



## Evaluation of the Implementation of the Sekolah Penggerak Program at Kandis 5 Junior High School, Kandis District, Siak Regency

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### ABSTRACT

This study assesses the implementation of the Sekolah Penggerak Program at Kandis 5 Junior High School using the CIPP evaluation model. A qualitative approach was used, gathering primary data through observations, interviews, and secondary data from documents like teaching modules and school reports. The results indicate the program aligns with the school's goals, with adequate planning, resources, and infrastructure, though internet connectivity remains a challenge. The program has positively influenced the learning environment, enhancing teacher competence, student outcomes, and character development. However, continuous evaluation is essential to ensure the program's sustained success and achievement of its objectives.

## INTRODUCTION

Education is a lifelong learning process that aims to develop human potential as a whole. This potential includes cognitive, affective, and psychomotor abilities. Education is not only about memorizing facts, but more about the formation of character, values, and critical thinking skills that will be useful throughout life. In line with this, the rapidly developing and constantly changing era has had a significant influence on all areas of life, including education. The Sekolah Penggerak Program is designed to realize the dreams and ideals of Indonesian education, steering it toward a more advanced direction with Pancasila values as the foundation of Indonesian students' character (Kemdikbudristek, 2020). As explained by Nadiem Makarim, the Indonesian Minister of Education (2019-2024), this program aims to reform the quality of Indonesian education through cultural transformation, with the goal of equalizing educational quality across schools in Indonesia.

Participating schools are selected through a gradual process based on specific criteria, with the school principal playing a key role in ensuring eligibility. The program has established requirements that must be met, and the government monitors its implementation by providing ongoing support. Schools chosen for the program gain several benefits, such as becoming pilot schools, receiving guidance from expert trainers, experiencing accelerated digitalization, and promoting Pancasila student profiles. Additionally, the program enhances the competencies of principals and teachers in line with their roles. Understanding the impact of this program on educational units is essential, as it reflects a collective commitment to improving the quality of education in Indonesia.

The researcher focused on Kandis 5 Junior High School for this study, despite four schools in Kandis District implementing the School Mover Program, because the program at SMP Negeri 5 Kandis (Batch 1) had been completed and yielded results for the 2023/2024 academic year. In contrast, the program at the other three schools is ongoing until the 2024/2025 academic year. Kandis 5 Junior High School was chosen for its completed program, which provided an opportunity for comprehensive evaluation. The principal at SMP Negeri 5 Kandis actively engaged stakeholders at both the district and provincial levels to support the program's implementation. However, challenges remain, particularly in improving student learning outcomes and addressing gaps in teacher resources for curriculum development. Despite these issues, the school regularly conducts training and technical coaching for program implementation. This study aims to offer valuable insights into the design, implementation, and achievements of the Sekolah Penggerak program at Kandis 5 Junior High School, emphasizing that evaluation is not just about achievements but also the entire process, from identification to decision-making (Ismail, 2014).

The expert opinion above highlights that program evaluation is essential for gathering information about ongoing programs to identify areas for improvement and optimize their effectiveness. Through evaluation, both the

supporting and inhibiting factors for the program's sustainability can be identified. For this study, the researchers selected the CIPP evaluation model, developed by Stufflebeam, to assess the program. According to Stufflebeam, the results of the evaluation help generate alternative solutions to problems for policymakers. Given this context, the CIPP model is employed to provide a comprehensive overview of the design, implementation, and achievements of the principal's work program in implementing the Sekolah Penggerak Program at Kandis 5 Junior High School. The evaluation aims to offer recommendations that will help the principal optimize the program's future implementation.

## **LITERATURE REVIEW**

### **1. Program Evaluation**

The sustainability of an education system largely depends on effective evaluation, which provides insight into its progress and helps guide the improvement of its implementation. Evaluation, as defined by Dunn (2003), involves assessing the value and impact of a policy or program, while Arikunto and Jabar (2009) describe it as a systematic process to determine a program's effectiveness and suitability according to specific criteria. This process begins with examining whether a program's objectives have been met and continues by analyzing the processes contributing to its success or uncovering areas of failure.

Evaluation not only records outcomes but also identifies areas where the program may not be functioning optimally. By analyzing these factors, evaluation helps to pinpoint underlying issues, enabling the development of solutions for improvement. This dynamic process ensures that necessary adjustments are made to enhance the program's effectiveness, ultimately supporting its continued success and quality over time.

