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Evaluation of the Principal's Supervision Program Based on the CIPP Model in Improving Teacher Discipline and Work Ethic

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A R T I C L E I N F O

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A B S T R A C T

This study aims to evaluate the implementation of the principal's supervision program using the CIPP (Context, Input, Process, Product) evaluation model and empirically measure its impact on enhancing teachers' work discipline and ethos at SMK Bina Jaya Palembang. A mixed-methods concurrent triangulation design was employed. Qualitative data were collected through in-depth interviews with the Principal, Vice Principal for Curriculum, and teacher representatives, complemented by passive participant observation and document analysis. Quantitative data were gathered using structured questionnaires administered to the total population of 52 teachers (census). The CIPP evaluation results revealed that the supervision program performed in the 'Good' category across all dimensions, with an overall mean score of 77.44 (Context = 77.05; Input = 77.05; Process = 77.82; Product = 76.92). Teacher work discipline achieved a 'Disciplined' status with a mean of 75.56, while work ethos reached a 'Good' rating with a mean of 77.80. Simple regression analysis demonstrated that the supervision program had a positive and statistically significant effect on teacher work discipline ($R^2 = 0.7409$; $t = 11.957$; $p < 0.05$) and work ethos ($R^2 = 0.6464$; $t = 9.562$; $p < 0.05$). The novelty of this study confirms that a transformative, dialogic clinical supervision model structured through CIPP effectively elevates vocational educators' professional conduct from administrative compliance to a sustainable academic work culture

INTRODUCTION

Vocational secondary education (SMK) plays a strategic role in preparing skilled, competitive human resources with strong moral character, aligned with the demands of the labor market and industry. In accordance with Law Number 20 of 2003 concerning the National Education System, the quality of a school institution relies heavily on the professional quality of its educators (Mulyasa, 2022). Teachers serve as the frontline, interacting directly with students to facilitate the transfer of knowledge and vocational skills, as well as character development. Consequently, teacher professionalism is measured not merely by theoretical mastery of pedagogical material, but by consistent daily work behavior—manifested through workplace discipline and a robust work ethic within the educational institution.

Work discipline entails an individual's awareness and willingness to adhere to all institutional regulations and social norms, as well as to maintain punctuality in performing professional duties (Hasibuan, 2019). In the context of vocational education, teacher discipline is reflected in timely classroom attendance, the orderly preparation of instructional administrative documents, and compliance with school regulations (Apriani et al., 2024; Mayasari et al., 2026). Meanwhile, work ethic reflects a set of positive behaviors rooted in deep awareness, total commitment, and dedication to teaching as a calling (Sinamo, 2021). Teachers with a strong work ethic demonstrate a spirit of independent learning, innovation in the use of instructional media, and active collaboration within learning communities (Hermayanti et al., 2024; Jannah et al., 2026).

Field observations frequently reveal a significant gap between the expected ideal conditions and empirical reality. Initial observations and a preliminary study conducted at SMK Bina Jaya Palembang in May 2026 revealed that at least 28% of teachers failed to arrive in class on time, taught without adequate preparation of instructional materials, and tended to rely on monotonous, conventional teaching methods. Persistent issues—such as declining teaching motivation, administrative indiscipline, and a lack of pedagogical innovation—served as major obstacles hindering the effectiveness of the vocational learning process.

To address these issues, the principal's instructional leadership—exercised through educational supervision—serves as a crucial management instrument. Fundamentally, academic and managerial supervision is not an authoritarian inspection aimed at fault-finding; rather, it constitutes a series of humanistic, dialogue-based professional support measures designed to guide teachers in continuously developing their instructional capacity (Glickman et al., 2018; Sunaryo, 2020). However, supervision practices in many schools often become trapped in mere administrative formality, serving only to fulfill annual reporting obligations without being accompanied by sustained professional guidance (Sudiarti & Firdaus, 2025).

This situation underscores the urgent need for a systematic and comprehensive evaluation of the supervision program, covering the entire process from inception to outcome. The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam & Coryn (2014) offers a holistic

diagnostic framework for analyzing policy foundations (Context), resource and instrument readiness (Input), implementation dynamics in the field (Process), and tangible impact achievements (Product). Most prior research on academic supervision has focused either on the descriptive completeness of lesson plans (Wibowo & Rahayu, 2023) or on testing isolated quantitative correlations (Santoso et al., 2022). There has been no study that comprehensively integrates the CIPP evaluation model to measure its impact on two simultaneous behavioral variables—specifically teachers' work discipline and work ethic—within the Vocational High School (SMK) ecosystem.

