

EVALUATION OF THE PROGRAM OF EDUCATION AND TRAINING FOR PROSPECTIVE PRINCIPLES OF STATE VOCATIONAL SCHOOLS IN RIAU ISLANDS PROVINCE

¹Refri Yendri, ²M. Ikhsan, ³Ernik Yuliana

^{1,2,3} Program Studi Magister Administrasi Publik Universitas Terbuka, Indonesia

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E- mail :

refri.tnjaroi2019@gmail.com,
refri.tjaro@gmail.com

ABSTRACT

From the results of the author's observations in the field, only 5.5% of 36 public vocational school principals in the Riau Archipelago do not have Saucy and NRKS certificates. There is 1 school principal in Anambas Islands Regency, and 1 person in Tanjungpinang City. While 31% of teachers who already have Saucy certification are available, but only available in Batam City (23%) and Tanjungpinang City (8%), the data suggests that the availability of prospective school principals is not evenly distributed, especially in areas far from the provincial capital. Teachers in areas far from the provincial capital are reluctant to participate in the selection of cute training because of the large costs of transportation and accommodation incurred when attending the cute training. Riau Archipelago Province. Knowing the supporting factors and inhibiting factors in the education and training program for prospective heads of State Vocational High Schools in the Riau Archipelago Province. The theory used in this study is that according to Dunn (2003: 610) policy evaluation is a policy that determines a better direction than the previous one with the following characteristics: 1. Effectiveness, 2. Efficiency 3. Adequacy. 4. Alignment 5. Responsiveness 6. Accuracy". The type of research used is a qualitative approach. Number of informants The informants in this study totaled 11 people consisting of 7 Heads of State Vocational High Schools with State status representing 7 Regencies/Cities in the Riau Archipelago Province, then 1 Head of Development of the Riau Islands Province Education office, 1 Head of LPMP/BPMP (now the Education Quality Assurance Center) Riau Islands Province, 1 person Head of the Personnel Development Division of the Riau Islands Province Education Office, 1 Widyaiswara (a speaker in the Cakep activity). Based on the research analysis results, it can be concluded that the Evaluation of the program of Education and Training for Principal Candidates for State Vocational High Schools in the Riau Archipelago Province has gone well. However, there are still obstacles which are a note for the Riau Islands Provincial Education Office, namely: Lack of regional support through the APBD in implementing the Saucy Education and Training for State Vocational High Schools, this can be seen from the lack of budgeted funds for transportation and pocket money for the Saucy Education and Training participants.

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1. INTRODUCTION

Global competition is very fierce in various aspects of life, making some countries strive to revitalize. This revitalization is also included in changing the educational leadership paradigm. The leadership of the principal as a driving factor to realize the vision, mission, goals, including goals. Therefore, the principal is required to have strong management and leadership skills.

In the Regulation of the Minister of National Education (Permendiknas) Number 28 Tahun 2010 concerning the Assignment of Teachers like Principals/Madrasah P origin 3 paragraph(1) that "the preparation of prospective principals/madrasahs includes recruitment and education and training of prospective principals". And in addition to article 4 paragraph (1) states "candidates for principals/madrasahs are recruited from teachers who have met the general requirements as referred to in article 2". Furthermore, it is emphasized with permendikbud Nomor 6 of 2018 concerning the Assignment of Teachers as Principals, that a teacher to be appointed as a principal must have a certificate of prospective principal and have a Principal Register Number (NRKS) issued by the Ministry of Education and Culture.

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In 2018 the Riau Islands Provincial Education Office recruited 34 prospective principals (Cakep) to follow education and training (Diklat), consisting of 22 high school teachers and 12 vocational teachers. Then in 2021 the participants of the Saucy Training were 54 people, consisting of 32 high school teachers, 16 vocational teachers and 6 SLB teachers. With this activity, it is hoped that the Riau Islands Provincial Education Office will get to open a school that is reliable, professional, has a vision and mission that is able to accommodate existing school resources. Permendikbud Nomor 6 Year 2018, it is stated that a teacher to be appointed as a principal must have a certificate of prospective principal and have a Principal Register Number (NRKS) issued by the Ministry of Education and Culture.

