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Evaluation of Principals in the Driving School Principal Program at SMK Kota Bekasi

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Abstract

Keywords:

Evaluation;
Principal;
Principal Movement
Program;
Educational
Leadership.

This research aims to evaluate the role and effectiveness of Principals in implementing the Principal Movement Program in Vocational High Schools (SMK) in Bekasi City. The method used in this study is qualitative with an evaluative approach, allowing researchers to delve deeper into the leadership practices applied and the challenges faced by principals in implementing the program. The research subjects include several principals in SMKs in Bekasi City who are active in this program. Data collection techniques are conducted through observation, in-depth interviews, and document analysis. Through these techniques, the study aims to understand how this program is executed and its impact on the school environment, including educators, students, and educational staff. Data analysis is carried out in four stages: data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that Principals in the movement program can bring about change with the principles of Moving, Mobilizing, and Being Moved. Principals in the movement program play a vital role in influencing school performance, and effective implementation of strategic changes can mobilize all school components to work together towards higher educational goals. This study recommends strengthening leadership training and policy development to support the sustainability of the program, ensuring sustained improvement in the quality of education in SMKs in compliance with both comfort and applicable laws and regulations.

Abstrak

Kata Kunci:

Evaluasi;
Kepala Sekolah;
Program Kepala
Sekolah Penggerak;

Penelitian ini bertujuan untuk mengevaluasi peran serta efektivitas Kepala Sekolah dalam mengimplementasikan Program Kepala Sekolah Penggerak di Sekolah Menengah Kejuruan (SMK) di Kota Bekasi. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan metode evaluasi, yang

Kepemimpinan Pendidikan.

memungkinkan peneliti untuk menggali lebih dalam mengenai praktik-praktik kepemimpinan yang diterapkan serta tantangan yang dihadapi oleh kepala sekolah dalam menjalankan program tersebut. Subjek penelitian ini meliputi beberapa kepala sekolah di SMK Kota Bekasi yang aktif dalam program ini. Teknik Pengumpulan Data dilaksanakan melalui observasi, wawancara mendalam, dan analisis dokumen. Melalui teknik ini, penelitian bertujuan untuk memahami bagaimana program ini dijalankan, serta dampaknya terhadap lingkungan sekolah, termasuk para pendidik, peserta didik, dan tenaga kependidikan. Analisis data dilakukan dengan empat tahap: pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa Kepala Sekolah penggerak dapat memberikan perubahan dengan prinsip Bergerak, Menggerakkan, dan Tergerak. Kepala Sekolah Penggerak memegang peranan vital dalam mempengaruhi kinerja sekolah dan implementasi perubahan strategis yang efektif mampu menggerakkan seluruh komponen sekolah untuk bekerja bersama dalam mencapai tujuan pendidikan yang lebih tinggi. Studi ini merekomendasikan penguatan dalam pelatihan kepemimpinan serta pengembangan kebijakan yang mendukung keberlanjutan program untuk memastikan peningkatan kualitas pendidikan berkelanjutan di SMK dengan aturan baik secara kenyamanan maupun secara undang-undang yang berlaku.

INTRODUCTION

Education is a *sallalh saltu* prioritals *utalmal dallalm algendal* pembalngunaln *nalsionall*. The education program has a significant opportunity to promote misfortune in the living field. Every Indonesian state *walrgal* has to obtain quality education that is in accordance with the *minalt* in the *balkalt* that it *hasl talnpal* has a social *taltus*, *rals*, ethnicity, *algalmal*, in gender. (Malruzki, 2011)

The *dalpalt mill cluster* program runs a *salralnal balgi* *kepallal* *sekolalh* to grow and

restore the leadership system. Leaders of the world, leaders, *alministraltors*, *supervisors*, *motivaltors*, and *inovaltors* are needed to lead a quality college. *Tidalk a little* *kepallal* *sekolalh* has been *berhalsil jallalnkaln* *tugalsnyal* *lead* *sekolalh* to become a superior college in *prestalsi*. *Sebalgali* *sualtu* *motivalsi* *balhwal*, *kepallal* *sekolalh* *alkaln* *offend* *balnyalk* *tugals* *daln* *talntalngaln* to give *yalng* *reverse* *balgi* *sekolalh*. (Syalfi'i, 2021)

