

## Evaluation of The Implementation of The Center of Excellence SMK Program in Vocational High Schools

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### ABSTRACT

This study aims to analyze and evaluate the implementation of the Center of Excellence vocational high school program at SMK Negeri 1 Ratahan. The research method used is the CIPP model (context, input, process, product). The subjects of this study were the principal, the head of the program committee, the head of the Light Vehicle Engineering expertise program, several productive teachers, several students of the industrial program, the business world and the world of work. Data collection was carried out through interviews, observations and documentation. Based on the results of the discussion, it can be concluded that; 1) The evaluation of the program from the context aspect is stated to be very good and effective because it has been implemented in accordance with the legal basis, policies, and guidelines of the Directorate General of Vocational Education; 3) The evaluation of the program from the input aspect is stated to be very good and effective in terms of improving the quality of human resources in this case educators and students, the procurement of facilities/infrastructure that meets the standards of the world of work, and effective financing in supporting each component of the program; 2) The evaluation of the program from the process aspect is stated to be very good and effective in terms of the implementation process of internal teachers, students of field work practices, and industrial classes. Through partnerships with industrial programs, the business world and the world of work, the implementation of teaching and learning activities both in schools and in industry allows students to experience learning experiences as they work in the world of work, so that when they graduate they will become competent ready-to-use workers according to their field of expertise; 4) Evaluation of the program from the product aspect is stated to be good in terms of the absorption of graduates in the world of work. Based on the data collected, it was found that not 100 percent of students who graduated were immediately absorbed in the world of work. Although some continued to college and became entrepreneurs, of the graduates who had completed their education, there were still some who had not worked.

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## INTRODUCTION

Current technological developments bring a new, more sophisticated and modern civilization. Almost every day there are new technological innovations, upgraded to be more sophisticated and capable. The current era of globalization of technology and information has had a massive digital transformation impact on all areas of life. Moreover, in the industrial sector, which used to use human power, now uses more machines and even robots while humans are only the operators (Anggara, 2014). This industrialization process requires competent human resources, character and experts in certain fields of expertise in order to survive and compete in the world of work.

Education is an effective instrument to prepare competent and ready-to-use human resources in the world of work. Education is a process of training and developing knowledge, skills, thoughts, character, and so on through formal schooling (Daryanto, 2014). Through education, the nation's children are equipped from an early age with knowledge, technology mastery skills and even character to be able to appear as the next generation of the nation who are not only productive but professional in their fields of expertise and have proven soft skills (Nata, 2011). If not, this nation will produce massive unemployment which will have an impact on decreasing community productivity so that it will later trigger an increase in unemployment and poverty rates.

Unemployment and poverty are national issues and even general issues in society. According to a survey by the Central Statistics Agency (BPS) as of February 2023, unemployment among vocational high school graduates reached 9.60 percent, in February 2022 it reached 10.28 percent and in February 2021 it was 11.45 percent (CNN Indonesia). The same thing was also reported by the National Labor Force Survey Data (Sakernas) in August 2023 that vocational high school graduates contributed the most unemployment in Indonesia at 8.9 percent. This issue is caused by the lack of absorption of vocational high school graduates in IDUKA (industry, business world, and the world of work), the lack of productive teacher competency, inadequate facilities and infrastructure (practice rooms and equipment) / not yet up to work standards, the lack of experience of productive teachers related to experience in the field (world of work) and the lack of cooperation between schools and IDUKA.

Vocational High Schools (SMK) are part of the National Education System at the secondary education level which is a vocational education oriented towards the world of work (Ministry of Education and Culture, 2021). Ironically, vocational schools have been the largest contributor to unemployment in this nation for several consecutive years. Therefore, in 2021 through the Director General of Vocational Education, the government will pay special attention to the implementation of vocational high school education in terms of preparing professional workers in certain fields of expertise by coordinating them with the labor market while considering the goals and needs of the world of work.

