

CIPP Evaluation Model Framework for Evaluating “Maya Hasim” Training Program

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Abstract—Maknai, Hayati, Hafalkan, and Kenali Simbol (Maya Hasim) learning model training program is a training program for early childhood education teachers, so they could improve the comprehension and receptive also expressive language skills of children aged 5-6 years old by enriching their vocabulary in a meaningful ways, as well as the introduction of pre-literacy with a focus on symbol recognition letter through known vocabulary. But the authors note that currently, there is no framework for evaluating this training program, although it is so important for improving program implementation and developing knowledge and theories related to Maya Hasim training program. Therefore, this research aims to build a framework of Context, Input, Process, and Product (CIPP) evaluation model based on prior studies that relevant to this topic and the literature on program evaluation, also training theories. The framework considers (1) context, including determine the training program background, program objectives, and characteristics of the institution where the trainee works; (2) input, which is the competence of trainees, instructor’s competencies, training materials, training methods, instructional media, organizers, facilities and infrastructure; (3) process, including learning process in training, monitoring of learning implementation, and implementation of learning evaluation; (4) product, which is identifying the training result based on three aspects, there are remembering, understanding, and applying.

Keywords—program evaluation; CIPP model; training program; Maya Hasim.

I. INTRODUCTION

Education is very important for the welfare of children and contributes to the reduction of poverty and inequality [1]. So, education for early childhood that has a central role in the development and growth of children. Through early childhood education, children learn to get used to and develop their mindset. This is in line with what Fakhruddin [2] says that early childhood education is the foundation for further child education. In other words, early childhood education plays a major role in the success of children in the future. Bringing early childhood education to the forefront of national awareness is appropriate and necessary. A nation can’t continue to succeed if its children lack the knowledge and skills necessary to become productive citizens [3]. Thus, parents and schools need to be refocused on early childhood teaching and learning. The most effective way to refocus is the

implementation of the learning process in the classroom should be monitored as part of the teacher's responsibility in developing the knowledge and skills of the child [3].

But in the implementation of early childhood education in institutions, teachers tend to have specific goals that do not always focus on the knowledge and skills of learners. Sometimes, the main purpose is to solve material or topics, texts, and worksheets [3]. The existence of dependence on this material causes the teachers to feel that they have succeeded when the material has been completed. This leads to the unfulfilled needs of learners of different experiences or learning models.

Learning model is the main aspect implemented by teacher to stimulate optimal learner’s development and to achieve the effectiveness of learning activities. Thus, teachers are required to have extensive knowledge and insight into the learning model that can be used in early childhood education (ECE). But today, the learning model that is implemented in ECE tends to be monotonous. Thus, ECE teachers needed to gain new knowledge and insight about innovative learning model, which means in accordance with the development of learners. The one that can be used to improve these things is through training. By following the training activities, it’s expected that ECE teachers can apply learning models in accordance with the needs of the development of learners, so the learning model used isn’t monotonous and can improve the enthusiasm of learning learners. Nowadays, the learning model that is suitable with child development is learning model Maknai, Hayati, Hafalkan, and Kenali Simbol or shortened to Maya Hasim. Maya Hasim is a model of language development, especially pre-literacy for children aged 5-6 years. This learning model arises because of a false perception of child’s golden age. Many parents and ECE teachers are competing to provide learning experiences through formal academic learning. Teachers teach by way of explaining, while children learn through listening and doing tasks dominated by worksheets or task books. So, the focus of ECE’s learning is more to the ability to read, write, and count, consequently play activities tend to be neglected.

In reality, however, the implementation of the training program doesn’t always meet the objectives of the training program due to the weaknesses of the training programs held in the field. Thus, the effectiveness of the program can’t be

known. Based on this, it's necessary to develop an evaluation model that can improve and develop the training program.

II. MAYA HASIM TRAINING PROGRAM

Maya Hasim training program which is implemented in Sukabumi has a purpose, namely (a) to improve the knowledge of teachers in developing learning models; (b) to improve the skills of teachers in teaching, so as not to be boring; (c) to create enjoyable learning for early childhood; and (d) to develop an attitude of curiosity to young children.