Therefore, the novelty of this research lies in the reconceptualization of the CIPP evaluation; it moves beyond assessing formal documentation to examine the simultaneous transformation of vocational educators' daily behaviors, specifically regarding work discipline and work ethic. This study aims to analyze the implementation of the principal's supervision program at SMK Bina Jaya Palembang through the lens of the CIPP dimensions; describe the levels of teachers' work discipline and work ethic; and empirically measure the impact of the supervision program on enhancing these aspects.

LITERATURE REVIEW

In the context of educational management, program evaluation is a systematic and continuous process of collecting, analyzing, and presenting empirical data to measure the effectiveness and implementation status of a policy or activity (Tanta, 2025). Evaluation goes beyond merely assessing outcomes—such as qualitative or quantitative scores—at the conclusion of an activity; rather, it involves examining the organization's entire subsystem to determine the merit and worth of a program for institutional improvement (Mertens et al., 2025). Its primary objective is to meet the needs of decision-makers by facilitating strategic, rational, and evidence-based actions aimed at minimizing the risk of failure, ensuring public accountability, and determining the program's future—whether it should be maintained, modified, or discontinued (Dudley, 2020). To comprehensively analyze a program from planning through to long-term impact, the CIPP (Context, Input, Process, Product) model developed by Stufflebeam and Coryn (2014) offers an evaluation framework that is humanistic and oriented toward continuous improvement (spanning the formative-summative continuum).

The CIPP model examines a program through four interconnected dimensions, beginning with context evaluation, which assesses the actual situation, the alignment of program goals with the target audience's real needs, and the mapping of environmental opportunities and obstacles (Stufflebeam & Coryn, 2014). The process then shifts to input evaluation to analyze the organization's internal readiness, covering the feasibility of strategies, the adequacy of budget allocations and supporting facilities, and human resource capacity (Arikunto, 2018). Once the program is underway, process evaluation serves as a periodic monitoring system to oversee activity implementation against the operational plan while simultaneously detecting technical obstacles in the field at an early stage (Stufflebeam, 2003). The culmination of this sequence

is the evaluation of outcomes (products), which serves to measure achievements, the sustainability of impacts, and the long-term benefits experienced by program participants (Stufflebeam & Coryn, 2014). This systemic approach has been empirically proven effective as a diagnostic instrument in school settings for unraveling the gap between resource readiness and the quality of classroom instruction (Suseno, 2022; Kuswanto et al., 2025).

A vital school management function requiring evaluation is the principal's supervision program, which acts as an instrument of instructional leadership to enhance the quality of the teaching-learning process (Glickman et al., 2018). Unlike the classical paradigm—which positions supervision as an authoritarian inspection aimed at fault-finding—the modern view frames it as a process of professional development grounded in an intellectual partnership characterized by humanistic and dialogic interaction (Sunaryo, 2020). Practical implementation involves the use of individual techniques, such as classroom observation and clinical interviews, alongside group techniques, such as teacher council meetings and support for Subject Teacher Forums (MGMP) (Raharjo, 2023). To ensure supervision does not devolve into mere administrative formality, periodic frequency and consistency—supported by standardized instruments—serve as key indicators for sustainably transforming educators' professional habits (Mulyasa, 2022).

The emergence of optimal teacher professionalism and performance is largely determined by two main pillars: work discipline, as a manifestation of external behavior, and work ethic, as the foundation of internal motivation. Work discipline reflects an individual's awareness, willingness, and compliance regarding institutional regulations and social norms (Surbakti, 2021), evaluated through indicators such as time management, adherence to workplace rules, and the orderly completion of academic administrative tasks (Fitri & Natalia, 2024; Noviantoro et al., 2022). Meanwhile, work ethic establishes a mental foundation that transforms teachers' mindsets, framing education not merely as a formal obligation but as a form of service imbued with sacred and profound meaning (Sinamo, 2021; Sianipar & Azrin, 2020). Fostering a strong work ethic has been shown to enhance productivity, operational efficiency, and work engagement amidst the organizational dynamics of the post-pandemic era (Saputro & Subroto, 2021; Hermayanti et al., 2024; Jannah et al., 2026). Given that a work ethic left unsupported is susceptible to burnout, empathetic and targeted supervisory interventions play a crucial role in restoring and sustaining educators' dedication (Danim, 2012).

