Principal Planning in Evaluation of Education Programs at SMPIT Nurul Ilmi

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Abstract

Evaluation of educational programs is an activity that must be carried out in every educational institution, this is done so that every educational institution can improve and develop a predetermined planning process, especially in educational programs. In this study, we will discuss the evaluation of educational programs carried out at SMP IT Nurul Ilmi. The research methodology carried out in this study used descriptive qualitative research methods, namely describing the results of research findings in the form of observations and interviews. The results of the research process said that the evaluation of the education program carried out at SMP IT Nurul Ilmi went well because before carrying out the evaluation process for the education program at SMP IT Nurul Ilmi carried out a planning process with the principal and teachers so that in the process of implementing the evaluation of the education program running well. So in conclusion, the evaluation of educational programs conducted at SMP IT Nurul Ilmi runs according to predetermined procedures by carrying out the planning process and predetermined regulations.

Keywords: Planning, Evaluation, Education Program

Introduction

Evaluation is a very important and much needed subsystem in every education system, evaluation can reflect how far the development or progress of educational outcomes. With evaluation, the progress of the quality of education can be known by evaluation.

Every action and action in education always requires results. Educators always hope that the results obtained now are better and more satisfying than the results obtained previously, to determine and compare one result to another, an evaluation is needed.

It is recognized that criticisms often arise about the education system which is often changing and unbalanced. Inappropriate curriculum with too many subjects and not focusing on things that should be given and so on. To overcome problems like this, it is necessary to evaluate education, so that any deficiencies or failures in the curriculum being taught can be corrected in the future curriculum.

When the learning process is seen as a process of changing student behavior, the role of assessment in the learning process becomes very important. Assessment in the learning process is a process to collect, analyze and interpret information to determine the level of achievement of learning objectives. To find out whether the process carried out is in accordance with its objectives, feedback must be carried out.

THEORITICAL REVIEW
Definition of Program Evaluation

Evaluation comes from the word evaluation (English). The word is absorbed into the vocabulary of Indonesian terms with the aim of maintaining the original word with a slight adjustment of the Indonesian pronunciation to "evaluation". There are several terms that have almost the same meaning as evaluation, namely measurement and appraisal. Measurement or in English measurement is an activity to measure, which is to compare something with certain criteria/measurements. While the assessment is an act of making a decision on something with a good or bad measure.

The two terms are not synonymous, but they are related. Measurement emphasizes the process of determining the quantity of something through comparison with a certain

unit of measure. While the assessment emphasizes the process of making a decision on a measure of good or bad that is qualitative. The evaluation includes these two activities, namely measurement and assessment where evaluation is an activity to assess something, and to determine the value measurement is carried out.

According to Ngalim Purwanto, to better understand what is meant by evaluation, there are at least three aspects that need to be considered, including:

1) Evaluation activities are a systematic process, this means that evaluation (in teaching) is an activity that is planned and carried out continuously. Evaluation is not only the final activity or closing of a lesson, but it is an activity carried out at the beginning, during the learning process, and at the end of learning.

2) Each evaluation activity requires various information or data concerning the object being evaluated. In learning activities, the data in question is in the form of student behavior or appearance during lessons, test results, homework assignments, mid-semester grades, or end-semester exam scores and so on. Every evaluation process, especially learning evaluation cannot be separated from learning objectives. to be achieved. Without determining or formulating goals in advance, it is impossible to assess the extent to which student learning outcomes are achieved.4

The purpose of evaluation is to obtain accurate and objective information about a program that is used as a reference to determine the efficiency and effectiveness of program evaluation activities. The information can be in the form of program implementation processes, impacts or results achieved, efficiency and utilization of evaluation results.

Furthermore, this information is used as the basis for decision making, policy formulation, and further programs. In order for information to function optimally, the information produced must be complete, accurate, valid, reliable, and timely in delivery.

Thus it can be concluded that evaluation in general can be interpreted as an activity or a process of providing data and information that can be used as consideration or alternative determination in decision making and subsequent program preparation so that the quality or results can be known. So, the essence of evaluation is the provision of information that can be used as consideration in decision making.