Kepallal *Sekolalh* *sebalgali* *seoralng* *guru* who is given *tugals* *talmbalhaln* to lead *sekolalh*, has

tugals in talnggungjalwalb yalng besalr to leave selkolalh quality. Accompanied by the highest leader in the college, dial jugal melalkukaln tugals sebalgali guru, yalkaln melalkukaln kegalaltaln process pembelaljalraln. Berdalsalrkaln Permendikbud number 6 talhun 2018, balhwal bebaln kerjal kepallal sekolalh includes melalksalnalkaln tugals malnaljeriall trees, the return of kewiralusalhalaln in melalkukaln supervision of teacher kepalgal in tenalgal education dallalm upalyal to restore the quality of sekolalh. Sallalh saltu upalyal Kepallal sekolalh to improve the quality of sekolalh aldallalh follow the Progralm Sekolalh Penggeralk (PSP) which is held by the Ministry of Education, Culture, Research in Technology. (Paltilimal, 2022)

Kepallal Sekolalh penggeralk about the leadership competency model of the bully sekolalh, so that for the nomination of the tujualn dalri sekolalh alkalk geralk difficult to calculate malnalkallal Kepallal Sekolalh does not have such a talhualn. Berdalsalrkaln permalsallalhaln needs aldalnyal upalyal to increase the management of the Kepallal Sekolalh Penggeralk about the leadership competency model of the group of geralk. PSP activities are guided by the improvement of the quality of malnusial dalyal resources in the whole which is organized by the

Ministry of Education. (Paltilimal, 2022)

The leadership of the group of geralk in halralpkaln malmpu led with the vision, mission and tujualn which motivates educators in the tenalgal altalu educators all walrgal sekolalh to nominate the quality of the altaljalraln education that is more back. On the other hand, teacher professionalism is the key to organizing responsive training behind industrial development. By the sake of alkaln researchers alkaln alkaln alkaln researchalng mendallalm tentalnng balgalimalnal malnaljeriall performance kepallal sekolalh geralk in the professionalism of dalpalt teachers influenced the process of formalization of the defense at SMK Kotal Bekalsi. (Paltilimal, 2022).

Berdalsalrkaln labelalkalng itu sekolalh ya follow progra kepallal sekola penggeralk dia aldallalh bebera Kepallal SMK in Kota Bekalsi ya follow Progra Kepallal Sekola Dallalm Progra Sekolalh Penggera. Bydetailing labelalkalng this, the ln researchdihadalpalt give walwalsaln yamore batentalng fa yalng mempengagehalsilaln Progra Sekolalh Penggera at SMK Kotal Beka, especially dallalm context keparsekolalh sebauta lmal leaderln ... With memalhalmi la belalkalng, diha this researchaln da gave his contribution dallalm optima peraln Kepa Sekolalh da implementalsi

PrograSekolalh Penggera at SMK
Kotal Beka, so thattujualn peningka
quality education dalpalt terca more
effectively

RESEARCH METHODS

This research uses scientific quality approach allasi method . According to Moleong paldal of his book Qualitative Research Methodology: "Balhwa researchaln qualitative aldallalh researchaln yalng use laltalr allalmialh, with malksud menalfsirkaln phenomenal that are intertwined in dilalkukaln with jallaln melibaltkaln berbalgali method yalng aldal, in this aspect of research, palral author malsih tetalp questioning laltalr allalmialh with malksud algalr halsilnyal dalpalt digunakaln to interpret phenomenal that is intertwined in dilalkukaln with jallaln melibaltkaln with berbalgali research methods. Dallalm researchaln qualitative method yalng bialsalnyal dimalnfalaltkaln aldallalh walwalncalral, pengalmaltaln di pemalnfalaltaln document". (Moleong, 2007: 5).

The qualitative descriptive analysis method is a research method that is designed to describe the process of an activity or event that occurs in a certain object of research, then the data is presented in

analysis so that suitable
 pemecalah masalah is obtained.
 For talah analisis dilakukakan by
 researchers adalah buat daftar
 pertanyalan for wawancara,
 data collection, data analisis
 melakukan yang dilakukan
 himself by researchers. For da
 mengetahui Kepala Sekolah Da
 Program Sekolah Penggerak at
 SMK Kota Bekasi.

Pertama, compiling dalftalr for pertalnyalal walwalncalral berdalsalrkaln research focus recognize Eva Progralm Kepa Sekolah Penggera, Progra unggulaln KepaSekolah Penggera, Da Progralm Kepa Sekolah Penggera, Ta daln Ha Progralm KepaSekolah Penggera, Keterliba Stalkholder PrograKepallal Sekola Penggeralk, Inova daln Peningka Progralm Sekolah, Ha daln Sa Progralm KepaSekolah Penggera. For keyi, researchers mewai beberalpal KepaSekolah SMK in KotaBekalsi. Waiyalng dilai by dilai researcher cabertalhalp darentalng pa bulaln December 2023 – Jai 2024.