A synthesis of prior research confirms a strong link between consistent supervision and improvements in teachers' discipline and administrative compliance (Santoso et al., 2022; Hoque et al., 2020; Zepeda & Ponticell, 2021). However, studies also reveal that supervision often fails to significantly impact classroom instructional quality due to a lack of varied supervisory techniques, limited time allocation, and the absence of clear follow-up mechanisms (Wibowo & Rahayu, 2023; Hidayatullah & Yasin, 2024). This literature review identifies methodological, substantive, and contextual research gaps; previous studies tend to separate the assessment of formal administrative documents from the

measurement of internal behaviors—such as work ethic—and are predominantly situated in general schools, failing to address the unique characteristics of vocational education. To address this gap, this program evaluation study offers a novel approach by reconceptualizing the CIPP model to assess the "product" dimension—specifically, the ability to transform teachers' actual behavior through the simultaneous integration of work discipline and work ethic, tailored to the specific ecosystem of SMK Bina Jaya Palembang, an institution that demands efficiency, productivity, and industry-standard professionalism.

This line of reasoning establishes a systematic evaluative framework, beginning with a diagnosis of the teachers' actual conditions in the field, followed by a comprehensive evaluation across the context, input, process, and product stages. The context stage evaluates the alignment of the program's legal basis and objectives with teachers' needs; the input stage assesses the competency readiness of supervisors and the instruments used; the process stage examines interaction techniques and actual obstacles; and the product stage measures the tangible impact of feedback on enhancing work discipline and fostering a stronger work ethic among teachers.

METHODOLOGY

This study was conducted at SMK Bina Jaya Palembang, located at Jalan Ki. Merogan, Lorong Ngabehi No. 733, Kemas Rindo Urban Village, Kertapati District, Palembang City, South Sumatra. Field data collection took place over four months, from May to August 2026. The research design employed was evaluation research utilizing a mixed-methods approach—specifically, a concurrent triangulation design (Khabibullah & Sholahuddin, 2024). Qualitative and quantitative data were collected simultaneously, analyzed, and subsequently integrated (triangulated) to obtain a comprehensive, in-depth, and scientifically validated evaluative overview (Hidayat, 2023).

Qualitative subjects (informants) were selected using purposive sampling based on their capacity and authority; these included the School Principal (DA) as the primary supervisor, the Deputy Principal for Curriculum Affairs, and three teacher representatives (comprising both senior and junior staff). Meanwhile, the quantitative population consisted of all 52 teachers at SMK Bina Jaya Palembang. Given the relatively limited population size (fewer than 100 individuals), the entire population was utilized as the research sample (total population sampling/census) (Suriani & Jailani, 2023).

Data collection was carried out using four integrated techniques: (1) In-depth interviews using semi-structured guidelines to qualitatively examine the CIPP dimensions; (2) Structured questionnaires utilizing a 5-point Likert scale (ranging from 1 = Strongly Disagree/Very Low to 5 = Strongly Agree/Very High) to measure the variables of supervision, work discipline, and work ethic; (3) Passive participatory observation using a 12-indicator rubric to observe preparation documents, classroom interaction processes, and daily impacts; and (4) Document analysis of official decrees (SK), supervision instruments, attendance records, and teaching modules. Qualitative data analysis employed the interactive model proposed by Miles, Huberman, and Saldana (2014), comprising three simultaneous flows: data condensation, data display, and

conclusion drawing/verification. The validity of the qualitative data was assessed through source triangulation and technique triangulation. For quantitative data, descriptive analysis (mean, percentage, frequency distribution) and simple linear regression analysis were conducted using SPSS software. Prior to regression testing, the questionnaire instrument was confirmed to be valid (Pearson correlation: calculated r > table r of 0.2732) and reliable (Cronbach's Alpha > 0.70).

RESULT

Evaluation of the Implementation of the CIPP Model Supervision Program

A comprehensive evaluation of the principal supervision program at SMK Bina Jaya Palembang was conducted using the four dimensions of the CIPP model (Context, Input, Process, Product), integrating qualitative findings with quantitative mean scores from 52 respondents. Overall, the supervision program was rated as 'Good,' achieving a total mean score of 77.44. A breakdown of performance by dimension is presented in Table 1.

Table 1. Evaluation Results of the Principal Supervision Program Based on the CIPP Model

No	CIPP Evaluation Dimension	Key Evaluation Indicators	Average	Qualification
1	Context	Legal basis, needs analysis, clarity of guidance objectives	77,05	Good
2	Input	Supervisor competence, availability of instruments, BOS fund allocation	77,05	Good
3	Process	Schedule implementation, clinical supervision, pre/post-observation discussions, feedback	77,82	Good
4	Product	Product Score recapitulation documents, peer tutoring follow-up plans (RTL), behavioral impact	76,92	Good
	Total CIPP Average	Overall Academic Supervision System Performance	77,44	Good

Source: Data Processed by the Researcher, 2026.

