concept of school program evaluation design, 2) improve the ability of the principal in preparing the evaluation design of the school program. The training method (workshop) is carried out in three stages. The first stage provides material on program evaluation concepts, program evaluation models, and program evaluation designs. the second stage is the practice of preparing program evaluation instruments, the third stage is the practice of designing program evaluation designs. The data was collected using performance tests and the data were analyzed using the percentage technique. The results of community service principals have the knowledge and skills to develop program evaluation designs properly. This means that there is an increase in the ability of school principals in preparing program evaluation designs.

Keywords: design, instrument, program evaluation

A. Introduction

The success of the school cannot be separated from the roles and responsibilities of the principal. In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning Assignment of Teachers as Principals, it is stated that the Principal is a teacher who is given the task to lead and manage educational units from Early Childhood Education, Elementary School, Junior High School and Senior High School. Based on the Permendikbud, the principal is fully responsible for carrying out the main managerial tasks, developing entrepreneurship, and supervising teachers and education staff.

According to [1] the profile of managers and educational leaders needed today are capable of inspiring through infectious enthusiasm, possessing high levels of energy, having courage and commitment, possessing high ethical standards and integrity. Consequently, the principal must have the expertise and ability to manage his school. This is in response to the demands for changes in the mindset of humans in the 21st century which demands a very large change in education. Principals must be able to determine plans and make strategic steps by designing school programs that support the direction of improving the quality of education.

In this era of the industrial revolution 4.0, competition between schools is so competitive, so that various changes and innovations are needed in developing school programs in order to equip graduates with competence, if they do not want to be left behind. According to [2] optimizing the use of information and communication technology instruments will greatly assist school principals in planning, implementing, controlling and evaluating school programs and performance so that schools can achieve their goals effectively and efficiently, so principals must carry out managerial functions, including supervising by carrying out evaluations. to the planned program. As stated [3] supervision is the measurement and correction of the implementation of work with a view to realizing reality or ensuring that organizational goals and plans prepared can be implemented properly.

The ability of the principal must be updated continuously in managing the existing resources of the school optimally, in accordance with the competencies set in achieving predetermined goals [4]. The managerial skills possessed by the principal are expected to be able to provide policies or decisions that can result in program effectiveness and improve the quality of education. Evaluation of educational programs will examine many factors related to school administration. Thus program evaluation needs to be introduced to principals and teachers, because evaluation is very important in developing the quality of education.

According to [5] educational evaluation is the process of making judgments about the merit, value, or worth of educational.

One of the principal's managerial tasks is to make plans in the form of school programs every year as a blue print for school administration. According to [6], [7] Principal leadership is one of the important functions of school management that will determine the quality of the school. The implementation of this school program needs to be evaluated every year to determine the effectiveness of the program, the usefulness of the program, the results and impact of the program in accordance with the goals that have been set. In order to meet these expectations, program monitoring and evaluation activities need to be carried out objectively, reliably, and produce useful reports in order to improve and make better decisions. According to [8] evaluation as research to collect, analyze and present useful information to recognize the object of evaluation, evaluate it and compare it with evaluation indicators and the results are used to make decisions about the object of evaluation.

This program evaluation is a series of activities carried out systematically as an effort to determine the success and implementation of a program which is usually carried out for the sake of decision making in order to determine the next policy. So that program evaluation is said to be a process of searching for information, finding information, and determining information that is presented systematically about the planning, objectives, benefits, effectiveness, and conformity of the program with the criteria and objectives that have been set. This is in accordance with the objectives of program evaluation according to [9] The purpose of the program evaluation is to determine the achievement of program objectives by knowing the implementation of the program.

The problem that often occurs in 5 SMKs in Kaur Regency, the principal has a long-term, medium-term and short-term program called the Annual Work Plan (RKT). However, the implementation of the program has not evaluated its success as an effort to improve the quality of education in schools, so that if there are obstacles to one of the activities, it is not studied and analyzed scientifically what causes the predetermined target has not been achieved [10]. The impression that occurs is that the principal only carries out his duties routinely every year, but the measurement of success has not been carried out using measurable indicators and instruments so that the achievement of the goals and problems faced is not known.

Based on the results of interviews with several principals and vocational school teachers in Kaur Regency, they have not evaluated the school activity program yet, the principal does not understand how to carry out school program evaluations. Whereas the principal as an education manager should measure the level of success of the program that has been made, in order to know the targets for achieving school goals every year in order to achieve the school's vision and mission. On the basis of these problems, it is necessary to provide knowledge and skills of principals and teachers in designing plans for evaluating school programs on an ongoing basis,

B. Methods

The method used in this PPM is through three stages of training. The first stage is carried out by providing materials (workshops) on the concept of program evaluation design, the second stage is compiling program evaluation instruments according to school activities, the third stage is the practice of analyzing program evaluation data with assistance by resource persons.

The first stage:

- a. Training, providing material on the concept of program evaluation. Steps to prepare evaluation and monitoring of school programs.
- b. Followed by question and answer and discussion to increase the knowledge of the training participants.

Second stage:

- a. Provide material on steps to develop program evaluation instruments by examining program components and indicators as determinants of success.
- b. Presentation of the results of the practice of preparing school program evaluation instruments. and carried out discussions and discussions for improvement.

