

# Evaluation of The Smk Center of Excellence Program at SMK Negeri 1 Brebes Using CIPP

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**Abstract.** Industrialization requires skilled workers who are able to operate the technology, but industrialization also has the potential to create unemployment. To overcome this, the government presents a strategy in the form of the SMK Center of Excellence program. SMK Center of Excellence is a vocational development program with certain expertise competencies in improving quality and performance, which is strengthened through partnerships and alignment with the business world, industry, the world of work, which eventually becomes a reference vocational school that can function as a driving school and a center for improving the quality and performance of other vocational schools. The purpose of the study was to evaluate the SMK Center of Excellence program at SMK Negeri 1 Brebes using the CIPP model. The CIPP evaluation model is an evaluation model consisting of four evaluation components, namely: Context, Input, Process and Product. With questionnaire data collection tools, sheets, observations, and documentation. The research population is principals, productive teachers, students and industries.

**Keywords:** CIPP, Program Evaluation, SMK Center of Excellence

## 1. Introduction

To a certain extent, industrialization involves a transformation in the way goods are produced, where manual labor is substituted with advanced technology. This suggests that a proficient workforce is necessary for operating and maintaining the technology. Moreover, industrialization has the capacity to result in joblessness if the transition in the production process does not coincide with a shift in education focus from academic pursuits to vocational training.

As part of the national education system, Vocational High Schools (SMK) aim to produce a skilled workforce that has the ability to comply with the demands of the needs and requirements of the world of work, and is able to develop self-potential in adopting and adapting to the development of science, technology, and art.

To answer this challenge, the President of the Republic of Indonesia issued Presidential Instruction Number 9 of 2016 [1] Regarding the enhancement of the quality and competitiveness of Indonesian human resources, there is a focus on the reinvigoration of vocational high schools. This initiative is addressed in Presidential Regulation Number 18 of 2020. [2] Regarding the strategic priority projects outlined in the National Medium-Term Development Plan for 2020-2024, there is a specific emphasis on vocational education and training for Industry 4.0. This strategy will be executed by the Ministry of Education and Culture (Kemendikbud). [3] in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 is to focus on improving the quality of SMK education through the implementation of the SMK Center of Excellence Program.

Based on observations that have been made at SMK Negeri 1 Brebes, the problems faced in the implementation of the SMK Center of Excellence program carried out on the Competence of Fashion Expertise, include: (1) Cooperation with the world of work is still unsatisfactory and the absorption of graduates by the world of work still needs to be improved. (2) It is necessary to improve the competence of productive teachers following technological developments so that the learning and training taught to students can keep up with developments. (3) Some practical production equipment still needs to be upgraded following technological developments, so that students can keep up with existing developments. (4) it is necessary to increase training and practical time, in order to produce and make output students as a workforce that is not only able but truly skilled / expert in their fields.

Efforts to improve the quality of SMK graduates and the absorption of graduates in the world of work through the SMK Center of Excellence Program are good things that should be appreciated. The SMK Center of Excellence program that is carried out must run systematically, planned, orderly and continuously, it is also necessary to conduct an evaluation. Evaluation is a process of providing information that can be used as a consideration to determine the goals to be achieved. The evaluation process can really be used as a basis in determining the quality of a program, and a thorough evaluation is used as a reference to assess the elements that support a program. The implementation of the evaluation must be carried out correctly without any manipulation and must be objective which will later provide positive benefits to the people involved in the implementation of the program.

The SMK Center of Excellence is a vocational school that excels in generating graduates who possess excellent skills and expertise in specific fields. These graduates are readily employed in the business and industrial sectors and have the opportunity to pursue higher education. The school achieves this through a well-structured and comprehensive vocational education program that aligns with the needs of the business world, industry, and job market. Additionally, it serves as a center of excellence, enhancing the quality of education and serving as a reference point for other vocational schools.

In particular, based on the Decree of the Minister of Education and Culture Number 17/M/2021 [4] concerning The overarching objective of the SMK Centers of Excellence initiative is to generate graduates who are successfully integrated into the workforce or embark on entrepreneurial endeavors. This is achieved by establishing a strong and comprehensive alignment between vocational education and the demands of the job market. The program envisions the SMK Centers of Excellence as not only centers for enhancing quality but also as benchmarks for other vocational schools to follow.

According to Stufflebeam [5], Evaluation involves the systematic process of acquiring and presenting both descriptive and evaluative data regarding the objectives, design, implementation, and outcomes of a particular entity. The purpose of this process is to inform decision-making, ensure accountability, and enhance comprehension of the associated phenomena. Essentially, evaluation entails the act of describing, uncovering, and presenting informative details and assessments pertaining to the value and effectiveness of predetermined goals, their execution, and their impact. This information serves as a guide for decision-makers, enables the assessment of accountability, and facilitates a deeper understanding of the phenomena involved.

[6] said that evaluation is an activity to collect information about the work of something, which in turn is used to determine the right alternative in making a decision.

