Evaluation of Blended Learning Model of HighScope and Montessori at TK Early Step Kebagusan South Jakarta

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ABSTRACT
The title of the research is Evaluation of Blended Learning Model of HighScope and Montessori at TK Early Step Kebagusan Jakarta Selatan. The research aims to find out how the implementation and success of the Blended Learning Model of HighScope and Montessori in TK Early Step, as well as evaluate to get optimal results in a learning model program. This study uses a qualitative approach with the CIPP model which includes Context, Input, Process, and Product. The data sources in this study are the Vice Principal, Program and Curriculum Coordinator, Student Coordinator, Group A and Group B class teachers, students and parents of students. Data collection through inteviews, observations and documentation. Based on the results of the context findings, 80% of the documentation shows that the blended learning model has a legal basis and goals that are quite good in accordance with the vision, mission and school graduation standards. The results of the Input findings, interviews showed that the planning and program were good, educators and students were quite good in running the blended model, and the parents of students were quite good in supporting blended learning model. The results of the process findings, interviews show that the coordination of learning programs is quite good with the socialization of educators, students and parents of students, the implementation of learning is quite good, and learning supervision is quite good. The results of the product findings, questionnnaires from 90 students, a significant P value of P = 0.8 (80%) show that by applying the blended learning model, students develop their social-emotional well.
Keywords: *Evaluation of Learning Models, CIPP, HighScope, Montessori*
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INTRODUCTION

Early Childhood Education (ECE) plays a crucial role in laying the foundation for children's cognitive, social, emotional, and physical development. However, many Early Childhood Education systems still overly emphasize academic skills such as reading and writing, often at the expense of holistic developmental needs. In reality, early childhood is a critical period that requires learning approaches which integrate exploration, interaction, and emotional growth. Child-centered and play-based learning methods have emerged as important innovations to support children's overall development. These approaches allow children the freedom to explore, experiment, and learn through direct experience, thereby enhancing creativity, problem-solving abilities, and critical thinking.

In Indonesia, the growing awareness of the importance of early childhood education has led to the adoption of various educational models in preschools. Two of the most prominent and widely implemented models are the HighScope and Montessori approaches. HighScope models can serve as effective alternatives for enhancing children's learning motivation. This model allows children the freedom to plan their own activities and take an active role in the learning process (Cai, 2022). Montessori learning model, emphasizes three key aspects—child-centered education (pedocentrism), sensitive periods, and freedom—can serve as an alternative approach to fostering independence and self-confidence in children (Irawati et al., 2023). Both models emphasize child-centered learning but differ in methodology and focus. The HighScope model, rooted in Piaget's developmental theory, promotes active learning through interaction with the environment. Meanwhile, the Montessori method, founded by Maria Montessori, encourages structured individual learning using specific teaching materials in a well-prepared environment.

TK Early Step in Kebagusan, South Jakarta, is one of the pioneering institutions that has implemented a hybrid model combining both HighScope and Montessori approaches since its establishment in 2005. The school principal, Ms. Rita Amaliani, is a certified practitioner of both models, having received formal training and held leadership roles in HighScope and Montessori schools. The combined model, named *Active Learning Plus Montessori*, merges the active, child-led learning principles of HighScope with the structured material-based learning of Montessori.

While these two approaches are theoretically complementary, their integration within a single educational setting presents unique challenges. These include differences in child characteristics, limited resources, and varying levels of teacher understanding regarding the blended model. As such, a comprehensive evaluation is necessary to determine the effectiveness of this integrated model in achieving its educational goals. Evaluation research is a type of research conducted to assess ongoing activities or programs, aiming to determine their relevance and evaluate whether they have achieved the intended objectives (Kantun, as citied in Syifa, 2021). In the field of education, evaluation plays a crucial role, particularly in enhancing the quality of human resources, including both students and teachers, to ensure continuous improvement (Rusdiana, as citied in Prayoga, 2020).

Kaufman and Thomas categorize evaluation models into eight types: CIPP (Context, Input, Process, and Product), Goal-Oriented, Goal-Free, Formative-Summative, Responsive, Countenance, CSE-UCLA, and Discrepancy (Arikunto dan Jabar, as citied in Mardiah & Syarifuddin, n.d.). The CIPP (Context, Input, Process, Product) evaluation model provides an appropriate framework for analyzing the implementation of the blended learning approach. The researcher chose to utilize the CIPP evaluation model over other models because it is considered more relevant for evaluating the blended learning model that combines HighScope and Montessori approaches. Each phase of the CIPP model—context, input, process, and product—provides comprehensive data. Rusdiana, as cited in Prayoga, also explains that the strength of the CIPP evaluation model lies in its ability to deliver comprehensive evaluation results at each stage, starting from context, input, process, to product (Prayoga, 2020).