From the results of the author's initial observations in the field, there are still 5.5% of state vocational school principals from 36 state vocational schools in Riau Islands Province who do not have Cakep and NRKS certificates. The principal of the school has 1 person in the Anambas Islands Regency, and 1 person in Tanjungpinang City. Meanwhile, teachers who already have Saucy certification are available 31% but only available in Batam City (23%) and Tanjungpinang City (8%) from the data, it seems that the availability of prospective principals has not been evenly distributed, especially in areas far from the provincial capital. This resulted in the head of the vacant state vocational school being filled in by a state high school teacher who already had a Saucy certificate.

From data from the Riau Islands Provincial Education Office, there were 8 principals of SMK Negeri in Riau Islands Province who came from high school teachers then after having a certificate of Cakep Training were appointed and placed in SMK, namely: 3 principals of SMK Negeri in Natuna Regency, 2 principals of SMK Negeri in Anambas Regency, 2 principals of SMK Negeri in Lingga Regency and 1 principal of SMK Negeri in Regency Bintan.

Based on the background of these thoughts and symptoms, the researcher is interested in researching the evaluation of the education and training program for prospective vocational high school principals negeri in Riau Islands Province, researchers on this is limited to problem n: 1) How program pendidikan dan pelatihan calon kepala sekolah menengah kejuruan negeri in the Province of the Islands Riau?, and 2) What are the supporting factors and inhibiting factors for the education and training programs of prospective principals of public vocational high schools in Riau Islands Province?. Referring to the formula of the problem, this study aims to: 1) Evaluate the education and training programs of prospective vocational high school principals in Riau Islands Province, and 2) Knowing the supporting factors and inhibiting factors of education and training programs for prospective principals of state vocational high schools in Riau Islands Province. The results of this study are expected to be used as material for evaluating regulations or formulating policies related to education programs and training of prospective principals of public high schools in the Islands Province is coming.

1. Theoretical Foundations

a. Public Policy Theory

According to Nugroho (2014: 45) public policy has two main characteristics: 1) it is easy to understand because it refers to actions taken to achieve national goals, and 2) mudah is measured because the indikator used is very easy.

While Easton (1953: 25) defines public policy as an authoritative assignment of values for the whole society. This definition highlights that only individuals who are in a position of power in the political system (government) can legally take action on behalf of their constituents, and that the government's decision to take action or not take the form of assigning value. This is because the government is considered one of the "authorities in the political system", that is, the ruler who is daily seen directly in the affairs of the political system and is responsible for a certain issue for which he is responsible. They will eventually be asked to make a decision.

b. Policy Evaluation.

According to Anderson (2003: 151) policy evaluation is essentially "an assessment or assessment of policy, including the implementation of its substance and its impact".

While the Evaluation policy, according to Dunn (2003: 610), is a policy with the following traits that determine a better route than the previous route:

- 1) Effectiveness, or the desire to achieve goals in an appropriate way and the direction of policy taken in relation to those goals and functions.
- 2) Efficiency, or the use of resources that are already available to produce optimally utilized results.
- 3) Adequacy is the policy in the implementation of the plan and the rules made between the effectiveness of organizational cooperation in achieving the goals.

- 4) Alignment, that is, rewarding the organization or the environment in general for achieving policy results based on their respective responsibilities and functions.
- 5) Responsiveness, or the ability of the bureaucracy to identify the needs of the community, and realize those needs and aspirations by developing programs.
- 6) Accuracy, or certainty of implementation carried out with actions aimed at achieving the objectives of the assigned implementation.
- c. Education and Training of Prospective Principals
According to Terry (2009: 35) education and training are divided into four types, namely:
 - 1) Training before placement, this training relates to the type and amount of instruction required by inexperienced employees before working in a company.
 - 2) Induction training, this training aims to equip the new employee with the information and information necessary for complete knowledge and understanding of the company's practices and procedures, such as explaining the applicable provisions, providing information and information to him about the wisdom and performance in the company and providing him with what is expected of him as an employee.
 - 3) Training in the workplace, organized with the intention of shaping employee skills carried out for a particular job. This training seeks to fill the gap between the abilities of workers and the abilities needed in the work.
 - 4) Supervisory training, held with the aim of providing information and information related to the theory and application of technical supervision.

