EVALUATION OF TEACHER EMPOWERMENT PROGRAMS IN OPTIMIZING THE QUALITY OF EDUCATION SERVICES USING THE CIPP MODEL

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Abstract

This study aims to evaluate the teacher empowerment program at SMK Ummul Quro Cireunghas, Sukabumi Regency in improving the quality of educational services by considering aspects of context, input, process, and product (CIPP). This study used a qualitative research approach. The sample data source of this study was selected using the snowball sampling technique. Data was collected based on interviews, observations, and documentation. The research findings revealed that (1) the context aspect is good where the teacher empowerment program at SMK Ummul Quro is very helpful for teachers in carrying out their duties and responsibilities as educators; (2) The input aspect is good, the resources allocated in the teacher empowerment program consist of budget costs, facilities and infrastructure, resource persons, cooperation and support from institutions. However, resources in the form of funds and facilities are still limited; (3) the process aspect is good, the empowerment program implementation process is carried out through planning, analyzing teacher professional development needs, program design, resource procurement, selection of facilitators or instructors or resource persons, program implementation, evaluation of results on program effectiveness including feedback from teacher performance, further development or additional training and adjustment of implementation strategies, encouraging teachers to continue learning and developing; (4) The product aspect is good, there have been significant changes as a result of the teacher empowerment program, namely improving teacher performance and improving student learning outcomes, increasing collaboration between teachers, increasing parental involvement, and improving student learning, developing digital learning resources, higher levels of employment. This study recommends that several inhibiting factors need to be improved so that the implementation of educational activities can run smoothly according to the objectives that have been set.

Keywords: Evaluation, Teacher Empowerment Program, Service Quality, Education, CIPP Model

INTRODUCTION

Education is a crucial element in forming quality human resources. Education plays a crucial role as the main foundation as a former of quality human resources (Aziz et al., 2018). Education is not just a process of knowledge transfer but also involves the formation of character, skills, and moral values that are essential for individual success in society (Bosseler et al., 2024). By placing education as a crucial element, we recognize that investment in the development of human potential through the education system is key to creating an empowered and contributing society (Irfansyah, 2023). In this context, the role of education not only affects the development of individuals personally but also has a significant impact on the progress and well-being of a nation. Therefore, the emphasis on the quality of education is imperative to ensure that every level of society has equal access and opportunity to access quality learning (Stufflebeam & Zhang, 2017).

As a vocational secondary education institution, SMK has the main responsibility of providing quality educational services to students (Depdikbud, 2020). Vocational High Schools focus not only on the transfer of academic knowledge but also on the development

of practical skills relevant to the world of work. SMK must have the capacity to create a learning atmosphere that facilitates students' comprehensive growth, which includes both academic aspects and practical skills needed in the world of work. Therefore, Vocational High Schools (SMK) must continue to evaluate teacher empowerment strategies to ensure the quality of services provided.

Empowering teachers in vocational schools plays an important role as a key strategy to improve service quality (Yahya & Lamada, 2021). In the context of vocational secondary education, teacher empowerment includes not only improving academic skills but also focusing on developing practical and professional skills relevant to the demands of the world of work (Azainil et al., 2021). Teacher empowerment is directed at empowering educators to actively involve students in the decision-making process and in designing curricula that are responsive to student needs as well as industry developments (Tang et al., 2020). Therefore, through teacher empowerment, it is hoped that SMK can produce graduates who have competence not only academically but also are ready to compete in the job market. It is important to recognize that teacher empowerment is also related to aspects of teacher motivation and involvement in carrying out their duties (Kaldi & Xafakos, 2017). In an empowering environment, teachers feel a great responsibility for students' development as well as their contribution to society. Empowering teachers can create a positive learning climate and increase teacher motivation to continue to develop themselves through professional development activities (Subiarto & Wakhudin, 2021).

However, while teacher empowerment in vocational schools offers great potential to improve service quality, challenges may arise in its implementation (Kapoor & Foshee, 2023). Adequate support, consistent understanding of the concept of empowerment, and addressing barriers that may arise during the teacher empowerment process should be the main focus in designing and evaluating such strategies (Umam & Saripah, 2018). By understanding these factors, SMK can effectively measure and improve the positive impact of teacher empowerment on the quality of services provided (Noor et al., 2023). By detailing the concept of teacher empowerment in the context of vocational schools, identifying its impact on teacher motivation, and realizing the challenges in its implementation. However, in its implementation, teacher empowerment often faces several challenges, both internal and external.

