

Using the Context, Input, Process, and Product Evaluation Model (CIPP) to Evaluate Elementary School Teacher-Learner Program of Physical Education in Yogyakarta City

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Abstract—Teacher-learner program is national program which had been launched as a n effort to improve teachers' professional standard. Interestingly, the program has not been fully evaluated particularly in primary schools. The goal of this research which was carried out in ten selected public elementary school in the City of Yogyakarta aims to evaluate the elementary teacher-learner program in physical education through Stufflebeams context, input, process, product (CIPP) model. In the research, a general scanning pattern in the scope of descriptive qualitative research is used. The data collection instrument consists of the professional competence developed by researchers. Field notes of physical education teachers, informal interviews and related artifacts were collected. To ensure trustworthiness, several steps were taken including member checks, triangulation and peer review. This review of the ten elementary physical education teacher highlights the effectiveness of the teacher-learner model in facilitating teacher teaching learning and professional development.

Keywords—CIPP model, elementary physical education teacher, teaching-learning program

I. INTRODUCTION

The teacher is one of the elements of the education process at school. The success of education in schools is very dependent on the quality of the teacher itself. Professional teachers are expected to be able to participate in national development to realize dignified and characterized Indonesian people [1]. Furthermore, teachers as educators at the level of primary and secondary education units have a very important role in determining the success of students so that it becomes a determinant of the improvement of the quality of education in schools. So important is the role of teachers in education embodied in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers who mandate professional development and guidance as an actualization of the teaching profession [2].

The effort to realize the mandate of the Law as intended, the Ministry of Education and Culture carried out the Competency Improvement Program for Learners for all teachers, both those who have been certified and not certified. To carry out the program to improve the competency of the Learner Teachers, competency mapping has been conducted through Teacher Competency Test (TCT) throughout Indonesia so that the objective conditions of the teacher can be identified [3].

The Learning Teacher (Guru Pembelajaran) is a learning program for teachers as a part of Continuing Professionalism. To be able to continue to improve its quality, the teacher is also required to be able to improve his knowledge and competence by following the teacher learning program. The program carried out by the Education Office (Dinas Pendidikan) through the teacher learning program, is a program proclaimed by the central government and is mandatory as a program effort to encourage teachers to continue learning.

The teacher has a very important and strategic task, function and role in educating the life of the nation [4]. Professional teachers are expected to be able to participate in national development to realize Indonesian people who fear God Almighty, excel in science and technology, have an aesthetic, ethical soul, noble character, social spirit, and good personality. It is no exaggeration to say that the future of society, nation and state is largely determined by the teacher. In order for teachers to carry out their duties in providing quality education / learning services to students, it is mandatory for teachers to always carry out Sustainable Professional Development activities to support professional development for Teachers Learners in accordance with the development of science and technology [5].

II. TEACHER-LEARNER PROGRAM

The Minister of Education and Culture stated at the peak of the teacher's day that Indonesian teachers were learning teachers; teachers who are always present as educators and leaders of their students; the teacher who sends the message of hope; and teachers who are examples of resilience, optimism and joy. Teachers as learners must always carry out

self-development activities which means that this self-development is carried out not for the government, not for the principal, and also not for the education office but actually every educator is a learner [5]. This is in line with government policy that teachers are obliged to always carry out self-development as part of Sustainable Professional Development. Improving teacher competencies related to their professionalism must be carried out continuously. This is regulated in the State Minister's Regulation of the PAN and RB Number 16 of 2009 concerning the Teacher's Functional Position and the Credit Number as well as the Minister of National Education Regulation No. 35 of 2010 concerning technical instructions for the teacher's functional position and credit figures for career advancement and rank.

As a step to actualizing professional teachers, the Ministry of Education and Culture develops facilitation programs for teachers to carry out sustainable professional development activities to support the Learning Teachers which are teacher self-development activities. Learner Teacher Activities continuously are expected to reduce the gap in knowledge, skills, social abilities and personality among the teachers, and ultimately can improve the quality of learning in the classroom [7].

Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel develops the improvement of the Learning Teacher competencies in 3 (three) modes, namely (1) Face to Face; (2) Online (full online learning); and (3) a combination of online and face-to-face (blended learning), hereinafter referred to as online combination.

The modal classification is carried out by considering the following:

1. Map of teacher competency based on TCT results
2. Very large number of teachers
3. Geographical location and distribution of teachers throughout Indonesia
4. Availability of internet connection
5. Teacher literacy level in Information and Communication Technology (ICT)
6. Cost efficiency and learning flexibility
7. There are several elements of the subject (for example vocational lessons) that are difficult to deliver online [5].