The purpose of this study was to evaluate the implementation of the SMK Center of Excellence Program using CIPP at SMK Negeri 1 Brebes Fashion Expertise Program.

## **2. Method**

This type of research is a program evaluation research with a mixed method. According to Creswell [7], this "mixing" and blending of data can be expressed to provide a stronger understanding of the formulation of the problem than being done one after another. This idea is at the heart of the new method of "mixed method research". According to Brown in Ambiyar and Muharika [8] states that the Mixed Method is a design used to analyze, and mix data both quantitative and qualitative in a single study or series of studies to understand the evaluation problem.

Using CIPP because this study aims to look at the overall program from program planning to the results obtained by the program. The design used in this study is a convergent parallel design in a mixed method containing the understanding that researchers conduct quantitative and qualitative research concurrently / simultaneously or in the same phase in a research. The research subjects of the Evaluation of the Center of Excellence School at SMK Negeri 1 Brebes are principals, productive teachers of fashion, students, and IDUKA (Industry and Business). The object of research is the Center of Excellence School Program at SMK Negeri 1 Brebes. The sample in this study was 32 people, consisting of 1 Policy Maker (Principal), 5 Productive Teachers of Fashion, 4 people. Business and Industry, 22 Students competency in Fashion Skills.

Data collection in this study was carried out by means of observation, interviews, documentation and questionnaires. The data analysis techniques used in this study use quantitative and qualitative data analysis techniques, namely by describing the results of program evaluation.

The data analysis design that will be carried out in this study is as follows (1) Data collection; The data collection process in the study is an activity carried out by researchers both from the results of observations, interviews, questionnaires and documentation, and has been determined its validity so that the data obtained is really valid. (2) Interpreting; The data that has been collected is then analyzed, namely evaluating the SMK Center of Excellence program at SMK Negeri 1 Brebes. Then determine its relevance as a guideline for the SMK Center of Excellence program at SMK Negeri 1 Brebes. (3) Draw conclusions; From the initial conclusions put forward temporarily may change if stronger evidence is rediscovered at the next stage of data collection.

## **3. Discussion**

### **3.1 Context Evaluation of the SMK Center of Excellence Program**

According to Worthen & James [9] that context evaluation is the basis of evaluation aimed at providing a rational or rational reason in goal setting. Hence, the evaluators' endeavors in assessing this context aim to offer a comprehensive and in-depth examination of the setting, requirements, and objectives. Context evaluation involves analyzing challenges associated with the program environment or the conditions necessary for implementation. It encompasses an evaluation of the strengths and weaknesses inherent in a specific entity.

According to Sugiyono [10] that the evaluation of the program in the first stage is a context evaluation. This evaluation is related to the purpose of a program. This evaluation is related to: why is the program held? Is the program created based on the vision, mission and objectives of an institution or is the program structured based on an

available budget? What is the purpose of the program? Are the objectives formulated clearly and specifically or unclearly? Do the objectives of the program match the needs of the field?

### **3.2 Evaluation of Inputs for the SMK Center of Excellence Program**

According to Stufflebeam & Shinkfield [11] the main orientation of input evaluation is determining the way in which program objectives are achieved. Evaluation of inputs can help organize decisions, determine existing sources, what alternatives are taken, what are the plans and strategies for achieving the goals, how is the working procedure to achieve them. The components of input evaluation include: (a) human resources (b) supporting facilities and equipment, (c) funds/budgets, and (d) various necessary procedures and rules.

The purpose of input evaluation is to furnish data that assists in determining the optimal utilization of available resources for achieving program objectives. Input evaluation involves a thorough examination of how to effectively employ existing sources and considers alternative strategies necessary for program success. It involves identifying and evaluating the capabilities of the system, exploring alternative program strategies, designing implementation procedures, and developing strategies for financing and scheduling.

According to Sugiyono [10] states that input evaluation will be used for the fulfillment of a process that can then be used to answer the following questions. What inputs are used to achieve the goal? What is the quality of the input? Where is the input obtained from? How much does it cost? Who is involved in carrying out the process? What are the qualifications and competencies?

### **3.3 Process Evaluation of the SMK Center of Excellence Program**

Process evaluation refers to the evaluation specifically designed and implemented during the execution of activities. Its purpose is to assess whether the program implementation aligns with the established strategy. Process evaluation involves identifying any procedural issues that arise during the implementation of events and activities. It also entails closely monitoring any changes that occur throughout the process. Maintaining accurate records of daily activities is crucial as it aids in decision-making for identifying areas that require improvement and assessing the program's strengths and weaknesses. Stufflebeam further emphasizes that process evaluation serves as a continuous assessment of the implementation of the initial plan.. [11]

According to Sugiyono [10] states that the evaluation of the process is related to the inputs that have been provided. This evaluation is used to answer the following questions. When will the program be implemented? How are the performance of the people involved in the implementation of the program? Can the planned program be carried out as scheduled? Do all the inputs used support the program execution process? What are the weaknesses in the implementation of the program?