Objectives and Benefits of Program Evaluation Every education has goals that must be achieved and to find out the extent to which a teacher has been achieved, a teacher must conduct an evaluation. The general purpose of evaluation is to obtain accurate and objective information about a program. The purpose of educational evaluation is to obtain evidentiary data that will show to what extent the level of ability and success of students in achieving curricular goals.

The purpose of the learning evaluation is to determine the effectiveness and efficiency of the learning system, both regarding the objectives, materials, methods, media, learning resources, environment and the assessment system itself. While the specific objectives of learning evaluation are adjusted to the type of learning evaluation itself, such as evaluation of planning and development, evaluation of monitoring, evaluation of impact, evaluation of economic-efficiency and evaluation of comprehensive programs.

In a broader context, Sax stated that the purpose of evaluation and measurement is "selection, placement, diagnosis and remediation, feedback: norm-referenced and criterion-referenced interpretation, motivation and guidance of learning, program and curriculum improvement: formative and summative evaluations. , and theory development" (selection, placement, diagnosis and remediation, feedback: interpretation of norms and benchmarks, motivation and learning guidance, program and curriculum improvement; formative and summative evaluation and theory development). According to Kellough and Kellough in Swearingen, the purpose of the assessment is to help student learning, identify student strengths and weaknesses, assess the effectiveness of learning strategies, assess and improve the effectiveness of curriculum programs, assess and improve learning effectiveness, provide data that helps in making decisions, communicating and involving people. old students. Meanwhile, Chittenden stated that the assessment purpose is "keeping track, checking-up, finding-out, and summing-up.

a. Keeping track, which is to trace and track the student learning process in accordance

with the predetermined learning implementation plan. For this reason, teachers must collect data and information within a certain period of time through various types and assessment techniques to obtain an overview of the achievement of student learning progress.

b. Checking-up, which is to check the achievement of students' abilities in the learning process and student deficiencies during the learning process. In other words, the teacher needs to conduct an assessment to find out which parts of the material have been mastered by students and which parts of the material have not been mastered.

c. Finding-out, which is to search for, find and detect deficiencies in students' mistakes or weaknesses in the learning process, so that teachers can quickly find alternative solutions.

d. Summing-up, which is to conclude the level of student mastery of the competencies that have been set. The results of these conclusions can be used by teachers to compile reports on learning progress to various parties involved interested. Suharsimi Arikunto and Cepi Safrudin stated that the assessment was carried out to: 1) stimulate student activity; 2) find the cause of learning progress or failure; 3) provide appropriate guidance; 4) provide reports on student progress to parents and related educational institutions; and 5) as feed back. A program is not just a single activity, but a continuous activity because it implements a policy.

Evaluation of learning processes and outcomes aims to determine the level of achievement of the educational goals that have been set. In other words, the evaluation of the learning process aims to assess the effectiveness and efficiency of learning activities as material for improvement and refinement of the implementation program.

The main purpose of conducting a learning evaluation is to obtain accurate information about the level of achievement of learning objectives by students. Muhibbin Syah explained some of the evaluation objectives, namely: 1) knowing the level of progress that has been achieved in a certain period of the learning process. 2) knowing the position or

position of a student in his class group. 3) knowing the level of effort made by students in learning. 4) knowing to what extent students have utilized their cognitive capacities (intelligence abilities they have) for learning purposes, and 5) knowing the level of effectiveness and effectiveness of teaching methods that have been used by teachers in the teaching and learning process.

The main objectives of evaluating the learning process are as follows, namely;

a. Prepare information for decision-making purposes in the learning process.

b. Identify parts that have not been implemented in accordance with the objectivesLooking for alternative follow-up continued, changed or discontinued. In general, in the field of education evaluation of learning.

From the various opinions of the experts above, it can be concluded that the purpose of the evaluation is to determine the level of student progress, motivate students to study harder and provide feedback to teachers to improve the teaching and learning process.

Benefits of Program Evaluation

In educational organizations, program evaluation can be equated with supervision activities. In short, supervision is defined as an effort to conduct a review to provide guidance, so program evaluation is the first step in supervision, namely collecting the right data so that it can be continued with the provision of proper guidance as well.

If supervision in educational institutions is carried out with the object of books and clerical work, the program evaluation is carried out with the object of the educational institution as a whole. The current supervision policy can be said to be the same as program evaluation, but the target is emphasized on learning activities.