RESULTS AND DISCUSSION

A. Research Results

Based on the results of in-depth interviews with the Principals of SMK in Bekasi City and direct observations, the results found from the evaluation of the Driving School Principals Program at SMK Bekasi City are important steps to

ensure success and continue to improve it. Especially of course, it is inseparable from the government's policy in this regard, not only the Principal is the driving force in Education, but the central and local governments participate in this progress.

Dialdalkalnnnyal Kepala sekolah penggerak adalah to become inkubator ba perkembangan tra education in Indonesia salsalra ut of course Ba merubah condition SMK become indikator a balrometer perkembangan Education specifically l in vocational SMK. Therefore ka sega hall a pun sega component ya aldal with dorongan a bisal menimbulkan tujuan a jaldi indika keberhalan a Balrometer keberha. For example, da program kepala sekolah penggerak yaitu became *center of excellence* sekolah pusat keunggulan dan jug of course gave rualng seluas-luasnya kepada palra guru, kalryalwaln for business development dallalm ralingkal Curriculum Merdeka especially in the core dari palda transformasi education in Indonesia. Here a beberapa la yalng da dialmbil da melalkukaln evalprogram:

1. Determine the Aim for Criteria Evaluation
2. Data Collection
3. Engaging Stakeholders
4. Curriculum and Learning Analysis

5. Evaluate Parent and Community Involvement
6. Analysis of Technology Use
7. Evaluation of the Impact on Student Career Enhancement and Entrepreneurship
8. Evaluation of Teacher Involvement and Improvement of Professionalism
9. Budget and Resource Analysis
10. Evaluation and Improvement Meeting.

A continuous evaluation that is open to feedback from all parties involved will help ensure that the Driving Principal Program at SMK Kota Bekasi continues to grow and have a positive impact on student education.

B. Discussion

Based on the results of interviews, observations, and documentation, the evaluation of the Principal in the Driving Principal Program at SMK Bekasi City is:

1. Excellence program for the Driving School Principal at SMK Bekasi City

The Driving School Principal Excellence Program at SMK Kota Bekasi can be designed to achieve the main objectives and reflect the unique needs and potential of the school. The characteristic of the driving school is that first he must have cooperation with qualified industry, the cooperation is not just the distribution of prakerin (PKL),

Memorandum of Understanding (MoU). But the driving school must enter into a partnership agreement with industry and synchronize the curriculum with industry and then create a *factory* to run the Entrepreneurial Printing School (SPW) program. In the SMK excellence program in Bekasi City, at least 1 department must open an industrial class, from the industrial department we can develop the Entrepreneurial Printing School (SPW) program, this excellent program is then synchronized with the business and industry curriculum in the context of implementing the independent curriculum, excellence programs that are currently running now and boil down to one side or one vision, One goal is how SMK graduates in Bekasi City can Work, Continue, and Entrepreneurship (BMW). In order for SMK graduates in Bekasi City specifically to be well absorbed in the world of work or in universities, other excellence programs are routine, namely by developing more student potential and carrying out activities in the school environment and outside school.

2. Challenges and Obstacles of the Driving School Principal Program at SMK Bekasi City
Observations from the Challenges and Obstacles of the Driving School Principal Program at SMK Bekasi City. In terms of

challenges and obstacles in implementing the principal's program, this drive certainly has a goal to become a school that can be a barometer in the city of Bekasi. Challenges and obstacles of internal conditions in schools, namely how to *Tai* in *hai* Internal conditions in *sekolayalitu* *bai* *halrus* *menyaa* *palral* teachers, *kaisupalyal* can *saltu* vision, *kajikal* not *saltu* vision *ma* *progralm* *ya* has been *dibua* *tidalk* *ai* *berjallaln* with *shouldl*. Then *external* condition *dallalm* become *progralm* *kepa* *sekolalh* *penggera* *dallalm* *regula* *altalu* *arun* *taiterberalt* *kaito* *work* *lhalaln* *in* *need* *effort* *da* *hall*. *Tai* – *ta* *ini* *da* *dihaldalpi* *withcalral* *give* *da*, *membia* *budalyal* *4K* *ya* *Coordination*, *Communication*, *Kola*, *and* *In* *Consistency*. *Ja* *alll* *kebija* *yalng* *tela* *l* *dibualt* *ha* *principled* *kepabudalyal* *4K*, *with* *budalyal* *4K* *ya* *diteralp* *kaln* *didatim* *ma* *alkaln* *berrba* *jugal* *keparekaln* *rekaln* *guru* *da* *Kalryalwaln* *to* *host* *Saltu* *Vision*. Although *Progra* *Kepallal* *Sekola* *Penggeralk* *at* *SMK* *KotaBekalsi* has the potential *l* *the* *l* *in* *education* *lpi* *l* *lpal* *l* *ln* *l* *lng* *l* *l* *selalmal* *implemental*. Some *di* *ai* *melibaltkaln* *a* *internall* *sekola*, while *yalng* *la* *may* *be* *lit* *with* *fai* *externallyl*.

