

Improving Non-Formal Education Services Sanggar Learning Activities Through Program Evaluation Using the Cipp Method

Harmi Ibnu Dja'far¹, Billy Tunas², Widodo Sunaryo³.

¹School Postgraduate, Universitas Pakuan Bogor, Indonesia.

^{2,3}Universitas Pakuan Bogor, Indonesia.

ABSTRACT

Evaluation of Program area is an activity to process and provide various forms of equipment that can be applied to obtain valid, reliable and reliable data. Program evaluation is a tool that can be used to solve problems that are questioned by the public because they involve the public interest. The approach in this study used a qualitative approach with the CIPP model to evaluate the results and benefits of the Non-Formal Education program at the Bogor Regency Government Learning Center. The basic orientation in this study is to collect, obtain, and provide useful information to assess alternative decision-making for improvement and improvement of the Non-Formal Education program at the Bogor Regency Government Learning Activity Center. The method used in this research is the program evaluation method with the CIPP (Context, Input, Process, Product) model developed by Stufflebeam which consists of formative evaluation and summative evaluation. Formative evaluation includes context, input and process components while summative evaluation includes product components. Referring to the results of data analysis on program activities in PNF SKB Bogor, the general assessment concluded that the Context component was in the "Good and Enough" category, the Input component was in the "Good and Enough" category, the Process component was in the "Good" category, the Product component was in the "Good" category. ". Formative evaluation includes context, input and process components while summative evaluation includes product components. Referring to the results of data analysis on program activities in PNF SKB Bogor Regency, the general assessment concluded that the Context component was in the "Good and Enough" category, the Input component was in the "Good and Enough" category, the Process component was in the "Good" category, the Product component was in the "Good" category. ". Formative evaluation includes context, input and process components while summative evaluation includes product components. Referring to the results of data analysis on program activities in PNF SKB Bogor, the general assessment concluded that the Context component was in the "Good and Enough" category, the Input component was in the "Good and Enough" category, the Process component was in the "Good" category, the Product component was in the "Good" category. ".

Keywords

Program Evaluation, CIPP Model, Non-Formal Education, Education Management.

Introduction

Non-formal education is provided for community members who need educational services that function as a substitute, supplement, and / or complement to formal education in order to support lifelong education. The function of non-formal education functions to develop the potential of students with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities.

Based on the observations of the Internal Education of Technical Personnel as technical educative coaches of SKB and the reality in the field shows that the current SKB programs carried out by the Pamong Belajar are mostly still not suitable or have not achieved maximum results compared to the targets or targets specified in the SKB operational manual. The factors that influence the mismatch between the implementation of the program or the tasks carried out by the SKB Learning Community and the planning contained in the SKB operational guidelines are caused by several factors, among others, influenced by internal and external factors. Internal factors, namely factors that come from within the tutor such as; motivation in work, education and experience, potential and mastery of skills. External factors are factors that come from outside the individual such as; leadership of the SKB head, work environment, facilities / infrastructure, and conditions in the community itself. The above factors cause differences in the performance of the PNF SKB tutors.

In an effort to evaluate the Non-Formal Education program for Learning Activity Sanggar in Bogor Regency, a preliminary survey was conducted through filling out a questionnaire of 20 (twenty) respondents consisting of school principals, tutors, implementers and administrators of PNF Learning Activity Center, 10 (ten)) the respondent from the beneficiary parent of PNF, Bogor District Learning Activity Center. The reference for the statements in the questionnaire is based on the results of interview formulations of several PNF SKB officials and the Bogor District Education Office, which were conducted in March and July 2019.

Based on the results of preliminary surveys that have been carried out in the PNF SKB environment of the Bogor District Education Office, most of these have been carried out. However, the implementation of activities has not been carried out correctly as stipulated in the PerDirjen PAUD and DIKMAS of the Ministry of Education and Culture Number 1453 of 2016 concerning Technical Guidelines for Non-formal Education Units for Learning Activity Centers. There are several identified problems including establishing a vision and strategy, human resources, improving services and support for improving the quality of education.

