Implementation Program Evaluation
Early Childhood Education Standards

Ade Tursina1*, Veryawan2

1,2Institut Agama Isla Negeri (IAIN) Langsa, Indonesia
adetursina@iainlangs.ac.id

Abstract

This evaluation study aims to determine the effectiveness of the implementation of early childhood education standards at RA Fadnur Aisyah. This program evaluation research uses the CIPP model which includes context, input, process, product and input. This research uses qualitative and quantitative research approaches or what is often referred to as combination research (Mixed Methods). The instruments used in this study were interviews, observations, document studies and questionnaires. The data analysis technique used in this evaluative research is the Miles and Huberman model, which consists of a flow of activities, namely data reduction, data presentation and conclusion drawing/verification. The results of the study conclude that the implementation of early childhood education standards has not been effective, where (1) the context aspect shows that the implementation of early childhood education standards in RA Fadnur Aisyah is categorized as good, (2) the input aspect shows that the implementation of early childhood education standards in RA Fadnur Aisyah has not fully run...
well, (3) the process aspect shows that the implementation of early childhood education standards at RA Fadnur Aisyah is partly categorized as good, (4) the product aspect shows that the implementation of early childhood education standards at RA Fadnur Aisyah is partly categorized as good.

Keyword: Evaluation Models, CIPP, Early Childhood Education

Article history:
Received: 30-07-2022
Revised: 11-11-2022
Accepted: 01-02-2023
Copyright (c) 2022 Tursina, Veryawan

I. INTRODUCTION

According to Rahim Raheem, 2014 in (Khaironi, 2017) explain that “Early childhood is a crucial stage in terms of a child’s physical, intellectual, emotional and social development. Mental and physical abilities progress at an astounding rate and a very high proportion of learning takes place from birth to age six years old.” Early age is a critical age for physical, intellectual, and social emotional development. Early childhood is an individual who is undergoing a very rapid growth and development process, even said to be a developmental leap. Where at this time is often called the golden age where children can absorb everything quickly. Early childhood development can be seen from several aspects, such as cognitive, language, physical motor, religious and moral values, social emotional and artistic (Hasibuan et al., 2021).

Individuals aged four to six years, often referred to as preschoolers or early childhood. At this age, the child is in the process of becoming an adult. Children develop through stages and each increase in chronological age, will display distinctive developmental characteristics. The world and characteristics of children are different from adults. Children prefer to express some of their interests in the world around them that is not far from them. They have a greater desire to touch, feel, hear and try things for their own purposes and interests (Widodo & Harini, 2016).

At this time 50% of the intelligence abilities of adults have occurred when children are four years old, 80% have developed rapid
abilities about brain tissue when children are eight years old and reach their peak when children are eighteen years old (Suyadi, 2013). Therefore, at this time children need a developmental stimulus, the stimulus can be obtained from parents, teachers and the community around the environment close to the child. Early childhood education is a bridge between the family and the wider community (Panda et al., 2019).

Early childhood education is the most basic education and provides guidance for children from the age of birth to the age of six years, where with the stimulation of education it can help children in their growth and development so that children are ready to enter the next level of education (Rakimahwati et al., 2018). Early childhood education is an educational institution that is used to optimize the various potentials possessed by children, namely with comprehensive activities and in accordance with the growth and development of early childhood (Mayar, 2018).

According to Doucet, the success of early childhood education institutions in preparing children to enter the world of formal education is a much needed foundation for children. It is as expressed Doucet “... participants construct-ed preparation for the transition to school broadly, as preparation for the real world” (Agustina & Retnowati, 2013). Early childhood education is useful for preparing children to be able to enter wider schools to face the real world. Children who have previously gone through early childhood education are expected to be able to undergo further education more readily. The success of early childhood education does not just come by itself, but there are many factors that support it. Weikart stated that those that affect the quality of early childhood education include curriculum factors, parental and environmental involvement, and program quality (Mulyasa, 2014).