The government's focus on developing and improving the quality of Vocational High School Education has been mandated by the President of the Republic of Indonesia through Presidential Decree No. 9 of 2016 concerning the revitalization of Vocational High Schools and Presidential Decree No. 18 of 2020 concerning the National Medium-Term Development Plan for 2020-2024. The things included in the priority strategic program are Vocational Education and Industry 4.0 Training which focuses on improving the quality of vocational education through the implementation

of the Center of Excellence Vocational School program by the Ministry of Education and Culture. It is hoped that the Center of Excellence Vocational School (SMK PK) program will be an effective program in preparing the nation's children who are qualified, competent, have character and are adaptive to the progress of the times. Even becoming a productive, creative, innovative generation that can compete in the era of globalization and contribute to advancing the nation we love, Indonesia. Thus, graduates of vocational schools will no longer contribute to unemployment and poverty in this nation.

Graduates of vocational schools can immediately work, continue their studies to a higher level or become entrepreneurs. Abbreviated as BMW which is an acronym for Working, Continuing, and Entrepreneurship. Not only that, both students who are studying at vocational schools and graduates of vocational schools can support the local wisdom-based economy of the local community.

SMK Negeri 1 Ratahan is one of the schools selected to implement the SMK PK program through a selection held by the Director General of Vocational Education in 2021. As stated in the Decree of the Director General of Vocational Education, Ministry of Education and Culture Number 22/D/O/2021 concerning the Determination of the Implementation of Vocational High Schools implementing the SMK PK Program Phase I in 2021 in the Creative Economy Sector.

In accordance with the Regulation of the Minister of Education and Culture Number 17/M/2021 concerning the Vocational High School Center of Excellence Program, the implementation of the SMK PK program includes: Socialization of the SMK PK Program, implementation of programs involving all school residents, especially participating expertise programs, the world of work and other stakeholders. The implementing school prepares policies related to program implementation, preparation of data-based planning at the level of the implementing education unit, training of school principals, heads of expertise competencies and productive teachers, implementation of partnerships with the world of work, and use of technology platforms in teaching and learning activities and in school management activities. The principal, head of expertise competencies, productive teachers and general subjects participate in the New Paradigm Training, which focuses on strengthening competencies and character in accordance with the Pancasila Student Profile. Furthermore, it will be disseminated to all school residents and surrounding schools.

In January 2025, the author conducted initial observations at SMK Negeri 1 Ratahan. Based on the results of observations and brief interviews, the author found several challenges faced by the Education Unit before implementing the SMK PK Program, namely the lack of cooperation between schools and the world of work, lack of absorption of graduates / graduates, lack of teacher enthusiasm to participate in competency upgrading / upskilling.

The implementation of the SMK PK Program that is maximized and effective ensures that SMK graduates are ready to enter the competitive world of work. Armed with knowledge, technology utilization skills, competencies in the field of expertise and proven character. Therefore, the implementation of the SMK PK program requires a comprehensive and systematic evaluation to assess the success of the program (Subianto, 2020). Was the program successfully implemented, did the program have a significant impact? Are there any challenges, obstacles or inhibiting factors faced in implementing the program?

The author is challenged to conduct an evaluation of the implementation of the SMK PK program at SMK Negeri 1 Ratahan to answer the questions above. In general,

evaluation can be interpreted as a process of presenting data that can be used as material for reflection and consideration in determining the goals to be achieved (Arikunto, 2009). Evaluation must be carried out accurately and without manipulation, and objectively so that it can provide a positive contribution to the parties involved in implementing a program (Scriven, 1991). As written above, the author uses the CCIP evaluation model as developed by Stufflebeem (2003). The CIPP model is considered a very in-depth, comprehensive and systematic evaluation model to see whether the program is running as expected based on the program components. In this model, the evaluator has no direct relationship with the program being evaluated, but rather works together with the program organizer in this case the education unit.

The CIPP model evaluation will give good results if implemented with good collaboration and synergy between the evaluator and the program implementer. The evaluator will get accurate information so that the data collected is factual and actual so that the evaluation implementation is objective and comprehensive.

The Center of Excellence Vocational School Program is expected to be an educational program, especially in the field of vocational education, which will provide positive impacts and contributions to students in particular and the Indonesian nation in general. Through this program, students are prepared to become competent graduates who are ready to work in the world of work, so that it will have an impact on reducing unemployment and poverty in this nation.