Based on this understanding, school supervision, which is defined as program evaluation, can be equated with institutional validation and accreditation. Program evaluation is the first step of the institution's accreditation and validation process. Evaluation of educational programs is nothing but educational supervision in a special sense, aimed at the institution as a whole.

Evaluation activities are very useful for decision making and follow-up policies of the program, because it is from the input of the

program evaluation results that decision makers will determine whether to continue the program that is being or has been implemented. The result of the evaluation is a recommendation from the evaluator for the decision maker. There are four possible policies that can be carried out based on the results in the implementation of a decision program, namely:

1. Terminate the program, because it is deemed that the program has no benefits, or cannot be implemented as expected.
2. Revise the program, because there are parts that are not in line with expectations (there are errors but only a few).
3. Continuing the program, because the implementation of the program shows that everything has gone according to expectations and provides useful results.
4. Disseminate the program (implementing the program in other places or repeating the program at another time), because the program was successful, it would be very good if it was carried out again in another place and time.

Basic Assumptions And General Principles
Basic Assumptions

There are various assumptions that underlie program evaluation activities, these assumptions are basic and related to certain philosophies. The basic assumptions are as follows:

a. Evaluation is a necessity and absolutely necessary in a program. By considering the benefits, evaluation is a must and an inseparable part of the activities of a program.
b. Evaluation relates to each component in the program system in all stages of program design and development.
c. Evaluating social programs is difficult, especially with regard to the standards used. However, that does not mean that evaluation work is a job that is impossible to do successfully and satisfactorily

General Principle

To obtain better evaluation results, teachers in conducting evaluations must pay attention to the general principles of evaluation as follows:

a. Continuity
Evaluation should not be done incidentally, because learning itself is a continuous process. Therefore, teachers must evaluate continuously. The evaluation results obtained at one time must always be linked with the results at the previous time, so that a clear and meaningful picture of student development can be obtained. The development of student learning can not be seen from the product dimension only but also the process dimension even from the input dimension.

b. Comprehensive
In evaluating an object, the teacher must take the entire object as evaluation material. For example, if the object of the evaluation is a student, then all aspects of the student's personality must be evaluated, both concerning cognitive, affective and psychomotor. Likewise with other evaluation objects.

c. Cooperative
In evaluation activities, teachers should cooperate with all parties, such as parents, fellow teachers, principals, including the students themselves. This is intended so that all parties are satisfied with the results of the evaluation, and these parties feel valued.

d. Practical
Practical means easy to use, both for the teacher himself who composes the evaluation tool and for others who will use the tool. For this reason, teachers must pay attention to language and instructions for working on questions.

e. Fair and objective
In carrying out the evaluation, the teacher must act fairly without favoritism. All students must be treated equally without being "indiscriminate". Teachers should also act objectively, as it is in accordance with the abilities of students. Attitudes like and dislike, feelings, desires, and negative prejudices must be kept away. Evaluation must be based on the actual facts (data and facts), not the result of manipulation or engineering.

In addition, teachers must also pay attention to several technical aspects, including:

a. Assessment must be an integral part of the learning process. Assessment should be designed in such a way, so that it is clear what abilities must be assessed, materials to be assessed, assessment tools and interpretation of assessment results.
b. To obtain objective results, the assessment must use various tools (instruments) both in the form of tests and non-tests.

c. The selection of assessment tools must be in accordance with the specified competencies.

d. Assessment tools should encourage students' reasoning and creativity skills, such as written tests/essays, performance tests, work, projects and portfolios.

e. The object of assessment must include aspects of knowledge, skills, attitudes and values.

f. Assessment must refer to the principle of differentiation, which provides opportunities for students to show what is known, what is understood and what is done.

g. Assessment is not discriminatory, meaning that teachers must be fair and honest with all students and be responsible to all parties.

h. Assessment must be followed by follow-up.

i. Assessment must be life skills oriented and educational.

In the context of learning outcomes, the Ministry of National Education stated the general principles of assessment are measuring learning outcomes that have been clearly determined and in accordance with competencies and learning objectives, measuring a representative sample of behavior from learning outcomes and materials included in teaching. , includes the types of assessment instruments that are most appropriate to measure the desired learning outcomes, are planned in such a way that the results are in accordance with those used specifically, made with the greatest possible reliability and must be interpreted with care, and used to improve processes and learning outcomes.