### **2. CIPP Program Evaluation Model**

The CIPP model of evaluation is oriented towards improvement rather than proving results. As stated by Madaus, Scriven, and Stufflebeam (1993, p. 118), "the CIPP approach is based on the view that the most important purpose of evaluation is not to prove but to improve." The strength of this model lies in its ability to assist evaluators in formulating relevant questions throughout the evaluation process. The CIPP model offers a comprehensive framework for each stage of evaluation. The four components of the CIPP evaluation model are as follows:

a. **Context Evaluation**

Context evaluation identifies the strengths, weaknesses, and background factors influencing a project's goals and strategies, guiding necessary improvements.

b. **Input Evaluation**

Input evaluation supports decision-making by assessing available resources, strategies, and procedures, while identifying constraints related to human resources, facilities, budget, and regulations.

c. **Process Evaluation**

Process evaluation monitors the implementation, providing essential information for decision-making, documenting procedures, and identifying obstacles to enable timely corrective actions.

d. Product Evaluation

Product evaluation measures the program's success in achieving its objectives, offering recommendations based on both planned and unplanned outcomes and benefits.

Compared to other evaluation models, the CIPP model stands out for its comprehensiveness and breadth, as it evaluates not only the outcomes but also the context, inputs, processes, and results. Overall, the CIPP model is highly suitable for evaluating the implementation of the Sekolah Penggerak Program, as it provides a holistic view of its execution, outcomes, and areas for improvement.

### 3. Sekolah Penggerak Program

This program is designed to facilitate schools in creating lifelong learners with Pancasila-based character (Setyawan & Masduki, 2021: 346). Additionally, it serves as a strategic initiative aimed at accelerating the improvement of educational quality in various regions. The Sekolah Penggerak program also plays a key role in realizing Indonesia's educational vision, which involves schools that implement the Pancasila Student Profile, starting with excellent human resources to foster holistic student learning outcomes.

a. **The Purpose of Sekolah Penggerak Program**

The Sekolah Penggerak Program aims to enhance competencies and character in line with the Pancasila Student Profile, promote equitable educational quality through capacity-building for school principals, strengthen the educational ecosystem for quality improvement, and foster collaboration among stakeholders at various levels. When successfully implemented, Sekolah Penggerak not only improves internally but also becomes a model for neighboring schools, initiating similar transformations and connecting schools to share solutions and innovations to improve learning quality.

b. **The Role of the Principal in Sekolah Penggerak**

The principal's role in implementing the Sekolah Penggerak Program is outlined in Perdirjen GTK number 65565 of 2020, which includes facilitating and strengthening the understanding of principals and teachers, evaluating teacher development, leading educational units in preparing operational curricula, and organizing and evaluating learning communities. To ensure the success of the Sekolah Penggerak program, principals must optimize their role in managing administration and improving learning quality, while mobilizing the school and local community to meet education standards and enhance overall educational outcomes.

In general, the Sekolah Penggerak program aims to produce learning outcomes above the expected level, with a safe, comfortable, inclusive, and

enjoyable learning environment. Through student-centered learning, the program will foster program and budgeting planning based on self-reflection and teacher feedback, leading to improvements in teaching and the broader school community.

## **METHODS**

This study used a qualitative approach with an evaluation research design. Moleong (2011, p. 6) explained that qualitative research aimed to observe the phenomena experienced by research subjects, which were then described in words and discussions that were scientific and aligned with scientific methods. The researcher chose the CIPP model to evaluate the implementation of the program at Kandis 5 Junior High School.

The evaluation study of the Sekolah Penggerak program was conducted at Kandis 5 Junior High School, located in the Kandis District of Siak Regency, Riau. The researcher chose Kandis 5 Junior High School because it was the first school in the Kandis District to implement this program and had a principal capable of facilitating the program's implementation and sustainability. The success of the program was influenced by the principal's leadership in managing the Sekolah Penggerak Program.

The research was conducted from October 2024 to January 2025, after the program had been completed. The data sources included both primary and secondary data. Data collection techniques involved observation, semi-structured interviews, and documentation, with the researcher as the primary instrument. The validity of the data was tested using triangulation techniques.

## **RESULTS AND DISCUSSION**

Based on the results of observations and interviews with informants, including the principal, vice principal, curriculum vice principal, treasurer, and teachers at Junior High School 5 Kandis, it was found that prior to being designated as a participant in the Sekolah Penggerak Program, the principal underwent a selection process. This process included document verification, taking a test, attending a 10-day training program, and participating in technical guidance sessions. Subsequently, the school organized an In House Training (IHT) for 21 teachers at Junior High School 5 Kandis.

Kandis 5 Junior High School, as the implementer of the Sekolah Penggerak Program, received five interventions from the government. These interventions are interconnected and mutually supportive. The five interventions are: 1) consultative and asymmetric mentoring through partnership programs with local governments to provide guidance on implementing the Sekolah Penggerak Program; 2) strengthening human resources at the school through training programs and intensive one-on-one coaching with facilitators provided by the Ministry of Education and Culture; 3) the application of new learning paradigms based on differentiated learning principles, enabling students to learn according to their needs and developmental stages; 4) data-driven planning through school-based management and planning based on school self-

reflection; and 5) school digitization through the use of various digital platforms to reduce complexity, improve efficiency, and inspire innovation, with adaptable or customized approaches. Based on the research findings obtained through a series of steps in evaluating the implementation of the Sekolah Penggerak Program at Kandis 5 Junior High School, the researcher has analyzed each component of the implementation based on the CIPP evaluation model. The evaluation model developed by Stufflebeam consists of four components: Context, Input, Process, and Product.

