

Evaluation Of The Implementation Of School Productivity Program Based On Key Performance Indicators At Al Ikhlas Islamic Junior High School, South Jakarta

¹Fatmasari, ²Ian Permana Wahyu

¹Educational Administration Management, Muhammadiyah University Prof. Dr. Hamka

²Economic Education, FKIP, Pamulang University

E-mail: fatmasarinugraha@yahoo.com

E-mail: dosen02023@unpam.ac.id

ABSTRACT

Schools need evaluation to ensure productivity is achieved. To measure the strategies implemented in an effort to achieve the expected productivity, a Key Performance Indicator (KPI) is needed. KPI consists of several performance indicators, benchmarks, and targets as a measure of school productivity. The KPI used by Al Ikhlas Islamic Middle School, which is the reference for school productivity programs, measures Curriculum KPIs, Student Affairs KPIs, HR KPIs, facilities and infrastructure, and finances. The purpose of this research is to analyze and explore through evaluating the implementation of school productivity programs based on KPIs at Al Ikhlas Islamic Middle School. This study uses a descriptive qualitative approach with the Kirkpatrick evaluation model. The results of the research findings are: (1) evaluation at the reaction level shows a positive reaction from the Foundation Board, Principal, Deputy Principal, Teachers, and parents towards achieving targets on Curriculum KPI, Student KPI, and facilities and infrastructure at Al Ikhlas Islamic Middle School, (2) evaluation at the learning level shows that training activities for teachers are in accordance with the needs of increasing teacher competence at Al Ikhlas Islamic Middle School and mastery of the materials from the training provided can be assessed as good, (3) evaluation at the behavior level showed the teacher Al Ikhlas Islamic Middle School experienced a change in work behavior for the better so that it was in accordance with the HR KPI, and (4) Evaluation at the results level showed that the implementation of the school productivity program at Al Ikhlas Islamic Middle School was assessed as lacking due to the lack of target achievement on new student admissions in 2020/2020 2021 and less achievement of 0% receivables.

Keywords: School productivity, key performance indicators, Kirkpatrick

Introduction

In order to become a Driving School, Private Schools can participate in fulfilling the stages of the Indonesian School transformation process. Private schools can determine their own vision, mission and goals for the school. Private school leaders must have a vision to be able to anticipate and organize strategies to deal with continually changing situations and conditions. The definition of mission is all the strategies or actions that must be carried out in order to realize the vision. The mission also explains the stages of the strategy in an effort

to realize the vision. Missions are also short-term goals, which are written in the form of explanatory sentences and are more detailed.

An organization, including schools, needs control and evaluation to ensure that the organization's work plans can run well, so a performance management system is needed that contains performance measures (KPI-Key performance indicators) which are strategic activities for the school's productivity and efficiency.(Fatima, 2014). One of the big messages in the Qur'an about productivity is found in surah Al-Insyirah verse 7 which reads:

فَإِذَا فَرَغْتَ فَانصَبْ

Meaning: "So when you have finished (something), keep working hard on other matters."(QS Al-Insyirah [94]:7)

To measure how far the strategies have been implemented in realizing the vision and mission, a measure is needed to determine the level of success or productivity of the private school. Key Performance Indicator (KPI) is a measure or indicator that can be used to determine the achievement of the institution's vision, mission and goals. KPI not only measures length, process time, equipment life, but is a more precise measure of performance. Furthermore, KPI is a key measure of success. Without a measure of success, it will be difficult to evaluate the extent to which strategic steps can be said to be effective. In the context of private schools that are independent in terms of funding school fees, it can also be related that private schools are organizations that have the activity of producing educational services as well as managing "profits and losses" which are calculated by the quality of their output. Thus, KPI is closely related to the objectives of the process to be measured and can help schools to see progress and review the goals of the school.

Being one of the Islamic Private Public Schools in South Jakarta and considering the large number of private school competitors, especially in the South Jakarta area, Al Ikhlas Islamic Middle School in Cipete Selatan, South Jakarta must continue to improve the image of the school and continue to strive to keep up with current developments while adhering to the values and government regulations in the field of education. In line with the objectives of National Education according to Law Number 20 of 2003 concerning the National Education System, namely developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Al Ikhlas Islamic Middle School has a school vision, namely to create a superior generation who have good morals, have a leadership spirit and are intelligent.

Al Ikhlas Islamic Middle School has prepared a KPI consisting of several performance indicators, benchmarks and targets as a measure of school productivity. Targets are determined based on the school's vision, mission, values and what it wants to achieve in the school year. The targets in the Al Ikhlas Islamic Middle School KPI are determined using a management framework, such as the balance score card (BSC).