In terms of Stufflebeam's CIPP evaluation model, a very useful approach to educational evaluation is known as the CIPP, or Context, Input, Process, Product approach. Basically, the CIPP model requires that a series of questions be asked about the four different elements of the model on context, input, process, and product. The point is in the CIPP evaluation model, one very useful approach is known as CIPP, or Context, Input, Process, Product. Basically, the CIPP evaluation model requires a series of questions to be asked about four different elements of the model in context, input, process, and product [5].

The CIPP concept of evaluating the CIPP model (context, input, process and product) is offered by Stufflebeam with the view that an important objective of evaluation is not to prove, but to improve. Evaluation of the CIPP model can be applied in various fields such as education, management,

companies and so on and in various levels of projects, programs and institutions[4].

The CIPP evaluation model belongs to the accountability category, and is one of the most widely applied evaluation models [5]. CIPP evaluation is included in the category of improvement / accountability, and one of the most widely used evaluation models.

Classification of evaluation models based on their objectives, CIPP evaluation includes a management analysis model that aims to evaluate a manager's decisions / policies. CIPP evaluation model is carried out comprehensively to understand program activities from the emergence of program ideas to the results achieved after the program is implemented. CIPP evaluation model is carried out systematically to evaluate whether the program has been implemented with the right steps. Context evaluation is conducted to look back at the considerations that underlie a proposed program so that it is known whether the program is proposed according to the needs and whether the program objectives are appropriate to meet the needs. Input evaluation is done to study whether program design has considered available resources. Process evaluation is conducted to study whether the implementation of the program is in accordance with the plan. Product evaluation (product) is conducted to find out whether the program objectives have been achieved in properly or insufficient [5].

Reflecting on the 2012 TCT results the results achieved by Physical Education teachers, especially in Elementary Schools, have not been encouraging with an average of 40.76, with the highest average achieved by the Yogyakarta Province with an average score of 46.04. This average score indicates that the pedagogical and professional competencies of primary Physical Education teachers need to get attention and efforts to improve them [5]. The highest score for TCT was achieved by Physical Education teachers in Yogyakarta City. With this score, the teachers are eligible to participate in the Learner Teacher program. How and what kind of primary school teachers process their competencies for the improvement of sustainable professionalism is interesting to study, given the TCT scores are classified as medium and strong teacher working groups (TWG) in the area of Yogyakarta City [7].

III. METHODS

This study uses an evaluative qualitative research approach. The evaluation model used is the CIPP model (context, input, process, product) developed by Daniel L. Stufflebeam. This type of research is an evaluative research with data collection techniques using observation, interviews and documentation on 10 Physical Education primary school teachers in the city of Yogyakarta, which was obtained by purposive mechanism. The conclusion is based on the Miles and Huberman model which consists of data reduction, data presentation, and conclusion drawing.

IV. FINDINGS AND DISCUSSION

The name of the data source or informant and research location in this study was replaced with codes for qualitative research ethics and to avoid misuse of data. Then the subject name will be called 1st informant and so on, while the school name will be written in school 1 and so on.

The main subjects involved in this study were Physical Education elementary school teachers in the city of Yogyakarta, amounting to 10 people. The Physical Education teachers have passed TCT and teacher performance appraisal (TPA) with varying grades. In accordance with the review of the TCT and teacher performance score data the teachers were in the middle to high range. The 1st informant who was a teacher at school 1 was the highest recipient of the TCT score in 2015. The high grades he achieved were motivated by the background of the sports education master's degree in state universities in Yogyakarta. In addition, informant 1 is active in various self-development activities such as workshops and seminars. The main thing that was highlighted was that the teacher played an active role in developing the GFC in the city of Yogyakarta. Focus group discussion is an activity that is actively carried out on the 2nd week of each month by inviting peer teachers, supervisors, and official elements and sometimes presenting experts according to the theme. In the interview session, the informant said: "I am committed to be able to be useful for my friends in physical education teachers, for that I embrace them to always be active in learning and share teaching experiences so that we can become teachers according to the teachings of Ki Hajar Dewantara". Informants 2, 4 and 5 at the rank of group were far above informants 1 and 3, however, these three informants averaged 7-8 years into retirement. This causes the enthusiasm to work to decrease. The most felt impact is on the achievement of TCT and PKG scores which are in the 40s number. If not because of the activity of other colleagues, in this case 1 and 3 informants, the three would spend more time according to the teaching routine and service. The school that serves as a place to serve is a school that is in demand by many applicants, so it can be said as a favourite school.

V. CONCLUSION

The Learner Teacher Program for Physical Education teachers of primary schools in the City of Yogyakarta has been implemented through three modes, namely: face-to-face mode, online mode, and online and face-to-face combination modes. Evaluation based on context, input, process and product (CIPP) refers to the policy formulation used in accordance with the real conditions of teachers based on the results of TCT, PKG and self-evaluation. Participants have been selected based on predetermined criteria, and adequate facility support so that the Physical Education teacher is able to be actively involved.

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