Evaluation of the effectiveness of teacher empowerment strategies at SMK Ummul Quro Cireunghas is imperative to ensure that these empowerment efforts make a significant contribution to improving the quality and quality of services at the vocational high school (SMK) level. Through this evaluation, it is hoped that concrete evidence can be found about the positive impact of teacher empowerment on student skill development and improving the quality of education at SMK Ummul Quro Cireunghas, Sukabumi Regency. In line with understanding the importance of evaluating the effectiveness of teacher empowerment strategies, this evaluation process can include several important dimensions, including an in-depth analysis of the local context of SMK Ummul Quro Cireunghas, including the dynamics of the educational environment and the demands of the surrounding industry. This local

context has a significant influence on the implementation and outcomes of teacher empowerment, and is, therefore, an important element that needs to be evaluated.

Furthermore, the evaluation must also check the quality of the input provided to empower teachers (Irene, 2023). This includes policies, programs, and resources allocated to support the implementation of empowerment strategies. A deep understanding of the quality of these inputs will help identify potential improvements or improvements that can be made to support more effective teacher empowerment (Supriyati & Muqorobin, 2021). Evaluation should involve an analysis of the teacher empowerment implementation process and the products or outcomes resulting from the strategy (Stufflebeam, 2019). An understanding of the extent to which teachers are involved in the empowerment process, what obstacles may be faced, and the results that have been achieved will provide valuable insights for continuous improvement (Hurmaini & Abdillah, 2015). A comprehensive evaluation like this will provide a thorough understanding of the effectiveness of teacher empowerment at SMK Ummul Quro Cireunghas and provide strategic direction for future policy development (Ahmadi & Arief, 2022). From the description above, it can be determined that the purpose of this study is to evaluate teacher empowerment programs in optimizing the quality of educational services using the CIPP model.

LITERATURE REVIEW
Evaluation

The term evaluation can generally be equated with *appraisal*, rating, and *assessment*, all of which refer to attempts to analyze policy outcomes in the form of values (Ishmail & Tully, 2020). In a more specific context, evaluation deals with the production of information regarding the value or benefit of policy outcomes and their implementation in reality. Evaluation aims to determine whether the educational process has run according to the program and has achieved goals efficiently and effectively (Hakan & Seval, 2011). Preferably, evaluation is also used to find out whether the educational process is not running according to the program and does not achieve the expected goals. Therefore, evaluation becomes an important activity to understand and evaluate the effectiveness of education policies and programs. In the context of Islamic education, evaluation is one component of the education system that must be carried out systematically and planned. Evaluation serves as a tool to measure the success or achievement of targets in the Islamic education process and learning process. Evaluation is closely related to the decision-making process related to the success of an activity (Nyoman Gunung & Darma, 2019). Evaluation is placed as an integral part of management that aims to formulate actions that need to be taken, collect relevant information, and present the information to determine alternative decisions.

Program Evaluation

Program evaluation is an attempt to understand the extent to which a policy has been carefully implemented by assessing the effectiveness of each component (Sopha & Nanni, 2019). According to Cronbach and Stufflebeam as quoted by Suharsimi and West Java

(2020), program evaluation is an effort to provide information that will be conveyed to decision-makers. According to Zainal Abidin (Arifin, 2019) Argues that program evaluation is a scientific activity that is carried out continuously and thoroughly. The purpose of this evaluation is to control, guarantee, and determine the quality of a program, using certain criteria and considerations to make decisions and responsibilities in implementing the program (Basaran et al., 2021). Program evaluation is carried out to evaluate the effectiveness and efficiency of the implementation of a program, achieving the objectives that have been set, the relevance between the implementation of the program and the initial plan, as well as the impact, strengths, and weaknesses of the program (Purwaningsih & Dardjito, 2021). Without evaluation, it is impossible to know to what extent the policies that have been issued can be implemented and how well they are implemented.