The BSC approach measures performance based on financial perspectives, customers, internal business processes, learning and growth funds. These four perspectives were then adopted into the KPI of Al Ikhlas Islamic Middle School, which measures the productivity of Al Ikhlas Islamic Middle School, as follows: curriculum, student affairs, human resources, administration, and finance. Each of these indicators is further reduced to several key indicators, such as: 1) Curriculum KPI consisting of targets for academic grades, Islamic Religious Education, and student acceptance at favorite high schools; 2) Student KPIs consist of moral character, leadership spirit, extracurriculars and championships, and target registrants vs. capacity; 3) HR KPI consists of increasing teacher competency; 4) administrative KPIs consist of administrative administration and environmental cleanliness; and 5) financial KPIs consisting of school fee receipts vs. arrears, advance payment accountability reports, and budget use.

At the beginning of the 2019/2020 academic year, to be precise in July 2019, the school productivity measure based on KPI was ratified in the results document of the Education Work Meeting (Rakerdik) by the Management of the Al Ikhlas Mosque Foundation which oversees Al Ikhlas Islamic Middle School. As time went by, in March 2020, the whole world was hit by the COVID-19 pandemic which of course had an impact on aspects of education, especially at Al Ikhlas Islamic Middle School. The impact felt is related to the KPI of Al Ikhlas Islamic Middle School for the 2019/2020 academic year, namely the student KPI. In the *akhlakul karimah* indicator, the target of 97% of students applying the 7 values in assessing attitudes in teaching and learning activities (KBM) was only achieved 95%. An indicator of having a leadership spirit, the target of 97% of students taking part in activities related to leadership in KBM according to class level, was only achieved by 95%. Extracurricular and championship indicators, which had a target of 99% achieving non-academic championships of at least the top 5, were only achieved at 94%. The target indicator for registrants is according to capacity, having a target of 95% of class capacity met with the quality of student input being better than the previous year, only 62% achieved.

This lack of achievement illustrates that there are school visions and missions that have not been achieved. The facts mentioned above are not in line with what was stated by

Zulfikar & Alfian, that productive education is education that has benefits in the form of changes in attitudes and behavior towards better skills, skills that are relevant to life, and can help themselves and their families in life. against the individual who did it. Productivity is expected to increase students' knowledge and behavior towards a better direction and increase in quantity(Zulfikar & Afian, 2019).

KPI can describe school productivity that actually matches what happens in the field or real conditions. This is why it is important for schools to measure how far they have progressed and also look at the goals of the school. To increase sustainable school productivity, it is necessary to conduct an evaluation which aims to see whether the success of the program that has been implemented is in accordance with what was planned and the results of the evaluation can be the basis for making decisions to follow up on weaknesses discovered during the evaluation process both at the beginning of the program and at the end. program(Kirkpatrick, 2006). This evaluation can cover four aspects, namely reaction, learning, behavior and results. In the Koran, Allah SWT also teaches humans to judge or evaluate as contained in surah Al-Baqarah verse 284:

لِلّٰهِ مَا فِي السَّمٰوٰتِ وَمَا فِي الْاَرْضِ ۗ وَاِنْ تَبَدُّوْا مَا فِيْ اَنْفُسِكُمْ اَوْ تَخْفَوْهُ
يُحَاسِبِكُمْ بِهٖ اللّٰهُ ۗ فَيَغْفِرُ لِمَنْ يَّشَآءُ وَيُعَذِّبُ مَنْ يَّشَآءُ ۗ وَاللّٰهُ عَلٰى كُلِّ شَيْءٍ
قَدِيْرٌ

Meaning: "To Allah belongs everything that is in the heavens and everything that is on the earth. and if you give birth to what is in your heart or if you hide it, Allah will surely reckon with you regarding your actions. So Allah forgives whom He wills and punishes whom He wills; and Allah is Almighty over all things".(QS. al-Baqarah, 2: 284).

Based on the background above, the researcher wants to carry out further research, namely evaluating the implementation of the school productivity program based on KPI at Al Ikhlas Islamic Middle School.

Method

This research uses a descriptive qualitative approach. In conducting research, an approach was taken, as written by Arikunto, that program evaluation research was carried out using a qualitative descriptive approach(Arikunto & Suharsimi, 2009). The aim of this research is to determine whether the school productivity program based on KPI is running as planned, and achieving the stated goals. Creswell said that the qualitative research process

involves important efforts through questions and procedures, collecting data from participants, analyzing data inductively, and interpreting data. (Creswell, 2019). Qualitative research is often explained using words. Qualitative research has the main objective, namely to understand (to understand) social phenomena or symptoms by focusing on a complete picture of the phenomenon being studied rather than breaking it down into interrelated variables. (Dr. Hj. Connie Chairunnisa, 2017).

Research Model.

The evaluation model used for this research is Kirkpatrick's four-level evaluation model. Kirkpatrick stated three reasons for conducting an evaluation, namely: to justify the existence of a program budget by showing how the program contributes to the organization's goals and objectives; to determine whether a program is continued or not; and obtain information about how to improve the program in the future. Then Kirkpatrick put forward four levels of evaluation to answer these three reasons, namely: Level 1 Reaction, Level 2 Learning, Level 3 Behavior, and Level 4 Results (Results/Impact).

a. Level 1 – Reaction.