Based on Table 1, the Process dimension achieved the highest score (77.82). Interview results revealed that the Principal employs a humanistic approach to clinical supervision. Before entering the classroom, the Principal holds a casual pre-observation discussion to alleviate teacher anxiety. Classroom observations are conducted according to schedule—with an adherence rate of approximately 85–90%—and conclude with a constructive, one-on-one feedback session in the principal's office. This openness is reflected in the statement by Teacher 2: "The atmosphere is very supportive. The Principal sits quietly at the back, and after

the class ends, we engage in a discussion offering suggestions for improvement without any judgment."

Regarding the Context (77.05) and Input (77.05) dimensions, supervision planning is based on the Principal's official decree and instruments aligned with Education Office guidelines. The Principal has completed the Principal Strengthening Training and workshops organized by the Principals' Working Group (MKKS). Supporting funds are allocated through the School Activity and Budget Plan (RKAS) using School Operational Assistance (BOS) funds to cover instrument printing, meeting refreshments, and In-House Training (IHT) activities. Meanwhile, the Product dimension (76.92) focuses on tangible follow-up actions. Teachers who score below the standard are not penalized; instead, they receive support through a peer tutoring scheme with senior teachers and participate in training on creating digital instructional media.

Teacher Work Discipline Profile

The assessment of work discipline levels among SMK Bina Jaya Palembang teachers, based on 52 respondents, indicates that discipline norms have been effectively internalized. The frequency distribution and mean values for the work discipline indicators are presented in Table 2 and Table 3.

Table 2. Frequency Distribution of Teachers' Work Discipline Levels

No	Score Interval	Frequency (f)	Percentage (%)	Classification
1	81 – 100	3	5,77%	Highly Disciplined
2	61 – 80	49	94,23%	Disciplined
3	41 – 60	0	0,00%	Moderately Disciplined
4	21 – 40	0	0,00%	Undisciplined
5	0 – 20	0	0,00%	Highly Undisciplined
	Total	52	100,00%	Disciplined

Source: Data Processed by the Researcher, 2026.

Table 3. Average Achievement of Teacher Work Discipline Indicators

No	Work Discipline Indicator	Average Score	Qualification
1	Time Discipline (Attendance, Teaching Hours)	75,77	Disciplined
2	Adherence to School Rules & Regulations	73,84	Disciplined
3	Discipline Regarding Administrative Tasks & Responsibilities	79,12	Disciplined
	Overall Average Work Discipline	75,56	Disciplined

Source: Data Processed by the Researcher, 2026.

Data in Table 2 shows that 94.23% (49 teachers) fall into the 'Disciplined' category, while 5.77% (3 teachers) fall into the 'Highly Disciplined' category. No teachers fell into the 'Moderately Disciplined' or 'Undisciplined' categories. Table 3 indicates that the 'Discipline regarding Duties and Responsibilities' aspect achieved the highest score (79.12); this suggests a high level of teacher

commitment to completing teaching modules and assessment materials on time. The 'Discipline regarding Rules and Regulations' aspect scored 73.84, indicating that adherence to non-instructional regulations still requires periodic monitoring.

Teacher Work Ethic Profile

Teachers' work ethic is measured across four key aspects. The results of the quantitative data analysis from 52 respondents are presented in Tables 4 and 5.

Table 4. Frequency Distribution of Teachers' Work Ethic Levels

No	Score Interval	Frequency (f)	Percentage (%)	Classification
1	81 – 100	6	11,54%	Very Good
2	61 – 80	46	88,46%	Good
3	41 – 60	0	0,00%	Fairly Good
4	21 – 40	0	0,00%	Poor
5	0 – 20	0	0,00%	Very Poor
	Jumlah / Total	52	100,00%	Good

Source: Data Processed by the Researcher, 2026.

Table 5. Average Achievement of Teacher Work Ethic Indicators

No	Work Ethic Indicator	Average Score	Qualification
1	Professional Commitment and Dedication	78,59	Good
2	Instructional Innovation and Creativity	77,31	Good
3	Achievement and Self-Development Orientation	77,05	Good
4	Cooperation and Collaboration Among Teachers	78,46	Good
	Overall Average Work Ethic	77,80	Good

Source: Data Processed by the Researcher, 2026.