Employee Empowerment

Every organization has goals to achieve and to achieve them, organizations carry out various activities (Mosley et al, 2005). The smooth implementation of organizational activities depends largely on the employees who are in it because they are the ones who run it (Al Draj & Al Saed, 2023a). Therefore, it is important to empower employees optimally so that they can make maximum contributions to the smooth running of various organizational activities. About employees, from this, it can be understood that in the empowerment process, there is a granting of power and accountability from a leader to his employees (staff) (Lolowang et al., 2019). Therefore, the leadership gives some of its power to employees (staff) who are considered capable of exercising that power. Then they are held accountable for its implementation. In empowerment, in addition to being given the authority to do something, supporting resources are also given. This will facilitate the use of this authority in various organizational activities. Without supporting resources, the authority given by leaders to employees cannot be utilized optimally (Al Draj & Al Saed, 2023b). Furthermore, Stewart, as quoted by Silalahi (2017: 90) explained that empowerment that is transferred is not only tasks as in delegation but the right to decide, the right to do something, and full responsibility in connection with work. If delegation, power, and responsibility are still in the leadership, while empowerment lies with the employee concerned. In delegation, an employee performs tasks because he is ordered by his leader and is empowered, and employees carry out their duties because it is their responsibility (Lok & Crawford, 2004). Therefore, with empowerment, employees can take action related to their field of work without having to ask for guidance or approval from their leaders, but they must be fully responsible for the actions they take (Jung et al., 2021).

Quality of Service

Some opinions state that quality can be interpreted as optimal satisfaction and exceeds customer needs and desires. Service quality is a level of excellence that is expected to meet all customer needs and can be built through the integration of four closely interrelated *pillars of service excellence*, namely: speed, accuracy, customer friendliness, and comfort (Dewi et

al., 2021). Quality of service is the overall features and characteristics of a product or service that depend on its ability to meet stated or even implied needs (Kotler, 2018). The formulation of service quality or service is as follows: "The definition of service quality focuses on efforts to meet customer needs and desires and the accuracy of delivery to balance customer expectations (Tjiptono, 2017). There are five dimensions as determinants of service quality, namely, tangible, empathy, responsiveness, reliability, and assurance. Quality refers to an optimal product or service, free from defects and shortcomings, capable of meeting the wants and needs of customers (Khudhair et al., 2019). Services are an important part of economic activity whose *output* is not in the form of physical products but rather added value such as persuasion, entertainment, punctuality, satisfaction, or health (Risandi et al., 2023). All these factors are the main focus for buyers.

CIPP Evaluation Model

This CIPP model was developed by Stufflebeam, et al. at *Ohio State University*. CIPP stands for *context evaluation*, *input evaluation*, *process evaluation*, and *product evaluation* (Nyoman Gunung & Darma, 2019). The CIPP model views the evaluated program as a system. when a team of evaluators selects a CIPP model to evaluate an assigned program, they must analyze that program based on its components (Santiyadnya, 2021). Gilbert Sax, as quoted by Arikunto and West Java (2020: 46), guides evaluators on how to study each component in each program by asking several questions. This model was later updated by adding one component, namely O, which stands for *outcome* (s) so that it becomes the CIPPO model. The CIPP model only focuses on measuring outputs (*products*), while the CIPPO involves evaluation to implementation of these results.
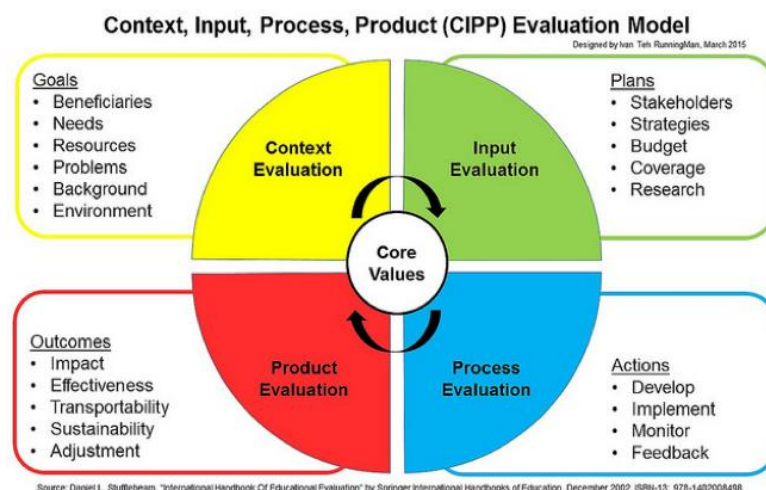
Figure 1. CIPP Model

The components in the program to be evaluated are: 1) Context evaluation is an attempt to describe and detail the environment, unmet needs, populations and samples served, and project objectives. 2) Input Evaluation: The second stage of the CIPP model is input evaluation. Input evaluation refers to the initial ability of students and schools/schools in

supporting the program. 3) Process *Evaluation*: Process evaluation in the CIPP model highlights three main aspects, namely, "what" activities are carried out in the program, "who" (*who*) is the person responsible for the implementation of the program, and "when" the activities will be completed. In the context of the CIPP model, process evaluation aims to assess the extent to which the activities carried out in the program have been carried out by the established plan. 4) Product Evaluation: Product evaluation or results are focused on changes that occur in raw inputs. Product evaluation is the final stage of a series of program evaluations (Arikunto dan Jabar, 2020:46-47).

