

Improving the Effectiveness of Daycare Education Strategy Through Program Evaluation Using the Context, Input, Process, Product (CIPP) Model

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Abstract

This research aims to describe the strategy for improving the effectiveness of Daycare education through program evaluation using the Context, Input, Process, Product (CIPP) Model. The study adopts an evaluative research method with 10 Daycare centers in Depok City, West Java, Indonesia, as the research subjects. The sampling technique used in this research is purposive sampling. Data collection methods include interviews, questionnaires, observations, and documentation studies. Data analysis techniques involve data collection, reduction, presentation, and conclusion. The research findings are as follows: (1) The evaluation of the context component indicates that the establishment of Daycare Education Institutions does not refer to clear documents issued by the City Education Office; (2) The evaluation of the input component shows that there is generally no specific program for improving the standards of Daycare Educators; (3) The evaluation of the process component reveals that Daycare centers are well-prepared for admitting new students, and all necessary facilities, curriculum, and teachers are well-prepared; (4) The evaluation of the product component shows that Daycare centers have prepared and implemented the learning process according to the established program, but the outcomes for students are not yet evident. The CIPP evaluation model can enhance the effectiveness of Daycare education.

Keywords: Daycare Education, Program Evaluation, Context, Input, Process, Product Model

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INTRODUCTION

Minister of Education and Culture Regulation (Permendikbud) Number 18 of 2018 concerning the Provision of Early Childhood Education Services, in Article 1, states that Early Childhood Education is an effort aimed at children from birth to 6 years old, carried out through educational stimuli to assist physical and spiritual growth and development so that children are prepared to enter further education . Furthermore the provision of Early Childhood Education Services aims to provide universal services for children from birth to 6 years old, enabling them to access development and care for early childhood, as well as quality preschool education as preparation for primary education. The scope of providing Early Childhood Education services includes Formal, Informal, and Non-Formal pathways (Akinnubi, 2016).

A daycare or Child Care Center is an informal educational service institution specifically for preschool children, which provides education, care, and support from Early Childhood Educators (Preschool Educators) who possess the necessary



abilities to implement such programs (Hövel et al., 2022). Improving the quality and quantity of Early Childhood Education has become a priority in the national education program. Through Presidential Regulation Number 59 of 2017, Indonesia ensures that every male and female child has access to early childhood education and care. The educational agenda for 2030 aims to ensure that all boys and girls have access to quality early childhood development, care, and quality pre-Daycare education to prepare them for Basic Education (Hikmah, 2014).

The Daycare or Child Care Center program provides services to the broader community, primarily due to the increasing number of women or mothers who function as companions and caregivers within the family and as breadwinners. Statistical data from February 2022 shows 139.81 million labor force participants, with 40% (55.6 million) female workers (BPS: 2022). The National Labor Force Survey (Sakernas) data in 2022 indicates that the number of working women increases by 1.18% yearly. This negatively affects the education, care, and upbringing children should receive from their families, particularly their parents. When both parents work, the provision of care, nurturing, and education for the child automatically decreases. This situation can adversely affect the child's growth and development. The Daycare Program plays a crucial role in providing comprehensive and integrated care, nurturing, support, and other holistic services for the growth and development of preschool-aged children (Friedrichs-liesenkötter, 2022; Nystad et al., 2021).

Daycare is in high demand among various groups, primarily when mothers work outside the home for extended periods. Parents are increasingly aware that their children's education from an early age will have a lifelong impact on them (Chang et al., 2021). Hence, many parents take their children's education seriously, especially early developmental stimulation during their early years. Daycare or Child Care Centers have become the preferred choice for parents to entrust the care of their children while they are at work (Haydey, 2018).

Parents may consider entrusting their child's care to a maid or grandmother, as some parents may not fully realize the importance of early childhood growth and development (Duran, 2020). However, suppose a child is left in the care of a maid. Only temporary care will be provided in that case, and educational stimulation may not be achieved due to the maid's limited educational background. On the other hand, if entrusted to a grandmother, the child may become spoiled and difficult to manage because grandmothers tend to fulfill every request to avoid tantrums (Demirci & Arslan, 2020).