Kirkpatrick defines reactions at Level 1 as stakeholder satisfaction regarding school productivity programs based on KPIs. By measuring reactions, we can find out what stakeholders (Foundation Management, School Principals, Deputy Principals, Teachers and parents) feel regarding the implementation of school productivity programs based on KPIs and can provide suggestions and input.

b. Level 2 - Learning.

Evaluation at level 2 has the aim of measuring teacher learning after implementing the training. In this research, level 2 was carried out by measuring whether there was a change in teacher competence as an educator in terms of technical competence and behavioral competence in accordance with existing competency standards at Al Ikhlas Islamic Middle School. Teacher competency standards at Al Ikhlas Islamic Middle School consist of teacher technical competency standards and behavioral competency standards. The preparation of teacher technical competencies uses the reference of the Republic of Indonesia National Education Ministerial Decree no. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies and was developed in accordance with teacher qualifications at Al Ikhlas Islamic Middle School. The following is a list of technical competency standards for teachers at Al Ikhlas Islamic Middle School:

Table 3.
List of Technical Competency Standards for Al Ikhlas Islamic Middle School
Teachers.

NO	COMPETENCE	CODE
1.	Preparation/Preparation of Learning Programs	PPP
2.	Implementation of Learning Programs	PBJ
3.	Implementation of Learning Assessments	ABJ
4.	Implementation of Learning Assessment Analysis	AAB
5.	Implement Improvement and Enrichment Programs	BRAKE
6.	Efforts to form students who are faithful, pious and have noble character	AKH
7.	Ability to Knowledge of Islam and Be Religious	Qur'an
8.	Foreign Language Ability	FLG
9.	Developing Students	DEV
10.	Information Technology Competency	IT
11.	Reading & Writing Ability	LIT

c. Level 3 – Behavior.

The term behavior used is related to work behavior as seen from the teacher's competence (pedagogical, social, personality and professionalism).

d. Level 4 – Results.

Level 4 evaluates the final results of school productivity programs based on KPIs by linking the results of program improvements with organizational improvements. These aspects of the Level 4 – Results evaluation are not only related to productivity, but can also have an impact on building solid teamwork which has direct implications for motivation and the working atmosphere within the school.

Research subject.

Foundation administrators, the principal and deputy principal of Al Ikhlas Islamic Middle School, Al Ikhlas Islamic Middle School teachers, parents of Al Ikhlas Islamic Middle School students, and Al Ikhlas Islamic Middle School alumni who graduated in the 2019-2020 academic year were the informants chosen by the researcher.

Data Collection Techniques and Procedures.

This research uses observation, interviews, documentation and triangulation as data collection techniques.

1. Observation Stages.

Observations according to Suwardi(Suwardi, 2008)namely, "A method or way of systematically analyzing and recording behavior by looking at or observing individuals or groups directly." Meanwhile Ghani(ARA Ghani, 2016)conveying research observations not only fulfills curiosity, but also how a known phenomenon becomes knowledge.

The researcher observed how the school productivity program based on KPI was implemented, whether the aspects of reaction, learning, behavior change and final results were in accordance with what was planned and then whether they were able to confirm the results of the interviews and document studies that had been carried out. The informants who were observed were all Al Ikhlas Islamic Middle School teachers. Observation activities to see directly the teacher's reaction when interviewed about the school productivity program, enthusiasm in participating in training as a competency improvement program, and the behavior that emerges when teaching and learning activities are in accordance with indicators in behavioral competency.

Observations made by researchers are as follows:

- a) Develop an observation protocol, namely reading the observations containing: 1) the place and time of the observation; 2) the object being observed; 3) collected data; 4) observer; and 5) the equipment used.
- b) Observation results. For each observation, a transcript of the process and results of the observation is made.

2. Data Collection by Interview.

Tersiana(Tersiana, 2018)stated that, "Interviews are one of the instruments used to explore data verbally."

The source of information in this research is the Head of the Education Division because the targets, school KPIs, and expected results are formulated by the Head of the Education Division, then the source of information is obtained from the Principal, Deputy Principal, and teachers. The following are the stages of an interview activity:

- a) Determine who the interview will be conducted with.
- b) Prepare the main issues that will be the topic of discussion.
- c) Initiate or open the flow of the interview.
- d) Carry out the flow of the interview.
- e) Confirm the results of the interview and end it.
- f) Write down the results of the interview in field notes.
- g) Identify follow-up to the interview results that have been obtained.

3. Data Collection with Documents.

Data collection using documents is a data collection technique that is not directly aimed at the research subject. Documentation is data obtained through observation, interview observations to compare and analyze previously existing data with newly obtained data. Documents to be collected can be in the form of reports, regulations, policies and meeting minutes.

4. Triangulation.

Sugiyono (2017) explains that triangulation is a data collection technique that combines observation techniques, interviews and documents.