METHOD

The object discussed in this study is the evaluation of teacher empowerment programs in optimizing the quality of educational services using the CIPP model at SMK Ummul Quro Cireunghas, Sukabumi Regency. In this study, the main source of data from the *interview* process with informants was the principal, teachers, and students of SMK Ummul Quro Cireunghas, Sukabumi Regency. Furthermore, researchers conduct observations and documentation studies as additional data sources during the study. This research method uses qualitative, where the research procedure can produce descriptive data, which is in the form of speech, behavior, and phenomena found when going directly into the field to observe the Objects and Subjects to be studied (Sugiyono, 2019). The purpose of qualitative research is to understand a particular social situation, event, role, group, or interaction, which is largely an investigative process. Where researchers gradually understand social phenomena by contrasting, comparing, replicating, cataloging, and classifying research objects (Creswell, 2023). The type of research used is descriptive, which is research that aims to decrypt or explain something as it is. This study aims to provide a description or description of a situation. Data collection methods in this study are literature study, observation, interviews, and documentation. To test the validity of research data using triangulation techniques (sources, techniques, and time) that aim to obtain findings or interpretations accurately and credibly (Moleong, 2017). This study uses qualitative data analysis techniques, namely data analysis is carried out simultaneously with data collection or at the time of observation and interviews. The practical steps taken during data analysis are (1) data collection, if the data found in the field can exceed the author's wishes, the author must write down the data in detail, because the longer the researcher plunges into the field, the more complex the data will be obtained. (2) data presentation, namely collecting information, taking action, and presenting qualitative data in the form of graphs, figures, or tables, (3) data reduction, namely sharpening classifying, arranging, discarding unnecessary information, and organizing data. and action-taking. (4) data verification and conclusions, i.e. re-verifying the data and drawing conclusions on the data, the conclusion is drawn when the data is saturated and each addition of new data only means redundant (Miles & Huberman, 2018).

RESULTS AND DISCUSSION

Evaluation of Teacher Empowerment Program at SMK Ummul Quro Cireunghas, Sukabumi Regency

1. **Aspect Context**

   a. Background of Teacher Empowerment Program

   Based on the results of an interview with the Principal of SMK Ummul Quro Cireunghas, the Teacher Empowerment Program was carried out to improve the quality of education. The program is implemented by increasing teacher competence so that it can be more fun, more creative, and more active. The importance of this teacher empowerment program is carried out so that SMK teachers have strong technical skills, as well as effective teaching skills, and can integrate innovative teaching methods into the curriculum.

   b. Factors Influencing the Implementation of Teacher Empowerment Programs

   Based on the results of the study, it is known that the factors that influence the implementation of the Teacher Empowerment Program are as follows:

   - Teaching Methods

     From the observations, it can be analyzed that the quality of educational services at SMK Ummul Quro can be said to be not optimal. This is supported by the results of interviews in qualitative research, it was found that in carrying out educational services at SMK Ummul Quro has a main problem, namely teaching methods that are considered inappropriate. Based on the results of an interview with the Principal of SMK Ummul Quro, he said that the climate of teaching and learning activities in schools still uses many old methods such as lectures and assignments that are less structured to students. This is also supported by the results of interviews with students of SMK Ummul Quro who stated that the learning atmosphere in class was a little boring because it used more lecture methods. The lecture method is the way the teacher delivers learning material orally. This method can be used in learning activities but this lecture method cannot be used in all learning situations so the selection of certain situations needs to be paid more attention so that learning objectives can be achieved.