### **3.5 Product Evaluation of the SMK Center of Excellence Program**

As per the findings of Stufflebeam and Shienfield [11] product evaluation serves the purpose of quantifying, interpreting, and evaluating the program's accomplishments.

It focuses on measuring the extent to which goals have been successfully achieved. Evaluation can also involve collecting descriptions and assessments of outcomes and establishing connections with objectives, contexts, inputs, and process information. Additionally, it aids in interpreting the program's feasibility and value.

Meanwhile, according to Tayibnapis [12], product evaluation is to help make subsequent decisions, both regarding the results that have been achieved and what is done after the program is running.

According to Sugiyono [10] states that product evaluation with evaluation of the results achieved from a program. Evaluation output is used to answer several questions as follows. How far are the program objectives achieved? What programs are achieved with high and low results? How is the program satisfaction level achieved on time? What are the positive and negative impacts of the program? Does the program need to continue, continue with revisions or not continue?

### **3.6 Implications of Evaluation Results on Programs or Policies**

Referring to Weis's opinion in Anggara that the results of the evaluation study of a program or policy will have implications for the sustainability of the program or policy as follows: Continuing or terminating the program, Improve its administrative practices and procedures, Increase and decrease strategies and techniques for their implementation, Institutionalize the program elsewhere, Allocate resources to other programs, Reject or accept approaches or theories used by programs or policies as assumptions. [13]

In general, policy evaluation aims to provide information related to performance that has been carried out or implemented through programs or policies that have been set by the government. Therefore, evaluation activities for a program or a policy are very important to be carried out as a form of accountability to the public for the performance that has been carried out by the government. The results of policy evaluation are certainly very useful and useful for decision makers later where these results become input and consideration at the input stage in compiling and determining the programs or policies needed in the future.

### **3.7 Advantages and Disadvantages of CIPP Model Evaluation**

Compared to other evaluation models, the CIPP model has several advantages, including:

- a. More comprehensive, because the object of evaluation is not only in the results but also includes context, inputs or inputs, processes, and results.
- b. It has the potential to move in the area of formative and summative evaluation so that it is equally good in helping to make improvements during the program and providing final information.
- c. Have a holistic approach in evaluation that aims to provide a very detailed or broad picture of a project, starting from its context to the time of its implementation process.
- d. Able to provide a good basis in making decisions and policies as well as preparing the next program.

In addition to having the advantages of the CIPP model, it also has limitations / disadvantages, including:

- a. The application of this model in the field of learning programs in the classroom has a less high level of implementation without modifications. This can happen because to measure context, input or results in a broad sense will involve many parties which requires more time and costs.
- b. Too much importance to how the process should be than the reality on the ground
- c. The impression is too top down with managerial nature in his approach
- d. It tends to focus on rational management rather than acknowledging the complexity of empirical reality.

#### **4 Conclusion**

Industrialization necessitates a skilled workforce capable not only of operating but also maintaining the technology involved. However, there is a risk of unemployment if the shift in production processes does not coincide with a shift in education from academic to vocational orientation. Consequently, there is a need to develop an education system that is oriented towards the world of work. To address these challenges, the government has introduced the SMK Center of Excellence strategy, prompted by Presidential Instruction Number 9 of 2016, which aims to revitalize vocational high schools and enhance the quality and competitiveness of Indonesian human resources. This strategy is supported by Presidential Regulation Number 18 of 2020 and Regulation of the Minister of Education and Culture Number 22 of 2020.

In addition to the aforementioned challenges, SMK Negeri 1 Brebes faces other issues. These include unsatisfactory collaboration with the industry, as well as the need to improve the employment rate of graduates. There is also a need to enhance the competence of productive teachers to ensure that their instruction and training keep pace with technological advancements. Additionally, upgrading production practice equipment is necessary to enable students to stay abreast of technological developments. Furthermore, additional training and practice time are required to produce highly skilled and proficient graduates who can effectively contribute to the workforce in their respective fields.

As one of the SMK Centers of Excellence, SMK Negeri 1 Brebes has been implementing the SMK Center of Excellence program for 1 year. It is time for a program evaluation to be carried out. Where the evaluation of the program uses the CIPP model. According to Wirawan [14] the purpose of program evaluation is (a) Measuring the effect of the program on society. (b) Assess whether the program has been implemented in accordance with the plan. (c) Measure whether the implementation of the program is in accordance with the standards. (d) Program evaluation can identify and find which dimensions of the program are roads, which are not running. (e) Program staff development. (f) Comply with statutory provisions. (g) Program accreditation. (h) Measure cost effectiveness and cost-effectiveness. (i) Make decisions about the program. (j) Accountability.

The end of the program evaluation is that the researcher provides recommendations and research results to the principal, then the principal can decide whether the program continues with improvements or is stopped.

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