

Evaluation of Early Childhood Educational Institution Management Program in Improving Accreditation Ratings (*Program Evaluation Study with Cipp Model*)

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ABSTRACT

This research aims to evaluate the Early Childhood Education Institution Management program using the CIPP model. This research uses a program evaluation method with the CIPP model, namely analysis of the Context, Input, Process and Product aspects. Mixed method approach, sequential explanatory strategy. Quantitative data collection techniques use questionnaires, and qualitative data collection techniques use source triangulation with observation and interview methods. Interviews were conducted involving relevant regional officials, agency officials, and three PAUD institutions accredited B, C, and not accredited. The population in this study were all private non-formal PAUD institutions in Jatinegara District, East Jakarta, totaling 89 institutions, and the samples were taken using a non-random sampling method with a purposive sample technique. The samples taken were 36 private non-formal PAUD with accreditation status C and non-accredited which had been operational for more than 10 years. The research was conducted from September 2023 to March 2024. The research results showed that all aspects of CIPP received adequate scores in quantitative data analysis and were strengthened by qualitative data. This means that the PAUD program has not been optimally implemented by private non-formal PAUD institutions in Jatinegara District. This is in line with the results of institutional accreditation which is dominated by an accreditation rating of C. The evaluation results show that this program can be continued by providing development based on the needs of PAUD institutions based on this research. The recommendations given are that institutions must have standard operational procedures that are simple and effective, assistance is needed to motivate institutions, and it is necessary to form a PAUD quality control unit that is formed collectively by agency officials.

Keywords: *Program Evaluation, CIPP, Accreditation, early childhood education*

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INTRODUCTION

The important role of PAUD institutions is in line with the fourth point of the Sustainable Development Goals (SDGs) to provide quality education. This goal is often referred to as the 2030 Education Agenda, where one of the goals is to make early childhood education (PAUD) or pre-primary education accessible to all children (Bonsu,

Tyreehageman, and Kele 2020). The target of the 2030 Education Agenda for PAUD is to ensure that all boys and girls have access to quality pre-primary development, care and education (PAUD) to ensure readiness to enter primary education (Kushnir and Nunes 2022). Efforts to equalize education were strengthened by the issuance of Government Regulation Pemerintah (Peraturan Pemerintah RI 2018) which states that mandatory government affairs relate to basic services, one of which is education. This service is absolute; and every citizen has the right to obtain at a minimum in accordance with the type of basic services and the quality of basic services. In Article 5 paragraph 3 it is stated that the types of basic services in the Minimum Service Standards for district/city education, one of which is PAUD. The development of children according to their age as an output from PAUD institutions is one indicator of quality PAUD. Research from (Puridawaty 2017) states that the environment greatly influences the improvement of children's abilities. Because without a supportive environment, it is impossible to carry out systematic and orderly thinking activities.

The number of PAUD in Indonesia based on data dated September 26 2023 reached 236,300 units, consisting of TK/RA 128,381 units, KB 85,531 units, TPA 2,445 units, and SPS 19,943 units. Data shows that there are only 6,222 PAUD institutions run by the government or around 2.63%. Meanwhile, 230,078 PAUD institutions or 97.37% are run by the private sector. Then the data shows that PAUD on the Formal route is 128,381 units or 54.33% and PAUD on the Non-Formal route is 107,919 institutions or 45.67% (PUSDATIN KEMENDIKBUDRISTEK, 2023).

Based on (Presiden Republik Indonesia 2003) article 1 paragraph 10-13 states that "Education units are groups of educational services that provide education in formal, non-formal and informal channels at every level and type of education. Formal education is a structured and tiered educational path consisting of basic education, secondary education and higher education. Non-formal education is an educational path outside formal education that can be implemented in a structured and tiered manner. Informal education is a pathway to family and environmental education." Community-based education which is formed into private non-formal education units exists as a response to community needs and as an expansion of access to early childhood education services for the community. Non-formal PAUD is an educational service for community members that functions as a substitute, supplement, and/or complement to formal education in order to support lifelong education. Private non-formal PAUD which emerged from this community initiative is organized by the smallest regional leaders, namely Rukun Warga, supported by the local sub-district or village, which is then run by cadres with all limitations in terms of facilities, infrastructure and human resource competency.

Formal and non-formal PAUD services must be provided in a structured and tiered manner. Institutions are obliged to apply the rules stated in Government Regulation (Peraturan Pemerintah RI 2018) in administering PAUD institutions to ensure the minimum quality of institutions so that they are suitable for access by the public. Investments in the quality of early childhood education services can have a significant long-term impact on children's cognitive, social, emotional and physical development. Therefore, it is important

to ensure that early childhood education programs provide high-quality services. PAUD as an educational institution must have good, transparent and accountable governance so that it can be trusted. The quality of PAUD institutions is not just about the condition of an institution's infrastructure and the design of learning materials, but also about teaching approaches that support curiosity, exploration and self-development. The quality of PAUD institutions is a crucial aspect and requires a comprehensive evaluation. Therefore, every PAUD institution needs to have its quality measured through an accreditation process.

