



EVALUATION OF LEARNING PROGRAMS WITH THE CIPP MODEL IN COLLEGE A THEORETICAL REVIEW

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Abstract:

Evaluation as a process of determining at what level educational goals are actually realized. Program evaluation is an "effort to find out the level of implementation of a policy carefully by knowing the effectiveness of each component. Abbreviations of the concept of evaluation of the CIPP model (Context, Input, Process, and Product) The concept of the CIPP Stufflebeam model with the view that the important purpose of evaluation is not prove but to improve. The CIPP concept is as follows: context evaluation is intended to assess the situation that is being carried out by an educational institution. Input evaluation is to give consideration to the success of the curriculum. Process evaluation is about implementing an innovation curriculum. Evaluation of the results of the main objective is to determine the extent to which the learning program implemented has been able to meet the needs of groups who use it. The fourth evaluation is a series of wholeness. Evaluation of learning programs using the CIPP model developed and implemented by lecturers in tertiary institutions should reach an assessment of: (1) learning designs that include competencies developed, selected learning strategies, and program content, (2) implementation of learning programs or quality of learning, and (3) learning program results

Keywords: Evaluation, Learning program, CIPP Model

INTRODUCTION

In an effort to improve the quality of education can be achieved through improving the quality of learning and the quality of the assessment system. Both are interrelated, a good learning system will produce good quality learning. Furthermore, a good grading system will encourage teachers to determine good teaching strategies and motivate students to learn better. One

important factor to achieve educational goals is the learning process carried out, while one important factor for the effectiveness of learning is an evaluation factor both on the process and learning outcomes.

Evaluation activities as part of the learning program need to be further optimized. Evaluation is not only based on the assessment of learning outcomes, but also needs an assessment of the quality of the learning process itself. Optimization of the evaluation system has two meanings, namely first, an evaluation system that provides optimal information and second, the benefits achieved from evaluation. The main benefit of the evaluation is to improve the quality of learning and then there will be an increase in the quality of education.

The context of the success of learning programs in universities is always seen from the learning outcomes achieved by students. On the other hand evaluation of learning programs requires data about the implementation of learning and the level of achievement of its objectives. The success of the learning program is always seen from the aspect of learning outcomes, while the implementation of the learning program or the quality of the learning process that takes place is rarely touched by the assessment activities.

This condition can be minimized by changing one important component of learning, namely evaluation. Evaluation is no longer enough to just collect memory, but it must also explore how students proceed in learning activities. Evaluation is related to learning programs in the classroom, then the evaluation to improve the learning program is intended to see the work of students. Thus to determine the success of the quality of learning, it must use evaluation as a measurement tool.

LITERATURE REVIEW

1. Learning Program Evaluation Concepts

The evaluation concept according to Stufflebeam (2014: 47) is Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promoting understanding of the involved phenomenon.

Evaluation is a process of providing information that can be used as a consideration to determine the price and services (the worth and merit) of the goals achieved, design, implementation, and impact to help make decisions, help accountability and improve understanding of the phenomenon. According to the formulation, the essence of the evaluation is the provision of information that can be used as material for consideration in making decisions.

The National Study Committee on Evaluation in Tayibnapis, (2000: 36) states that evaluation is the process of ascertaining the decision of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful for decision makers in selecting among alternatives . Evaluation is a process or activity of selecting, collecting, analyzing and presenting information that can be used as a basis for decision making and further programming. Soetopo (2007: 121) explains in the implementation of evaluation there are seven elements that must be done, namely: 1) focusing the evaluation (determining the focus to be evaluated), 2) designing the evaluation (compiling evaluation design), 3) collecting information (gathering information), 4) analyzing and interpreting (analysis and interpretation of information),

5) reporting information (making reports), 6) managing evaluations, and 7) evaluating evaluations. Based on this understanding shows that in evaluating, evaluators in the initial stages must determine the focus to be evaluated and the design to be used.

Based on the opinion above, it can be concluded that evaluation is a systematic and ongoing process for collecting, describing, interpreting and presenting information to be used as a basis for making decisions, formulating policies and formulating further programs. The purpose of the evaluation is to obtain accurate and objective information about a program.