Parents may choose an experienced babysitter to care for and educate their child, but this option can be expensive. Additionally, babysitters cannot guarantee optimal educational stimulation for the child, as they may lack a well-planned approach to stimulating the child's development (S et al., 2015). Parents cannot feel at ease choosing any of them with so many options available. Even if parents care for their children themselves, they may not necessarily be able to provide appropriate stimulation, as they may only need their children to be quiet and not cry. Parents indulge the child's desires in such cases, and no consistent stimulation program exists (Akinnubi, 2016).

Daycare/Child Care Centers provide an environment to stimulate various aspects of a child's development, including physical, psychological, and behavioral

factors (Hikmah, 2014). Monitoring a child's growth and development can be better achieved in the care of Daycare/Child Care Centers, as the stimulation programs are planned and executed by all involved parties. Stimulating a child's development is tailored to their background and age to ensure proper care and nurturing (Moon & Hasan, 2022).

The implementation of care and stimulation services can be successful through cooperation among all parties in planning, implementing, and evaluating a child's growth and development. Parents hope that Daycare/Child Care Centers can assist them in providing appropriate care and stimulation for their children, ensuring they are not neglected (Friedrichs-liesenkötter, 2022). Ultimately, the researchers hope this guide can be a minimal reference for implementing simulation program development. Daycare/Child Care Centers can build on this minimum foundation to create a good program for parents and children. Therefore, this research aims to describe the strategy for improving the effectiveness of Daycare education through program evaluation using the Context, Input, Process, Product (CIPP) Model.

RESEARCH METHOD

This research uses the evaluative method to assess the program implementation's achievement and determine the program's success. Ultimately, the results of this research can provide strategic recommendations regarding the program's success and contribute to future Daycare Education Program development. The research subjects comprise 10 Daycare centers in Depok City, West Java, Indonesia. The sampling technique used is purposive sampling, which allows the researchers to determine strict criteria for the research subjects themselves (Wu Suen et al., 2014).

Data collection for this research uses a questionnaire as the primary technique. The questionnaire instrument utilizes the Likert scale and has been validated and proven reliable. Furthermore, semi-structured interviews are also used in the data collection process. The research also incorporates observation techniques to complement information about program implementation, the alignment of planning with program execution, the extent of program achievement, and adequate supervision during program implementation. Observations were carried out at Daycare education institutions in 2022-2023. Lastly, the research collects data in the form of documents and archives through documentation study techniques.

The data analysis technique employed in this research is the Creswell et al. (2003) data analysis technique, which consists of several stages. First, data collection involves obtaining data and information from various data collection techniques. Second, data reduction includes selecting essential and relevant data based on the evaluated components and categorizing and grouping them according to the research evaluation themes. Third, data presentation involves presenting an overview or specific aspects of the research, where the obtained data is presented in graphs, tables, and narrative texts. Finally, concluding consists in interpreting the collected data to identify patterns, similarities, and recurring elements.

RESEARCH RESULTS AND DISCUSSION

Context: Basis for Daycare Organization

This research's context component includes needs, vision, mission, objectives, targets, and policies. Overall, the context component in the Daycare Education program shows that the conditions serving as the basis for the program's establishment are not apparent. The opening of the Daycare Education program is based on what is explained by the Depok City Education Office, resulting in a weak alignment with actual needs. Therefore, the value given for needs is 2, indicating less satisfaction. There are no official documents from the Depok City Education Office that support the need for the opening of the Daycare Education program.

Meanwhile, the specific vision of Daycare Education is derived from the broader educational vision, which is the realization of an education system as a solid and reputable social institution that empowers all Indonesian citizens to become quality individuals capable of proactively addressing the ever-changing challenges of the times. Based on this vision, Daycare Education is relatively needed only by specific individuals in Indonesia who require the services of Daycare Education. The value given for vision is 3, indicating it is good. As for the mission, it aligns with the fourth mission of the National Education System Law, which aims to improve the professionalism and accountability of educational institutions as centers of culture for knowledge, skills, experiences, attitudes, and values based on national and global standards. Based on this assessment, the value given for the mission is 3, indicating it is good.