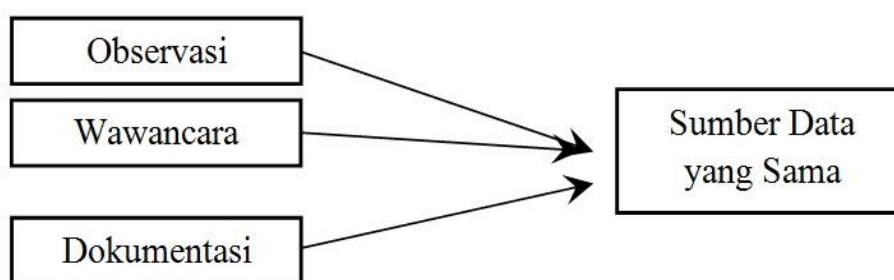


Figure 2. Triangulation of data collection “techniques”.

Source: Sugiyono, 2017.

Evaluation Standards.

Standards are an important aspect of every evaluation implementation. Standards can assist researchers in ensuring that evaluators communicate effectively and achieve a clear understanding of the criteria that evaluations must meet. A program is considered successful if it meets the specified success criteria. Success criteria were prepared to serve as a reference for measuring the success of implementing the school productivity program based on KPI at Al Ikhlas Islamic Middle School. The four fundamental concepts in program evaluation standards are:

1. Utility.

Utility standards are intended to ensure that evaluations will serve the information needs of their intended users. The users in question are the people involved who are responsible for implementing the evaluation program. Evaluators should ascertain users' information needs and report to them relevant evaluation feedback in a clear, concise, and timely manner.

2. Appropriateness.

Appropriateness standards are intended to ensure that evaluations will be realistic, thoughtful, diplomatic, and economical. Evaluation using appropriate evaluation procedures

and operating within the program environment, must avoid things that are disruptive and damaging to this program.

3. Appropriateness.

Appropriate standards are intended to ensure that evaluations will be conducted legally, ethically, and with attention to protecting the rights of the parties involved in the evaluation, as well as those affected by its results.

4. Accuracy.

Accuracy standards are intended to ensure that evaluations will reveal and convey technically adequate information about the features that determine the value or benefits of the program being evaluated.

Inspection Techniques and Data Validity.

The data obtained needs to be known and must be checked for data validity. Data obtained in qualitative research is declared valid if there are similarities between the data obtained and the conditions that occurred at the research location. The data validity checking process is based on criteria, namely:

1. Degree of Trust (credibility)

The qualitative research data obtained must have a degree of trustworthiness. The degree of data trustworthiness can be obtained through:

a. Opt-in extension.

This activity has two objectives, namely (1) checking and sorting out incorrect data caused by interference (distortion) from correct data, (2) building trust between researchers and research subjects towards researchers. This activity can be carried out by researchers carrying out research back to the location by carrying out research stages including observations, interviews and studying documents both those that have been found and the latest ones.

b. Perseverance of Observation

Diligence in observation is an activity to obtain the characteristics and elements that match the conditions that are appropriate to the problem being researched and then focus on the issues in depth.

c. Triangulation

Triangulation is a multi-method approach used in qualitative research when researchers collect and analyze data. The aim of triangulation is to obtain a high level of truth about a phenomenon by approaching it from various points of view. Triangulation has four types of techniques, namely:

1) Data Source Triangulation

The purpose of data source triangulation is to search in depth for the desired information using various techniques and data sources. This is to ensure that the data obtained has a high degree of confidence after applying various techniques and data sources.

2) Triangulation method

Implementation of method triangulation is carried out by comparing data obtained with different methods. The use of different methods can combine two or more methods such as combining interviews, observation and document study.

3) Time Triangulation

Research time can determine the degree of trust in the data. The degree of trust in the data can be obtained by time triangulation in the form of interviews, observations and document studies carried out at different times and carried out more than twice. This is done to avoid differences in the data obtained.

2. Transferability

The transferability method requires researchers to present research reports as detailed and complete as possible on the conditions of the research location to build transferability to explain the research location completely and in detail to readers.

3. Confirmability

This is a method used to ensure that the data obtained includes valid data. The method used is to examine all stages of the research.

4. Dependability

The dependability method is used to check that research data is reliable. The method used is to maintain consistency in the application of data collection techniques, use of theory and develop interpretations of the situation.

Data Analysis Techniques (Interactive Miles Huberman model)

The step taken after obtaining research data is data analysis. The purpose of data analysis is to obtain new information so that the nature of the data becomes easier to understand and can help draw up research conclusions. The stages of research data analysis using the Miles and Huberman model include activities, namely: data reduction, displaying data and drawing conclusions. The explanation of these stages is as follows:

1. Data reduction

Data reduction is the process of sorting important and unimportant data obtained. Data sorting focuses on data that is very important and relevant to the research being carried out.

All notes, recordings and images obtained are collected and then separated, given marks according to the groups that have been determined.