PAUD accreditation is a method commonly used to assess the quality of PAUD institutions. Accreditation is not just a sign of recognition, but aims to be an important tool for improving the quality of education (Presiden Republik Indonesia 2022). In the world of education, accreditation of PAUD institutions is a marker of excellence, a careful and structured process intended to measure and ensure that PAUD institutions meet certain standards in terms of educational quality, management and safety of children. Accreditation for PAUD and Non-Formal PAUD institutions carried out by the National Accreditation Board (BAN) PAUD PNF provides recognition of the suitability of a public or private educational institution in providing educational services. BAN PAUD and PNF provide an accreditation certificate as proof that the institution meets the established standards. The granting of accreditation status and ranking is expected to encourage PAUD institutions to continuously carry out systematic and programmed improvements and development, which will ultimately result in better school quality.

Research from (Utami, Jamaris, and Meilanie 2019) mentioned that educators and education personnel need to increase the competence and concern of supervisors or supervisors of institutions and related agencies in supervising and developing institutions to improve the quality of education. Research using the CIPP model focuses on the context component, namely the curriculum; input components, namely organizational structure, students, educators and education staff; process components, namely learning planning, facilities and infrastructure, and financing; and product components, namely monitoring and follow-up. (Budiarti et al. 2023) reveals that the steps to create a marketing strategy that schools take to build school branding in increasing school competitiveness include (1) School Accreditation Score, (2) Superior skills program, (3) ISO 9001:2008, (4) Academic and non-academic school achievements. Factors that influence creating school competitiveness are (1) Quality of teacher human resources, (2) Good school promotion. The linkages between PAUD institutions and other agencies such as Community Health Centers are very good for enriching teacher insight, improving the quality of cadres, and improving the quality of schools (Netriwinda, Yaswinda, and Movitaria 2022). Good management is very important for institutions. It is appropriate that the administration of documents starting from planning, implementation to evaluation is carried out continuously, not just from time to time, so that the entire management of the institution can be carried out professionally by achieving an excellent level of student development (Asiah 2018).

In Jatinegara District, East Jakarta City, public interest and awareness about the importance of PAUD services for early childhood is very high. Of the 8 sub-districts in Jatinegara District, there are 89 private Non-Formal PAUDs consisting of 82 Similar PAUD

Units (SPS), 1 Child Care Center (TPA), and 6 Play Groups (KB) (Ministry of Education, Culture, Research and Technology, 2023). 71 out of 89 (79.77%) PAUD institutions have been accredited, and 16 institutions have not been accredited because most of them are newly established institutions. Based on data obtained through the website of the Ministry of Education, Culture, Research and Technology (PUSDATIN KEMENDIKBUDRISTEK 2023) regarding the accreditation status of Private Non-Formal PAUD institutions in Jatinegara District, the following data was obtained:

TABLE I
ACCREDITATION DATA OF PRIVATE NON-FORMAL PRESCHOOL INSTITUTIONS
IN JATINEGARA DISTRICT IN 2023

Number	Bidaracina Village	PAUD Institution	Accreditation Status				
			A	B	C	Not Accredited	Not yet accredited
1	Cipinang Cempedak	11	-	3	5	1	2
2	Rawa Bunga	9	-	1	6	-	2
3	Cipinang Besar Utara	15	-	1	13	-	1
4	Bidara Cina	20	-	1	13	1	5
5	Kampung Melayu	10	-	1	9	-	-
6	Cipinang Besar Selatan	9	1	1	4	-	3
7	Cipinang Muara	14	-	2	9	-	3
8	Bali Mester	1	-	-	1	-	-
TOTAL		89	1	10	60	2	16

The number of Non-Formal PAUDs with C accreditation is dominated by PAUDs that have been established for more than 10 years. Researchers conducted initial observations through unstructured interviews with 15 informants who were Principals of PAUD in the Bidaracina Village area during the Routine Monthly Meeting in September 2023. From the results of the unstructured interviews, it was revealed that the informants did not prepare for accreditation seriously because they thought that accreditation only added to the burden. for schools. Informants thought that accreditation was only an administrative obligation process, and did not understand the essence of accreditation. Informants revealed that institutions have difficulty collecting documents that must be prepared for accreditation, and teachers and education staff often work overtime in preparing various data. Then after the accreditation results came out, there was no direct influence felt by the institution. Then the institution also does not make efforts to follow up on recommendations as the final stage of the accreditation process which should be a reflection for the institution to bring about post-accreditation changes. Informants consider accreditation to be just a formality to fulfill needs and administrative stages that must be passed. Initial observation results show problems that the Head of the private non-formal PAUD institution in Jatinegara District has not managed PAUD optimally. Private non-formal PAUD institutions in Jatinegara District have not been optimal in carrying out the accreditation process. Monitoring and evaluation carried out by related agencies is not yet

optimal. Communication between Regional Leaders, Agencies and Partner Organizations is not yet optimal.