Maya Hasim is a model of language development, especially pre-literacy for children aged 5-6 years old which are translated into four stages: *maknai*, *hayati*, *hafalkan*, and *kenali simbol*. The enhancement of competence through playing games with Maya Hasim is focused on the language development aspect of children and aims to enhance the understanding and ability to express receptive and expressive language by enriching vocabulary meaningfully, and introduction of early literacy with a focus on introducing letter symbols through known vocabulary. Principles of Maya Hasim, there are (a) learning is done through playing in accordance with the level of child development, not by coercion; (b) the introduction of vocabulary meaningfully, which arises from the interaction of children with their environment. In addition, learners are encouraged to learn to recognize the words they produce themselves; (c) oriented towards the environment and contextual with real objects or with the activities of learners directly; (d) centered on the learner, that the teacher acts as a facilitator, motivator or mentor, and learners act as subjects in the learning process; (e) learning activities directed to develop all aspects of the development of learners holistically; and (f) active and interactive learning, that learning process prioritizes all children and interaction among learners, among learners with teachers or with their environment.

Indicator of successful implementation of Maya Hasim is the increase of meaningful vocabulary mastered by children and can improve the ability as follows (a) listening or responding; (b) speaking accurately; (c) hear, asking, answer questions; (d) deliver and share experiences; (e) cultivating emotions; and (f) recognize symbols or letters. The role of teacher in Maya Hasim learning model, that are (a) as facilitator, meaning teacher role to facilitate the happening of interaction between learners with their environment, that is material, instructional media, other learner, and other teacher. It aims to encourage the active participation of learners in the learning activities that have been designed. In addition, as facilitator, teachers are required to be creative in building interactions that can stimulate the production of vocabulary from learners; (b) as a mentor, meaning that teachers play a role in helping learners interact with their environment. Teachers are not guides of learning activities, but rather seek to explore the potential of learners to engage in play activities. Teachers ask more questions and dig information so that learners are brave and willing to express their opinions or experiences; and (c) as motivators, meaning that teachers play a role in encouraging learners to be actively involved in every

stage of play. In addition, teachers must be sensitive to the situation and condition of the child. It's important to build up learners' initiative of who have difficulty in getting involved in play activities.

Maya Hasim classified as a learning model that still new and not much literature that discusses about this model. However, based on other literature on training programs, it was reported that many shortcomings of training programs that have been implemented include too extensive training materials, lack of instructors' ability to create a classroom atmosphere that allows trainees to be interested in training activities indoors, inadequate training facilities and infrastructure, lack of identification of needs for trainees, poor training inputs due to funding constraints and lack of coordination between organizers and training instructors, inadequate training results in the absence of follow-up from the organizers to evaluate the training program that has been held [4]–[6]. Thus, it can be seen that the ineffectiveness of training programs that have been implemented previously is caused by implementation of training programs that hasn't optimal. Thus, the deficiencies encountered from previous training programs can be used as reference material for assessing the Maya Hasim training program.

III. *CONTEXT, INPUT, PROCESS, PRODUCT* (CIPP) MODEL

The evaluation model used in this research is CIPP evaluation model. CIPP evaluation model was developed by Daniel Stufflebeam in 1966. Stufflebeam defines evaluation as a delineating process, obtaining, and providing information that is useful to assess the alternatives of decision-making [7]. If described, delineating means of specifying, defining, and explaining to focus the information required by decision makers. Obtaining means by using measurement and statistics to collect, organize, and analyze information. Whereas, providing means synthesize information so that it will serve well the evaluation needs of the evaluation stakeholders. Stufflebeam said the CIPP evaluation model is a comprehensive framework for directing the execution of formative evaluation and summative evaluation of program objects, projects, personnel, products, institutions and systems [7]. The CIPP model consists of four types of evaluation, there are context evaluation, input evaluation, process evaluation, and product evaluation. If described then as follows.

1. Context evaluation, which is presents data on the reasons for setting program objectives and program priorities. This evaluation describes the relevant environmental conditions, existing and desirable conditions of the environment, and identifies unmet needs and untapped opportunities[8]. Meanwhile, according to Stufflebeam & Coryn [9], context evaluation includes needs assessment, problems encountered to achieve goals, and opportunities within a defined environment. Needs include things that are necessary or useful to meet the intended purpose. Problems are the obstacles that must be overcome in meeting the needs. Opportunities include resources to support efforts to meet needs and solve problems. The stated objective determines what it wants to achieve in relation to the institution's mission when following ethical and legal

standards. Furthermore, Stufflebeam & Coryn [9] describes that context evaluation aims to (a) set limits and describe program or other improvement rules; (b) identify and assess the needs of potential program participants; (c) identify problems or obstacles in meeting the needs of prospective participants; (d) as a basis for establishing goal-oriented improvement of potential program participants; (e) assess the clarity and appropriateness of goal-oriented improvement in the candidate program participants; and (f) as a basis for assessing program outcomes.