Context evaluation is an effort to visualize and describe unmet needs, the sample and population being served, as well as the objectives of the program (Arikunto dan Jabar, as citied in Mardiah & Syarifuddin, n.d.) Input evaluation aims to provide information to determine how resources are utilized to achieve the program's objectives (Sabbardi et al., 2024) Process evaluation is intended to analyze the implementation, including management and activities carried out during the program (Santuso et al., n.d.). Product evaluation assesses the outcomes or achievements of a program in relation to its predetermined objectives (Prayoga, 2020).

From the explanation above, it can be concluded that the CIPP evaluation model proposed by Stufflebeam does not only assess the outcomes, but rather evaluates all aspects—including context, input, process, and the resulting product. Therefore, the assessment is considered comprehensive and holistic.

This model enables a systematic examination of the background and objectives (context), the available resources (input), the instructional implementation (process), and the outcomes (product) of the program. Through this evaluation, a holistic understanding of the strengths and areas for improvement in the blended model at TK Early Step can be obtained.

Previous studies have explored the implementation of either the HighScope or Montessori models in early childhood settings. (Rohmah et al., 2019a) examined the HighScope model and concluded that it enhances children's social and communication skills. Similarly, Rahayu et al. highlighted that HighScope not only fosters academic success but also supports independence and confidence. On the other hand, studies such as those by (Yusshinta et al., 2023) and (Anugrah Nur et al., n.d.) have focused on the Montessori method's impact on cognitive development and early literacy, specifically in mathematical and reading skills.

Despite the availability of research on each model individually, there is a significant gap in studies that analyze the combined implementation of HighScope and Montessori. The blended model adopted by TK Early Step presents a novel approach that seeks to harmonize the strengths of both frameworks. This study aims to evaluate the context, input, process, and product of the implementation of blended model at TK Early Step Kebagusan Jakarta Selatan using CIPP Model as an evaluation approach. The results of the research are expected to provide a clear-picture of the effectiveness of the model and to make a meaningful contribution to the field of early childhood education, particularly in relation to the learning models implemented. The findings may also serve as a valuable reference for other educational institutions in enhancing their early childhood learning practices.

METHOD

This study employed a **descriptive research design** with the aim of evaluating a program from the input phase through to the outcomes. The evaluation framework utilized was the **CIPP Model**—an acronym for **Context, Input, Process, and Product**—developed to provide a comprehensive evaluation of educational programs by examining four interrelated components. **Context Evaluation** focused on identifying unmet needs within the learning environment and clarifying the goals of the program. In this study, context evaluation was used to examine the objectives of implementing

a **blended learning model** that integrates the HighScope and Montessori approaches at **TK Early Step Kebagusan** in South Jakarta. **Input Evaluation** aimed to assess how existing resources at TK Early Step Kebagusan could be utilized effectively to achieve the program's goals. It also explored whether additional support from external stakeholders was necessary. **Process Evaluation** was conducted to monitor, manage, and improve the implementation of the blended HighScope-Montessori curriculum across all learning activities at the institution. **Product Evaluation** was designed to measure and interpret the outcomes resulting from the implementation of the blended learning model, providing insights into the effectiveness and impact of the program on early childhood education at TK Early Step Kebagusan.

This study was conducted at **TK Early Step Kebagusan**, located in Jakarta. The sample represents a subset of the population under investigation. The participants in this study consisted of **students, teachers, and the vice principal in charge of curriculum affairs.**

The sampling technique employed involved two methods: **questionnaires** and **interviews.** Data from students were collected using a structured questionnaire, with the population consisting of students from **Group A and Group B** of TK Early Step during the **2024–2025 academic year**. Thus, the student sample was drawn from these two class groups. For the **interview method**, two teachers from TK Early Step Kebagusan were selected as participants. These teachers were chosen based on their role in teaching Group A and Group B classes.

Data collection in this study included both **primary and secondary sources**. Primary data were obtained through interviews and questionnaires involving students, teachers, and the vice principal for curriculum. Secondary data were gathered from documents relevant to the subject of the research.