For that we need guidelines and references for the implementation of an early childhood education institution with the issuance of Ministerial Regulation no. 146 of 2014 concerning Curriculum and Ministerial Regulation no. 137 of 2014 concerning National Standards for Early Childhood Education which contains standards for developmental
achievement levels, content standards, process standards, assessment standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards and financing standards (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). The government as the provider of education and the formation of human life, regulates various things needed to protect children’s rights to get education services. However, its implementation in the field is still far from what is expected.

RA Fadnur Aisyah uses National Education Standard No. 137 of 2013. However, after initial observations, it was found that the implementation of early childhood education standards at RA Fadnur Aisyah did not meet the proper standards of early childhood education. This can be seen, from the standards of educators and education staff, namely the lack of qualified early childhood education teachers, the lack of teacher ability in modifying the curriculum, the standard of facilities and infrastructure, including equipment that does not meet the standards and lack of security and no equipment maintenance, indoor and outdoor games. Based on Government Regulation of the Republic of Indonesia No. 137 of 2013 concerning National Standards for Early Childhood Education, teachers should have a minimum educational academic qualification (D-IV) or a bachelor's degree (S1), then facilities and infrastructure in schools must meet standards, such as toys or indoor and outdoor media that are comfortable, safe, and educative for children, then schools must develop or modify their own curriculum based on the 2013 curriculum.

Based on the problems that occurred above, it is very important to improve and evaluate the implementation of early childhood education standards, it is very important to know the effectiveness of early childhood education standards in the implementation of early childhood education at RA Fadnur Aisyah. This study uses an evaluation model that is oriented to the components of context, input, process and product or CIPP evaluation (Sukardi, 2012). The four
components mentioned above are the evaluation targets, which are nothing but components of the process of a program. In other words, the CIPP model is an evaluation model that views the program as a system. This evaluation model is a fairly comprehensive model and can reach a broad program.

Daniel Stufflebeam defines evaluation as the process of collecting, analyzing, and reporting descriptive information related to the value of the object being evaluated in order to make decisions and improve understanding of the phenomenon being evaluated (Stufflebeam, D.L., & Shinfield, 2007). In line with this opinion, Kirkpatrick revealed that evaluation is a process of identification, clarification, and determination of criteria to determine the value (worth or merit) of objects that are evaluated based on these criteria (Kirkpatrick, D.L. & Kirkpatrick, 2011).

Huey-Tsyh Chen defines program evaluation is defined as the application of evaluation approaches, techniques, and knowledge to systematically assess and improve the planning, implementation, and effectiveness of programs. Program evaluation as a systematic application of assessment methods, techniques and knowledge to evaluate and improve the planning, implementation and effectiveness of a program (Huey-Tsyh Chen, 2005). Furthermore, program evaluation is a systematic process of determining the value, purpose, effectiveness or suitability of something in accordance with predetermined criteria and objectives (Munthe, 2015). The decision-making process is based on a careful comparison of the data evaluated using certain standardized criteria or standards. These evaluation criteria or standards are used as benchmarks or minimum limits for the program components being evaluated (Djudju Sudjana, 2008).

From the definition above, there are three elements that can be identified from an evaluation activity, namely systematic activities, data and decision making. In line with the above understanding, program evaluation according to Grinnel and Unrau is a form appraisal, using valid and reliable research methods, that examines the processes or outcomes or outcomes of
an organization that exists to fulfill some social need (David Royse, BruThyer, 2010). From this understanding, program evaluation is a form of assessment that uses validity and reliability in its research methodology, to assess the process or outcome of an organization as an effort to fulfill social needs. Program evaluations are held to make administrative decisions about community service programs.

From the theories stated above, it can be concluded that program evaluation is an effort to collect, compile, process and analyze facts, data and information about a program, office, school, organization or institution and so on as a basis for making a decision about the program, whether to continue or discontinue. Making a decision will be right if the data used as the basis for consideration is large, accurate and complete. Evaluation of this program is very important to do to see the suitability of the program implementation with the standards that have been set. It aims to describe the level of implementation of early childhood education programs carefully by knowing the effectiveness of its components starting from context, input, process, and product.