Program Evaluation Characteristics

Evaluation activities in the teaching and learning process have several important characteristics, including the following.

1. Has indirect implications for the students being evaluated. This happens, for example, a teacher assesses the invisible abilities of students. What he does is that he interprets more through several important aspects that are allowed such as through their appearance, skills or reactions to a planned stimulus given.

2. More incomplete. Because the evaluation is not carried out continuously, it is only a part of the phenomenon. Or in other words, what is evaluated is only in accordance with the item questions planned by a teacher.

3. Has the nature of relative significance. This means, the results of the assessment depend on the subject of measurement used by the teacher. In addition, the evaluation also depends on the level of accuracy of the measuring instrument used. For example, if we measure an object with a ruler that has an accuracy of half a millimeter, we will get a rough measurement result. On the other hand, if a teacher measures using a micrometer which usually has an accuracy of 0.2 millimeters, the results of the measurements made will obtain more accurate measurement results.

Program Components And Indicators

Programs are systems. that way, the program consists of components that are interrelated and mutually support in order to achieve a goal. Program components are interrelated parts of the program and are the determinants of the success of the program. program components can be viewed as part of the system and are known as "subsystems".

In a system, the existing subsystems are interrelated and influence each other. The system itself is in a larger umbrella known as the "supersystem". In the suprasystem, the systems under its auspices are interrelated and work together towards achieving the goals of the said suprasystem. An example of the link between the suprasystem, system, and subsystem in the world of education is the Ministry of National Education, schools, and classroom learning.

Evaluation of learning outcomes is one of several components of a learning program. By starting with these components, the evaluation of learning outcomes is only part of the evaluation of the learning program.

Indicator comes from the basic English word to indicate, which means to show. Thus, the indicator means a pointing device or "something that shows the quality of something". Then the value of learning achievement is an indicator of the quality of intelligence.

Program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program objectives. To find out how far and which parts of the objectives have been achieved, and which parts have not been achieved and what causes it,

program evaluation is necessary. Without evaluation, the success and failure of the program cannot be known. Program evaluation is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each of its components.

Criteria in Program Evaluation

There are several criteria selected to be used in the evaluation which serve as a reference for the assessment. There are two types of criteria that can be used in program evaluation, namely internal criteria and external criteria. Internal criteria are standards that can be applied to a program within the framework of the program itself. External criteria are standards that are applied to a program from a source outside the program framework.

1. Internal criteria
    a. The internal criterion used is coherence.
    b. The internal criteria used are the distribution of sources
    c. User responses, attitudes and reactions of users who participate in the program are often the criteria.
    d. The provider's response refers to the response of the party providing the program, judged by the criteria outlined from the stated program objectives
    e. Effective use of costs (cost effectiniess)
    f. generative ability
    g. Impact, i.e. the effect is more than that which might occur scientifically, ie without the presence of the program.
2. External criteria
    a. Policy direction, usually programs that must be implemented within a certain policy direction framework.
    b. Cost benefit analysis That is, it requires program benefits that are immediately visible or not immediately visible, and the costs of implementing the program, both direct and indirect costs.

RESEARCH METHODS

The research method used by researchers in this study is a qualitative approach with a descriptive method. "Methodology is the process, principles, and procedures that we use to approach problems and seek answers" (Mulyana, 2008: 145). According to Sugiyono (2007: 1), qualitative research methods are research used to examine natural objects where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. . Qualitative research aims to maintain the form and content of human behavior and analyze its qualities, instead of turning them into quantitative entities (Mulyana, 2008: 150).

The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. or interview guidelines or questionnaires or documentary guidelines, according to the method used (Gulo, 2000).

Instruments are tools or facilities used by research in collecting data so that their work is easier and the results are better, so they are easy to process (Arikunto, 2006). Data collection instrument according to Sumadi Suryabrata is a tool used to generally record quantitatively the state and activity of psychologist attributes. These psychological attributes are technically usually classified into cognitive attributes and non-cognitive attributes (Suryabrata, 2008). Ibnu Hadjar argues that the instrument is a measuring tool used to obtain quantitative information about the variation in the characteristics of variables objectively (Ibnu Hadjar, 1996)

Types of research

Descriptive research is a research method that describes the characteristics of the population or phenomenon being studied. So that this research method is the main focus is to explain the object of research. So answer what events or phenomena that occur.

