LIGHTHOUSE

Evaluation and controlling strategy of headmaster in SDN 02 Jantiharjo

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ABSTRACT

The study is based on the importance of headmaster evaluation and strategy control at SDN 02 Jantiharjo as a primary school with the highest number of students in the village of Jantiharjo. The purpose of this study is to describe the principal's evaluation and strategy control, as well as how the periodic implementation of the institution maintains the quality of society. The method used in this study is descriptive descriptive. The data-collecting techniques used are interviews, observations, documentation, and literature analytics that deal with the problems found. The results show that the evaluation and strategy control at SDN 02 Jantiharjo is doing quite well. Although some senior teachers have recently retired and have been replaced by new teachers, the cooperation of evaluation and strategic management is well accomplished.

Introduction

Control is the last part of the management function. Management functions are planning, organization, direction and control. The next stage after the strategy is implemented is strategy control and evaluation. The process of control is carried out to ensure an institution has reached its intended destination. Control is conducted by comparing performance with desired results, then providing needed feedback for management to evaluate the results, and taking corrective action if needed. Generally speaking it is an act to ensure that something happens according to one's previous plans. Whereas strategy control is a special kind of controlling organization whose focus is more on monitoring and evaluating strategy management processes in order to get its function done properly. In addition, strategy control also gives critical feedback to determine whether all measures in strategy management are in place and should function properly. In strategy control we recognize two main approaches: traditional approaches and adaptive strategy approaches. The model explains that control is usually initiated by measuring the performance of an institution. The ratio of performance to previously established standards results in two possibilities. First, institutions perform similarly or even above established standards, second chances, different or even less than established standards. Both possibilities have consequences of each other. If performance is the same or even better than established standards then the company may not need for excessive corrective action, so the work can continue. If there is a second possibility, then action needs to be taken.

Literature review

A. Strategy Evaluation

A strategy evaluation is a process of getting information about carrying out business plans and performance and comparing the information to predetermined standards. A strategic evaluation is the process of assessing the extent of the strategies executed affects performance. So strategic evaluation is also one of the functions of strategic management that must be applied to educational institutions because educational institutions need the achievement of educational goals in their institutions. Meanwhile, to determine the achievement of educational goals in an educational institution, it is necessary to evaluate the process and learning outcomes in each educational unit.

There are three fundamental strategic assessment activities:

1. A revisit to the external and internal factors that are the basis for the current strategy
2. Performance measurement, which is by comparing the results applied to the actual results
3. Corrective measures to ensure that performance is within the plan

There are two functions for executing the evaluation:

1. Formative function, this evaluation is used for current repair and development activities to provide useful information to leaders as program or activity improvements. Formative evaluations lead to decisions on program development including revision changes.
2. Summative function, this evaluation is used to answer for, select or advanced information, and is done at the end of the program to provide potential information about the program's benefits or uses. A summative evaluation leads to a decision about the continuation of the program stops, or the program being forwarded

According to Nilasari (2014:153) there are four criteria for evaluating strategy:

1. Suitability (increased ance), a strategy may well represent the relationship between internal and external institutions as well as dynamic. There must be an agreement between the two.
2. Excellence (superiority), in its good strategy, may afford superior competition. The use of resources, skill, and position would be able to generate excellence in competition.
3. Consistency, policy, and strategic goals are consistent. What constitutes the basic code of connectivity is the policy issue, the success of the department, and the question of managerial.
4. Worthiness (ability), when the implementation of an important strategy evaluation is to be able to discern the abilities, skills, talents, and competence the society has and can be used in the state of the state