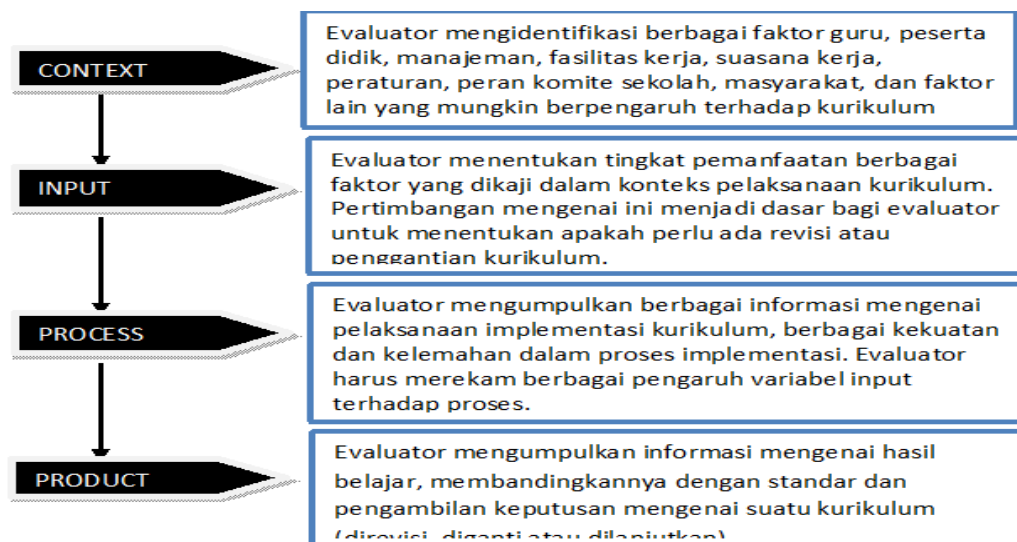
2. Evaluation of the CIPP Model

According to Tyler (1949) in Hamid (2009: 35) "is the process for determining the degree to which these changes in behavior are actually taking place". The main focus of evaluation is an ongoing effort to determine the level of change that occurs in learning outcomes (behavior). Each evaluation result requires an assessment criterion that will be needed for conducting data analysis. Hamid (2009) asserted that the evaluation relates to the criteria, with the evaluator's criteria giving due consideration to components that still need improvement and components that are deemed to have met the requirements.

Evaluation of the CIPP model can be applied in the field of education. Stufflebeam (2014) classifies the education system in four dimensions, namely context, input, process, and product, so that the evaluation model offered is named the CIPP model which stands for these four dimensions. As the name implies, this model is formed from 4 types of evaluations, namely Context, Input, Process, and Product evaluation. These four steps are a series of wholeness between one step and the next step, in order to obtain maximum results in the evaluation conducted. The concept is offered by Stufflebeam with the view that the important purpose of evaluation is not to prove but to improve.

Conceptually, the four components in the CIPP evaluation have different study objects. Context evaluation is intended to assess the situation that is being carried out by an educational institution, especially related to the strengths and weaknesses of the object of evaluation. So that the evaluation of the context of its main task is to do need assessment and give consideration. While the evaluation of inputs is intended to give consideration to the success of curriculum implementation, namely by proposing a program / innovation that can achieve what the object of research (planning dimension) wants. Process evaluation is a curriculum evaluation that is carried out on the reality or activities that are running. The final component of the CIPP evaluation model is the evaluation of outcomes aimed at determining the extent to which the implemented curriculum has been able to meet the needs of the research object.