FINDING

The results of the Evaluation of Blended Learning Model of HighScope and Montessori at TK Early Step Kebagusan South Jakarta are as follows:

1.Context Evaluation

Context evaluation encompasses the analysis of issues related to the background of developing the blended learning model at Early Step Kindergarten Kebagusan, the objectives of implementing the model, and the introduction of the model concept as follows:

a) Background of Developing the HighScope and Montessori Blended Learning Model at Early Step Kindergarten Kebagusan

According to Vice Principal Mrs. Agnita Ayu Wulandari, S.Pd., the foundation for developing the blended learning model originated from discussions within the Foundation and the School Principal. The goal was to create graduates who are not only academically capable but, more importantly, possess non-academic skills. Supporting this, class teacher Mrs. Febrianna Ruswanty stated, "This model emerged in response to the phenomenon where children entering elementary school are expected to already be able to read, write, and count, leading parents to demand that teachers enable their children to read, write, and count."

In addition to interviews, the researcher cross-verified these statements with documents related to the HighScope and Montessori blended learning model at Early Step Kindergarten. The findings from document studies and interviews concluded that the model is grounded in Indonesian Law No. 20 of 2003 on the National Education System, particularly

Articles 28 and 29, which discuss early childhood education (PAUD) for children aged 0 to 6 years. This legal basis underscores the importance of early education in supporting optimal child development. Furthermore, Law No. 23 of 2002 on Child Protection emphasizes aspects of child protection and development related to early education. Based on the interviews and document studies, it can be concluded that Early Step Kindergarten has a clear legal foundation for implementing the HighScope and Montessori blended learning model.

b) Objectives of Implementing the HighScope and Montessori Blended Learning Model

Vice Principal Mrs. Agnita Ayu Wulandari stated that the objective of implementing this model is to produce graduates who are not only academically proficient but also possess essential non-academic skills. This is reinforced by class teacher Mrs. Febrianna Ruswanty, who mentioned, "This model emerged in response to the phenomenon where children entering elementary school are expected to already be able to read, write, and count". The researcher also cross-verified these statements with the school's vision and mission documents, which aim to develop students holistically—emotionally, intellectually, spiritually—fostering creativity, skills, critical thinking, a love for learning, and patriotism. Therefore, based on the interviews, it can be concluded that the HighScope and Montessori blended learning model is highly appropriate.

c) Concept of the HighScope and Montessori Blended Learning Model at Early Step Kindergarten and Its Introduction

The school's role in developing students' abilities to achieve national educational goals requires effective and efficient strategic planning. One strategy implemented is the adoption of the HighScope and Montessori blended learning model, combining two approaches: HighScope and Montessori. According to the School Principal, the concept of this blended learning model aims to create students who are not only academically capable but also possess non-academic skills. This statement is corroborated by the Vice Principal, who explained, "To develop children who are well-rounded—not just academically but also with non-academic skills—a suitable learning model is needed for teachers to use in teaching. This concept was proposed in the Foundation and School Principal forum, where we collectively formulated this blended learning model and named it 'Active Learning plus Montessori". Based on the interviews, it can be concluded that the blended learning model was conceptualized and named "Active Learning plus Montessori" to develop children's non-academic skills alongside academic abilities.

2. Input Evaluation

This study evaluates several aspects of the blended learning model, including planning and strategy, educators, students, and parents.

a) Planning and Strategy for Implementing the HighScope and Montessori Blended Learning Model

Planning is a crucial management function, especially in school activities. A well-structured plan significantly influences the success of an activity. In kindergarten, program planning plays a strategic role in the overall implementation process. The blended learning model program is designed to enhance non-academic abilities initially and subsequently academic development. This was affirmed by the first-grade teacher, Mrs. Febrianna, who stated that the program aims to improve students' social-

emotional skills. From the interviews, it was concluded that the blended learning model program is intended to enhance students' social-emotional abilities. This is supported by the school's vision, which serves as a foundation and evaluation for the development of the blended learning model.

b) Educators in Implementing the Blended Learning Model at TK Early Step

Educators are vital in the success of the learning model used in schools. They are the primary implementers of the learning model. Educators play an essential role in executing the blended learning model at TK Early Step. According to the principal, after the blended learning model was formulated and introduced by the foundation, it was socialized to all teachers, emphasizing the importance of classroom teachers in implementing the program and collaborating with parents. The Program and Curriculum Coordinator, Mrs. Agnita, explained that teachers must possess the skills to design engaging activities aligned with the blended learning model. Interviews with parents also revealed positive feedback, with one parent noting that the blended model made their child more independent, confident, and socially skilled.