This research method is then different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the object of research. The results of the research will of course describe the object of research in detail at the school/educational institution

Research Subject

The subject of the research is the principal, place, or object that is observed in the context of machining as a target (Indonesian Dictionary, 1989: 862). The research subjects in this paper are the principals of schools/educational institutions

Data Collection Instruments

According to Gulo, the research instrument is a written guide about interviews, or observations, or a list of questions, which are prepared to obtain information. The instrument is called the observation guide.

RESULTS AND DISCUSSION

From the research process conducted at SMP IT Nurul Ilmi got a research result. The results of the study were obtained by conducting an interview process with one of the teachers at SMP IT Nurul Ilmi regarding the evaluation of educational programs at SMP IT Nurul Ilmi.

In conducting the evaluation process of education programs at SMP IT Nurul Ilmi, there are several things that need to be considered before making the evaluation process of educational programs. Things that need to be considered in conducting the program evaluation process at SMP IT Nurul Ilmi are by determining the date of the program evaluation to be carried out, making an assessment rubric of an educational program evaluation process, socializing to teachers or related parties regarding the evaluation of educational programs in accordance with determination of the date that has been determined to carry out the evaluation process of educational programs. From the things that have been conveyed when the three things have been done well, surely the implementation process in the evaluation process of educational programs will run smoothly because a planning process has been carried out in advance so that when the implementation of the evaluation of educational programs goes well as planned previously.

Furthermore, the measurement of educational program evaluation planning carried out at SMP IT Nurul Ilmi depends on the program to be evaluated. This is because the program has different characteristics such as conditional, routine, per semester, 3 months in nature and insertion program. So that with the characteristics of the program, it can determine the size of the educational program evaluation planning process so that it can be concluded that the size of the education program evaluation plan depends on the program to be evaluated at SMP IT Nurul Ilmi.

The Principal of SMP IT Nurul Ilmi has a role in the evaluation of educational programs at SMP IT Nurul Ilmi. The role of the principal of SMP IT Nurul Ilmi is very helpful for teachers in evaluating the education programs that have been made previously. In addition to the principal having a role in conducting the evaluation process of SMP IT Nurul Ilmi's education program, the teachers are also assisted by the deputy principal in conducting the evaluation process of the education program so that with the cooperation between the teachers and the principal and the deputy principal the evaluation process of the education program can be carried out. went smoothly as planned.

The implementation of the educational evaluation program that had been carried out previously at the IT Nurul Ilmi Middle School in general there were no major obstacles in the process of implementing the evaluation of the education program at the IT Nurul Ilmi Junior High School except for conditional conditions such as the Covid 19 outbreak that occurred previously with the previous Covid 19 outbreak resulting in the process of the implementation of the evaluation of educational programs is hampered due to limitations in conducting face-to-face meetings and this is what causes these obstacles to occur. However, for the outline, major obstacles have never occurred at SMP IT Nurul Ilmi because previously the principal and teachers had carried out the planning process in evaluating educational programs so that these obstacles were minimized to occur.

In the evaluation of educational programs at SMP IT Nurul Ilmi there is a guideline regarding the evolution of educational programs. The educational evaluation program guidelines given to SMP IT Nurul Ilmi are guidelines that have been determined by the education office then the guidelines are given to school supervisors and then school supervisors provide these guidelines to SMP IT Nurul Ilmi. Every year at the beginning of the year there is a rkks activity where this rkks activity is submitted to the department as an evaluation material for SMP IT Nurul Ilmi.

CONCLUSION

The principal's planning in evaluating educational programs carried out by SMP IT Nurul Ilmi went well because the program evaluation process for education programs was carried out through a careful planning process. In addition, the educational program evaluation process also went well due to the guidelines provided by the education office so that with these guidelines the educational program evaluation process went well without any major

obstacles faced by SMP IT Nurul Ilmi. In this case, the Principal of SMP IT Nurul Ilmi must continue to have a good role so that SMP IT Nurul Ilmi in the future can have an improvement, especially in educational programs that have been planned together.

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