3. Stakeholder Involvement of the Driving School Principal Program at SMK Kota Bekasi
Berdalsalrkaln *Ha* *walwalncalral* *seca* *mendallalm* *with* *informaln* *da*

melakukan observasi langsung, hal yang found dari Keterlibatan stakeholder dalam program Kepala Sekolah Penggerak di SMK Kota Bekasi yang ini penting to become of hal yang health and the existence of the program. Sehingga adalah pihak yang has the importance of atau terlibat dalam suatu program atau project. Dalam konteks Kepala Sekolah Penggerak di SMK, stakeholder yang may be involved include:

1.) School Teachers and Staff

Teachers and staff sekolah have important peran and serve education programs. Involvement ini dalam perencanaan, implementasi, dan evaluasi program yang dilakukan.

2.) Students (Learners)

Siswa sebagai pihak yang langsung terpengaruh by program. They need to be involved in process of making policy and program in accordance with need and hal yang palin.

3.) Parents/Guardians

The involvement of the orang tua wali pupils sangat important to support in the rumah home in the school. Komunikasi yang baik antara sekolah dan orang tua dapat increase the effectiveness of program.

4.) Local Government

Pihak berwenang at the level daerah has peran dalam gives support kebijakan, sumber daya, dan regulasi yang support keberhasilan program kepala sekolah penggerak.

5.) Enterprise Industry

Melibatkan company atau industri setempat dalam membantu dalam provide peluang maupun is dalam project work, as support final.

The involvement of stakeholder ini is manifested through various mechanism, such as regular pertemuan, discussion forums, surveys kepuasan, dan kolaborasi dan pelaksanaan kegiatan. It is important to build liaison yang quality dan support kepala sekolah, teachers, students, orang tua, dan stakeholder lain agar program kepala sekolah Penggerak dapat Nominate the aim yang.

CONCLUSION

Conclusion of Principal Evaluation in the Principal Program Driving Pemimpin Kepala sekolah penggerak terhadap curriculum penggerak adalah to become inkubator bagi perkembangan pendidikan in Indonesia. sebagai utam dalam course Belajar dalam merubah condition SMK becomes an indikator barometer perkembangan Special education in vocational in SMK. Therefore karena sebagai hall yang pun sebagai component yang adalah with dorongan agar bisa menimbulkan tujuan yang akan jadi indikator keberhasilan sebagai Barometer

keberhasilan. For example dalam program kepala sekolah penerima yaitu become program center of excellent sekolah pusat keunggulan also of course give reward seluas luasnya kepada guru, kaito be able to berkembang dan rangkai Curriculum Merdeka ini dan pada tradisi pendidikan di Indonesia.

Secara umum kepala sekolah sudah menerima kurikulum penerima hindered defender for students, teachers, and stakeholder by implementing kurikulum penerima. Kalaupun ada yang dimiliki oleh sekolah penerima yang support terhadap penerapan kurikulum penerima dibuat with berbagai macam perubahan yang selalu update mengupayakan teknologi dan sumber dayanya. Penerima digital yang sudah adjusted with the need minimal dan banyak learners pendidikan maka educators, dan tenaga pendidikan by giving pelatihan, dan pembelajaran yang using various IT for example: LMS yang dibuat by the ICT team in the middle. Kepala sekolah penerima dapat give perubahan with In principle Bergegas, Echo, and Tercepat. Hal ini perubahan becomes learners, educators, tenaga pendidikan dan stakeholder yang entangled with program kepala sekolah penerima

berjalan sesuai with aturan bahwa secara nyata shame secara undang-undang yang berlaku. Bagi siswa yang follow the championship sampai Tingkat nasional, educator and tenaga pendidikan prestasi at Tingkat nasional.

Recommendations

The suggestions that can be conveyed by researchers are as follows:

1. In order for the Mover Principal Program at SMK Bekasi City, it can provide guidance for development and improvement not only in the exhibition school category or Mover Principals only but continues to be transmitted to its special schools SMK in Bekasi City.
2. In order to increase teacher engagement can be actively involved in program implementation, collaborate, and share innovative ideas.
3. In order for Student Empowerment in the Learning Process to apply student-centered learning methods, give responsibility to students in projects, and involve them in student organization activities.

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