

Evaluation of School Principal Leadership in Enhancing the Spirituality of Students at Finantil State High School in Dili, Timor-Leste Through CIPP

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This research aims to evaluate: context, input, process, and product in evaluating the Principal's Leadership in Improving the Spirituality of Financial State High School Students in Dili, Timor-Leste. Here, the researcher uses Qualitative descriptive research using the CIPP model. For information and data collection techniques, researchers use interviews, observation, and documentation. Meanwhile, the data analysis techniques used in the research are: Data Collection, Reduction, Data Display, and Data Verification or Conclusion. Meanwhile, at the validation test stage data on existing research results, researchers used source triangulation and technical triangulation. The results obtained in this research show that at the context evaluation stage, it has not been shown that it is in accordance with several existing theories, and the technical instructions or technical guidelines prepared by the government itself are not in accordance with school needs. At the evaluation stage, the input is not yet in accordance with the new policies and is still oriented towards the old leadership model, each existing need has not received special attention to be facilitated, for example, the lack of classrooms that do not meet the existing criteria, as well as resources Humans in terms of mastering the administration system in IT rights, in terms of budget, it is still very minimal and does not meet good standards. Furthermore, through the results of this research, the researcher hopes and recommends that the results and contributions of new ideas contained in the results of this research are expected to be able to help the government in following up for future implementation so that all limitations and weaknesses faced by school principals in their leadership can have a positive impact so that they can make educational changes, both in students, teachers and school committees in improving the quality of education through the application of spiritual leadership.

INTRODUCTION

Everyone is born a leader, and to realize their dreams, they need to be strengthened by formal, informal, or non-formal education. To be a good and effective leader for the nation and the country, a leader must possess good character. The term "character" is used specifically in the context of the new education that emerged at the end of the 18th century. Terminologically, "character" refers to an idealistic-spiritual approach, also known as normative education theory, where transcendental values, believed to be the motivators and drivers of history for both individuals and national change, are prioritized. The term "character" comes from the Greek word "charassein," which means "to engrave" or "to carve." Shaping one's own character is like measuring a gemstone or a hard iron surface. (Komariah & Nihayah, 2023). From there, the understanding of character developed, defined as a special mark or pattern of behavior (an individual's pattern of behavior... his moral constitution). Meanwhile, in the Indonesian Dictionary, the word 'character' is defined as temperament, psychological traits, morals, or character that distinguishes one person from another, and disposition. Ki Hadjar Dewantara viewed character as temperament or morality. According to him, good character is the unity of thought, feeling, and will, which then generates energy.

In the era of globalization, science and technology (S&T) are developing at an increasingly rapid pace, with information being obtained without limits of space and time. Therefore, in the era of globalization, there is a great demand for human resources with character and comparative or competitive advantages to be able to compete with other countries, both individually and as the nation of Timor-Leste.

In the era of globalization, if a nation relies solely on comparative advantage, it will not be able to keep pace with the times and nature. Comparative advantage must be balanced with competitive advantage. In order for a nation to develop a competitive advantage, human resource development must be undertaken. This is where education plays an important role in improving the quality of Human Resources. This is further supported by Mantiri (2019), who stated that it means absolutely nothing if it is not supported by human resources as advanced as those in the current era.

In the educational process, schools are expected to play a role as one of the agents of change or innovation. "All ideas for educational reform or development that become government policy must be understood and translated into educational and teaching activities in schools" (Effendi, 2008: 184). As agents of change, schools must be able to create changes in the attitudes, mentalities, knowledge, and skills of students as an educational output. In other words, schools are capable of becoming agents of change for students' future. As stated by Asmani (2011:51), "Character education must indeed be built from within the home, then developed through educational institutions in schools, and this is even applied in reality within the community."

In the field of character formation and education, schools, as formal educational institutions, play a very significant role in the process of

transforming the intended character values. Every education plays an active and strategic role in shaping the character of each student. Formal, informal, and non-formal education all have the same role in character or personality development, especially for children or students.

The principal is the main driver in an educational institution, so the quality of education is reflected in the quality of leadership. Thus, the principal, as the main decision-maker at Finantil State High School in Dili, must be able to be a role model in enhancing the spirituality of all stakeholders, especially the students. This is said because with good spirituality, students can realize themselves as noble creatures of God with creativity, work, and will, so that in education, everyone can demonstrate their abilities and academic achievements compared to other schools.