Based on the background, the formulation of the problem that will be solved in this research is what are the results of the evaluation of the Management Program for Private Non-Formal PAUD Institutions in Jatinegara District using the CIPP model approach. What are the results of the evaluation through quantitative measurements of the Management Program for Private Non-Formal PAUD Institutions in Jatinegara District. And what are the recommendations for the PAUD Institution Management Program to increase its accreditation ranking. It is important to evaluate the extent to which this PAUD program is implemented according to its objectives and provisions, and the extent to which this program is effectively implemented to achieve its objectives in improving the quality of PAUD institutions. In the world of education, continuous improvement is key. Program evaluation helps in determining the extent to which the program has achieved its objectives. The evaluation results are used to assess whether the program achieves the targets set and then provide the input needed for continuous improvement. By knowing the program's strengths and weaknesses, improvements can be identified and implemented. Evaluation helps in assessing the extent to which a program is running efficiently by helping to identify resources that may be used inefficiently.

METHOD

This research was carried out in the Jatinegara District, East Jakarta City starting from 01 September 2023 to 01 March 2024. Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn (Sugiyono 2015). Based on this understanding, the population is a whole research subject of the same type in a place. The population in this study were all private non-formal PAUD in Jatinegara District, East Jakarta City, a total of 89 institutions. The sample is a part or representative of the population studied. If we only examine part of the population, the research is called sample research (Arikunto 2010). The sample taken in this research used non-random sampling, namely purposive sampling. According to Bernard in (Sugiyono 2018) purposive sampling is a sampling technique by deliberately judging the sample according to the required quality. The purpose of purposive sampling is to explain a problem clearly because a representative sample has representative value. So that the main research objectives can be fulfilled. The author will only take 36 samples with the criteria of institutions that have been operating for more than 10 years and are accredited C and institutions that are not accredited from all sub-districts in Jatinegara District.

This research is Program Evaluation Research using the CIPP mode. The approach in this research uses qualitative and quantitative methods (Mixed methods). The mixed methods approach design used is Explanatory Sequential Mixed Methods Design.

FINDING AND DISCUSSION

Evaluation of the private non-formal PAUD program in Jatinegara District was studied using the context, input, process and product evaluation model or commonly called the CIPP evaluation model. The results of this evaluation research will later produce a recommendation from the perspective of quality PAUD Service Provisions regarding PAUD management which will be submitted to institutional managers. This is because schools as managers have the authority to make changes to PAUD programs that have been implemented so that the quality of PAUD services is more optimal.

After this, a complete description of the research results will be presented and followed by a discussion. The following is a table of evaluation results from managers and students as well as the value criteria that determine evaluation results:

RECAPITULATION OF RESULTS EVALUATION OF ALL ASPECTS

<i>Context</i>			
No	Indicator	Average	Criteria
1.	Availability and Accessibility of Education	70	Fair
2.	Parental and Community Involvement	72	Fair
3	Learning Environment	53	Fair
<i>Input</i>			
No	Indicator	Average	Criteria
1.	Qualifications and Competencies of Educators	62	Fair
2.	Availability of Learning Resources	66	Fair
3.	Program and Budget Management	64	Fair
<i>Process</i>			
No	Indicator	Average	Criteria
1.	Curriculum Implementation	58	Fair
2	Identifying and Handling Barriers	68	Fair
3	Quality of Teacher-Student Interaction	71	Fair
<i>Product</i>			
No	Indicator	Average	Criteria
1	Children's Learning Achievements	58	Fair
2.	Children's Readiness for Further Education	71	Fair
3.	Implementation of Accreditation Recommendations	32	Less

Applied Range Standard:

Range 0% – 24,99% = Very Less
Range 25% – 49,99% = Less
Range 50% – 74,99% = Fair
Range 75% – 100% = Good

Based on these results, it can be seen that all aspects evaluated are on average within the adequate criteria. The highest aspect with a score of 72 is in the context aspect with the Parent and Community Involvement indicator. The indicator with the lowest achievement is in the product aspect, namely the Implementation of Accreditation Recommendations with a score of 32 which is in the poor criteria. The average score of 62.08% is in the Fair criteria.