The objectives of opening Daycare Education are not found implicitly in official documents issued by the Depok City Education Office. The national education system aims to develop students' potential to become faithful and devoted to the One and Only God, noble in character, healthy, knowledgeable, skillful, creative, independent, democratic, and responsible citizens. Therefore, the objective value is 2, indicating it is less satisfactory. The targets for opening Daycare Education are not in the official Depok City Education Office documents. Thus, the targets to be achieved are unclear, resulting in a value of 2, indicating it is less satisfactory. The same applies to the policy for opening Daycare Education, which is similar to opening a business unit, allowing educational institutions to implement Daycare Education based on independent interpretations. This is possible because Daycare Education operates under the Depok City Education Office.

The organization of Daycare must consider the physical, cognitive, social, and emotional development stages of young children. Each child has unique learning and developmental needs, so daycare needs to tailor the education program to the characteristics of the child's development (Akinnubi, 2016). Daycare must also provide a safe and healthy environment for children, with strict adherence to factors such as food quality, sanitation, room safety, and the cleanliness and health of teachers and staff. Emergency response and preventive actions should also be a primary focus (Demirci & Arslan, 2020). Furthermore, Daycare must implement a curriculum that focuses on holistic development and emphasizes teaching quality. Additionally, Daycares should operate under the guidelines and policies applicable to early childhood education, including obtaining permits and licenses and complying with government regulations related to early childhood education.

Input: Daycare Planning

The input component in this research encompasses several aspects: human resources, facilities, infrastructure, and budget. The interview results indicate that the preparation of Human Resources (HR) specifically for Daycare Education is still not optimal due to the lack of specialized graduates in Daycare Education. However, to compensate for the shortage of specialized teachers, schools may appoint instructors with particular expertise, such as vocational school graduates from the Health Vocational Competency in Nursing, to become instructors in Daycare Education. This provision gives a value of 3, indicating it is good. Validation of documents regarding the improvement of Daycare Education educators' competencies has not been explicitly found, as Daycare Education has not yet become a program in Indonesian universities. However, the efforts made by the government through the Depok City Education Office started in 2020.

Daycare Education in Depok City has facilities and infrastructure to support the continuity of Daycare Education. Based on interview results, it was found that the procurement process did not consider the guidelines from Minister of Education and Culture Regulation No. 137 of 2014 Article 32 paragraph 3. As a result, Daycare Education providers are not aware of the appropriateness of their facilities in line with the regulation. Planning, procurement, distribution, utilization, maintenance, supervision, storage, inventory, and arrangement are all part of managing facilities and infrastructure that must be used effectively and efficiently. The interview results from Daycare Education providers in Depok City indicate that sometimes there is no proper planning for purchasing and maintaining items. Furthermore, the special educational facilities assistance program, particularly for play facilities for Daycare Education participants, is expected to contribute to Daycare Education institutions positively. Considering the current situation and the uneven distribution of this assistance, a value of 3 indicates it is good.

Operational Assistance for Education or BOP is primarily used to finance non-personnel expenditures for educational institutions, and it can be utilized for other activities under the provisions of the laws and regulations. The role of the government, through the Ministry of Education, Culture, Research, and Technology, is essential in distributing BOP funds, as all data are well recorded through the Education Basic Data (Dapodik) system, which can be monitored online. This significantly affects the effectiveness of fund utilization according to the needs of educational institutions, with the assistance of Rp. 600,000 per student per year greatly supports educational institutions' operational needs, especially in the teaching process. In this situation, a value of 3 is given, indicating it is good.