Based on the explanation above, according to Marrus et al. (2021), the spiritual leadership model is a very supportive aspect in character education efforts in religious-based schools. Therefore, for schools whose principals are religious figures or people actively involved in religious activities, this is an important value in facing challenges by providing the best service. What is the role of the principal in empowering teachers to provide good service through various approaches and programs, making it an interesting study for both teachers and students?

Referring to existing views, evaluating the principal's leadership in enhancing student spirituality is crucial because, through leadership evaluation, we can determine policies and priority programs, resulting in morally sound outcomes and noble character, as explained by Toriqlarif (2019). This research evaluates the process of determining policies by first considering the positive values and benefits of a program, as well as the processes and techniques used to conduct the research. Therefore, evaluative research is an evaluation design and procedure for systematically collecting and analyzing data to determine the worth of an educational practice.

Entering the 21st-century era of social society 5.0, according to Majir & Nasar (2021), this era demands that the field of education continuously adapt its development both nationally and internationally so that schools can produce qualified students, have noble character, and be competitive. "Society 5.0 emerged in January 2019, with a new idea from Japan, and was presented at the Economic Forum in Davos, Switzerland.

Based on the above perspective, human resources in Timor-Leste need to be well prepared so they can face the challenges of changing times with all their sophistication. Thus, a school principal is expected to have a high level of spirituality to be able to control and guide teachers and students to be more competitive, upholding Christian values in an increasingly changing era, because all levels of education need exposure to the real world and not just the immediate environment. And this is also universally emphasized as being able to explore the benefits of using internet service facilities and existing technology to assist educational efforts, particularly at Finantil High School in Dili, Timor-Leste. As emphasized by HH Siburan (2020), the central and determining point of policy in an organization is called leadership. The impact on various aspects

of life within a Christianized educational Institution is also reflected in technological advancements that necessitate upgrading competitiveness.

The demands of the global community today are seen as a test of a school principal's spirituality in determining how innovative concrete aspects can be used to improve the quality of teacher, education staff, and student performance, thereby producing human resources with good character who are always ready to face any challenges and developments in the world of education, which has not yet achieved success. This is expected to improve the quality of education in the future, including the relationship between education stakeholders, school principals, and teachers in efforts to improve students' behavior toward better goals.

The above explanation is reiterated by Maemonah (2012) regarding character-based spiritual education, which has several aspects including: (1) Trustworthiness, a form of character that makes a person have an integrated personality based on religious loyalty; (2) Fairness, a form of character that makes a person open and dislikes taking advantage of others, which is very important to avoid cheating; (3) Caring, which makes a person have a caring attitude and concern for the surrounding environment; (4) Respect, which forms a character that makes a person able to appreciate and respect others; (5) Citizenship, a form of good manners that makes a person aware of laws and regulations and cares for the surrounding environment; (6) Responsibility, a form of character that makes a person responsible, disciplined, and does their best. Primasari et al. (2021) explain that according to UNESCO, education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty, and promote sustainable development. Thus, education has a significant impact on the progress of a nation, and also serves as a place to interpret constitutional messages and a means to promote activities that shape national character.

Based on the above perspectives, it is necessary to evaluate the performance of school principals who have not made innovative efforts to improve the quality of education. This is intended to ensure that the government takes education more seriously, specifically at Financial State High School in Dili, so that in the future its graduates can be utilized in various fields that are needed. There needs to be serious attention from the principal toward the children who are temporarily entrusted with their education, so that they can develop spiritual abilities for critical analysis, intelligent thinking, and productivity, which can be better achieved.

In addition, the principal, as a public figure, must be able to motivate teachers and students with spirituality-based knowledge so that both teachers and students are motivated to find concepts for building creativity and critical thinking. The principal must encourage teachers to develop various learning methods, such as "discovery learning, project-based learning, problem-based learning, and inquiry learning." If this qualitative method with the CIPP model is used well, it is certain to improve students' critical thinking skills and can be directly applied in real-life situations to address complex problems. Based on

the principle, they must actively play the role of facilitator with professional skills in using technology so as not to lose their spiritual values.

Based on the current reality, Finantil State High School in Dili has not met the standards or lacks the capacity because the current problem is the lack of facilities in the teaching and learning process, which has led to a decline in the performance of teachers and students. This is what causes them to choose to be more passive and find it difficult to get involved in various activities organized by the school. On the other hand, the decline in values itself against spiritual values has an impact on students' morality through free association in the current school environment. This happened because of the principal's lack of control function as an educational leader, both toward the teachers and the students, leading the students to boldly confront every policy.