   - Discipline

     In an interview with SMK teacher Ummul Quro, it was mentioned that there are still high disciplinary problems for students. This is in line with the results of observations where the classroom environment looks less orderly and noisy if there are no teachers, there are still students who skip class or have no information when they do not attend school, there are still students who do not wear uniforms according to the rules and do not wear school attributes completely. Discipline in school life is very important for both teachers and students. Discipline teaches students to have good and positive habits. Thus, with

discipline, the classroom and school environment will be more orderly to create a comfortable and orderly school life.

- Sense of Responsibility

Academic success does not escape the sense of responsibility of teachers as educators and students as learners. The duties and responsibilities of teachers in teaching and learning activities are very large, not just delivering subject matter. In addition to teaching and educating, teachers also have the task and responsibility of training students to have skills or life skills *practical life*. Teachers must train students to master 21st-century life skills to equip students to conquer all the challenges they face in the future. In addition, teachers also have the task and responsibility of guiding students and trying to help solve problems so that students stay on the right track and can achieve educational goals. But this is still inversely proportional in the field. Based on observations, teacher guidance to students is still minimal. This is also in line with the results of an interview with a teacher of SMK Ummul Quro who stated that the sense of responsibility in the vocational study program is only limited to teaching teachers without routine practices. Even though in contrast to high school which has more portion for theory, in their daily lives, vocational students have more practice than theory. The portion for practice reaches 60 percent while for theory 40 percent. So it should be, that SMK students spend more time in practice rooms, rather than in classrooms.

c. Specific needs that need to be addressed in teacher empowerment programs

After knowing the problems that cause less than optimal learning activities at SMK Ummul Quro Sukabumi by revealing the inhibiting factors above, then following the contextual conditions of the implementation of the Teacher Empowerment Program at SMK Ummul Quro by taking into account internal and external factors, it is possible to find the relevance of specific needs that need to be addressed in the Teacher Empowerment Program. Based on observations and interviews, specific needs that need to be addressed in teacher empowerment programs include 1) Programs should be tailored to make optimal use of available resources, 2) Teacher empowerment programs need to take into account the needs and backgrounds of different student learning styles, 3) Programs should be designed with the social and cultural context of the school in mind to ensure their relevance and effectiveness, 4) The level of involvement of parents and communities in school activities is also important to consider, 5) High levels of learning gaps require different approaches in supporting inclusive and effective teaching, 6) Development of more interactive and engaging learning, 7) Need more support in utilizing online learning tools and digital resources, 8) Students in vocational schools need career preparation and development of good life skills needed to enter the workforce, 9) Learning strategies that can play a role in ensuring students have access to quality education and get the support needed.

2. **Input Aspect**

a. Resources

Resources such as energy, time, and funds have an important role in facilitating the needs of education and training implementation to achieve program goals. Based on the results of the interview, according to the Head of SMK Ummul Quro Cireunghas, the resources allocated for the Teacher Empowerment Program include budgets, facilities and infrastructure, resource persons, commitment, and support from the institution itself. This is supported by a statement from the teachers of SMK Ummul Quro who stated that commitment and support from the institution and good cooperation are the most valuable resources in the Teacher Empowerment Program. Another teacher also added that being given time to take several online teacher competency tests and being given decision-making authority when developing student learning schedules are also the most valuable resources felt by teachers in the Teacher Empowerment Program. However, even though resources such as budgets, facilities, and infrastructure have been allocated, these resources are also challenges faced in the implementation of the Teacher Empowerment Program. Based on observations and interviews with the head of SMK Ummul Quro, it was revealed that the challenges faced at SMK Ummul Quro were limited resources including facilities, equipment, and funds. This is also supported by the results of an interview presented by teacher A of SMK Ummul Quro who stated that limited resources both in terms of funds, facilities, and personnel are challenges faced in the teacher empowerment program at SMK Ummul Quro. Based on the results of the above research, it can be concluded that the resources allocated in the Teacher Empowerment Program consist of budget costs, facilities and infrastructure, resource persons, cooperation, and support from institutions. These resources are seen to be the most valuable resources felt by teachers in the Teacher Empowerment Program.

b. Teacher Perceptions in Teacher Empowerment Programs

Based on the results of the interview, all teachers who became informants in this study were actively involved in planning or determining inputs for teacher empowerment programs including training materials and other resources both as teachers and program heads. The active involvement of teachers in this teacher empowerment program is felt significantly by students. The students in this study agreed that there was a significant change in the way teachers prepare and deliver lessons after the teacher empowerment program, where the delivery of material became more interesting, facilities in the practice were more complete, teaching methods were more varied, teaching materials and media were diverse and interesting according to the theme of the material, there was a reflection on learning outcomes, there was continuous evaluation and the practice schedule was always appropriate and fun.