## METHOD

The research was conducted using a qualitative approach, with evaluative research using the CIPP model (context, input, process, product). The research on the Evaluation of the implementation of the Center of Excellence Vocational School program was conducted at SMK Negeri 1 Ratahan. The data collected by the author directly from informants or respondents from the school and documents related to the implementation of the Center of Excellence Vocational School program and obtained from literature, articles, journals and internet sites related to the author's research.

The data collection technique in this study used interview, observation and documentation techniques. The data analysis technique used in this study is to use the interactive model of Miles and Huberman (1992) in Sugiono (2020), stating that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction (Data Reduction), Data Presentation (Data Display) and Data Verification (Data Verification).

Examination and verification of data validity According to Sugiono (2011) in testing data validity, qualitative research methods use different terms from quantitative research. Data validity tests in qualitative research include credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity) tests.

## RESULT AND DISCUSSION

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### **Evaluation of the Implementation of the Junior High School PK Program Reviewed from the Context Component**

The implementation of the SMK PK program from the context component is considered very good based on each indicator. From the results of observations and documentation, the author found that each document related to indicators in each aspect of the context, namely the legal basis, vision, mission, goals and program policies, program needs analysis documented in the SMK roadmap has been prepared very well and systematically. The formulated program objectives are very appropriate and relevant to the demands of IDUKA. In line with the response from the principal during the interview that the school has prepared a roadmap in realizing the school's vision, mission, goals and strategic plan. The principal's high commitment to implementing the program is proven by involving all stakeholders and the government in realizing the program.

The results of interviews with productive teachers stated that all stakeholders were very enthusiastic in supporting the implementation of the SMK PK program. From IDUKA, which is a school partner, they also gave a positive response and fully supported the implementation of the SMK PK program.

Context assessment provides information to decision makers when planning a program to be implemented. In addition, context also means how rational the program is. This analysis will help plan solutions, identify needs, and formulate program objectives in a more focused and structured way. Assessing the context also determines which needs need to be met so as not to cause long-term losses.

Based on the opinions of the experts above, it can be concluded that the indicators related to the context aspect have been implemented and assessed very well. This is evidenced by valid, factual, and credible data that the author obtained in the field. This has a holistic impact on implementing other components in the CIPP assessment model that the author uses to evaluate the SMK Pusat Keunggulan program.

### **Evaluation of the Implementation of the Junior High School PK Program Reviewed from the Input Component**

Stufflebeam and Shinkfield (2003) stated that the main focus of input evaluation is to determine how program objectives are achieved. Evaluating inputs can help organize decisions, determine available resources, what alternatives to choose. What plans and strategies to achieve goals, and what operating procedures to achieve them. Input assessment components include: a) human resources, b) supporting facilities and infrastructure. and c) various procedures and policies needed.

Efforts to improve the quality of human resources carried out through the SMK PK Program for teachers include teacher internship programs at IDUKA, training at the Center for Vocational Education Quality Assurance and Improvement (BBPPMPV), teacher upskilling and reskilling. While for students through the student PKL program at IDUKA, visits to IDUKA and industry-based learning. Learning facilities and infrastructure are very supportive and adequate funding.

The results of the implementation of the Center of Excellence Vocational School program in the input component were assessed as very good because all indicators in the input aspect had been implemented very well and effectively.

### **Evaluation of the Implementation of the Junior High School PK Program reviewed from the process aspect**

Process evaluation includes identifying procedural problems in the implementation of activities. Every change that occurs in each activity is carefully monitored to obtain objective results from the implementation of the program. Through observations before the implementation of the program, while the program is running and after the program is completed, weaknesses and strengths of the program and obstacles faced in the field will certainly be found. Stufflebeam (Stufflebeam and Shienfield, 2003) stated that process evaluation is a continuous review of the implementation of planning. Related matters, namely activity monitoring, continuous communication, and supervision of activities and personnel are included in the process evaluation.