And according to Muhadjir (2008: 45) policies can be divided into two, namely substantive policies and implementative policies. Substantive policy is a decision that can be taken in the form of choosing an alternative that is considered correct to address the problem. The follow-up of substantive policies is implementative policies, namely decisions in the form of efforts that must be made to implement substantive policies.

2. METHODS

In this study, researchers used a descriptive type of research with a qualitative approach, namely the author tried to find facts according to the scope of the research title, then explained clearly to provide an overview of the existence of a social phenomenon. In this study, the researcher focused on evaluating the State Vocational School Training in Riau Islands Province and its supporting factors and inhibiting factors. In this study, the data sources used were primary data sources and secondary data sources. Secondary data sources are supporting data that complement primary data, obtained through documents or written reports related to research, such as data on the history of the establishment of the Riau Islands Provincial Education Office, general descriptions of public vocational schools in Kepulauan Riau Province and several matters related to this research.

The data collection technique used in this study used two techniques, namely: interview and documentation. Qualitative data analysis actually begins when researchers begin to collect data, by sorting out which data is actually important or not. The important measure or not refers to the contribution of such data to the effort to answer the focus of the study.

3. RESULTS AND DISCUSSION

Result

The results of data processing based on interviews and observations as well as documentation with key informants and informants related to the evaluation of education and training programs for prospective vocational high school principals in Riau Islands Province, are as follows:

- a. Effectivitas, To find out can be seen from:
 - 1) Socialization.
Thesocialization of the Saucy Training program has been carried out by the Education Officeand the Riau Islands Province. This socialization was carried out by going directly to the field by holding focus group discussions (FGD) in the schools visited. In addition, it also sends a circular letter related to the implementation of the Saucy Training program to every SMKN school in the Riau Islands Province.
 - 2) Implementation.
Thesaucy training program has been implemented by the Education Office in collaboration with LPMP/BPMP of Riau Islands Province and the activity is carried out in hotels in Tanjungpinang

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- City and Batam City. These two cities were chosen because of adequate facilities and infrastructure and are easily accessible from other districts.
- 3) On point.
The targets of the state SMK Cakep Training program are state SMK teachers in the Riau Islands, who have the potential and competence in accordance with the requirements determined by the Riau Islands Provincial Education Office as the implementing party of the Cakep Training so that they can be explored and directed their potential to become a maximum result when they later become the principal of SMK negeri.
 - 4) Alignment between program outcomes and objectives
There is alignment. Where the purpose of Saucy Training is to develop the knowledge, attitudes and skills of prospective principals on the dimension of personality competence, creating an apparatus that is able to act as a reformer and glue for national unity and unity.
- b. Efficiency, to find out can be seen from:
- 1) Resource Person Competence.
LPMP/BPMP Riau Islands Province prepares resource persons or training teachers in the implementation of saucy training. The resource person/training teacher comes from LPMP/BPMP Riau Islands Province or from LPMP/BPMP other regions or supervisors who have been trained to become resource persons/teachers of Cakep Training.
 - 2) Participant requirements.
Per therequirements of the participants are already adequate, with the requirements in the applicable provisions where there are administrative requirements, academic requirements, and practical requirements where these three things must be met by the teachers participating in the Saucy Training which of course requires a sufficient process and time in fulfilling these requirements so that there is no need to add additional requirements because the current requirements are already nice and comprehensive.
 - 3) Coordination, supervision and monitoring
The Education Office carries out coordination activities for supervision and monitoring and the Ministry of Education and Culture/LPMP/BPMP of Riau Islands Province for saucy training participants covering the process of collecting data on the realization of programs/activities, reporting activities, to assessing and evaluating performance achievements. Monev aims to prove and account to the community for the use of the managed budget (the principle of accountability) and to inventory supporting and inhibiting factors as evaluation material so that subsequent programs/activities can be more useful and successful (principles of effectiveness and efficiency).
- c. Adequacy, to know it can be seen from:
- 1) APBD support
Dukungan APBD belum maximum. This can beseen from the unbudgeted transportation costs and pocket money of saucy training participants. The costs accommodated in the APBD are the cost of consumption and accommodation of participants as well as the completeness of other training.
 - 2) State Budget Support
Thestate budget is obtained from anda deconcentration (decon fund) to the Riau Islands Provincial Education Office. The Cakep Training Program is a program of the Ministry of Education and Culture so that everything related to the operation of the Cakep Training activities is financed or funded by the State Budget.
- d. Alignment, to find out can be seen from:
- 1) Changes in the principal's behavior.
The purpose and objectives of the Principal Candidate Training are to foster the development of knowledge, attitudes and skills of prospective principals on the dimension of personality competence, creating changes in the system and management model of SMK negeri in Riau Islands Province after the principal attends the Saucy Training.
 - 2) Improving the competence of principals
One of the programs to increase the competence of smk n egeri principals in Riau Islands Province is through saucy training. This program aims to improve the quality of education in the regions in particular and Indonesia in general. This is based on the many studies both from abroad and domestically that support that the quality of the school is closely related to the leadership quality of the principal. There is hardly a quality school without a quality school.