c) Students in Implementing the Blended Learning Model at TK Early Step

Students are crucial in assessing the success of a school program, determining how well the program has been implemented. Interviews with teachers indicated that initially, students found it challenging to adopt the new learning activities. However, with training and guidance, they became more enthusiastic and engaged. Documentation studies, such as assessment sheets, were also used to measure the success and evaluate the learning program.

d) Parents in Implementing the Blended Learning Model

Parents play a significant role in implementing the blended learning model at home. The daily routine is more effectively carried out with parental support. The principal emphasized the importance of parents in guiding and reminding students to consistently follow routines at home. Teachers also noted that parental involvement is crucial, as not all learning activities occur at school. Interviews with parents confirmed their active participation in daily routines at home, which positively impacted their children's learning experiences

3. Process Evaluation

The process evaluation focuses on coordinating the implementation of the blended learning program, its execution, and supervision.

a) Coordination in Implementing the Blended Learning Program at TK Early Step

Coordination and collaboration are essential before implementing a program. The blended learning model was first discussed and agreed upon, then socialized to educators, students, and parents. Interviews with the principal and parents indicated that there was effective coordination and collaboration before the program's implementation.

b) Implementation of the Blended Learning Model at TK Early Step

After 20 years of implementing the blended learning model, positive outcomes have been observed. Teachers reported that students were enthusiastic and engaged in the activities. Parents also noticed improvements in their children's behavior and social interactions at home.

c) Supervision of the Blended Learning Program at TK Early Step

Supervision is necessary to ensure the program's objectives are met. The Student Affairs Coordinator mentioned that post-implementation evaluations and support are needed to ensure the program's effectiveness. Teachers agreed that consistent implementation of the blended learning model leads to quicker and more significant changes in students.

4. Product Evaluation

The product evaluation focuses on the outcomes, challenges, and impacts of the blended learning model.

a) Outcomes of the Blended Learning Model at TK Early Step

After two decades, the blended learning model has led to increased student confidence, independence, and social-emotional maturity. Teachers and parents observed that children were more willing to participate, express their opinions, and complete tasks independently.

b) Challenges in Implementing the Blended Learning Model

Some challenges include the need for continuous guidance in planning activities that align with the blended learning model.

c) Impact of the Blended Learning Model

The blended learning model has positively impacted children's social-emotional development, leading to better academic performance. With emotional maturity, children can better engage in academic learning.

DISCUSSION

This discussion aims to explain the results of the analysis and address the research problem statement regarding the evaluation of context, input, process, and product.

1. Context Evaluation

The context evaluation relates to the background of developing the blended learning model, its objectives, the initial idea, and how the idea was introduced at TK Early Step. Based on the findings, TK Early Step became a school that implemented a blended learning model inspired by a concept initiated by a foundation board member. This concept was then formulated collaboratively with the school into a model known as "Active Learning Plus Montessori." The implementation of the blended learning model at TK Early Step was also driven by the phenomenon that children are expected to be able to read and write before entering elementary school. Thus, the primary goal of this model is to develop children's social-emotional skills first, followed by academic

development. TK Early Step's vision is to nurture well-rounded students who grow intellectually, emotionally, and spiritually; who are creative, skilled, critical thinkers; and who love learning and their country. This aligns with the implementation of the blended learning model. It can be concluded from the findings and discussion that the context evaluation is based on policies aligned with the needs of the students, the school's vision and mission, and graduation standards, and is thus considered appropriate.

2. Input Evaluation

The input evaluation aims to analyze planning and strategy, educators, students, and parents. Good planning significantly influences the success of learning in schools. In educational institutions, planning holds a strategic role in ensuring programs run effectively and efficiently. Clear planning helps the program be better received and implemented. The planning of the blended learning model is designed based on student needs. However, the learning plans still require guidance to fully align with the principles of the HighScope model and Montessori method. TK Early Step has 18 teachers: 16 class teachers (2 per class) and 2 coordinators (a Program and Curriculum Coordinator and a Student Affairs Coordinator). Six teachers have been trained in the Montessori method, and all have received training in the HighScope model. Some teachers still require further training, especially in lesson planning. The school facilitates training for both models and the blended model. There are 106 students at TK Early Step, spread across 3 Preschool classes, 3 Group A classes, and 3 Group B classes. TK Early Step is an inclusive school, accepting not only regular students but also children with special needs—one per class—who require support from specialist teachers for successful program implementation. Most parents at TK Early Step come from middle to upper socioeconomic backgrounds, with undergraduate and graduate degrees. They strongly support the blended learning program as a means to promote their children's developmental maturity. Based on the findings and discussion, it can be concluded that input evaluation revealed that while lesson planning still requires some guidance, the availability of teachers, students, and supportive parents forms a strong foundation for successful implementation.