The results of this research align with the theory that planning must ensure that human resources working in Daycare possess adequate qualifications to care for and educate children. Caregivers must know about child development, appropriate teaching methods, and managing children's emotions and behaviors effectively (Haydey, 2018). Daycare must also have suitable facilities and equipment to support children's learning and activities. This includes safe toys, play areas, sleeping areas, and adequate health facilities. Daycare planning must consider sound financial and management aspects. Daycare needs a sufficient

budget to ensure the sustainability and quality of the services provided (S et al., 2015).

Process: Implementation of Daycare

The process component in this research includes several aspects: Preparation, Planning, Implementation, Learning Activities, Monitoring, and Evaluation. The evaluation results conducted so far indicate that the preparation made by educational institutions still needs to be adjusted to the expectations of the Depok City Education Office. Based on the completed review, the practice made by educational institutions has a value of 2, which means it is less satisfactory. Daycare educational institutions do not prepare new students based on the psychology of Daycare students but instead organize classes based on age and gender.

On the other hand, the planning aspect has a value of 4, which means it is very good. There is still much to be done by educational institutions in planning Daycare Education. The planning aspect of the learning process has been executed well, starting with a curriculum tailored to Daycare students' needs. This alignment complies with the regulations of the Depok City Regional Government Number 14 of 2021 concerning the Management and Organization of Education and the Depok Mayor Regulation Number 73 of 2022 concerning the Establishment of Early Childhood Education Units. These regulations require that the curriculum in Daycare educational institutions align with the needs of the students. With such good preparation, a value of 4 indicates it is excellent. The development program is then followed by implementation, all recorded in the Daycare Education curriculum designed for one academic year. As for the preparation of educators in the process component, it has a value of 3, indicating it is good.



Figure 1. The process of implementing Daycare.

The next aspect is implementing the Daycare Education program carried out by educational institutions. The implementation of the Daycare Education program, although still mainly in urban areas, has been exemplary, which means it has a score of 3. This can be seen from the implementation and learning activities at the research location. Everything has been going well. This is likely because Daycare Education only needs to do what has already been done by Daycare Education at early childhood education institutions.

Analyzing the above table, it can be explained that Daycare educational institutions must align the curriculum with the students to match the perception of student achievements in a specific period. Especially for Daycare Education, curriculum alignment is crucial to ensure the alignment between the needs of Daycare students and the curriculum developed by the Daycare educational institutions. Daycare educational institutions are required to align the curriculum with the requirements of Daycare students. This alignment is done so that there are no complaints that what is taught in Daycare Education does not meet the needs of the students. Thus, alignment is expected to be a solution for all parties involved, ensuring that no one is disadvantaged. Daycare educational institutions use the aligned curriculum. All the necessary documents for curriculum alignment are present from the evidence available at academic institutions. Starting from the curriculum alignment plan, proof of curriculum alignment (minutes of meetings, attendance list, activity photos), and 3) the Daycare standard curriculum document signed by the Daycare organizer with the Department of Education. Thus, the assessment given is 4, meaning excellent.

Regarding monitoring and evaluation, everything has met the expectations of the Depok City Department of Education. This is reflected in the achieved score of 4, meaning excellent. Evaluations, both mid-semester and end-of-semester assessments, have aligned with the expectations of the Depok City Department of Education. The evaluations conducted by the Daycare Education providers, although currently carried out by them, do not diminish the quality of educators and students. Meanwhile, the monitoring is aided by the supervision of Early Childhood Education provided by the Department of Education. The collaboration between the Daycare Education providers and the supervisory team is beneficial in identifying necessary improvements.

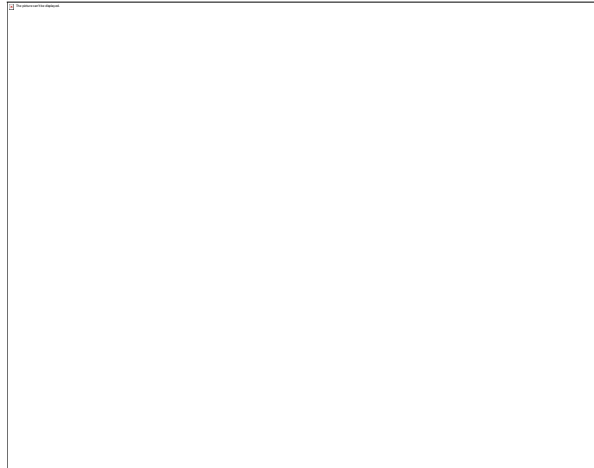


Figure 2. Evaluation of learning at the end of each meeting.