Additionally, there are minimal binding rules, so students, teachers, and administrative staff often choose to resist rather than carry out tasks issued by the school principal. If this is seen as difficult to achieve, the principal must be able to position themselves as a religious leader and provide stimulus to teachers and students who are actively involved in spiritual activities, so that they can serve as motivation for others. This will allow spiritual values to be used as a filter in shaping the character of teachers and students with noble morals, thereby enhancing the existing education.

LITERATURE REVIEW

Based on the observation results, it is clear that the principal's leadership at Finantil State High School has not yet demonstrated maximum work performance, as is the case in some other schools. During his tenure as principal, the headmaster of the school frequently made decisions and policies unilaterally for the school he led. This is evident in several decisions regarding rules, finances, and the appointment of honorary staff without consulting the deputy headmaster or the school administrative staff. On the other hand, when enforcing discipline in the school environment, the principal always uses words that are considered inappropriate for good communication ethics when reprimanding teachers, students, and administrative staff, which is not how a leader should address their subordinates. This is why the principal said that there has not been a complete demonstration of spiritual improvement, both good and proper, for the teachers, school administration, and students. Many students commit crimes, which have implications for the many weaknesses a school principal possesses. This directly impacts the spiritual development and abilities of the students in the school they lead. Additionally, based on initial research by the researchers, it was shown that school principals often do things that are illogical and considered inconsistent with the character of a leader in a school. This is clearly evident in every communication issued, where his speech is considered inappropriate for the norms and ethics of communicating with fellow human beings. For example, when reprimanding a student, this principal tends to use harsh words and does not consider the feelings of the student being reprimanded. It is hoped that in the future, through the principal's evaluation in improving student spirituality, all education stakeholders at

Finantil State High School in Dili can develop good, noble character to demonstrate their excellence and be competitive with other schools.

The reason the researcher used CIPP in this research model is that the CIPP model evaluation not only assesses the results but also all aspects, including context, input, processes, and product, comprehensively to produce a complex and overall assessment. In addition, it can also provide an overview of how researchers use the CIPP model effectively and correctly. This is considered very necessary because, in essence, the CIPP evaluation model is a research model that attempts to observe a program as a system, meaning that with this model, an analysis of the program based on existing components will also need to be conducted.

METHODOLOGY

In the research titled "Evaluation of Character Leadership," based on the aforementioned research method, this is classified as evaluation research. This evaluation research is a process undertaken to determine policy by first considering the positive values and benefits of a program, as well as considering the process, including the techniques used for the assessment. This research will use an observation and interview approach to obtain accurate data, with the aim of being able to be evaluated and empirically proven in solving educational problems at Finantil State High School in Dili, using the CIPP evaluation model research method with a descriptive qualitative approach. The evaluation model used in this study is the CIPP model, or Context, Input, Process, Product. As stated by Stufflebeam (Sugiono, 2018), a complete program evaluation should include four levels of the model: context evaluation, input evaluation, process evaluation, and product evaluation.

RESULT AND DISCUSSION

Regarding the problems and objectives of the research, which are sourced from direct observation interviews and document studies that will subsequently be grouped according to the problems and objectives of the research in question. In the educational process, schools are expected to play a role as one of the agents of change or innovation. "All ideas for educational reform or development that become government policy must be understood and translated into educational and teaching activities in schools" (Effendi, 2008: 184). As agents of change, schools must be able to create changes in the attitudes, mentalities, knowledge, and skills of students as an educational output. In other words, schools are capable of becoming agents of change for students' future. As stated by Asmani (2011:51), "Character education must indeed be built from within the home, then developed through educational institutions in schools, and this is even applied in reality within the community." In the field of character formation and education, schools, as formal educational institutions, play a very significant role in the intended process of transforming character values. Every education plays an active and strategic role in shaping the character of each student. Formal, informal, and non-formal education all have the same role in character or personality development, especially for children or students.

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In addition, the principal, as a public figure, must be able to motivate teachers and students with spirituality-based knowledge so that both teachers and students are motivated to find concepts for building creativity and critical thinking. The principal must encourage teachers to develop various learning methods, such as "discovery learning, project-based learning, problem-based learning, and inquiry learning." If this qualitative method with the CIPP model is used effectively, it is certain to improve students' critical thinking skills and can be directly applied to real-life situations in various complex problems. Based on the principle, they must actively play the role of facilitator with professional skills in using technology so as not to lose their spiritual values.