Third phase

- a. The practice of analyzing data and making recommendations based on program achievements by providing assistance.

- b. Presentation of the results of the school work plan that has been made to get input with other participants.

C. Results and Discussion

The implementation of community service was attended by Participants consist of the Principal, Supervisor, and Deputy Principal. First, providing material on program evaluation, program evaluation models, program evaluation designs. Participants are motivated to understand the importance of conducting program evaluations to determine the achievement of school goals and to identify obstacles encountered by schools and to make recommendations as a basis for developing school development for the following year. Second, the practice of compiling school program evaluation designs with the assistance of resource persons. Participants were divided into 15 groups and each group developed an evaluation design starting from the type of program to be evaluated, the type of evaluation used, setting the criteria for evaluation, and compiling evaluation instruments.



Figure 1. Practice preparing program evaluation designs



Figure 2. Program Evaluation Design Discussion

Third, Assignment collection and discussion. Each group of participants presented the results of the program evaluation design which were made in turn and discussed together to be discussed and get input for improvement from both participants and resource persons. The program evaluation design can be used and applied in each school.

The implementation of community service carried out at the Vocational High School in Kaur district can improve the knowledge and skills of principals and vice principals in designing good school program evaluations. It is said to have worked well because from the results of the evaluation to the training participants, all stages have been carried out and the results of the assessment of the participants' tasks in designing school program evaluations get an average score of 82 with good criteria.

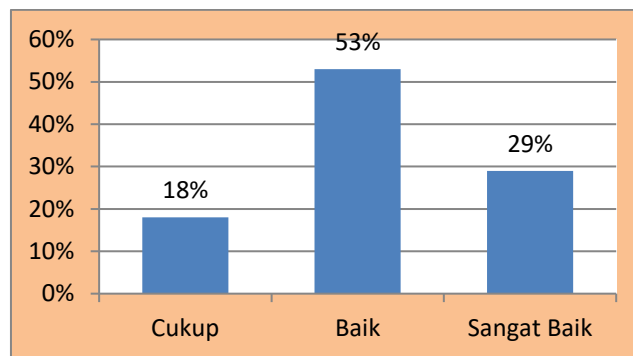


Figure 3. Evaluation Results to Training Participants

This community service can improve the understanding of principals and teachers in knowledge, and skills in conducting school program evaluation designs with components making the background of the importance of the program being evaluated, determining program evaluation objectives, determining evaluation criteria and indicators, developing program evaluation instruments and determine data analysis. Based on the results of the evaluation of the data on the products resulting from the training in good criteria with an average value of 82. Meanwhile, judging from the percentage of success on the data collected, participants who got an excellent score of 29% were 5 groups, who got a good score of 53% were 9 groups, and who get enough 18%. A total of 3 groups.

The evaluation data above shows that the workshop on the preparation of school program evaluation designs for school principals and representatives at the State Vocational High School in Kaur Regency was successful, it was proven that most of the participants, namely 86%, had been able to prepare school program evaluation designs.

The implementation of this service is considered very important for school principals and teachers at the Kaur Regency State Vocational School, so that every school program planned at the end of the year is evaluated for its achievement, so that it can be taken into consideration in preparing the next annual program whether the program needs to be continued, repaired or even stopped, if not effective. By evaluating the program on an annual basis, it will be easier to achieve the targets and targets for achieving the school's vision and mission.

Evaluating school programs is very important to determine the achievement of school programs. The results of this evaluation are very useful as material for self-evaluation and consideration for preparing school development programs. This is in accordance with the opinion [11], evaluation is a systematic and continuous process to collect, describe, interpret and present information about a program to be used as a basis for making decisions, formulating policies and preparing further development programs. The same thing was stated [12] that evaluation is a process carried out by an evaluator to find out the extent to which the success of a program has been achieved which is carried out on an ongoing basis.

Improving the quality of schools cannot only rely on routine activities, without clear quality measures, the principal as an education leader must have a clear vision in improving quality on an ongoing basis, from year to year with clear sizes, targets and targets. So every school program should be evaluated for its success. According to [13] program evaluation results can be used for program implementation results, namely: a. Terminate the program, because it is deemed that the program has no benefits, or cannot be implemented as expected, b. Revise the program, because there are parts that are less in line with expectations (there are errors but few), c. Continuing the program, because the implementation of the program shows that everything has gone according to expectations and has produced useful results, d. Disseminate the program (implementing the program in other places or repeating the program again at another time), because the program was successful, it would be very good if it was implemented again in another place and time. The success of principals and vice principals in compiling this program evaluation design will be useful for measuring the implementation of existing programs in schools and the results can ultimately be used as recommendations to consider school quality development programs for the following year. This is in accordance with the opinion [14] that the evaluation results should be able to help program development, implementation, program needs, accountability, selection, motivation, increase knowledge and increase support from school residents.

D. Conclusion

The workshop on designing program evaluations for principals and teachers has been successful. In detail, it can be explained a) an increase in participants' knowledge in preparing steps for evaluating school program evaluation designs with good categories, b) an increase in participant skills in preparing program evaluation instruments with good categories and an increase in participants' abilities in designing program evaluation data analysis.

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