Daycare Education is evaluated based on psychological and health assessments, based on standards and traceable criteria, and participatory for the Daycare students. The evaluation is conducted as effectively as possible to obtain valid information about the effectiveness of the learning process and the level of learning outcomes achieved. Educators continuously evaluate Daycare student learning outcomes to monitor the progress and improvement of the Daycare students' learning outcomes (Hikmah, 2014). Evaluation of Daycare students,

educational institutions, and Daycare Education programs is conducted periodically, comprehensively, transparently, and systematically to assess the achievement of Daycare Education Standards. From the documents available in the academic department, all the necessary documents for supervision are present. Starting from the supervision program, supervision results, evaluation of supervision, and follow-up reports on the supervision results (Pekkurnaz et al., 2021). Thus, the supervision functions that the Daycare Education providers must carry out as leaders in the Daycare educational institutions are going well. This undoubtedly motivates educators to continue improving their performance (Nystad et al., 2021).

An ideal Daycare learning process is a holistic approach that integrates various aspects of child development, creating a supportive environment and involving caregivers and parents as partners in supporting child growth. An ideal Daycare provides a variety of activities that actively involve children, such as games, arts and crafts, nature exploration, singing, and speaking. A perfect Daycare curriculum is designed based on a deep understanding of child development in various aspects, such as cognitive, physical, social, and emotional (Friedrichs-liesenkötter, 2022). The learning program should be prepared to stimulate exploration and creativity in children while considering age and individual capabilities. Daycare should also provide opportunities for children to interact with peers and develop social skills. Children learn about cooperation, empathy, communication, and sharing through social interactions. An ideal Daycare plays a crucial role in developing children's language and communication skills. Caregivers should engage children in conversation, read books, sing songs, and provide opportunities for speaking and interacting with language (Hoerniasih, 2017; Nur, 2008).

An ideal Daycare balances time between structured activities, free play, rest time, and mealtime. This balance supports holistic child development and helps maintain cheerfulness and enthusiasm for learning. An ideal Daycare should also conduct regular and continuous evaluations of children's development (Rahmadi Islam, 2018). These progress measurements help identify strengths and weaknesses and better guide learning programs to suit individual needs. By implementing an ideal Daycare learning process, children can grow and develop well, acquire skills, and build a strong foundation for their future (Sri Tatminingsih, 2022).

Product: Daycare Output and Outcome

Based on the analysis conducted by the researchers, the Daycare Education program is deemed suitable. This can be seen from the results of the latest evaluation, which consists of Output and Outcome components. In this case, the Output aspect is rated at 3, which is good. Meanwhile, the Outcome factor scores 4, indicating it is very good.



Figure 3. The output of Daycare education focuses on students' skills.

The Output aspect is considered good because it aligns with the expectations set by the Depok City Education Department. This is reasonable as Daycare students gain experiences in their world, which demand them to apply all aspects of competence, including knowledge, skills, and behavior. These three aspects are essential in their daily lives. Moreover, the partnership between the Health Vocational High School and the Daycare Education providers facilitates students' practical work and limited apprenticeships during their activities at school. Thus, the students are well-trained both mentally and physically.

Assessing the Output, most Daycare students can demonstrate positive attitudes and behaviors, adhering to the expected values and norms. Referring to Article 3 of Law Number 20 of 2003 on the National Education System, it is stated that national education aims to develop the capabilities and shape the character and civilization of the nation to improve the nation's intellectual life and aims to develop the potential of learners to become faithful and devoted human beings to the One and Only God, noble in character, healthy, knowledgeable, capable, creative, independent, and responsible citizens. This aligns with the National Education Standards in PP 57 of 2021 regarding National Education Standards for vocational high schools/madrasah aliyah vocational. Thus, the Output is rated 3, indicating it is good.