- 3) Achievement of student achievement.
Learning Achievement is a whole psychomotor and psychological realm that changes as a result of students' experiences and learning processes. To improve learning achievement, a strategy is needed, because the problems and needs of each school are different, so a strategy from a principal is needed.
- e. Responsiveness, to find out can be seen from:
 - 1) Impressions and experiences of saucy training participants.
A large part of the participants of the SMK Saucy Training n egeri who have been followed by each informant have their own impressions and experiences, some feel objections due to the non-responsibility of the transportation fee for the trip to the Cakep Training location, because the position of the school in the outer islands requires costs transportation and relatively large.
 - 2) Impressions and experiences of the implementers of the Saucy Training.
Each implementer of the State Vocational School Saucy Training has a different impression and experience from each other. In delivering training material, persuasive and repeated explanations are needed by the resource person/training teacher. This is done to ensure that the information conveyed can be absorbed by the training participants.
 - 3) Feedback
Feedback from SMK Saucy Training participants in the form of criticism and suggestions, including the non-budgeting of transportation costs and pocket money for participants in the Cakep Training activities financed by the Riau Islands Provincial Budget. The transportation costs and pocket money of these participants need to be budgeted in the APBD as a form of appreciation and motivation for the participants of the Saucy Training.
- f. Accuracy, to find out can be seen from:
 - 1) Fulfillment of targets and achievement of program objectives.
This Saucy Training Program has been included in the five-year Strategic Plan (Renstra) and the annual work plan (Renja). The plan is submitted to the Local Government Budget Team (TAPD) and discussed together with the Riau Islands Provincial DPRD, if this program is rational, approved or not depends on the availability of the budget and the assessment of the Riau Islands Provincial DPRD.
 - 2) Interpretation of the results of the participants of the Saucy Training.
The implementation of the SMK n egeri Cakep Training held by the Education Office through the Riau Islands Provincial Budget budget, transportation costs are not borne by the committee but are charged to the participants. This is due to the lack of funds in the APBD. The Saucy Training Program interprets that the implementation of the state SMK Cakep Training program will get facilities like the implementation of similar trainings in general.
 - 3) Achievement of the results of saucy training participants.
The achievement of the results of the participants of the SMK Cakep Training has a positive impact and benefits both short-term and long-term for state vocational schools in Riau Islands Province, especially for school principals who have participated in the Saucy Training. Because they have obtained material, experience and knowledge from the resource person or training teacher directly and comprehensively.
1. Supporting factors and inhibiting factors for education and training programs for prospective public high school principals in Riau Islands Province
- a. Supporting factors.
 - 1) Socialization.
Socialization is carried out in the form of making circulars and invitation letters regarding the implementation of administrative selection of prospective participants of the SMK Saucy Training, invitation letters for the selection of the substance of prospective participants in the SMK Saucy Training and invitation letters for the implementation of the SMK Saucy Training. In addition, socialization is also carried out in formal meetings, both in coordination meetings and meetings of MGMP SMK and MKKS SMK. Even in meetings in some work visits or directly down the spaciousness or in the sense of visiting state vocational schools in the Riau Islands Province and conducting FGDs (focus group discussions) so that direct questions and answers can be conducted with state vocational school teachers regarding the Saucy Training program.
 - 2) Implementation of the state vocational school saucy training program.
Implement the Saucy Training program by the Ministry of Education and Culture/LPPKSPS Solo through the STATE BUDGET fund and transferred to the regions in the form of a deconstruction