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Evaluation of the principal's leadership in enhancing student spirituality at Dili State High School in Timor-Leste.

The research methodology used by the researcher in this study is the descriptive qualitative CIPP model evaluation research methodology, employing observation and interviews to obtain accurate data. The purpose is to evaluate and empirically verify the results in addressing each problem of educational spirituality leadership at Financial State High School in Dili.

Table 1. With a Discussion Process based on Evaluation Standards of Adequacy, Suitability, and Fairness

No	Content Evaluated	Data Required	Data Collection Techniques	Research subjects
1	Context (Sufficiency, Relevance, Reasonableness)	Background Vision Mission Goals Targets	Interview Observation Documentation	Descriptive qualitative
2	Input (Adequacy, Appropriateness, Reasonableness)	KS Experience KS Education Budget SARPRAS	Interview Observation Documentation	Descriptive qualitative
3	Process (Adequacy, Appropriateness, Reasonableness)	Example Motivation	Interview Observation Documentation	Descriptive qualitative
4	Product (Sufficiency, Appropriateness, Fairness)	Student Work Spiritual Championship Increased Attendance	Interview Observation Documentation	Descriptive qualitative

CONCLUSIONS AND RECOMMENDATIONS

Based on research using the CIPP evaluation model to describe the context, input, process, and product in spiritual leadership based on the aspects of adequacy, suitability, and fairness at FINANTIL State High School in East Dili, Timor Leste:

Context of Implementing Spiritual Leadership

Evaluation of the Context of Implementing Spiritual Leadership in accordance with the vision of Finantil Dili State High School, which is: "To become a Credible, Intelligent, Devout, and Faithful Human Being" (Ser o Humano é Credível, Inteligente, Devoto e Fiel). Therefore, in the context of implementing spiritual leadership, the role of the school principal is highly anticipated in understanding the spiritual leadership model for improving the quality of education at Finantil Dili State High School. The design of the spiritual leadership model differs when compared to situational leadership and others. This spiritual leadership is expected to become a model of leadership in the future that will bring about change in the world of education itself.

Input for the Implementation of Spiritual Leadership

Evaluation of the input from the implementation of Spiritual Leadership, which essentially looks at the school principal, vice-principal, homeroom teachers, subject teachers, school committee members directly involved, the Department of Education, and stakeholders. These elements are expected to collaborate in the future in the implementation of school principal leadership at SMA Finantil Dili in the practice of spirituality, which is an experience of spiritual leadership with the application of leadership ideas, oriented toward spirituality and based on spiritual values. In addition to tasks related to organization, planning, and policy, this definition of leadership also includes a spiritual element, such as the application of values like compassion, wisdom, integrity, and service. The value of self-awareness is one of the elements commonly found in the application of the spiritual leadership input evaluation experience. Thoroughly understanding oneself, including the values and principles that guide one's actions as a leader, is the first step toward becoming a spiritual leader. Compassion and Empathy: A key component of spiritual leadership is the leader's ability to feel, understand, and show compassion toward others. Spiritual leaders should possess insights that go beyond their titles and experience.

Process of Implementing Spiritual Leadership

Based on the process evaluation stage of the spiritual leadership program implementation, this is a spiritual activity that will involve school residents or elements to directly participate in planning and preparing the school's technical guidelines. One of its goals is to jointly prepare good spiritual values for all levels of Finantil High School, so that in the future they can implement and practice leadership values to improve the spiritual values of students, with the hope that they will be able to compete with other schools in Dili, Timor-Leste. The next step to facilitate learning activities is for the school principal, as the leader, to meet the needs of facilities and infrastructure to support learning activities. Then the implementation to realize leadership education

Product Implementation of Spiritual Leadership

As previously stated in the product evaluation section, the implementation of spiritual leadership is based on the product evaluation stages, and the implementation of spiritual leadership is very beneficial for the school and the Dili State High School committee. This is an activity program that will help improve the quality and quantity of these surviving students, as well as address the decline in spiritual values among students. With the limitations in facilities available to complete digital-based infrastructure and its use for learning activities, which have not shown good progress in achieving creative work accomplishments or spiritual competitions organized by the government or private parties.

FURTHER STUDY

This research has limitations, so further research on this topic is still needed.

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