

RINGKASAN

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan program Teaching Factory (TeFa) Bank Mini di SMK Negeri 1 Tanjungpinang menggunakan model evaluasi CIPP (Context, Input, Process, Product). Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian evaluatif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Evaluasi dilakukan untuk menilai kesesuaian program dengan kebutuhan sekolah dan dunia industri, kecukupan sumber daya, efektivitas pelaksanaan program, serta hasil yang dicapai dalam meningkatkan kompetensi peserta didik.

Hasil penelitian menunjukkan bahwa secara umum program Teaching Factory Bank Mini telah terlaksana dengan baik dan efektif dalam mendukung pembelajaran berbasis industri. Pada aspek context, program dinilai sesuai dengan visi dan misi sekolah serta relevan dengan kebutuhan dunia usaha dan dunia industri, meskipun sosialisasi program masih perlu ditingkatkan. Pada aspek input, sumber daya manusia, kurikulum, serta sarana dan prasarana telah memadai, namun standarisasi fasilitas dan peningkatan kompetensi peserta didik masih perlu diperkuat. Pada aspek process, pelaksanaan program telah mengikuti prosedur yang ditetapkan dan mampu menumbuhkan budaya kerja industri, meskipun konsistensi penerapan SOP masih memerlukan penguatan. Pada aspek product, program memberikan dampak positif terhadap peningkatan kompetensi teknis dan keterampilan kerja peserta didik serta kualitas layanan Bank Mini, namun kecepatan dan ketepatan pelayanan masih perlu ditingkatkan agar sesuai dengan standar industri. Berdasarkan hasil evaluasi keempat komponen CIPP, program TeFa Bank Mini dinilai layak untuk dilanjutkan dan dikembangkan secara berkelanjutan guna meningkatkan mutu pembelajaran vokasi dan daya saing lulusan.

Kata kunci: Teaching Factory, CIPP, Bank Mini, pendidikan vokasi, evaluasi program.

SUMMARY

This study aimed to evaluate the implementation of the Mini Bank Teaching Factory (TeFa) program at SMK Negeri 1 Tanjungpinang using the CIPP (Context, Input, Process, Product) evaluation model. This research employed a qualitative approach with an evaluative research design. Data were collected through interviews, observations, and documentation, and analyzed using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. The evaluation was conducted to assess the program's relevance to the school's objectives and industry needs, the adequacy of supporting resources, the effectiveness of the implementation process, and the outcomes achieved in improving students' competencies.

The findings indicate that, overall, the Mini Bank Teaching Factory program has been implemented effectively and has successfully supported industry-based vocational learning. In terms of the context component, the program is aligned with the school's vision and mission and is relevant to the needs of business and industry, although greater program socialization is still required. Regarding the input component, human resources, curriculum, and facilities are generally adequate; however, improvements are needed in facility standardization and students' competency development. In the process component, the program has been implemented in accordance with established procedures and has fostered an industrial work culture, although more consistent implementation of Standard Operating Procedures (SOPs) is necessary. In the product component, the program has positively contributed to the improvement of students' technical competencies, employability skills, and the quality of Mini Bank services. Nevertheless, service speed and accuracy should be further improved to meet industry standards. Based on the evaluation of all four CIPP components, the Mini Bank Teaching Factory program is considered feasible to continue and further develop in order to enhance the quality of vocational education and strengthen graduates' competitiveness.

Keywords: Teaching Factory, CIPP, Mini Bank, vocational education, program evaluation.