Similar research has also been carried out by (Hidayanah et al., 2022) with the results of the study showing that the evaluation of the implementation of early childhood learning outcomes at RA Pas Bina Tazkiya Simo Slahung Ponorogo as follows: (1) formulating and compiling a program of activities; (2) formulating and compiling a program of activities; (3) conduct an assessment based on techniques and criteria; (4) collect and report assessments to parents. Based on the research conducted, that the evaluation of the implementation of early childhood learning outcomes at RA Pas Bina Tazkiya Simo Slahung has been in accordance with the procedures for evaluating children's learning. Ministerial Regulation No. 137 of 2014 concerning Early Childhood Education Standards in Chapter VI Article 21 describes the assessment mechanism and also done by (Wiratam et al., 2018) with the results of the evaluation of the implementation of learning as follows: (1) Context has a policy component for establishing Wira Putra early
childhood education based on increasing equitable access to early childhood education services, improving the quality of relevance and competitiveness of early childhood education, and increasing good governance; components of creating individual learning environments; establish cooperation with parents of students, Dharma Syailendra Education Foundation, Syailendra Buddhist High School, comparative studies to other early childhood education; (2) Input in the form of characteristics of students who are active and have high curiosity; characteristics of educators nurturing with affection without distinguishing students, educators know aspects of student development; characteristics of managers providing access to quality services according to early childhood education standards; (3) The process of implementing the learning program is very good; external supporting factors for learning activities in the form of community trust in Thekelan hamlet, the institution provides excellent service; internal inhibiting factors are limited space used for rolling during learning, differences in liking for the material so that students have a tendency to choose material that they only like, and differences in students’ mood due to the influence of home; and (4) Product in the form of the achievement of the level of development of students covering aspects of moral and religious values, motor, cognitive, language, art, and social emotional and carried out by (Utami et al., 2019) with the results of the study showing that educators and education personnel need to improve their competence and concern from supervisors or supervisors of institutions and related agencies in supervising and fostering institutions to improve the quality of education.

II. METHOD

This research uses qualitative and quantitative research approaches or what is often referred to as combination research (Mixed Methods (Sugiono, 2013). The research method used is the evaluation method. The design model used in this study is the CIPP Stufflebeam evaluation model. This program evaluation model is management-based, namely the management of context (context), input (input), process (process),
results (product) (Stufflebean in Wirawan, 2011).

The CIPP evaluation model is an appropriate evaluation model for evaluating the implementation of early childhood education programs at RA Fadnur Aisyah, the reason being that this model is comprehensive and systematic, meaning that this evaluation involves all components of the implementation of early childhood education programs because they want to see the extent of the success of a program.

The data analysis technique used in this evaluative research is the Miles and Huberman model, which consists of a flow of activities, namely data reduction, data presentation and conclusion drawing/verification. The four components in program evaluation are interrelated with each other, so they need to be designed in a systematic and directed manner. The research design is as follows:

III. RESULTS AND DISCUSSION

Context Component (Context)

Context evaluation includes identifying the client population, general goals and objectives of the program (John Van Willigen, 2002). The evaluation results on the context component are in accordance with the evaluation success criteria, namely RA Fadnur Aisyah has been guided by the formal foundation for the implementation of education. RA Fadnur Aisyah has a government policy document (permit) regarding the implementation of early childhood education, a clear formulation of the vision, mission and goals and tries to socialize the goals of the vision, mission and goals, there is relevance to the existence of RA Fadnur Aisyah with the needs of the community.
Evaluation of inputs in formal and non-formal education programs according to Suflebeam, the implementation is comprehensive, more standardized and always connected to students, educators, curriculum, infrastructure and administrative completeness (Stufflebeam, D.L., & Shinfield, 2007).

a) Students

Students who study at RA Fadnur Aisyah do not go through a selection process first. The number of student admissions is based on the availability of places and facilities. The results of the evaluation found that students at RA Fadnur Aisyah were divided into two age groups, namely 4-5 years old consisting of 7 children in group A and 5-6 years old consisting of 46 children in group B. The total of all students divided into 4 study groups placed in 4 classrooms with a total of 53 students and accompanied by 4 teachers.

