

## LEARNING EVALUATION USING THE CIPP MODEL ON PACKAGE C

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### ABSTRACT:

Chase the Package C is a non-formal education which is the same to Junior High Schools. Although having the same curriculum, but it has different implementation of the learning process. One of these facilities in terms of the learning process, teachers often make the conventional learning. The objective of this research is to evaluate the implementation of learning Bahasa Indonesia in SKB Batudaa Paket C using CIPP model (Context, Input, Proses, and Product). This research consist of four evaluation, and (4) the results evaluation. This research used a qualitative approach. The results showed that the instruments used in the evaluation of the learning process using CIPP model can be used with little revision. Moreover the process of implementation of the research indicates that the process of learning Bahasa Indonesia in SKB Batudaa Chase the Package C is not well structured from the procurement needs of students, facilities, and the teaching material of Bahasa Indonesia. It is also supported by the unappropriateness of acquisition results of the Final National Exam score.

**KEYWORDS:** Mathematic learning evaluation, CIPP Model, Kejar Paket B SKB Batudaa.

### INTRODUCTION:

Non-formal education as stipulated in Law no. 20 of 2009 concerning the national education system is the basis for the formation of the pursuit package group. Pursuing

packages is an equivalent form of formal learning activities. Pursuing a package consisting of 3 (three) levels of equality, namely: (1) chasing package A, (2) chasing package B and (3) chasing package C is intended by all people regardless of age limit. So that for people who have dropped out of school or not, both young and old can join the chasing package. There are many various problems faced by the community in their inability to attend formal education, including from the aspect of costs, the distance of educational facilities or the absence of the closest educational facilities, social, physical and mental retardation (psychic). Based on the evaluation of the gains of Non-formal Education at SKB Batudaa 2018/2019 school year data showed that participant package A number of 21 people, participant package B number 30 people and pesetas package C number 120 person (Dapodik SKB, 2018). It is shown that there are still many people can not do a formal education. From this data, it was found that the most participants were chasing package C, with the following details:

Table 1. Number of students in Package C based on residence

NO	VILLAGE	TOTAL STUDENTS
1	Batulayar Village	20 people
2	East Biluhu Village	25 people
3	Liyoto Village	20 people
4	Kayubulan Village	25 people
5	Payunga Village	30 people
total		120 people

Pursuing Package C is non-formal education which is equivalent to SMA/MA. The curriculum given in Pursuing Package C is the same as the curriculum given to SMA/MA. Even though the curriculum provided is the same, the learning process is different. Sala h only in terms of the learning process facilities, teachers often make the learning process is sober. Students pursuing Package C are not given teaching material books, Student Worksheets, the learning methods used are also conventional and lecture. This can result for students, the student's interest in learning to decline or even the number of students Packet C who graduated with a lower value. The 2016/2017 academic year SKB Batudaa noted that there were 93 students pursuing Package C who were registered for the 2018/2019 National Examination (UN), but only 7 5 students attended the UN . There are 58 students who passed the National Examination or 23%. Indonesian as sal a h of the subjects listed as the competency standards of all education units UN, the Indonesian has a considerable role in determining the students pass the exam or not.

Based on interviews with students chasing package C, the implementation of the learning that has been taking place so far is casual and modest. They are not given / loaned subject books that are usually lent by students in formal education. The tutor who came, sometimes did not match the scheduled lesson schedule. Hence, in the Final Examination (UAS) students Packet C only bus a study based notebooks only. Problem students who come in the implementation of the UN and not pass the exam can be caused by several aspects. Among them are aspects of low student ability, aspects of implementing the learning process that do not interest students, and aspects of managing the chase package C which are not well organized or other aspects. Moedjiarto's research results (2004: 107) show that in pursuing package C there are elements that

need to be considered, namely: (1) learning citizens, (2) learning resources, (3) tutoring, (4) learning facilities, (5) funding study, (6) study groups. So many fa c tors affecting learning Indonesian in students Packet C. To find the cause of this problem, it is necessary to conduct an evaluation of Indonesian language learning in pursuing Package C SKB Batudaa. Based on these problems, the researchers thought emerged in conducting research activities that evaluated Indonesian language learning using the CIPP (Context, Input, Process, Product) model in pursuing package C SKB Batudaa. So that from the results of the evaluation of Indonesian language learning, decisions / policies can be made in improving the Indonesian language learning process to have a better impact on the learning outcomes of students pursuing Package C that meet the competency standards of graduates.