Literature Review

Kathryn E. Newcomer, Harry P. Hatry, Joseph S. Wholey (2010: 6), stated that program evaluation is an activity to process and provide various forms of equipment

that can be applied to obtain valid, reliable and reliable data. Program evaluation is a tool that can be used to solve problems that are questioned by the public because they involve the public interest. The CIPP evaluation model was developed by Stufflebeam and Coryn (2014: 291-292) in 1966, oriented to a decision (a decision oriented evaluation approach structured), the goal is to assist leaders in decision making. Evaluation is defined as a process of describing, obtaining and providing useful information for assessing decision alternatives. In accordance with the name of the model, this model divides four types of evaluation activities, namely: 1) Context evaluation to serve planning decision, namely the evaluation context to help administrators plan decisions, determine program needs, and formulate program objectives. 2) Input evaluation, structuring decision, namely evaluation activities that aim to help manage decisions, determine sources, what alternatives will be taken, what are the plans and strategies for achieving the needs, and what are the working procedures to achieve them. 3) Process evaluation, to serve implementing decision, aims to assist in implementing the decision. The question that must be answered is to what extent a plan has been implemented, whether the plan is in accordance with work procedures, and what needs to be improved. 4) Product evaluation, to serve recycling decisions, this evaluation activity aims to help further decisions. The question that must be answered is what results have been achieved and what has been done after the program has started. The question that must be answered is to what extent a plan has been implemented, whether the plan is in accordance with work procedures, and what needs to be improved. 4) Product evaluation, to serve recycling decisions, this evaluation activity aims to help further decisions. The question that must be answered is what results have been achieved and what has been done after the program has started. The question that must be answered is to what extent a plan has been implemented, whether the plan is in accordance with work procedures, and what needs to be improved. 4) Product evaluation, to serve recycling decisions, this evaluation activity aims to help further decisions. The question that must be answered is what results have been achieved and what has been done after the program has started.

Prthe evaluation process does not only end with a description of the state of the system in question, but must arrive at judgment as the conclusion of the evaluation results. This model demands that the evaluation results be used as input for decision making in order to improve the overall system. To understand further about the CIPP model, it can be seen through a detailed explanation of the four dimensions in terms of objectives, methods, and their relationship to decision making.

MeAccording to Stufflebeam, the CIPP evaluation model is linear, meaning that input evaluation must be preceded by context evaluation, process evaluation must be preceded by input evaluation. The CIPP evaluation model is also known as formative evaluation and summative evaluation, in the formative evaluation CIPP seeks to find answers to the question: What needs to be done? How to do it? Is this being done? Is it working? When formative

evaluation is carried out, adjustments and developments can be made if what is planned cannot be implemented properly. In summative evaluation, CIPP tries to get additional information to answer the following questions: are essential needs being properly addressed? Is the effort guided by a viable plan and budget? Is the service design fully implemented and modified if necessary? Was the effort successful?

Nonformal Education (PNF) is a part of national education in Indonesia which has its own characteristics and privileges. The characteristics of non-formal education are what can differentiate between formal education and non-formal education. Rogers (2005, p. 82) states "Non-formal education then was defined as all education outside of the formal system". Supporting the expert's opinion, Komar (2006, p. 213) explains "Non-formal education is education that is held outside of school, whether institutionalized or not. The implementation of PNF activities is more open, independent, and not centralized".

PNF will contribute in reducing the complexity of problems, the extent of targets and the diversity of educational needs. PNF needs to take real positions and roles that are dynamic, proactive, and interactive. PNF is an education that has high flexibility. The flexibility of the PNF must be able to keep up with the rapid changes in science and knowledge, technology, and the needs of society. According to Sudjana (2001: 40), "this flexibility is characterized by, first, the existence of a variety of programs and the responsibility of various parties, be it government, individuals, or the private sector. Second, control and supervision are centralized as simple as possible. Third, autonomy is developed at the level of program implementers and at the regional level so that this encourages the development of various types of programs according to the diversity of needs and differences in the regions. The existence of this autonomy allows the development of initiative, self-help and innovation in the local area. Fourth, change or program development is adjusted to the changing needs of students and the development of their environment.