- fund (dekon fund). Meanwhile, the implementation of the Saucy Training program by the Education Office through APBD funds. The Education Office remains as the temporary implementer of the LPMP/BPMP of Riau Islands Province as the organizer, including the selection and determination of training resource persons/teachers.
- 3) The accuracy of the targets of the Saucy Training program.
That the target of the state vocational school saucy training program is appropriate, namely state vocational school teachers who have competencies according to their field of work and have professional potential.
- b. Inhibiting Factors.
- 1) APBD support is inadequate.
That the support of the APBD still does not meet the expectations of the participants, where participants hope that this Saucy Training activity is all financed by the Riau Islands Provincial Budget. However, in its implementation the budget provided is only for accommodation and consumption, while for transportation it is borne by each participant. So this burdens participants, especially participants who come from areas/islands far from the capital of the Riau Islands Province.
 - 2) There have not been many changes in the system and management model of state vocational schools.
That changes in the system and management model of SMK negeri have not changed much in several state vocational schools both in terms of style and leadership model. One of the reasons is that the principal of a state vocational school in participating in the Saucy Training is only to take a certificate as a requirement to become a principal, not to apply the results of the Saucy Training process
 - 3) The improvement of the competence of the principals of state vocational schools has not been achieved.
That the improvement of the competence of smk principals has not been achieved or realized optimally, because in practice and in fact in the field there are still found achievement scores of students below the target that should be achieved. Meanwhile, the graduation competencies of state vocational school students in the Riau Islands are still unable to compete with the world of work and the industrial world.
 - 4) The achievement of students at state vocational schools has not been maximized.
That the achievement of achievements from students at SMK Negeri already exists but has not been maximized. This happens because of the unfulfillment of supporting facilities, such as lack of a sarpras practice.

Discussion

In the research above, it was found that the research findings were in accordance with the theory or expert opinion, according to Dunn (2003: 610) policy evaluation is a policy that determines a better direction than the previous one by containing the following characteristics:

- a. Effectiveness is the desire to achieve goals appropriately with the right goals and the direction of policies made that are in accordance with their goals and functions, with several indicators: 1) Socialization, 2) Implementation, 3) Accuracy of goals and 4) Alignment between results and the objectives of Saucy Training. It was found that the results have been running effectively and this is in accordance with previous research carried out by Yuanita, Sri Kemala Sandi. (2022) Evaluation of the Cipp Model of the Basic Level Training Program to Improve the Competence of Early Childhood Educators in Payakumbuh City.
- b. Efficiency, namely, efforts to achieve optimally used results achieved by the use of existing resources, with several indicators including: 1) Competent resource person/practical teacher, 2) Participant requirements and 3) Coordination, supervision and monitoring. It was found that in the implementation of saucy training, competent training speakers/teachers are needed in their fields, training participants who have met the requirements that have been set, then coordination, supervision, monitoring and evaluation of saucy training participants are carried out. This is in accordance with previous research conducted by Misbah, Emmy. (2018). Principal Performance Reviewed from the Results of Saucy Training and Motivation for Achievement in SDN Porcupine Regency.
- c. Adequacy is the policy in the implementation of the program and the arrangements set between the cooperation of the performance of the organization in achieving the goals, with several indicators