2. Data Presentation.

The next stage is presenting the data from the data reduction results. Presentation of qualitative research data is in narrative form, namely assembling all the data into a piece of writing that explains the research object. This rareness will make it easier for researchers to analyze and draw up research conclusions.

3. Preparation of Conclusions.

The next stage is drawing up conclusions to obtain the meaningfulness of the data obtained. The method used is to look for patterns, related facts and similar things that arise. These three stages are contained in an interactive model image by Miles Huberman(Prof. Dr. Sugiyono, 2017)as follows ;

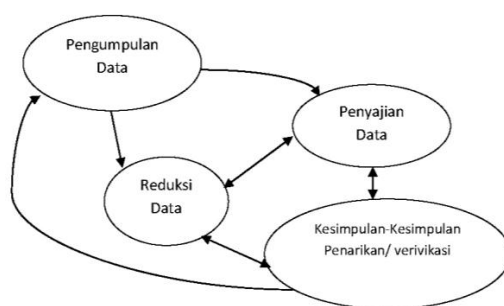


Figure 3. Miles Huberman's Interactive Model.

Source: Sugiyono, 2017.

Results and Discussion

1. Reaction Level.

The positive reactions of Foundation Management, School Principals, Deputy Principals, Teachers, and parents towards the implementation of the productivity program were assessed from the components of the Curriculum KPI, Student KPI, and facilities and infrastructure in the school. The results of interviews from Foundation Management, School Principals, Deputy Principals, Teachers, and parents who had conducted source triangulation were considered good as evidenced by (a) the activities derived from the KPI Curriculum were in accordance with the school's vision, mission and strategy; (b) The implementation of the curriculum in the 2022/2023 academic year is in accordance with Permendiknas no. 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery Eleventh dictum point a, namely class VII applies the Independent Curriculum and class VIII – class IX still applies the 2013 curriculum (Kurtilas); (c) Curriculum development at Al Ikhlas Islamic Middle School is in accordance with the BNSP curriculum

reference where curriculum development is in accordance with the stages of document validation; (d) writing targets on the KPI Curriculum indicators that meet the SMART criteria (Specific, Measurable, Attainable, Relevant, and Time bound); (e) activities derived from the Student Affairs KPI are in accordance with the school's vision, mission and strategy; (f) writing targets for Student KPI indicators that meet SMART criteria (Specific, Measurable, Attainable, Relevant, and Time bound); (g) academic value indicators reach the target, even the USBN value exceeds the target; (h) Around 90%-98% of students have practiced practical worship such as obligatory prayers and reading the Al-Qur'an and other manners in daily life both at home and at school; (i) students have applied the 7 values in the assessment of attitudes in teaching and learning activities and Student Affairs KPIs in daily life; (j) More than 90% of students take part in activities related to leadership at KBM; (k) Student activities are carried out in accordance with the schedule informed to parents; (l) Learning facilities and infrastructure are in accordance with the teacher's needs in terms of quantity; and (m) Supporting facilities have met school accreditation requirements as proven by the SMP accreditation score in 2020 which received an A accreditation predicate.

However, the results of the questionnaire from evaluating parents' reactions with 10 indicators were less proven with the percentage of total answers "Yes" being 53%. A recap of the questionnaire results is described in the following table:

Table 8.
Recap of Questionnaire Results

Number	Yes	No	Amount
Parents 1	4	6	10
Parents 2	7	3	10
Parents 3	5	5	10
Amount	16	14	
Average answers	5.3	4.7	
Percentage	53%	47%	

Based on the evaluation of these reactions, it can be said that stakeholders gave positive reactions to school productivity programs based on Curriculum KPIs, Student Affairs KPIs, and facilities and infrastructure. However, there are several notes that are of concern for follow-up, namely: it is necessary to check or re-verify whether the activities created are in accordance with their respective KPIs. Teachers experience difficulties in

monitoring the practice of practical worship and muamalah because students are not 100% at school. during the pandemic in the 2019/2020 to 2021/2022 academic year, during the pandemic (2019/2020 – 2021/2022) non-academic championships were achieved but little/did not reach the target due to PPKM and interaction restrictions, and academic and non-academic learning. Academics are expected to be provided more evenly, not limited specifically to students who are OSIS administrators.

2. Learning Level.

At the learning level, it includes the implementation of training for teachers and the results of the implementation of the training.

The assessment details are as follows:

a. Assessment of training implementation components.

The indicators assessed include: (1) whether the activities derived from the HR KPI are in accordance with the school's vision, mission and strategy; (2) whether the choice of training title or theme is in accordance with the teacher's needs; (3) does the training material provide the competencies needed by teachers to become professional teachers; (4) whether the target writing on the HR KPI indicators meets the SMART criteria; and (5) whether the training activities are carried out according to the schedule informed to the teacher as a participant.