3. Process Aspects
   a. Implementation of Teacher Empowerment Program

   Based on observations and interviews, the implementation of the teacher empowerment program of SMK Ummul Quro Cireunghas was carried out through seminars, workshops, IHT, and rewards for teachers who excel and can participate in existing programs in schools. Specifically, teacher empowerment programs affect the way teachers teach and interact with students, among others: 1) Creating a conducive atmosphere in the classroom and fun for students, 2) Helping students when they have difficulty meeting learning achievement levels, 3) Providing fun learning that is by the needs and circumstances in the school environment and the business world and the industrial world, 4) Collaborate with peers and collaborate with students to provide educational services according to their needs, 5) Learning focuses on students The teacher is only a motivator and facilitator of this method is successful in creating a lively classroom atmosphere, 6) Provide opportunities for students to come up with ideas and ideas and be able to practice them in learning activities.

   Based on the results of interviews with students, all students in this study agreed that with the implementation of teacher development programs, students become more motivated and involved in learning. According to parents, aspects of the process that still need to be improved include 1) Strong support and motivation from school management can help ensure full participation of all teaching staff, 2) Provide ongoing training to include in-depth material according to teacher needs, 3) Full support to post-training teachers to implement new practices more effectively, 4) Expand communication with parents to help create better support for change.

   b. Obstacles or Challenges Faced During the Teacher Empowerment Program Process

   Based on observations and interviews with principals, teachers, students and parents, obstacles or challenges faced during the process of teacher empowerment programs found in this study, among others: 1) Lack of clear commitment, 2) Limited financial support and supporting advice, 3) Laziness that arises, 4) Temptation in every activity that always arises, 5) The level of absorption of students who, 6) Technology skills that are still lacking, 7) Student motivation is still low, 8) Technology challenges due to areas that are still difficult to network/signal, 9) Limited cooperation between teachers and with parents. Based on the results of an interview with teacher D of SMK Ummul Quro, another challenge faced in the teacher empowerment program is limited cooperation between teachers which results in hampering the exchange of ideas and practices in the learning process. In addition, interviews with parents also revealed that the difficulty of involving several parents to work together is a

tough challenge in the educational process. So the factor of cooperation between teachers and parents needs more attention.

c. Teacher Participation Level in Teacher Empowerment Program

Based on the results of interviews with teachers of SMK Ummul Quro regarding experiences during the training process and activities in the teacher empowerment program, Teacher A said that the program was very fun and added new experiences in the learning process in the classroom. Teacher B also added that this program is very helpful in fostering interest in the achievement of programs implemented in schools. The teacher empowerment program carried out at SMK Ummul Quro generally provides free time for teachers to be more confident in carrying out their duties and responsibilities. In addition, the program also provides positive motivation for teachers in the learning process both in the classroom and in the practice room. In addition, communication between parents and schools is also more established after the teacher empowerment program. This is supported by the results of interviews with parents where communication between schools and parents becomes more intense both through parent and teacher meetings and through online notification letters via email and WhatsApp, as well as information sessions or workshops specifically for parents.

4. Product Aspects

a. Expected outcomes or outputs of teacher empowerment programs

Based on the conclusions of the interview with the head of SMK Ummul Quro Cireunghas, the indicators or criteria used to evaluate the success of the teacher empowerment program, among others: 1) Increasing student achievement of SMK Ummul Quro, 2) Conducive learning climate, 3) Teachers are more enthusiastic in teaching, 4) Students are happier in learning.

b. Level of Service Quality Improvement as a result of Teacher Empowerment Program

In an interview with the head of SMK, Ummul Quro mentioned that concrete results or achievements obtained as a result of teacher empowerment are the results of PTK Guru which can be a solution for others in carrying out actions in class and there is feedback from people who feel their children are well cared for. These results have a direct impact on improving the quality of education services. The head of SMK Ummul Quro continued, stating that there was an increase in management and management that was more directed and structured. This is supported by the teacher's statement stating that this teacher empowerment program is very helpful because the teacher empowerment program means that teachers are given trust so that they can continue to explore abilities that can be practiced by students. In addition, parents of SMK Ummul Quro students also felt the improvement in the quality of educational services, including 1) Teachers are increasingly integrating technology in their teaching,

2) Student-centered teaching according to trends that focus on individual needs and interests of students, 3) Teaching methods that encourage collaboration between students, 4) Teachers conduct formative assessment which provides continuous feedback.

c. Level of satisfaction of parties related to the results of teacher empowerment

Based on the results of interviews with several related parties above, in general, both service providers (teachers) and service recipients (students and parents) feel satisfaction with the results of teacher empowerment programs. Researchers argue that improving the quality of educational services can be done with teacher empowerment programs.