The flexibility of the PNF makes its programs more closely related to community needs. Program objectives are closely related to the needs of the learning community, the needs of the local community or the needs of the learning community to work. The PNF program is organized by utilizing the learning experiences of the learning community and learning resources in the local environment.

Methods

The approach in this study used a qualitative approach with the CIPP model to evaluate the results and benefits of the Non-Formal Education program at the Bogor Regency Government Learning Center. The basic orientation in this study is to collect, obtain, and provide useful information to assess alternative decision-making for improvement and improvement of the Non-Formal Education program at the Bogor Regency Government Learning Activity Center.

MetThe method used in this research is a program evaluation method with the CIPP (Context, Input, Process, Product) model developed by Stufflebeam which consists of formative evaluation and summative evaluation. Formative evaluation includes context, input and process components while summative evaluation includes product components. This CIPP model will examine in depth and thoroughly the basic components of the CIPP, namely:

- a. Evaluation of the components of the Context of the Non-Formal Education Program in order to improve, enhance and develop the aspects of the needs, goals and targets that were formulated by the Bogor Regency local government and the Development of Learning Activity Centers.
- b. Evaluation of the Non-Formal Education Program Input components in order to improve, enhance and develop aspects of the structure, resources owned by the local government of Bogor Regency and the Development of Learning Activity Centers.
- c. Evaluation of the components of the Non-Formal Education Program Process in order to improve, improve and develop aspects of the procedure time, monitoring and evaluation of the Non-Formal Education Program carried out by the local government of Bogor Regency and the Development of Learning Activity Centers.
- d. Regarding the Non-Formal Education Program Product component in order to improve, enhance and develop the output and outcome aspects of the implementation of the Non-Formal Education Program produced by the Bogor Regency government and the Development of Learning Activity Center.

Results

Based on the results of the evaluation and discussion of the Bogor Regency SKB PNF Service which refers to the Regional Education and Culture Ministry's Civil Service Regulation No. 1453 of 2016 concerning Technical Guidelines for Non-Formal Education Units for Learning Activity Centers. Referring to the results of data analysis on program activities in PNF SKB Bogor Regency, the general assessment concluded that the Context component was in the "Good and Enough" category, the Input component was in the "Good and Enough" category, the Process component was in the "Good" category, the Product component was in the "Good" category. "

This means that the program design is good, some aspects of program planning preparation are good but some are sufficient to meet the criteria, some aspects of program implementation and implementation have met the criteria but other aspects are good enough, and the achievement of results is quite good in the effort to service PNF program activities. SKB at the Bogor Regency Education Office. Thus the Context component requires a review for understanding the program, the Input component requires review and

improvement as a refinement and improvement of the program, the Process and Product components require program improvement and development.

Conclusion

The conclusion of the evaluation on the Context component is that the program is in the category of "Good and Enough", so it is recommended that the program be maintained and continued in the future by improving the PNF SKB program, especially on things that have not been achieved.

The conclusion of the evaluation on the Input component is that the program is categorized as "Good and Sufficient", so it is recommended that the program be maintained and continued in the future by improving the PNF SKB program, especially on things that have not been achieved.

The conclusion of the evaluation on the Process component, which is a program in the "Good" category, it is recommended that the program be maintained and continued in the future by improving the PNF SKB program, especially on things that have not been achieved. And continue to anticipate planning when there is a change in activities, clarity of schedule for each activity, coordination and involvement in organizational structures according to their competence in supporting success in the PNF SKB service efforts.

In the output aspect of the program, the assessment category is "Good" which means that in achieving the results, they are specific, realistic, clear, achievable, effective, relevant, consistent and measurable in efforts to improve quality, service and access to education in PNF SKB. The achievement of program results is in accordance with the goals and objectives in improving the quality, service, and access to education processes and outcomes in PNF SKB. Thus, the Output aspect of the PNF SKB program can still be maintained to support program activities.