### **1. Context of the Penggerak School Program at Kandis 5 Junior High School**

The context evaluation of the Sekolah Penggerak Program at Kandis 5 Junior High School assesses the program's background, objectives, and needs, identifying strengths and weaknesses to ensure alignment with school needs and effective implementation. The evaluation, based on legal foundations and program goals, highlights the school's leadership in planning the program, including the development of the School Operational Curriculum (KOSP) to meet student needs. The principal's role in managing activities and aligning them with the program's objectives, including intramural, co-curricular, and extracurricular activities, contributes to the program's success. Furthermore, the evaluation emphasizes the importance of policy factors in the program's implementation, confirming the alignment of the Sekolah Penggerak Program with the school's needs and objectives.

### **2. Input for the Penggerak School Program at Kandis 5 Junior High School**

In the input evaluation of the Sekolah Penggerak Program, key aspects such as human resources, facilities, program planning, budgeting, and implementation mechanisms were assessed. Interviews with stakeholders, including the Ministry of Education and Culture (Kemendikbud), the principal, teachers, students, parents, and the school committee, revealed that the principal plays a central role in guiding teachers and participating in the program's mentoring process. The evaluation showed that the school's human resources are of high quality, largely due to the principal's commitment to self-development and the development of others, which positively impacts the program's success.

The availability of learning facilities at Kandis 5 Junior High School, such as classrooms, laboratories, and sports fields, was also prioritized and deemed sufficient for the program's needs. The school has a comprehensive range of both conventional and digital learning resources. The principal has ensured these resources are included in the School Operational Curriculum (KOSP) and the Annual Work and Budget Plan (RKAT), supporting the program's effective implementation. The evaluation concluded that the human resources, teacher competencies, facilities, and budget management are generally adequate,

although financial management could benefit from further reflection and improvements to better align with the program's needs.

### **3. The Process of the Sekolah Penggerak Program at Kandis 5 Junior High School**

In the process evaluation of the Sekolah Penggerak Program at Kandis 5 Junior High School, the researcher assessed the planning, implementation, and monitoring of the program. The evaluation covered aspects such as preparation, program effectiveness, budget effectiveness, and supporting and inhibiting factors. The process began with the principal holding a coordination meeting to align the commitment of the school leadership, teachers, and staff. Following this, an In-House Training (IHT) in an online format was conducted to ensure all members were prepared. The evaluation found that the program adhered to its schedule, with all stakeholders—such as the Ministry of Education and Culture, the principal, and teachers—contributing as inputs to the program's success.

The process evaluation also highlighted the positive impact of the Sekolah Penggerak Program, including an improved learning environment, better program and budget planning, and greater collaboration among the principal, teachers, and neighboring schools. The teaching and learning activities were aligned with effective methods that helped achieve the program's objectives. However, the evaluation identified areas for improvement, particularly in mentoring and monitoring. It was recommended that expert coaches provide more in-person support, in addition to the online mentoring, to enhance the program's effectiveness for both teachers and students.

### **4. Product of the Sekolah Penggerak Program at Kandis 5 Junior High School**

The product evaluation of the Sekolah Penggerak Program at Kandis 5 Junior High School assesses the achievements and outcomes of the program, focusing on the success of the program's goals, and the accomplishments of the school, teachers, and students. The evaluation reveals positive impacts on learning outcomes, teacher competence, school habits, and leadership effectiveness. The principal, as the program's initiator and leader, has demonstrated that with proper management, the school community can significantly improve the quality of its components. This aligns with research by Rurisman et al. (2023), Tafonao (2024), and others, who found that the program successfully enhanced learning quality, teacher competencies, and digitalization, while implementing Kurikulum Merdeka and promoting Pancasila-based student profiles.

The findings highlight that through the Sekolah Penggerak Program, the principal improved both performance and school management. With a forward-thinking approach, the principal organized workshops and In-House Training (IHT) sessions to support educational transformation and improve learning quality. The research concludes that the Sekolah Penggerak Program has positively influenced the principal's leadership and management, achieving its objectives and having a significant impact on the school's educational outcomes.

## **CONCLUSIONS**

The evaluation of the Sekolah Penggerak Program at Kandis 5 Junior High School indicates a positive overall impact on the school, teachers, and students. In the context aspect, the program meets the school's needs and is effectively supported by the principal, aligning with its objectives. The input aspect reveals that human resources, teacher competencies, facilities, and budget management are generally adequate, although there is room for improvement in fund management. The process aspect highlights smooth execution, with the principal's leadership ensuring effective monitoring and mentoring. The product aspect shows positive results in learning outcomes, teacher competence, school habits, and leadership effectiveness, demonstrating that with proper school management, the principal has successfully facilitated transformation and improved the quality of the school.

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