The fourth evaluation is a series of wholeness. Thus the strength of this model lies in the range of activities of the four types of evaluation. The four tasks of the evaluator as shown in the picture below:

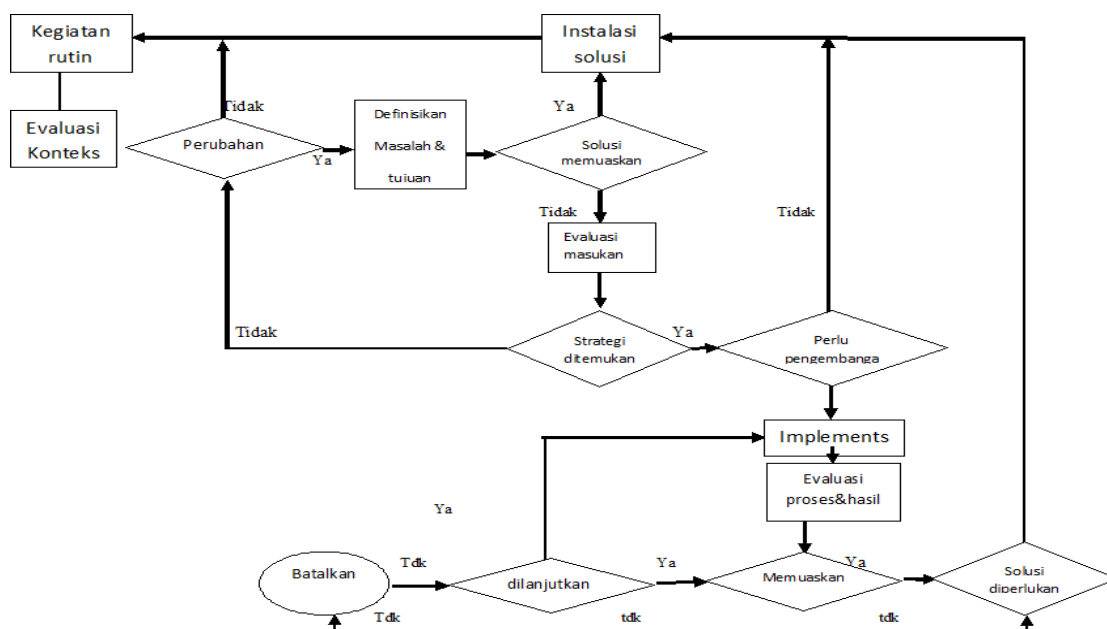


Gambar Fokus Evaluasi Model CIPP (Hasan Hamid, 2009:215)

Sudjana and Ibrahim (2004: 246) translate each of these dimensions with meanings:

1. Context, the situation or background that influences the types of educational goals and strategies that will be developed in the system in question, this situation is an external factor, such as for example the perceived education problem, the state of the country's economy, and the community's outlook on life,
2. Inputs, facilities / capital / materials and strategic plans that are set to achieve educational goals, the input components include students, teachers, designs, suggestions, and facilities,
3. Process, implementation of strategies and use of facilities / capital / materials in real activities in the field, the process components include learning activities, mentoring, and training,
4. Product, the results achieved both during and at the end of the development of the education system concerned, product components include knowledge, abilities, and attitudes (students and graduates).

Stufflebeam, (2014: 130) gives the reason that 'the main orientation of input evaluation is to propose a program that can achieve what the institution wants'. The intended program is a program that brings changes in addition and renewal scale. Process evaluation is about implementing an innovation curriculum. Evaluate the process in terms of understanding as planned. Evaluation of the results of the main objective is to determine the extent to which the implemented curriculum has been able to meet the needs of groups who use it. Overall the CIPP evaluation procedure with evaluation steps and overall evaluation focus can be seen in the figure below.



Gambar..Alur Kerja Model CIPP (Hamid,2009:222)

According to Stufflebeam in Oliva (1992: 491) Aspects that are evaluated and procedures for carrying out the evaluation of the CIPP model are as in the Table below:

Tabel Aspek dan Prosedur Pelaksanaan Evaluasi Model CIPP

	<i>Context Evaluation</i>	<i>Input Evaluation</i>	<i>Process Evaluation</i>	<i>Product Evaluation</i>
Obyek (sasaran)	Mendefinisikan operasional <i>context</i> , mengidentifikasi dan memperkirakan kebutuhan dan mendiagnosa masalah, memprediksi kebutuhan dan peluang	Mengidentifikasi dan memperkirakan kapabilitas sistem, strategi input yang sekarang tersedia, dan mendesain untuk implementasi strategi	Mengidentifikasi dan memperkirakan di dalam proses, tentang kerusakan di dalam desain prosedur atau implementasi, menyediakan informasi sebelum program diputuskan dan memperbaiki dokumen even prosedural dan aktivitas	Menghubungkan informasi outcomes dengan obyek dan informasi <i>context</i> , <i>input</i> , dan <i>process</i>
Metode	Mendeskripsikan <i>context</i> , membandingkan dengan yang sebenarnya dan mengawasi input dan output, membandingkan kemungkinan dan ketidakmungkinan sistem kerja, dan menganalisa penyebab ketidakmungkinan dan ketidaksesuaian kenyataan dengan tujuan (harapan)	Mendeskripsikan dan menganalisis SDM dan sumber daya material yang tersedia, solusi strategis, dan desain prosedur untuk relevansi, kemungkinan yang dapat dilaksanakan, dan kebutuhan ekonomi dalam rangkaian kegiatan	Memonitoring setiap aktivitas yang berpotensi terdapat tantangan secara prosedural, dan memberikan tanda untuk antisipasi, untuk memperoleh informasi yang spesifik untuk memutuskan suatu program, dan mendeskripsikan proses yang aktual	Mendefinisikan operasional dan mengukur kriteria asosiasi dengan obyektif dan membandingkan hasil pengukuran dengan standar sebelum dilakukan antisipasi, dan menginterpretasi outcomes berdasarkan dokumen informasi <i>context</i> , <i>input</i> , dan <i>process</i>
Hubungan pengambilan keputusan dengan proses perubahan	Memutuskan dalam hal menyajikan perangkat, tujuan asosiasi, dengan mendiskusikan kebutuhan dan peluang, dan sasaran asosiasi untuk perubahan perencanaan kebutuhan	Memilih SDM sebagai pendukung, solusi strategis, dan desain prosedural untuk perubahan struktur kerja (aktivitas)	Untuk implementasi dan memperbaiki desain program dan prosedur untuk efektivitas proses kontrol	Untuk memutuskan dalam kegiatan secara kontinu, menghentikan (mengakhiri), modifikasi, mengatur kembali fokus perubahan aktivitas dengan tahapan materi yang lain dalam proses perubahan untuk mengatur kembali aktivitas perubahan

3. Application of Learning Program Evaluation Using the CIPP Model

Evaluation of learning programs according to Soetopo (2007: 137) is the provision of estimates of the implementation of learning to determine the effectiveness and progress

in order to achieve the stated learning goals. Obtaining a comprehensive picture of the effectiveness of learning programs, there are three components that need to be objects of learning program evaluation, namely (a) the design of learning programs, (b) implementation of learning programs, and (c) the results of learning programs achieved.

1. Learning Program Design (Input)

The design of learning programs is assessed from; (a) aspects of the objectives to be achieved or competencies to be developed, (b) learning strategies to be applied, and (c) contents of the learning program.

a. Competencies to be developed

One aspect of the learning program used as an object of evaluation is the competency to be developed, specifically the basic competencies of the subjects concerned. There are several criteria that can be used to assess the basic competencies that will be developed, namely; (a) support the achievement of competency standards and competencies of graduates, (b) clearly the formulation used (observable), (c) able to clearly describe changes in behavior expected of students, and (d) have compatibility with the level of student development.

b. Learning strategies

There are several criteria that can be used to assess planned learning strategies, namely; (a) conformity with the competencies to be developed, (b) conformity to the desired teaching and learning conditions, (c) clarity of the formula, especially covering the activities of lecturers and students in the learning process, and (d) the possibility of implementation in the existing conditions and time allocation .

c. Fill in the learning program

The contents of the learning program in question are learning experiences that will be prepared by lecturers as well as those students must follow. There are several criteria that can be used to assess the content of learning programs, namely; (a) relevance to the competencies to be developed, (b) relevance to student experience and the environment, (c) conformity to the level of student development, (d) conformity to the available time allocation, and (e) authenticity of experience with the student's living environment.