3. Process Evaluation

The process evaluation discussion focuses on coordination, implementation, and supervision of the blended learning model at TK Early Step. Coordination and collaboration—from the initiators to the principal, teacher coordinators, educators, students, and parents—ensure the learning program is well-integrated. The implementation of the blended learning model takes place through daily routines tailored to each age group. These consistent and flexible routines provide predictability for children, helping them structure and plan their activities. Collaboration between teachers and parents is essential to enhance student development. Teachers conduct face-to-face learning, while the principal, coordinators, and class teachers supervise, mentor, and evaluate teacher performance. However, supervision faces challenges due to time constraints and the inability to monitor classroom activities daily. Still, effective supervision is key to creating a school environment that supports child development. Research shows that the school environment significantly affects children's growth.

From the process evaluation findings and discussion, it can be concluded that coordination and collaboration are well-established, with communicative and integrated implementation according to each party's responsibilities. The learning process runs smoothly, the evaluation system is well-organized, and supervision is adequately conducted. Student participation is also high.

4. Product Evaluation

The product evaluation of the blended learning model aims to inform future decisions regarding the outcomes, challenges, and impact of the model after implementation. This evaluation determines whether the blended learning model was successful. The main outcome is the development of students' social-emotional maturity, followed by cognitive growth. The implementation of the blended learning model has led to notable improvements in children's social-emotional skills. Parents responded positively, observing greater emotional maturity in their children. The main challenges in implementing the blended model stem from the teachers themselves, particularly the need for self-motivation to continue learning and the difficulty of maintaining consistency in applying two models with different principles. The positive impacts of the blended learning model include increased self-confidence, problem-solving abilities, willingness to express opinions, and academic growth. According to the Student Affairs Coordinator, "The impact on children's social-emotional development is extensive. They become more confident, better at problem-solving, more expressive, and academically improved".

From the findings and discussion of the product evaluation, it can be concluded that students experience strong social-emotional development. Indicators of success include students performing in public, interacting with peers, queuing, and expressing opinions.The success of the blended learning model is largely due to the strong collaboration between the school and parents, who work together to nurture and educate the children in line with the model.

CONCLUSION

Based on the findings and discussion of the evaluation of the implementation of the blended learning model at TK Early Step Kebagusan, as previously described and aligned with the CIPP (Context, Input, Process, Product) evaluation model, the conclusions are as follows: There is a policy foundation that aligns with the needs and objectives of the school's vision and mission, which is considered appropriate. It is supported by legal foundations and policies related to early childhood education in Indonesia for children aged 0–6. These policies emphasize the importance of physical, social, and emotional development through a holistic, child-centered approach, while also strengthening the role of parents and the community in children's education. The planning and strategy for the learning program are fairly well-developed, as evidenced by the model having been implemented for 20 years.

However, some aspects of input have not been fully optimized—for example, certain teachers still require more in-depth training and understanding. Program planning activities, including socialization with teachers, students, and parents, are considered adequate. The teaching staff mostly meet the qualifications and

competencies required for implementing the blended learning model at TK Early Step, although some teachers have not yet completed their undergraduate degrees or are not graduates in early childhood education. Not all teachers have received training in the Montessori method, which is a core component of the blended model. On the other hand, parents show full support for the learning activities. Some teachers, however, are not yet fully implementing the model due to specific constraints. The coordination of program implementation has been conducted in a communicative and integrated manner and is considered quite effective.

The implementation of the blended learning model by students, educators, and parents has also been reasonably good. Supervision of the blended learning program by the school principal, the Program Coordinator, and the Curriculum Coordinator is also considered sufficient. Students have shown strong development in their social-emotional skills, and most students have participated in learning activities to the fullest extent. The success of the blended learning model is marked by the development of key traits such as self-confidence, independence, patience, responsibility, and the ability to socialize effectively.

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