Based on the results of interviews with supervisors, sub-district heads, village heads and PAUD institutions, several things can be concluded as follows:

1. Availability and Accessibility of Education: PAUD services are accessible and affordable.
2. Main Educational Challenges: The capabilities and competencies of teaching staff are less than optimal, institutional governance is still not good, infrastructure is not yet ideal.
3. Qualifications and Competencies of Educators: There are efforts to improve the qualifications and competencies of teaching staff through training and professional development.
4. Budget and Resource Management: Institutions are still unable to carry out good budget management and PAUD management.
5. Curriculum Implementation and Teacher-Student Interaction: The curriculum in accordance with National Education Standards is implemented despite many obstacles, while continuing to improve the quality of interactions between teachers and students.
6. Identify and Address Obstacles: There are proactive efforts to identify and overcome obstacles that arise in running PAUD programs.
7. Children's Learning Achievements: Routine evaluations are sufficient to carry out children's learning achievements, but improvements are still needed to reach optimal levels.
8. Children's Readiness for Further Education: Children who graduate from PAUD institutions have sufficient readiness to continue to the next level of education.
9. Implementation of Accreditation Recommendations: The implementation of accreditation recommendations is still weak and needs to be improved to improve the overall quality of PAUD services

From the results of the quantitative and qualitative datas, the overall discussion is as follows:

1. Context aspect: The Likert scale results show quite good scores, but interviews reveal that the socio-economic and cultural conditions of the region are very diverse. This shows the need for an approach that is sensitive to local context in the management and delivery of PAUD services.
2. Input aspect: A fairly good score in the input category indicates that the qualifications of teaching staff and learning resources are adequate. However, interviews highlighted the need for good management, simple but efficient operational and administrative guidelines in managing institutional administration and budgets to increase the availability and quality of learning resources.
3. Process aspect: Even though the scores are quite good in the curriculum implementation process and teacher-student interactions, interviews show that there is still room for improvement in identifying and responding to obstacles that arise in the learning process. This shows the importance of continuous evaluation and improvement in the learning process.
4. Products aspect: Varying scores on product aspects indicate that there has been some progress in children's learning outcomes and their readiness for further education. However, implementing accreditation recommendations remains a major challenge. Therefore, there is a need for a more effective strategy in implementing accreditation recommendations to improve the overall quality of PAUD services.

There has been progress in several aspects, there is still room for significant improvement in the management and delivery of PAUD services. Continuous evaluation and effective implementation of recommendations will be key to improving the quality of PAUD services and achieving better accreditation ratings.

CONCLUSION

Series of non-formal PAUD Program evaluations as seen from quantitative results, the private sector in Jatinegara District has sufficient criteria, shown with an average of 62.08%. The results of each aspect, namely the context aspect, are included in the criteria of sufficient, sufficient input, sufficient process and sufficient product. Based on Likert scale data and interview results, it can be concluded that PAUD institutions have the potential to improve the quality of their services. Although several aspects have achieved quite good scores, such as the qualifications of teaching staff and the readiness of children for further education, there are still challenges that need to be overcome, especially in implementing accreditation recommendations and handling obstacles that arise in the learning process. The final conclusion from the evaluation of the private non-formal PAUD program in Jatinegara District is that the results of the product aspect evaluation, especially regarding the follow-up to the accreditation results, are sufficient, both quantitative and qualitative. The results of the evaluation are that the PAUD Institution Management Program can be continued but is equipped with elements that are more relevant according to the needs of the institution and are easy to implement.

Based on the evaluation results, researcher has recommendations to improve the quality of PAUD services and achieve a better accreditation rating. Efficient Management and Budget Management: Improve Management and budget management by identifying spending priorities, creating appropriate budget plans, and ensuring proper allocation of learning and staff development resources. Staff Training and Development: Active participation in regular training and professional development programs for teaching staff to enhance their qualifications and competencies in supporting children's learning. Implementation of Accreditation Recommendations: Form a special team responsible for assisting and implementing recommendations from the accreditation process, prioritizing actions that can have a significant impact on improving the quality of PAUD services. The team can be a collective Quality Control Unit and facilitated by regional officials. Institutions must have operational and administrative standards: To create an institution that is healthy, transparent and accountable so that it becomes a professional institution. Periodic Monitoring and Evaluation: Regional Inspectors and Leaders always carry out regular monitoring and evaluation of all aspects of PAUD services to identify weaknesses and opportunities for improvement, as well as evaluate the effectiveness of implemented strategies. Strengthening Collaboration: Build closer partnerships with local governments, non-profit organizations, better accredited institutions, and other related institutions to support and strengthen PAUD programs, as well as make optimal use of available resources.

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