

# **Development Of Vocational School Performance Evaluation Model To Improve Vocational High School Competition**

**by Dr. Nurtanio Agus Purwanto, S.Pd., M.Pd.**

## **ABSTRACT**

This study aims to find out: 1) how the procedures for developing the Vocational performance evaluation model to improve the competitiveness of vocational high schools, 2) how the feasibility of the SMK performance evaluation model to improve the competitiveness of vocational high schools, 3) how the effectiveness of SMK performance evaluation models competitiveness of vocational high schools.

The method used is Research and Development which consists of four stages, namely: (1) the preliminary stage, (2) the planning phase of the model as the development of the initial product form, (3) the stage of testing, evaluation and revision through the implementation of the preliminary trial and the main trial, and (4) the implementation phase or operational field trial to find the performance evaluation model of the SMK. Samples taken were 8 Vocational Schools in DIY with consideration of the quality of the subject. The technique of collecting data uses FGDs, questionnaires, documents, observations, and interviews. Validity and reliability of the questionnaire instrument using expert validation. The validity of the qualitative data is validated with the informant review model, and data triangulation. Quantitative data analysis with descriptive analysis techniques and qualitative data with interactive analysis models.

The SMK performance evaluation model that is effective, efficient, practical, and provides accurate information is the MEKS Model theoretically feasible based on expert validation, and empirically feasible through field trials. The development of components and indicators of school performance is carried out methodologically through Research and Development. In this method, to determine the components and indicators of SMK performance as the core of the MEKS model is done through conceptual, theoretical, and empirical studies in the field through surveys, assessments, and Focus Group Discussions (FGD). The feasibility of the SMK performance evaluation model based on the assessment by 4 experts is included in the feasible category with an average of 3.88, as well as the appropriateness of the instruments including a feasible category with an average of 3.90. This shows that the MEKS Model developed theoretically is conceptually feasible to use to evaluate the performance of SMKs in DIY. As many as 12% of SMKs have reached the national standard > 70 -80% of the 100% expected, and > 80% that is 88%. The achievement of national education standards for SMKs on average the achievement of national education standards has reached 85.97% of what was expected. The highest achievement was in the management standard (94.63%) and the lowest was in the graduate standard (65.10%). The eight national standards used as instruments to measure the performance of Vocational High Schools are rational, because most can already be used to measure the performance of each component of education. However, based on discussions with school principals, there are an increase in the number of components of national standards, namely environmental, student and service standards.

*Kata Kunci: evaluation, performance, and high school*