Based on the results of interviews with the Principal, Deputy Principal and Teachers, it can be assessed as very good as proven by (1) The activities derived from the HR KPI are in accordance with the school's vision, mission and strategy; (2) the choice of training title or theme is in accordance with the teacher's needs; (3) the training material provided is in accordance with the needs for increasing competency in teachers to become professional teachers; (4) setting targets for HR KPI indicators that meet SMART criteria; and (5) The training schedule is usually planned at the beginning of the semester, around 90% of the activities are in accordance with the schedule informed to the teacher.

b. Assessment of the results of training implementation.

The assessment indicator for the results of training implementation is whether mastery of the training material is in accordance with the targeted competency standards.

Based on the results of interviews with the Principal, Deputy Principal and Teachers, it can be assessed as good, as evidenced by the fact that around 90% of the material is mastered according to teacher competency standards in junior high schools. In determining competency improvement targets, it must refer to teacher competency standards and what competency priorities are being targeted. It is mandatory for every teacher who takes part in the training to share it with other colleagues. So that all teachers have uniform

abilities/competencies. So of course mastery of the training material is in accordance with competency standards in junior high school.

However, there is something that needs attention to be improved, namely the implementation of HR KPI derivative activities such as training is also made a priority so that it can still be carried out according to schedule (time reschedule). It is best not to postpone or cancel it, considering that training plays an important role in improving teacher competency.

3. Behavior Level.

Assessment at the behavioral level is carried out by assessing work behavior based on the teacher's competency. The details of the assessment are as follows: (a) is the application of the knowledge provided in the training in accordance with the expectations of the Al Ikhlas Islamic Middle School Unit?; (b) is there continuity of implementation with the training materials provided?; (c) does higher responsibility emerge after training? What % of the total teachers show responsible behavior?; and (d) what % increase in ability is provided by training?

The results of the interviews with the Principal, Deputy Principal, and Teachers, showed that (a) around 95% of the application of knowledge from the training was in line with SMP expectations; (b) In principle there is continuity with the next year, it is related to previous training. Example: learning management training. In 18/19 there was training on learning management, but during the pandemic and undergoing PJJ there was more focus on managing PJJ learning during the pandemic. Another example is the KGB regarding creating effective teaching modules and how to teach in interactive classes. There was sharing with fellow colleagues, it was seen that there were several teachers who had applied both materials; (c) there is an increase in competence and also a sense of responsibility by applying knowledge and skills from training. Around 95% have demonstrated responsible behavior. For example, knowing what the shortcomings are and then correcting them again, so that responsibilities to students can be carried out; and (d) Around 80%-90% of the increase occurs abilities given after training.

Judging from the results of the interview, information was obtained that Al Ikhlas Islamic Middle School teachers had experienced changes in work behavior in accordance with the HR KPI to become very good.

4. Yield Levels.

Assessment at this results level is to determine the expected results of the school productivity program based on KPI including indicators: (a) achievement of the target

academic scores of graduating students as seen from the USBN scores; (b) the number of grade 9 students who graduated; (c) percentage of junior high school students accepted by favorite public high schools and private high schools; (d) achievement of the target for accepting new students; (e) achieving the minimum school receivables target, and (f) achieving the budget efficiency target.

The results of interviews with Foundation Management, Principals, Deputy Principals, showed that: (a) USBN students' academic scores reached above 80 in 19/20, then exceeded the target academic scores in 20/23 and 21/22; (b) the graduation target for grade 9 students from 19/20 to 21/22 is achieved by 100% of students; (c) The target of 50% of students being accepted into Fav High School (State High School, Labschool High School, AL Azhar High School) has been achieved. What supports students being accepted into high school is because of the achievements the students have achieved. Example: Taekwondo. Why does this target exist? So this target includes interests and talents. So parents have the hope that students will be accepted into State High Schools or Favorite High Schools, if many are accepted it will affect parents' trust and the school's image. Parents see and assess that the student's input and learning process is good and has an impact on the student's admission to the high school. means the quality of the learning process is good. So that interest can increase; (d) For ppdb 20/21, it has not reached the target; (e) The target of 0% receivables has not been achieved because parents cannot pay it off, more predominantly due to financial problems as a result of the pandemic; and (f) Budget efficiency can reach 16% -17%, which means it exceeds the budget efficiency target of 15%.

From the six assessment indicators, information was obtained on 4 indicators that were in accordance with the target, namely (1) academic value indicators; (2) passing percentage of grade 9 students; (3) acceptance of students from favorite public high schools and private high schools; and (4) budget efficiency that exceeds the target. So the results obtained were 67% of the total assessment indicators, meaning that the results of implementing the productivity program could be assessed as poor.

However, efforts to achieve targets carried out by Al Ikhlas Islamic Middle School should continue to be a concern, such as efforts to carry out promotions through social media and approaches to parents through POMG to spread "good news" about children's achievements as well as efforts to carry out gradual collection. to parents who still have receivables.