Another finding is related to the recruitment of new students, that there is no educational publication from RA Fadnur Aisyah to attract prospective new students. The publications carried out are only information on opening registration for students without being accompanied by socialization about the importance of education from an early age or something else that can attract prospective new students or parents. The publication is just an announcement of the opening through a banner in front of the school and has been going on from year to year. According to the principal, this method is quite effective in attracting interest, as can be seen from the number of students accepted at RA Fadnur Aisyah, which increases every year.

b) Supporting capacity of parents of students

Based on the results of research in the field, it was concluded that the socio-economic conditions of the parents of lower-middle students were able to finance their children's education regularly. The existence of the support and cooperation of parents of students at RA Fadnur Aisyah, is one of the success factors of each learning process carried out.

c) Human Resources

Based on the results of observations already have an organizational structure. The division
of positions in the organizational structure is in accordance with the mutual agreement and trust of all parties to hold their respective positions as determined by RA Fadnur Aisyah. The principal is also the treasurer and the secretary is also a teacher. Even though they have multiple positions, they still carry out their duties professionally and can divide their duties well.

The ratio of the number of teachers and students in RA Fadnur Aisyah in group B is 1:46 which is not in accordance with the standard, which is a maximum of 1:15, while the ratio of teachers in group A, which is 1:17, is in accordance with the standard, which is 1:15, this ratio is standard is ideal. Some teachers at RA Fadnur Aisyah have academic qualifications that are not appropriate as a requirement as educators in early childhood education programs. Of the 4 educators, one of them has an undergraduate education qualification but is not in accordance with competence because his undergraduate education qualification is majoring in mathematics and three people are still high school graduates. So that the success criteria that have been set in this study which include the qualifications of teacher education, the number of teachers and the number of education personnel have not been fully met.

d) Curriculum

The evaluation at this stage found that at RA Fadnur Aisyah had not been able to develop her own learning curriculum. The curriculum used by RA Fadnur Aisyah came from the Ministry of Religion of Medan City. RA Fadnur Aisyah did not modify the curriculum according to the needs of the school. This condition can be caused by the education level of school principals and teachers who are still not up to the existing standards. This means that the curriculum used from year to year is not modified, only based on the existing curriculum. The institution considers that the existing curriculum can still be used, so from year to year using the same curriculum, only changing the year and schedule for implementing learning plans and programs/activities. In fact, there was no evacuation of the curriculum used, while evaluation is very
important to assess the sustainability or replacement of the curriculum when the results of the evaluation are carried out.

e) Facilities and infrastructure

The results of the evaluation on the infrastructure appear to have been good and adequate. Based on the findings at RA Fadnur Aisyah already has a principal’s room and a teacher’s room, bathroom, kitchen, warehouse, hall and school health business. The land area in RA Fadnur Aisyah is 108 meters, not meeting the existing standards, which is a minimum of 300m².

f) Management

Evaluation at this stage shows that at RA Fadnur Aisyah already has a vision, mission, and educational goals that are formulated with the principal, educators, and school committees. In the formulation of the vision it is written "The creation of a pre-school education system that is conducive, democratic, Islamic and blessed by Allah SWT, in order to develop the potential of children from an early age according to their abilities and level of development".

9) Financing

The results of the evaluation at the financing stage were said to be in accordance with the standards of early childhood education, where the researchers found that the source of financing for RA Fadnur Aisyah came from the central, provincial, and district governments as well as students in the form of school fees and uniform fees.