2. Input evaluation, which is provide data to determine how the use of resources that can be used to achieve program objectives. This relates to relevance, practicality, financing, desired effectiveness, and supposed alternatives. Evaluations at this stage include identification and assessment activities on (a) system capabilities used in the program; (b) strategies for achieving program objectives; and (c) the design of implementation of the selected strategy [8]. The main purpose of input evaluation is to formulate a program approach in order to achieve the established goals. Input evaluation affects the success or failure of the program, cause at this stage the design for program development is designed [9].
3. Process evaluation, which is providing feedback related to the efficiency of program implementation, including the influence of the system and its implementation. This evaluation predicts a deficiency in the design of procedures for program activities and their implementation, provides data for decisions in program implementation, and maintains documentation of the implemented program [8]. This evaluation is also related to intimate relationships between organizers and learners, communication media, logistics, resources, schedule of activities, and potential causes of program failure. Documentation of the program implementation procedures will assist the final analysis of the results of the program. Furthermore, Stufflebeam & Coryn [9] added that evaluation of the process compares planning with program implementation, budget costs by expenditures, and assesses the role of organizers in implementing the program. At this stage, participants of the training program also play a role to assess the quality of program implementation.
4. Product evaluation, which is measures and interprets the program's achievements during program implementation and at the end of the program. This evaluation is related to the main influences, side effects, costs, and benefits of the program [8]. Product evaluation involves establishing criteria, measuring, comparing success measures with absolute or relative standards, and performing rational interpretations of results and effects using data on context, input, and process. The specified criteria may consist of consequential or instrumental criteria. Conceptual criteria relate to achieving long-term goals that underlie efforts to achieve the program's final objectives. The instrumental criteria relate to the achievement of short and medium-term goals that contribute to the achievement of the final

objectives of the program. Product evaluation aims to measure and assess program outcomes, as well as to ensure to what extent the program meets the needs of program participants. The product evaluation should assess all outcomes of the program that has been implemented, both positive and negative [9].

The advantages of CIPP program evaluation model are that this evaluation model is helpful for (a) improving and developing the program; (b) presenting information related to decision making; and (c) provide feedback for ongoing programming. While the weaknesses of CIPP program evaluation model are (a) the views of the evaluator may not be in line with the decision maker's view of the programming's steps and programming's components; as well as (b) the focus of the evaluation which is strongly emphasized on the outcome of the program [8].

IV. CIPP MODEL TO EVALUATE MAYA HASIM TRAINING PROGRAM

In this section, the authors suggests CIPP model to evaluate Maya Hasim training program in order to help scholars and practitioners to design and implement program evaluation, since Maya Hasim learning model is still new so it's needed an evaluation which is comprehensive at all stages of training implementation. This is supported by several research results using CIPP model to evaluate program. Anisa [10] reported that CIPP model can be used to assess the achievement of entrepreneurial competencies of participants who have attended the bridal makeup training program. In addition, Lippe & Carter [11] reported that CIPP model is effective for directing program evaluation in assessing the context, input, process, and product of nursing education programs. The results of Tulung's research [12] reported that CIPP model can be used to assess the success and lack of implementation of Education and Training Program Leadership Level IV conducted at Manado Religious Training Center. Some results of these studies at least can describe that program evaluation is important because it's able to indicate the feasibility and success of a program. Regardless of the type of program, the method used, or the results obtained, each study reported that CIPP model is useful to guide the development or maintenance of the program, whilst the overall research retains the accuracy of CIPP model [13]–[18].

In addition, the basic reasons that a program should be evaluated include: (a) justifying a training function by showing how it contributes to the organization's goals and objectives, (b) deciding the continuation of the training program, and (c) improving the training program [19]. Program evaluation aims to (a) identify the strengths and weaknesses of the program. These include the achievement of program objectives, the quality of the learning environment, and the implementation of training outcomes in the field of work; (b) identify the beneficiaries who benefited most and who did not benefit from the programs already implemented; (c) determining who should participate in the next program; (d) compare the costs and benefits of different programs to determine the best; and (e) building databases to assist

management in making decisions [20], [21]. The function of the implementation of program evaluation, namely (a) formative function, which is used for improvement and development of the program; (b) the summative function, which is used for accountability or determining the decision of the program that has been implemented; (c) psychological or socio-political functions, which are used to motivate and raise awareness of a program; and (d) administrative functions, which are used to exercise one's authority over others [22].