B. Controlling

Herawan (2017) concludes that quality control activities are intended to assess and provide improvements to the performance of teachers or other personnel involved in the education process to ensure that the activity is carried out according to a predetermined plan. Control is a broad concept that applies to humans, objects, circumstances, and organizations. organizations such as control education institutions include a variety of planning and controlling processes. The strategy is a means to an end. The primary goal is for an agency or organization to look at objectively external and internal conditions so that it can anticipate external environmental changes. So strategy control is all the methods and analyses used to monitor, evaluate, and modify strategies to adapt activities-an organization or an institution with the need for survival generated by constantly changing outside forces to achieve its goals. Control is also referred to as supervision, that of researching and supervising all the performance of the educational force. Oversight aims to increase the motivation and performance of education institutions with all academic civitas according to the rules and job descriptions of each person that are carried out vertical ly and horizontal, that is, higher levels of control over those under him. Similarly, the subordinate can criticize the superior. So supervision or control is necessary to ensure the smooth operation of educational organizations according to discretion, plans, rules and regulations, and predetermined ordinances or procedures

Methods

The research method used is a qualitative descriptive method. The authors conducted an interview with the headmaster of SDN 02 jantiharjo as a research subject. In addition, the authors also collected data from several educational powers involved in evaluation and strategy control at SDN 02 jantiharjo. The techniques of data collection include interviews, observations, documentation, and analysis of such literacy sources as books, journals, and articles that support the focus of the research.

Results

SDN 02 Jantiharjo is one of the state-owned elementary schools in Kp Mojo, Jantiharjo, Karanganyar District. The location is quite far from the city which is busy with vehicles, so that it is safe for children to cycle to school on their own. This school was founded in 1984 and operates until now. The vision of SDN 02 Jantiharjo is achievement, character, Pancasila insight and proficiency in technology. This vision is supported by the following missions:

1. Carry out active and creative learning and guidance
2. Carry out habituation, discipline and courtesy
3. Build character through appreciation and practice of Pancasila
4. Forming skills in mastering technology

The objectives of SDN 02 Jantiharjo are:
1. Active, Innovative, Creative, Effective and Fun Learning (PAIKEM)
2. Proficiency in mastering technology.
3. Basic discipline and decency
4. Character through appreciation and practice of Pancasila

Based on the vision, mission and objectives, SDN 02 Jantiharjo has excellence in sports. There are many award trophies in takraw competitions and other sports. Not only that, schools also have a religious culture, such as the habit of praying duha, midday prayers in congregation, and reading the Koran before starting lessons in the morning. Overall, there are 10 teachers and one school guard. Where 6 people are class teachers, one Physical Education teacher, one religion teacher, one ICT teacher, and one WB teacher. SDN 02 Jantiharjo is the school with the most students in Jantiharjo Village. In September 2022 SDN 02 Jantiharjo has carried out a school accreditation visitation in the last 5 years. Various strategies are formulated to achieve goals and realize the school's vision and mission. The principal leads the meeting in the process of planning, implementation and evaluation. The strategy evaluation is divided into

two, namely formative evaluation and summative evaluation. Formative evaluation is carried out in every activity held by the school as well as outside activities involving the school, usually only involving teachers. For summative evaluation, the principal presides over a large meeting attended by all school stakeholders, usually held before the semester break. The evaluation was carried out by both internal and external parties. Assessments the principal should know include a teacher evaluation of a student, a teacher evaluation of the learning process, and a principal evaluation of every aspect of the school. Generally the school strategy process begins by analyzing both the school's internal environment and the external in order to determine what could become school strengths, school weaknesses, opportunities to have, and threats to deal with. Then the principal formulates a strategy, one that matches the school's goals. The third general strategy process is to implement or implement strategies that are already formulated.

According to current projections, the government will be able to determine whether or not the problem will be solved.