Conclusion

1. Reaction Level.

Evaluation at the reaction level shows positive reactions from Foundation Management, Principals, Deputy Principals, Teachers, and parents regarding the achievement of targets on Curriculum KPIs, Student KPIs, and facilities and infrastructure at Al Ikhlas Islamic Middle School. Notes that need to be paid attention to are that it is necessary to check or re-verify whether the activities created are in accordance with their respective KPIs. Teachers experienced difficulties in monitoring practical worship practices and muamalah because students were not 100% at school during the pandemic in the 2019 school year/ 2020 to 2021/2022, during the pandemic (2019/2020 – 2021/2022) non-academic championships were achieved but few/did not reach targets due to PPKM and interaction limits, and academic and non-academic learning is expected to be provided more evenly, no Limited specifically to students who are OSIS administrators.

2. Learning Level.

Evaluation at the learning level shows that training activities for teachers are in accordance with the need to increase teacher competency at Al Ikhlas Islamic Middle School and mastery of the materials from the training provided can be assessed as good. There is a note that needs to be corrected, namely that the implementation of training needs to be prioritized to be realized.

3. Behavior Level.

Evaluation at the behavioral level shows that the Al Ikhlas Islamic Middle School teacher has experienced changes in work behavior for the better so that it is in accordance with HR KPIs.

4. Yield Levels.

Evaluation at the results level shows that the implementation of the school productivity program at Al Ikhlas Islamic Middle School is considered inadequate due to the lack of achieving the target for admitting new students in 2020/2021 and the lack of achieving 0% receivables.

However, the efforts and contributions of the Principal, Deputy Principal, Teachers and parents must of course be appreciated.

References

- Aguinis, H. (2013). *Performance Management* (3rd ed.). Pearson Education, Inc.
- Alam, Gazi Mahabubul; Forhad, M. A. R. (2022). Sustainable Achievement of Selective KPIs of Different Players in Education: An Update for Policy Discourse and Role of Tertiary Education. *International Journal of Learning and Change*, 14, 22.
- Arifin, Z. (2019). *Evaluasi Program Teori dan Praktik dalam Konteks Pendidikan dan Non Pendidikan*. Remaja Rosda Karya.
- Arikunto, & Suharsimi. (2007). *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara.
- Arikunto, & Suharsimi. (2009). *Evaluasi Program Pendidikan Pedoman Teoritis Praktis Bagi Mahasiswa dan Praktisi Pendidikan*. Bumi Aksara.
- Arini T., S. (2015). *Panduan Praktis Menyusun KPI* (Andriansyah (ed.); I). Raih Asa Sukses (Penebar Swadaya Group).
- Bolden, J. P. (2018). *An Analysis Of The Relationship Between Teachers' Perceptions Of School Disciplinary Climate And Five Organizational Productivity Measures* (Issue May). The University of Memphis.
- Creswell, J. W. (2019). *RESEARCH DESIGN: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. (1st ed.). Pustaka Pelajar.
- Dr. Hj. Connie Chairunnisa, M. M. (2017). *Metode Penelitian Ilmiah Aplikasi dalam Pendidikan dan Sosial* (1st ed.). Mitra Wacana Media.
- Elfian, E., Ariwibowo, P., & Johan, R. S. (2018). Peran Pendidikan Tinggi dalam Meningkatkan Minat Masyarakat untuk Produktivitas Pendidikan. *Sosio E-Kons*, 9(3), 200. <https://doi.org/10.30998/sosioekons.v9i3.1870>.
- Fatima, H. N. (2014). *Hubungan Antar Key Performance Indicators Berdasarkan metode Dematel*. 14.
- Gabcanova, I. (2012). Human Resources Key Performance Indicators. *Journal of Competitiveness*, 4(1), 117–128. <https://doi.org/10.7441/joc.2012.01.09>.
- Ghani, A. R. (2016). *Handout Mata Kuliah Evaluasi Program*.
- Ghani, A. R. A. (2016). *Metodologi Penelitian Tindakan Kelas*. Raja Grafindo Persada.
- Hana Catur Wahyuni ST., M. (2017). *ANALISA PRODUKTIVITAS Konsep Dasar dan Teknik Pengukuran Produktivitas (Disertai contoh implementasi dalam penelitian)* (M. P. Septi Budi Sartika & M. K. M. Tanzil Multazam , S.H. (eds.); 1st ed.). UMSIDA Press.
- Hery. (2019). *Manajemen Kinerja* (1st ed.). PT Grasindo.