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- including: 1) APBD support and 2) APBN support. It was found that there was support from the APBD and APBN in the nature of the activities of the SMK Saucy Training negeri of Riau Islands Province. However, the APBD support is still inadequate because the transportation costs and pocket money of the participants are not explained. Meanwhile, for support from the state budget, all budget items have been adequately explained, including transportation costs and pocket money. This is in accordance with previous research carried out by Andrian, Dwi Esti et, al. (2019). Qualitative Evaluation of In-On-In Model Principal Education and Training Programs.
- d. Leveling is: providing the achievement of policy results to the organization, or the environment as a whole based on its duties and functions, with several indicators including: 1) Changes in the system and management model of SMK negeri, 2) Increasing the competence of the principals of state vocational schools and 3) Achievement of student achievements at SMK Negeri. It was found that the leveling did not exist yet, because there were still minimal changes to the system and management model of SMK negeri in Riau Islands Province after the principal participated in the Saucy Training. Improving the competence of smk negeri principals has not been comprehensive, especially in achieving graduation standards and student competencies. This is in accordance with previous research conducted by Priyadi, Joko. (2017), Management of Leadership Training at the Training of Prospective Principals at the Principal Empowerment Development Institute (LPPKS).
 - e. Responsiveness, namely, the ability of the bureaucracy to recognize the needs of the community, as well as implement, develop programs in accordance with the needs and aspirations of the community, with several indicators including: 1) Esan and safe training of participants of the SMK Saucy Training, 2) Esan and experience from implementers of SMK Saucy Training and 3) Feedback (feedback) criticism and suggestions from participants of the SMK Saucy Training. It was found that the level of responsiveness of the participants of the Saucy Training and the Implementation of Saucy Training was very good. Similarly, the sling-back from the participants of the Saucy Training to the implementers of the Saucy Training was very high, so that the implementation of the Saucy Training had a good interaction between the two parties. This is in accordance with previous research conducted by Rahmadi (2019) Evaluation of the Implementation of Recruitment Policies for Prospective Principals within the Kutai Kartanegara Education Office.
 - f. Accuracy, namely, the certainty of implementation carried out with directed activities with the achievement of the objectives of the implementation gas set for, with several indicators including: 1) Fulfillment of targets and achievement of program objectives, 2) Interpretation of hasil from participants and 3) Achievement of the results of the participants. It was found that the level of accuracy of the implementation of the state SMK Cakep Training program in Riau Islands Province was very good. This is in accordance with previous research conducted by Rohaya, Euis. (2015). Policy Evaluation and Leadership of Principals in Implementing Inclusive Education at Mutiara Bunda Cilegon Elementary School.
1. Supporting factors and inhibiting factors for education and training programs for prospective principals of state vocational high schools in Riau Islands Province.
 - a. Supporting factors, including: 1) Socialization of the Saucy Training program, 2) Implementing the Saucy Training program and 3) Accuracy of the target of the Cake Training program p.
 - b. Inhibiting factors
 - 1) APBD support is still minimal.

The lack of support for the Riau Islands Provincial Budget is due to the minimum availability of the budget, so not all shopping items can be included in the APBD. Among the shopping items are transportation costs and peserta pocket money.
 - 2) There have not been many changes in the system and management model of SMK Negeri.

Changes in the system and management model of state vocational schools have not changed much in several state vocational schools both in terms of style and leadership model.
 - 3) The improvement of the competence of the principals of state vocational schools has not been achieved.

That the improvement of the competence of smk principals has not been achieved or realized optimally because in practice and in fact in the field there are still found achievement scores of students below the target that should be achieved.
 - 4) The achievement of students at state vocational schools has not been maximized.

That the achievement of achievements from students at SMK Negeri already exists but has not been maximized. This happens because of the unfulfillment of supporting facilities, such as the lack of practical sarpras and the need to improve the existing sarpras conditions.

4. CONCLUSION

Based on the research analysis results, it can be concluded that the education and training program for prospective principals of state vocational high schools in the Riau Islands Province has been running well. This can be seen in terms of effectiveness, efficiency, adequacy, leveling, responsiveness and accuracy. The supporting factors are the implementation of socialization, implementation and accuracy of the education and training program targets for prospective principals of state vocational high schools in the Islands Province. Riau. Meanwhile, other inhibiting factors: the lack of APBD support, the slow change in the system and management model of SMK negeri, the slow improvement of the competence of the head of SMK Negeri in Riau Islands Province and the lack of achievement of achievements and innovations of students at SMK Negeri.

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