1. Set an indicator and guide for the success of each subject and guidance in a relevant clump.
2. Guide the teacher in determining what is important to judge each subject in the relevant thicket.
3. Assessing the performance of all school components in their duties and responsibilities to improve education
4. Monitor the progress of learning and analyze the results of learning
5. Analyze and process the performance assessments of the headmaster, teacher, and school staff

Discussion

The evaluation and control of a program is important to know the extent to which a program has been planned to achieve its goals. According to the research, the head of the SDN Jantiharjo has taken a measure of evaluation and control. The stage of evaluations is transformed at which institutions of education: First, review internal factors by noting the strength of citbaga that will be the material for institution education to continue to improve, as well as weaknesses that will make education societies suffer setbacks, and review external factors by considering the opportunities that education institutions have to make in order to become independent institutions, and what threats are likely to face by education institutions. Second, measure performance to be more egomic and efficient. Third, perform corrective measures by making repairs when disagreements occur. During this phase the head of the school along with the whole stakeholder does a joint evaluation to control the activities carried out. When problems arise, immediate action is taken to find the heart of the problem and to find solutions. Both internal and external assessments are carried out. External evaluations were made by the supervisor and builder, the karanganyar district education and culture service. In doing an evaluation, the school uses the school self-evaluation kit (eds) so that it can see programs that are not achieved. The evaluation carried out at SDN 02 Jantiharjo has fulfilled both evaluation functions. As a formative function, on each activity performed whether it involves only teachers or students and student parents, everything is exercised upon good planning with a clear purpose. At the end of the activity, the principal assembled the entire committee (teachers) to evaluate the flaws in each one's duties to make improvements to the next activity. As a summative function, a large compact evaluation summarizes the activities that have been carried out during a particular program. Before the big meeting took place, the entire educational force had prepared matters to discuss and which ones most urgently needed to be addressed. At the end of the meeting, the headmaster determined a strategy that needed to be maintained and corrected one that didn't go as planned.

He said it was only a matter of time. The strategy used to achieve this vision has not been properly realized because it has reduced operating costs to provide a computer lab.

The control or monitoring strategy is followed periodically by the head of the school and education and a cultural and regional office of karanganyar. The characteristics of effective strategy control at SDN 02 Jantiharjo are as follows:

Accurate

Information on the carrying out of the activity has been planned in detail. The teacher in charge of making an activity planning list reminds the principal of two weeks before the activity is carried out.

Right on time

Activity is carried out as planned, if found eating inconsistencies will be evaluated immediately.

Objective and thorough

Information is easily understood by all stakeholders and is objective and complete.

Centered on strategy-control points

The surveillance system focuses attention on the parts that are the weaknesses of the strategy being used.

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flexible

Supervision has the flexibility to respond to the lack of the strategy to use.

It's proprietary and operational

Effective surveillance systems should show either detection or deviation from standards, what corrective measures should be taken.

According to the research, the strategic evaluation carried out by the head of the two jantiharjo schools in general has been well under the circumstances. Obstacles come from the internal and external schools, such as difficult human resources to work with, a lack of it mastery competence, not being quick to respond to renewal, and so on. The principal has made efforts to overcome the barriers to strategic evaluation. As for efforts being made to overcome such obstacles: the increase and development of human resources by including teachers in workshops, seminars, and school MGMP/stake. The principal provided the motivation for teachers and administrative personnel to improve academic competence. In addition, the principal performs regular supervision and monitoring on all levels for the orderly administration and school management. The overseer and the school builder make regular use of coaching to motivate all the elements in the school. In the more selective acceptance of new students, the closest approach (greater dhuha prayer, greater worship of dhuhur, and the quran's literacy movement), optimizing teaching activities, encouraging students to be active in extracurricular activities, including students in various race activities both academic and non-academic. In terms of the school's infrastructure work on redecorating

Conclusion

The study concludes that the strategic evaluation process conducted by SDN 02 jantiharjo was carried out well. The evaluation is divided into the number of times that it has been carried out, an formative and summative evaluation. According to the area, the evaluation analysis is divided into both external evaluation and internal evaluation in any area or comprehensive evaluation. This evaluation involves both problems and obstacles that each area faces. A comprehensive evaluation usually involves all elements of the school to know the issues faced intact, formulating solutions and actions that follow.

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