- Hursman, A. (2010). *Measure what matters*.
<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=48&hid=11&sid=a294ed98-%0Aabe3-4394-8cf0-ab8353d1d74c%40sessionmgr12>
- Kirkpatrick. (2006). *Evaluating Training Program: The Four Levels*. Berret-Kohler Publisher, Inc.
- Kirkpatrick, D. L. (n.d.). Techniques for Evaluating Training Programs. *Training and Development Journal*, 178–192.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2007). *Implementing The Four Levels: A Practical Guide for Effective Evaluation of Training Programs*. Berret-Kohler Publisher, Inc.
- Latief, A. M. (2014). *Evaluasi Kinerja SDM : konsep, aplikasi, Standar dan Penelitian*. Haja Mandiri.
- Lemos, R., Muralidharan, K., & Scur, D. (2021). Personnel Management and School Productivity: Evidence from India. *SSRN Electronic Journal*.
<https://doi.org/10.2139/ssrn.3763865>
- Manumanoso Prasetyo, M. A. (2018). Peranan Perilaku Organisasi dan Manajemen Strategi dalam Meningkatkan Produktivitas Output Pendidikan. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 2(1), 80–101. <https://doi.org/10.47766/idadrah.v2i1.267>
- Musa, M. (2019). An Analysis of Quality Assurance Key Performance Indicators in Research in Ugandan Universities. *International Journal of Instruction*, 12(1), 1567–1584.
- Musnaini, H. H. (2015). Faktor-faktor yang Mempengaruhi Manajemen Mutu Terpadu pada Produktivitas Pendidikan Tinggi di Jambi. *Jurnal Manajemen*, 2(2), Di era Globalisasi ini pendidikan telah mendunia s.
- Palacios, M., Vignola, E., Lyons, R., Hart, R., & Casserly, M. (2020). *Academic key performance indicators 2020*.
- Parmenter, D. (2019). *Key Performance Indicators: Developing, Implementing, and Using Winning KPIs*. Wiley.
- PERMENDIKBUDRISTEK. (2021). *PERMENDIKBUDRISTEK No. 40 Tahun 2021 tentang penugasan guru sebagai kepala sekolah*.
- PERMENDIKNAS. (2007). *PERMENDIKNAS No. 13 Tahun 2007 tentang standar kepala sekolah*.
- Prof. Dr. Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, Dan R &D*. CV. Alfabeta.
- Putti, J. M. (2001). *Understanding Productivity* (1st ed.). Federal Publication.

- Rismawati, & Mattalata. (2018). *Evaluasi kinerja: Penilaian kinerja atas dasar prestasi kerja berorientasi kedepan (Vol. 1)*. Celebes Media Perkasa.
- Rismita, R., Istaryatiningtias, I., & Bunyamin, B. (2021). Evaluasi implementasi program kerja guru dalam merancang pembelajaran. *Jurnal Bahana Manajemen Pendidikan*, 10(2), 109. <https://doi.org/10.24036/jbmp.v10i2.115587>.
- Ritonga, R., Saepudin, A., & Wahyudin, U. (2019). Penerapan Model Evaluasi Kirkpatrick Empat Level Dalam Mengevaluasi Program Diklat Di Balai Besar Pelatihan Pertanian (Bbpp) Lembang. *Jurnal Pendidikan Nonformal*, 14(1), 12. <https://doi.org/10.17977/um041v14i1p12-21>.
- Robbins. (2013). *Perilaku Organisasi: konsep, kontroversi, dan aplikasi*. (P. Hadyana (ed.)). PT Prenhallindo.
- Sari, Y. E., Kurniah, N., & Sumarsih. (2016). Hubungan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Paud Sekecamatan Muara Bangkahulu. *Jurnal Ilmiah Potensia*, 1(2).
- Sukardi. (2014). *Evaluasi Program Pendidikan dan Kepelatihan* (1st ed.). Bumi Aksara.
- Suwardi, B. (2008). *Memahami Penelitian Kualitatif*. Rineka Cipta.
- Tersiana, A. (2018). *Metode Penelitian*. Start up.
- Thaha, M. C. (1996). *Teknik-Teknik Evaluasi Pendidikan*. Raja Grafindo Persada.
- Utami, P. P., & Vioeza, N. (2020). Teacher Work Productivity in Senior High School. *International Journal of Instruction*, 14(1), 599–614. <https://doi.org/10.29333/IJI.2021.14136A>
- Wibowo. (2003). *Menjawab Pendidikan Berbasis Masyarakat*. Lembaga Kajian & Pengembangan Pendidikan.
- Wirawan. (2011). *Evaluasi: Teori, Model, Standar, Aplikasi, dan Profesi* (1st ed.). Rajawali Pers.
- Wu, C., & Cheng, R. J.-C. (2012). A study on Key Performance Indicators (KPIs) for Basic Education in Taiwan. *International Conference: Innovative Research in a Changing and Challenging World, December*.
- Wukir. (2013). *Manajemen Sumber Daya Manusia Dalam Organisasi Sekolah* (I). Multi Presindo.
- Yusuf, M. (2015). *Asesmen dan Evaluasi Pendidikan Pilar Penyedia Informasi dan Kegiatan Pengendalian Mutu Pendidikan*. Prenadamedia Group.

Zulfikar, A., & Afian, T. (2019). *Pengukuran Produktivitas Sekolah Di Smp Kota Mataram*.
9(20), 9–25.