2. Implementation of Learning Programs (Process)

In addition to the design of learning programs, the program implementation process or the implementation process also needs to be used as an object of evaluation, especially the learning and learning process that takes place in the field. The National Council for Social Studies (2006) suggests that evaluation instruments should measure both content and process. It was concluded that evaluation in social studies should measure the content and the learning process. While regarding the evaluation standard of the learning process Sudjana and Ibrahim (2004: 230-232) show a number of criteria that can be used to evaluate the learning and learning process, namely; (1) consistency with activities contained in the learning program, (2) implementation by the teacher, (3) implementation in terms of students, (4) attention shown by students to ongoing learning, (5) student activity in the learning process , (6) opportunities given to apply learning outcomes in real situations, (7) patterns of interaction between lecturers and students, and (8) opportunities for continuous feedback.

3. Learning Program Outcomes (Product)

In addition to program design and implementation, the third component that needs to be evaluated is the results achieved by learning activities. The results achieved can refer to achieving short-term goals (output) or referring to achieving long-term goals

(outcome). Learning program outcomes are no less important than outputs, because in this outcome it will be assessed how far students are able to implement the competencies learned in the classroom into the real world in solving various problems of life and life in society. Understanding the concept of the CIPP is trying to be manifested in evaluating "learning programs in tertiary institutions" in particular, how is a comprehensive picture of the effectiveness of learning programs, there are three components that need to be used as evaluation objects, namely; (a) the design of the learning program, (b) the implementation of the learning program, and (c) the results of the learning program achieved. Evaluation of this model will be carried out with four components of the CIPP evaluation, which are to describe the real conditions that want to be revealed and analyzed.

Tabel. Evaluasi Program Pembelajaran Model CIPP

Jenis Evaluasi	Ranah Evaluasi	Keterangan
1. Evaluasi Konteks		
2. Evaluasi Input	- Menguraikan pemahaman guru terhadap terdapat program yang akan di kembangkan. - Menguraikan kompetensi yg harus dimiliki guru dalam menyusun silabus dan RPP - Menguraikan strategi pembelajaran apa yang akan digunakan - menguraikan materi apa sebagai pengalaman belajar siswa yang dituangkan dalam menyusun silabus dan RPP oleh guru	Pada tahap ini diperlukan pemahaman yang utuh dari guru di sekolah terhadap ide-ide yang ada dalam desain program pembelajaran
3. Evaluasi Proses	- Menguraikan proses yang dilakukan guru dalam mengimplementasikan program pembelajaran dikelas - Menguraikan kemungkinan-kemungkinan faktor lain yang muncul yang dapat mempengaruhi implementasi program pembelajaran dikelas	Tahap ini adalah menganalisis proses implementasi di kelas
4. Evaluasi Hasil	- Menguraikan ketercapaian dalam proses implementasi dan menganalisis kesesuaiannya dengan tujuan pembelajaran - Melihat tingkat ketercapaian hasil disesuaikan dengan kebutuhan siswa	Tahap ini melihat apakah terdapat suatu kesenjangan antara kenyataan dengan kebutuhan peserta didik

CONCLUSION

Evaluation is a systematic and ongoing process for gathering, describing, interpreting and presenting information to be used as a basis for making decisions, formulating policies and developing further programs.

The concept of evaluation of the CIPP model consists of, context evaluation aimed at assessing the situation that is being carried out by an educational institution especially with regard to the strengths and weaknesses of the object of evaluation. While the evaluation of inputs is intended to give consideration to the success of curriculum implementation, namely by proposing a program / innovation that can achieve what the object of research (planning dimension) wants. Process evaluation is a curriculum evaluation that is carried out on the reality or activities that are running. Evaluation of results is intended to determine the extent to which the implemented curriculum has been able to meet the needs of the research object. The most important purpose of evaluating the CIPP model is to improve rather than to prove it. The evaluation of the CIPP model for learning programs that are prepared and implemented should reach an assessment of: 1) learning design, which includes competencies developed, selected

learning strategies, and program content, 2) implementation of learning programs or quality of learning, and 3) learning program results .

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