Process Components (Process)

Process evaluation according to Tayibnapis aims to help implement a decision. To the extent that plans have been implemented and are subject to revision, procedures can be monitored, controlled and improved (Tayibnapis, 2008).

a) Process Planning

The planning of the learning process at RA Fadnur Aisyah has been going well. The planning of the learning process is carried out by most teachers by always planning annual and semester programs, developing weekly program implementation plans and developing daily program implementation plans and adjusting these programs and processes to the curriculum. Then the learning process planning category is in the high category.
b) Implementation of the learning process

Evaluation in the implementation of learning shows the maximum results. The learning implementation activities at RA Fadnur Aisyah already consist of preliminary activities, core activities, and closing activities, but they seem to resemble the situation in early elementary school. All classrooms at RA Fadnur Aisyah have been set permanently, meaning that the area and equipment have been assigned to their respective locations with the intention that they will not change again in subsequent learning activities until the child leaves RA Fadnur Aisyah.

c) Child Development Assessment

The evaluation findings show that the learning assessment technique for students at RA Fadnur Aisyah is relatively in accordance with the rules and standards of early childhood education, although not all of these techniques are used because they are often used only through observation and performance. Assessment is done by giving an asterisk. Each number of stars obtained represents the ability of students. However, this method is considered inaccurate because the development of students at RA Fadnur Aisyah is not recorded individually, but the developments between one child and another are joined together. However, the assessment carried out has taken into account the level of achievement of the development of students. Assessment constraints for teachers at RA Fadnur Aisyah are time constraints and teachers' understanding of assessment techniques that need to be improved.

d) Self-development activities

Self-development activities at RA Fadnur Aisyah are Hajj rituals, faith tours to the Grand Mosque and Maimun Palace, field trips, swimming done every 2 months, dancing and drama. Based on the findings that the participation of students in extracurricular activities towards extracurricular activities is very high and the children's passion for dance extracurriculars has resulted in children winning dance in various competitions, one of which is the third winner at the North Sumatra Fair. Thus, it can be concluded that the dance extracurricular held by RA
Fadnur Aisyah has a positive impact on the development and achievement of students. However, it is better if RA Fadnur Aisyah needs to add additional types of extracurricular activities so that students are free to choose and explore themselves.

**d) Supervision and Evaluation**

Based on the findings, it is known that the supervision carried out by the principal at RA Fadnur Aisyah was informal, through observation to the teacher, followed by a discussion of what obstacles the teacher faced during the learning process, after that the teacher would tell and explain everything and then be given input by the school.

Another finding shows that school principals carry out supervision of the learning process, such as the annual program, semester program, weekly lesson plans and daily learning implementation plans, namely the principal's signature on each of these documents, but the results of the report The supervision of the learning process is only presented at the end of each semester which is reported by the principal to the parents of students.

**Product Components (Product)**

**a) Child Development Report**

The achievement of optimal child development, in accordance with achievement standards based on age, is the hope of every parent and educator. Various methods are used to achieve this achievement. According to RA Fadnur Aisyah, the use of area learning is considered one of the causes of good student development.

Reporting on the development of students at RA Fadnur Aisyah refers to the standard level of achievement of children's development based on age. So that the report written is exactly the same as the standard level of achievement of development. At RA Fadnur Aisyah, the report book for the assessment of student progress uses the report book format issued by the Ministry of Religion of the City of Medan.

**b) Non-Academic Achievements**

**Dance activities**

The implementation of dancing activities is part of the activities that have been continuously carried out by RA Fadnur Aisyah for approximately five years. Dance activities are carried out by students.
in the school hall and are supervised and trained by teachers who are competent in their field of dancing. The very positive thing about the dancing activities carried out by the students at RA Fadnur Aisyah is that the passion of the students has paid off, namely the children often win dance in various competitions they participate in.

IV. CONCLUSION

After knowing the general description of the implementation of early childhood education at RA Fadnur Aisyah for the 2018-2019 school year, the research concludes that the implementation of early childhood education at RA Fadnur Aisyah has been running effectively and can be continued with improvements in the input component, because the other components have according to the criteria.

REFERENCES