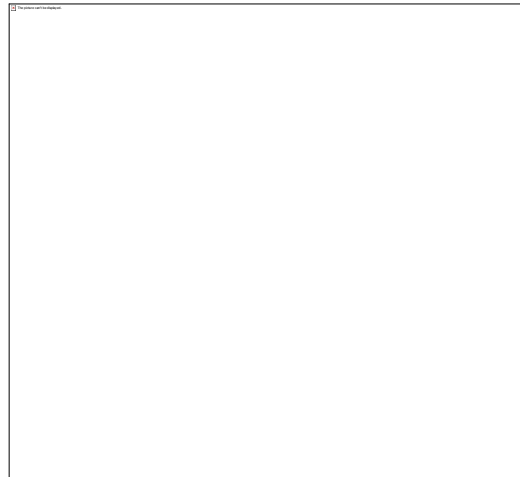


Figure 4. The Outcome focuses on students' character.

Regarding the development of Daycare students conveyed by the informants, it can be seen that Daycare education has fulfilled parents' expectations. This is evident from the positive responses given. However, not all Daycare students possess the same capabilities, which is understandable as each student's competence differs. Based on the user's answers, it can be rated as 3, which is good.

The results of this research are in line with the goals of assessing Daycare education outcomes, which are: 1) To assess the level of learning outcomes/competence of students; 2) To monitor the growth and development of students; 3) To diagnose students' learning difficulties; 4) To assess the effectiveness of the learning process; and 5) To evaluate curriculum achievement. The ideal Daycare Output should consist of the following: (1) cognitive abilities, where children can identify shapes, colors, numbers, and letters; (2) social and emotional skills, where children can interact well with peers, share, cooperate, and express emotions healthily; (3) language and communication skills where children can speak more clearly, express desires and feelings, and follow simple instructions; (4) motor skills encompassing activities such as drawing, writing, holding writing tools, running, and jumping more skillfully; and (5) self-confidence, enabling children to feel comfortable exploring, trying new things, and facing challenges (Hamer et al., 2020; Lina & Mahyuddin, 2021). As for the ideal Outcome that Daycare should achieve, they include (1) a strong motivation for learning, which serves as the foundation for knowledge and skills to continue growing and developing; (2) critical thinking and analytical abilities; (3) readiness for further levels, which is the most crucial outcome as children are prepared to continue formal education at the next level (Hoerniasih, 2017; Nur, 2008; Rahmadi Islam, 2018).

CONCLUSION

Based on the results and discussions of the research, it can be concluded that: (1) the evaluation of the context component indicates that the need for opening Daycare Educational Institutions does not refer to clear documents issued by the City Education Office; (2) the evaluation of the input component shows that specific programs for improving the standards of Daycare Educators, in general, are still lacking; (3) the evaluation of the process component shows that the readiness

of Daycare in accepting new students, the need for facilities and infrastructure, curriculum, and educators are all well-prepared; (4) the evaluation of the product component shows that Daycare has prepared, planned, and implemented the learning process according to the program that has been developed, but the outcomes of the students have not yet been evident.

The following recommendations can be made for the relevant parties based on the research conclusions. For educational institutions, school principals, education practitioners, and Daycare educators, it is recommended to refine the curriculum better to suit the needs and development of young children, conduct training and development for daycare teachers to improve the quality of teaching and teacher-child interactions, and carry out regular and continuous evaluations of the Daycare program implementation. It is recommended that parents and the community regularly hold communication sessions between daycare teachers and parents to share information about children's development and involve the community, such as education offices, health institutions, or community organizations, to enhance support and assistance for daycare education. Future researchers should conduct further research to delve into these aspects and provide a more comprehensive insight into the effectiveness of daycare education.

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