The objectives of this study are:

- a) Knowing the form of the evaluation instrument for learning Indonesian using the CIPP model in chasing package C at SKB Batudaa
- b) Knowing the implementation of Indonesian language learning in chasing package C at SKB Batudaa
- c) Knowing the results of the evaluation of Indonesian language learning using the CIPP model in chasing package C at SKB Batudaa
- d) Knowing the decisions / policies taken in improving the implementation of Indonesian language learning in chasing package C at the Batudaa SKB

Recently, the evaluation model in education has been developed. One of them is the CIPP model which was first recommended by Sufflebeam (2003) in 1970. This model provides a clear and structured picture in evaluating the success or failure of a program (Hidayati, 2010). CIPP models have special components in the evaluation are: context, the input, process and

product. Context components can assist in the needs of teachers to identify learning processes and community needs. Input is an evaluation component that can determine the best plan in knowing the needs. Process is an evaluation component that safeguards the planning process and its constraints, and identifies the manager's planning needs. Meanwhile, the product is an evaluation component that can be measured and assessed for the output and can be estimated about its benefits, value, significance and opportunities (Zhang, 2011).

The CIPP model, as the name implies, consists of four types of evaluation activities, namely:

- a) Evaluation of the context (context), assessing needs, problems, assets and opportunities to help policy makers determine goals and priorities and assist other users in knowing the goals, opportunities and results.
- b) Evaluation of input (input), is carried out to assess alternative approaches, action plans, staff plans, and funding for the continuity of the program in meeting the needs of the target group and achieving the stated goals. This evaluation is useful for policy makers to choose the most suitable design, form of financing, allocation of resources, implementation and schedule of activities for the sustainability of the program.
- c) Evaluation of the process (process), is used to assess the implementation of a predetermined plan to help implementers in carrying out activities and will then be able to help other user groups to find out program performance and estimate the results;
- d) Evaluation of results (product), carried out with the aim of identifying and assessing the results achieved, expected, and not expected in the short and long term, both for the implementer of the activity so that they can focus on achieving program goals and for other users in gathering efforts to meet the needs of the target group (Sufflebeam, 2003).

The evaluation of learning Indonesian using the CIPP model in this study consists of four evaluations, namely:

- a) Context evaluation, carried out to evaluate the need for package C chasing activities in the non-formal Indonesian language learning process at SKB Batudaa and evaluate problems that occur in the field both during the learning process or outside the learning process but limited to the scope of the environment around the place of implementation chase local package C ;
- b) Evaluation of input, is carried out to evaluate student input pursuing package C in Indonesian language learning and the qualification system requirements for prospective students for package C. In addition, this evaluation is also related to the competencies of educators in the Indonesian language learning process.
- c) Process evaluation, is carried out to evaluate the implementation of the program that has been designed by the Institute in learning Indonesian after package C. In the evaluation of this process there is also an evaluation of learning tools, learning models, learning facilities, and the implementation of the learning process.
- d) Evaluation of results, is carried out to evaluate student learning outcomes pursuing Package C in the Indonesian language learning process and the sustainability of graduates pursuing Package C.

#### **RESEARCH METHODS:**

This type of research evaluation of learning Indonesian using the CIPP model is a qualitative study. From the data collected, then described in a narrative form. Sugiyono (2007) states that data analysis in qualitative research is a continuous process carried out by non-participant observation. So that the data analysis method used in this study was carried out throughout the research, starting from

initial observation, data collection, the stage of writing reports to drawing conclusions. Then the results are narrated.

The method of analysis on the instruments made is validation by experts. In this case study by a validator to the instrument based sheet indicators contained in the validation of each instrument. The assessment on the width of the validation is in the form of scoring from 1-4, with each score having different achievement indicators.

The methods used in data collection are:  
The method of observation: this method is carried out using instruments, in the form of observation sheets and questionnaires / questionnaires in the implementation of the evaluation of Indonesian learning using the CIPP chase package C SKB Batudaa method. Interview method: before conducting interviews with research subjects, the researcher prepared a question framework in the implementation of the evaluation of learning Indonesian chasing package C SKB Batudaa using the CIPP model. This method is used to clarify the results of observations so that problems can be seen in depth and detail. Discussion and documentation methods: this method is used to find data about things or variables in the form of notes, books, newspapers, magazines, agendas, and so on.

## RESULTS AND DISCUSSION:

### a) Expert Validation Results:

The instrument used in the study, went through the validation stage by the expert first to find out the validation of the contents of the planned instrument. From the results of the validation by the validator in the assessment of the instruments that have been made.

Table 1. Instrument Validation Results

NO	Validated Instruments	Score Acquisition	Criteria	Conclusion	Note
1	Learning process observation sheet	3,4	well	Usable and slightly revised	Observations are not only on the tutor but on the whole learning process including student activities.
2	Question sheet for the head of the SKB	3,6	well	Usable and slightly revised	Even though in the CIPP evaluation each question is interrelated, however in questioning the bias can be differentiated for each type of evaluation ( <i>context, input, process, product</i> )
3	Question sheets for Indonesian tutors	3,6	well	Usable and slightly revised	Distinguish for each evaluation ( <i>context, input, process, product</i> )
4	Question sheet for students	3,6	well	Usable and slightly revised	Distinguish for each evaluation <i>context, input, process, product</i>
5	Questionnaire sheets for students	3,4	well	Usable and slightly revised	The questionnaire sheet is used to cross-check the answers on the question sheet, so that the questionnaire indicators meet all the question indicators.