The implementation of the process components can be said to be very good because all indicators in the process aspect of the program implementation are carried out very well so that they have a significant impact on the implementation of quality education. Starting from the socialization of the program, alignment of the curriculum with IDUKA, industry-standard KBM, internship teacher programs, PKL students, the school has implemented the program activities optimally. The implementation of the program is monitored and evaluated by the principal to measure the achievement of program implementation and even overcome problems and obstacles faced wisely. Thus, through the SMK PK program, schools are able to produce competent graduates according to their fields of expertise and are ready to compete in the world of work. The implementation of quality education will produce quality graduates.

#### **1. Evaluation of the Implementation of the Junior High School PK Program Reviewed from the Product Component (product)**

According to Stufflebeam and Shienfield (1985) Product evaluation is an evaluation that aims to measure, interpret and evaluate the achievement of a program. Product evaluation is an assessment that measures success in achieving goals. Evaluation can also aim to collect descriptions and evaluations of results and relate them to goals, context, input and process information and interpret the feasibility and value of the program. The results of the process evaluation are expected to help decision makers regarding the continuation, termination or modification of the program.

Evaluation of the product components in this study refers to graduates who have participated in the implementation of education that implements the SMK PK program in this case at SMK Negeri 1 Ratahan. After going through various program activities, namely industry-standard learning both at school and at IDUKA, it is expected that graduates have competencies according to their fields of expertise, such as the learning experience that has been obtained during PKL at IDUKA. Both hard skills and soft skills can equip graduates so that they are ready to enter the world of work.

The partnership relationship between the school and IDUKA is considered good because it has been established for a long time even before the SMK Pusat Keunggulan program, but the partnership is even stronger with this program. This provides an effective and efficient contribution because through this partnership program, it not only opens opportunities for intern teachers and PKL students but also a commitment to absorb graduates from SMK Negeri 1 Ratahan. Therefore, it can be said that graduates can immediately work after completing their education.

The results of the analysis on the product components are considered good in terms of the absorption of graduates in the workforce. Based on field data, the

absorption of graduates is not optimal even though the school has collaborated with IDUKA. Some graduates who graduate immediately work, continue to college, and some become entrepreneurs. When compared to the situation before the SMK PK program, it can be concluded that the implementation of the SMK PK program has a very significant and effective impact in improving the quality of education in SMK.

The obstacles and problems faced in implementing the Center of Excellence Vocational School program at SMK N 1 Ratahan are:

1. The equipment is not one hundred percent like that found in the industry, but this can still be overcome by direct study in the industry or by bringing in the equipment from the industry.
2. Not all students get certificates from IDUKA, because there are students who do internships in unofficial workshops. The school overcomes this by issuing competency certificates from the expertise program.
3. The electricity capacity is insufficient so that when all departments use the practice equipment at the same time, sometimes the electricity goes out. The school overcomes this by using the room and practice equipment alternately.
4. Not all graduates are absorbed in the workforce because some continue their studies at college and become entrepreneurs. Some students who have not worked are sought employment in accordance with their fields of expertise through special school job fairs.

Thus, it can be described that the implementation of the SMK Center of Excellence program at SMK Negeri 1 Ratahan has been carried out maximally and effectively as described in each indicator. With the SMK PK program, schools can provide quality education.

## CONCLUSION

The evaluation of the program on the context component was stated to be very good based on each aspect indicator on the context component, namely: legal basis, vision, program mission, and guidelines from the Directorate General of Vocational Education which were arranged very clearly and systematically. As well as the formulation of objectives that are very much in accordance with the analysis of program needs and are very relevant to the needs of students. The program evaluation on the input component was stated as very good based on each aspect indicator on the input component, namely: availability of quality human resources, adequate facilities and infrastructure of world-class work standards, and very effective financing in supporting each program component.

The program evaluation on the process component was stated to be very good based on each aspect indicator on the process component, namely: implementation of intern teachers, PKL students, and industrial classes. Through partnership with IDUKA, the implementation of KBM both in schools and in industry allows students to experience learning experiences as they do in the world of work, so that when they graduate they will become competent, ready-to-use workers according to their field of expertise.

The evaluation of the program on the product component is stated as good based on the absorption of graduates in the workforce. Based on the data collected, it was found that not one hundred percent of students who graduated were immediately absorbed in the workforce. Although some continued to higher education and became

entrepreneurs, there were still some graduates who had completed their education who had not worked.

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