Evaluation of teacher empowerment program at SMK Ummul Quro Cireunghas, Sukabumi Regency

1. Aspect Context

The results also found factors behind the implementation of teacher empowerment programs, including teaching methods, discipline, and a sense of responsibility. Based on research findings, the teaching method used before the teacher development program used more lecture methods where the lecture method was a way of delivering teaching materials with oral communication (Widayati, 2014). This method is effective for the delivery of information and understanding. This method has advantages and disadvantages. The advantages include teachers easily mastering classes; easily organizing classes; discussing a large number of students; easing preparation and implementation; and easy to explain the lesson well. But on the other hand, this lecture method also has disadvantages, including easy verbalism; the visual ones being a loss, the greater auditive ones receiving; tedious for relatively long use; it is difficult to conclude that students understand and are interested in what is being conveyed; Students become passive. In this study, the use of the lecture method was considered inappropriate so it became an obstacle in achieving teaching and learning goals felt by the principal, teachers, and students. So teachers must find other teaching methods that are more to the situation and conditions in the field.

2. Input Aspect

Based on the research findings, the resources allocated in the Teacher Empowerment Program consist of budget costs, facilities and infrastructure, resource persons, cooperation, and support from institutions. However, based on the results of interviews with principals, teachers, and students, these resources in the form of funds and facilities are still considered limited.

3. Process Aspects

Based on the research findings, the implementation of the teacher empowerment program of SMK Ummul Quro Cireunghas is carried out through seminars, workshops, IHT, and rewards for teachers who excel and can participate in existing programs in

schools. The program was enthusiastically welcomed by the principal, teachers, students, and parents.

4. Product Aspects

Satisfaction can be seen from related parties as a result of teacher empowerment programs. In general, both service providers (teachers) and service recipients (students and parents) feel satisfied with the results of teacher empowerment programs. Factors that affect educational services are customer satisfaction which includes parents and students. Therefore, educational institutions need to understand and manage the quality of educational services and improve and meet customer expectations.

CONCLUSION

Based on the results of the research and discussion of research that has been described earlier, it can be concluded that the Evaluation of the Teacher Empowerment Program in Improving the Quality of Education Services Using the CIPP Model at SMK Ummul Quro Cireunghas, Sukabumi Regency, namely the teacher empowerment program in the context aspect, was carried out to improve the quality of education services. The main objective of this program is for vocational teachers to have strong technical skills, as well as effective teaching skills, and be able to integrate innovative teaching methods into the curriculum. In addition, the results of the study also found factors behind the implementation of teacher empowerment programs, including teaching methods, discipline, and a sense of responsibility. Resources allocated in the teacher empowerment program consist of budget costs, facilities and infrastructure, resource persons, cooperation, and support from institutions. However, resources in the form of funds and facilities are still limited. This is in contrast to the authority felt by teachers, commitment and support from institutions, given time to take several online teacher competency tests, and given decision-making authority when developing student learning schedules and good cooperation are the most valuable resources in teacher empowerment programs. The implementation of the teacher empowerment program of SMK Ummul Quro Cireunghas is carried out through seminars, workshops, IHT, and rewards for teachers who excel and can participate in existing programs in schools. The program was enthusiastically welcomed by the principal, teachers, students, and parents. However, one of the obstacles encountered in the implementation of teacher empowerment programs is the limited cooperation between teachers and parents. Satisfaction can be seen from related parties as a result of teacher empowerment programs. In general, both service providers (teachers) and service recipients (students and parents) feel satisfied with the results of teacher empowerment programs. It is hoped that the results of this research can be used as a reference for SMK Ummul Quro Cireunghas, Sukabumi Regency in making the right decision. And hopefully, this study can be a reference for other researchers who conduct similar research. As well as suggestions for future research to expand the object of research by involving many vocational schools in Sukabumi Regency, and adding quantitative research methods so that the results can be depicted.

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