Based on the results of the validator's assessment of the instruments that have been made, it is concluded that the instruments used are in the good category, can be used but with a little revision.

## **b) Evaluation Results:**

The evaluation method for learning Indonesian in chasing package C uses the CIPP method which consists of 4 evaluations, namely: context, input, process and results. Following are the provisional results of the evaluation of Indonesian language learning that has been carried out at the Batudaa SKB:

### **(1) Context Evaluation:**

Based on the interview by the Head of SKB Batudaa, the purpose of establishing Kejar Paket C is to facilitate people who wish to continue high school / MA level education that they could not get at the previous school age or facilitate school-age children who cannot attend formal education. This is also similar to what the tutor said in terms of the presence of the SKB in Batudaa District. Although education is obtained through informal education, the curriculum used in Pursuing Package C is the same as the curriculum provided for formal education at the senior secondary level. So that the purpose of learning Indonesian in pursuing package C is in accordance with the curriculum used. However, the implementation in the Indonesian language learning field was not in accordance with the schedule arranged by the manager, so that some Indonesian learning objectives were not well conveyed. The obstacles that are obtained in implementing Indonesian language learning are: 1) the lack of available facilities (no books or worksheets for students.). 2) tutor who data ng is behind schedule or otherwise many students who do not come, 3) the existence of several students who worked so data ng during the Final Exam. These obstacles make the objectives of learning Indonesian language not well absorbed by students.

### **(2) Input Evaluation:**

The selection system for students who enter package C has several requirements,

which are: previous education diploma, identity, and filling out forms. The age of the students who took the pursuit of Package C was not a problem, or there were even some students who worked. In the selection system, the manager does not see the ability of prospective students to pursue Package C cognitively. The condition of the learning process that is not carried out properly, as well as the students' abilities that are not enough have an impact on the lack of knowledge received by students. Most of the recruitment of Indonesian tutors in the pursuit of package C comes from teachers who are educators from formal education. However, there are also tutors who are purely recruited for informal education.

### **(3) Process Evaluation:**

In the evaluation of the Indonesian language chase package C learning process, there are several conclusions: (a) the implementation of the learning process is not according to the schedule that has been prepared. (b) the intensity of the tutor's arrival that is not according to schedule (c) inadequate learning tools and media and (d) facilities and infrastructure that do not support learning. There are so many obstacles in the implementation of Indonesian language learning to chase Package C. So that the Indonesian language learning process is not conditional.

### **(4) Evaluation of Results**

60% of students take the Package C pursuit only to get a diploma. Meanwhile, 40% of students who really wish to continue their schooling through the pursuit of package C are affected by the implementation of the simple Indonesian language learning process. However, the results of the National Examination showed that the average score of students chasing Paket C passed. Alumni of Packet C students got the

majority of new jobs as a waitress or supermarket in the city of Gorontalo.

### CONCLUSION:

The following conclusions are obtained from the results of the research that has been carried out:

- a) Instruments Indonesian study evaluation using CIPP model of the chase Package C in SKB Batudaa form: tutor observation sheet in the process, sheet c fig for managers and tutors Indonesian, student questionnaire sheet. The resulting instrument is the result of content validation by experts who are competent in their fields. The instrument includes evaluation of context, inputs, processes and products.
- b) The implementation of Indonesian language learning in chasing package C at SKB Batudaa is included in the low category by 15%. This is because the process of learning Indonesian in the pursuit of Paket C is not well structured and scheduled to affect the learning process. CLC module passed Packet Indonesian C has only 80% CLC put on the model. 60% tutors do not make learning devices and 25% makes the device but seemed sober (copy files from the internet) and 15% tutors make learning well. The facilities and infrastructure provided by the manager to students pursuing Paket C are also modest, so this affects the Indonesian language learning media used by the tutor.
- c) The results of the evaluation of Indonesian language learning using the CIPP model in pursuing Paket C Gorontalo District, namely:
  - (1) Context evaluation: the results of the context evaluation show that the implementation of the Indonesian language learning process that has taken place so far for students pursuing Package C is not in accordance with the learning objectives to be achieved.

- (2) Input evaluation: the condition of the learning process that is not carried out properly, as well as the students' abilities that are less impacting on the lack of knowledge received by students.
- (3) Process evaluation: in the evaluation of the Indonesian language learning process chasing Package C there are several conclusions, namely: (a) The implementation of the learning process is not in accordance with the schedule that has been drawn up; (b) the intensity of the tutor's arrival is less or not on schedule; (c) inadequate learning tools and media; (d) facilities and infrastructure that do not support learning.
- (4) Evaluation of results: 60% of students took the package C pursuit program only to obtain a diploma. Meanwhile, 40% of students who really wish to continue their schooling through pursuing package C are affected by the improper implementation of the Indonesian language learning process. However, the results of the National Examination showed that the average value of students pursuing Paket C passed.

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