CIPP model consists of four stages, there are context, input, process, and product, so Maya Hasim training program is evaluated based on the four stages. In the context stage, the evaluated components are program background, program objectives, and characteristics of the institution where the trainee works. The background of the program includes the analysis of the needs of participants who are ECE teachers, so that their needs are competencies that must be mastered by a teacher. Competencies that must be owned by ECE teachers associated with Maya Hasim learning model are pedagogic competence and professional competence. Both competencies have a close relationship with the management and mastery of learning materials that must be owned by teachers. In the Regulation of the Minister of National Education Number 16 Year 2007 on Academic Qualification Standards and Teacher Competence [23] mentioned that pedagogic competence is the ability of teachers in the learning management of learners, while professional competence is the ability mastery of learning materials in a broad and deep that allows to guide learners meet the standards [24]. At the context stage, which are assess the conformity between the objectives of the implementation of Maya Hasim training program with the competence that must be mastered by teacher, and the alignment between the program objectives and the institution where the training participants work, so it will be known whether the training program implemented really according to the needs of the participants or not.

The input stage to evaluate Maya Hasim training program includes the competence of trainees, instructor's competencies, training materials, training methods, instructional media, organizers, facilities and infrastructure. The competence of the trainees at this stage is assessing the their current competency before attending the training program, so that in the final stages of evaluation will be known their achievement after following Maya Hasim training program. The competence of the resource persons includes the capabilities that the resource person must possess before submitting the material of the Maya Hasim training program. Thus, will be known the ability of resource-related training materials to be delivered that is Maya Hasim. Training materials are evaluated to be assessed for conformity with the trainees' duties as a teacher. Methods and instructional media in the training are evaluated to be assessed for conformity with the material presented during the training. Training providers and infrastructure support facilities are evaluated for the readiness of the committee in preparing the training and the availability of training supporting facilities and infrastructure.

Process stage includes learning process in training, monitoring of learning implementation, and implementation of learning evaluation. In the learning process in the training, the things that are evaluated are the delivery of materials, the use of methods and learning media, the involvement of the trainees, and the management of the class. As for monitoring the implementation of learning, the things that are evaluated include the suitability of the schedule with the implementation of the training program, the use of facilities and infrastructure, and the readiness of the organizer during the training. While in the implementation of learning evaluation, the thing that's evaluated is to measure the success of the trainees. Things evaluated at this stage of the process aim to assess the implementation of the Maya Hasim training program, so it will be known whether the Maya Hasim training program has been properly implemented in accordance with training implementation's standard or not.

The product stage is assessing the outcomes of Maya Hasim training program, so that in the end it can be seen how far the program can meet the needs of the participants. The results assessed from Maya Hasim training program are viewed from three aspects, there are remembering, understanding, and applying, which each aspect relates to the material delivered. Remembering aspect includes the trainees' knowledge about characteristics and ways children's learning aged 5-6 years, also the trainees' knowledge about the concept of a pre-literacy learning model with Maya Hasim. Things that evaluated from understanding aspect are the understanding of trainees about Maya Hasim pre-literacy learning model and the implementation stage of Maya Hasim learning model. While things that are evaluated on applying aspect are the ability of trainees in developing themselves and solving problems that arise in the work environment, as well as services provided by trainees in the workplace environment that is school.

V. CONCLUSION

In this study, the authors aimed to build a CIPP evaluation model framework for evaluating Maya Hasim training program on the basis of the findings from the training program literature, evaluation research on training program, and training theories. The framework consists of four main stages including context evaluation, input evaluation, process evaluation, and product evaluation. The CIPP evaluation model framework can be useful for designing and implementing formative and summative evaluation to determine the merit and worth of Maya Hasim training program, because it helps scholars and practitioners focus on variables related to outcomes (or benefits) of Maya Hasim training program. Also, the framework help scholars and practitioners investigate not only whether the programs work, but also how and why the programs work, thus providing the information of program effectiveness. Such information can be useful to modify and improve the program.

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