In the program outcome aspect, the assessment category is "Good", meaning that program outcomes can be met, namely specific, realistic, clear, achievable, effective, relevant, consistent and measurable in an effort to improve quality, services and access to education in PNF SKB Bogor Regency. This illustrates that the benefits of the program have been effective in increasing the achievement of student graduates and assisting parents in improving the quality of education and equitable access to education. SKB PNF graduates get the opportunity to increase income from the skills gained from the SKB PNF program activities. Thus, the outcome aspect of the SKB PNF program can be maintained to support program activities in the SKB PNF service effort.

References

- Hermawan, Ida Kintamani Dewi, *Kinerja Pendidikan Kesetaraan Sebagai Salah Satu Jenis Pendidikan Nonformal*, Jurnal Pendidikan dan Kebudayaan, Vol. 18, Nomor 1, Maret 2012.
- Ihwan Ridwan dan Yoyon Suryono, *Evaluasi Program Pelatihan Vokasi Di Sanggar Kegiatan Belajar Ujung Pandang Kota Makassar*. Jurnal Pendidikan dan Pemberdayaan Masyarakat Volume 2 – Nomor 2 hal (145 - 155), November 2015.
- Jr, J.R. Schermerhorn (2005). *Management*. New York: John Wiley & Sons.
- Kathryn E Newcomer dkk, *Planning and Designing Useful Evaluations, Hand Book of Practical Program Evaluation*, Third Edition Jossey Bass, San Fransisco, 2010.
- Muh. Ibrahim, Saidang, Suparman, Putriyani, *Pengembangan Program Sanggar Kegiatan Belajar (SKB) Kabupaten Enrekang Melalui Model Kemitraan*. Edumaspul - Jurnal Pendidikan (ISSN 2548-8201 (cetak); (ISSN 2580-0469 (online) Vol. 4 – No. 2 page 172-178, year (2020).
- Muhammad Adil Arnady, Iis Prasetyo, *Evaluasi Program Kecakapan Hidup Di Sanggar Kegiatan Belajar Bantul, Yogyakarta*, Jurnal Pendidikan dan Pemberdayaan Masyarakat Volume 3 – Nomor 1 (60 - 74), Maret 2016.
- Stufflebeam & Coryn. 2014. *Evaluation, Theory, Models, and Applications*. Second Edition. Jossey-Bass: San Fransisco.
- Stufflebeam, Daniel L, Chris L.S. Coryn, *Evaluation Theory, Models, and Applications, (2nd Ed)*, (san Fransisco, USA : Jossey-Bass, A Wiley Brand, 20014),p 291-292
- Suharsimi Arikunto, Cepi Safruddin A Jabar, *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis bagi Mahasiswa dan Praktisi Pendidikan*, PT Bumi Aksara, Jakarta, 2009.
- Sunaryo, Widodo. *Kumpulan Jurnal Program Evaluasi. Program Doktor, Program Studi Manajemen Pendidikan (S3), Program PascaSarjana Universitas Pakuan*.
- Thomas L Wheelen & J David Hunger, *Concepts in Strategic Management and Business Policy: Toward Global Sustainability*, Thirteenth Edition Prentice-Hall Inc., New Jersey, 2012.
- Tunas, Billy. (2010). *Memahami dan Memecahkan Masalah dengan Pendekatan Sistem*. PT. Nimas Multima. Jakarta.
- Widayati, Tri. (2007). *Menuju Pendidikan Non Formal Berkualitas Dengan Motivasi, Kompetensi, Dan Kualifikasi PTK PNF*, Jurnal Ilmiah VISI PTK-PNF – Vol. 2, No. 2 – 2007.
- Widodo. (2015). *Pengelolaan Sanggar Kegiatan Belajar (SKB) Pada Era Otonomi Daerah*, Jurnal Pendidikan dan Pemberdayaan Masyarakat. Volume 2 – Nomor 1, Maret 2015.
- Widoyoko, Eko Putro. (2017). *Evaluasi Program Pelatihan*. Pustaka Belajar. Yogyakarta.
- Wirawan. 2012. *Evaluasi : Teori, Model, Standar, Aplikasi dan Profesi*. Rajagrafindo Persada. Depok.
- Zhang, G., Zeller, N., et all., 2011. *Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs*. Journal of Higher Education Outreach and Engagement, Volume 15, Number 4, p. 57 ISSN 1534-6104