As shown in Table 4, 88.46% of teachers demonstrated a work ethic categorized as 'Good,' while 11.54% fell into the 'Very Good' category. The overall average work ethic score was 77.80 (Table 5). The highest scores were achieved in the areas of Commitment & Dedication (78.59) and Cooperation & Collaboration (78.46). Observational findings confirm that following supervision, the atmosphere in the teachers' room became more dynamic; teachers shared digital learning materials, utilized LCD projectors, and designed interactive quizzes to enhance student engagement in the classroom.

The Influence of Principal Supervision on Teacher Discipline and Work Ethic

To hypothetically determine whether the supervision program has a significant impact on improving work discipline and work ethic, a simple linear regression test was conducted using SPSS. The results of the regression statistical analysis are presented in Tables 6.

Table *6*. Results of the Analysis of the Impact of Supervision on Teachers' Work Discipline and Work Ethos

Dependent Variable	Correlation Coeff. (R)	Coefficient of Determination (R^2)	Adjusted R^2	t-statistic	Sig. (p)	Note
Teacher Work Discipline (Y1)	0,8608	0,7409	0,7357	11,957	0,000	Significant (p < 0,05)
Teacher Work Ethic (Y2)	0,8040	0,6464	0,6393	9,562	0,000	Significant (p < 0,05)

Source: Data Processed by the Researcher, 2026.

The regression results in Table 6 show a coefficient of determination (R^2) of 0.7409 with a t_{count} = 11.957 (sig. 0.000 < 0.05). This proves that the principal's supervision program provides a determinative contribution of 74.09% to the variance of teacher work discipline, while the remaining 25.91% is influenced by external factors not examined. Furthermore, the R^2 value is obtained at 0.6464 with a t_{count} = 9.562 (sig. 0.000 < 0.05). This finding confirms that principal supervision contributes an influence of 64.64% to a significant increase in teacher work ethic.

DISCUSSION

The integration of qualitative and quantitative findings validates that the success of the supervision program at SMK Bina Jaya Palembang stems from the transformation of the principal's leadership style—shifting from a traditional, inspection-oriented approach to a dialogic and clinical mentoring model (Glickman et al., 2018). Systematic CIPP assessment ensures that program planning is not merely based on assumptions but addresses the actual needs of teachers in the classroom. This aligns with the theory of Stufflebeam & Zhang (2017), which posits that the primary goal of CIPP evaluation is not to prove, but to improve.

The significant influence of supervision on work discipline (R^2 = 74.09%) reinforces the studies by Santoso et al. (2022) and Hoque et al. (2020), which found that periodic supervision accompanied by structured feedback consistently reduces lateness and boosts teachers' administrative compliance. When teachers know their performance is objectively monitored and valued, an internal drive emerges, motivating them to prepare instructional materials well in advance.

Meanwhile, the significant impact of supervision on work ethic (R^2 = 64.64%) supports the findings of Zepeda & Ponticell (2021) and Hidayatullah & Yasin (2024). One-on-one dialogue during feedback sessions successfully fosters a sense of psychological safety among teachers (Edmondson, 1999). Rather than feeling threatened during evaluations, teachers feel supported through peer tutoring and in-house training programs. The academic implications of this study demonstrate that the vocational education (SMK) ecosystem requires a supervision model that

does more than just monitor; it must inspire and facilitate instructional innovations aligned with industry standards.

CONCLUSION AND RECOMMENDATION

Based on the analysis of research findings and the discussion, several key conclusions can be drawn as follows:

a. The implementation of the principal's supervision program at SMK Bina Jaya Palembang, based on the CIPP model, was rated as 'Good' (total mean: 77.44). The 'Process' dimension achieved the highest score (77.82), supported by a clinical supervision approach that was friendly, objective, and dialogic, and followed up with concrete actions such as peer tutoring programs and internal training.
b. Teacher work discipline fell into the 'Disciplined' category (total mean: 75.56). The majority of teachers (94.23%) met discipline standards, with the highest achievement observed in the aspect of Task Discipline and Administrative Responsibilities (79.12).
c. Teacher work ethic was classified as 'Good' (total mean: 77.80). The aspects of Commitment and Dedication (78.59) and Cooperation and Collaboration (78.46) were standout indicators that fostered a dynamic and innovative learning environment.
d. The principal's supervision program was proven to have a positive and significant influence on improving teacher work discipline ($R^2 = 74.09\%$; t-value = 11.957; $p < 0.05$) and teacher work ethic ($R^2 = 64.64\%$; t-value = 9.562; $p < 0.05$).

SUGGESTION

The results of this study can serve as a reference model for developing supervisory management in vocational high schools (SMK) by integrating the CIPP evaluation framework into the leadership training scheme for school principals.

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