EVALUATION ANALYSIS OF EDUCATIONAL PROGRAMS

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Abstract

This study aims to understand more deeply about the concept of evaluating educational programs by reviewing the article that has been made before. The method used in this study is qualitative with the type of *literature review* research or literature review. Literature research or *literature review* is research that examines or critically reviews the knowledge, ideas, or findings contained in the academic literature. The data source is searched through google scholar using the keyword 'educational program'. The nature of this study is descriptive analysis, which is the regular decomposition of the data that has been obtained. The results of this study, namely the evaluation of educational programs, will have a positive impact on the development of educational programs. Evaluation of educational programs is very important to provide recommendations as a consideration in determining decisions on programs that have been implemented. Evaluation of educational programs can determine the right decision according to the results of the evaluation. The evaluation will also measure the achievement of each program that has been implemented in accordance with the desired objectives.

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INTRODUCTION

Education is trusted by the community and the government to improve the quality of human resources. Various programs are carried out by the government to improve the quality of education, both through the provision of financial assistance, facilities and infrastructure, improving the quality of the educational process, as well as improving the quality of educators and education personnel, as well as improving the quality of students. To determine the success of the educational program implemented, an evaluation is needed,

which is called a program evaluation. Because it specifically evaluates educational programs, it is often referred to as the evaluation of educational programs, (Retnawati, 2014).

Evaluation is important to find out whether the program is running according to the design and know the extent to which it has achieved the desired goals. Therefore, it is very important to conduct an evaluation study of the implementation of educational programs in schools. Cronbach in (Tayibnapis, 2008) assesses that good evaluation should be able to have a positive impact on the development of the program. That is, there needs to be continuity of the results of research on program improvement / development or providing input on recommendations for the next program, (Darmayanti & Wibowo, 2014). This research will discuss in depth the evaluation of educational programs by reviewing previous studies related to this. The goal is to understand the concept of evaluating educational programs through pre-made articles.

METHOD

This research uses qualitative methods with jenis research *literature review* or literature review. Literature research or *literature review* is research that examines or critically reviews the knowledge, ideas, or findings contained in the academic literature. The data source is searched through google scholar using the keyword 'educational program'. In taking data sources, there are two criteria that have been set, namely inclusion and exclusion criteria. Inclusion criteria are criteria by which research subjects can represent in research samples that qualify as samples, namely: (1) articles that have titles and content relevant to the research objectives; (2) articles published in 2015-2022; (3) freely accessed articles. Exclusion criteria are criteria where the research subject cannot represent a sample because it does not qualify as a research sample, namely: (1) articles that have content and titles that are not relevant to the research objectives; (2) articles published over the last 10 years; (3) articles that are not accessed in their entirety. The nature of this study is descriptive analysis, which is the regular decipherment of the data that has been obtained, then given understanding and explanation so that it can be well understood by readers.

RESULT

The CIPP evaluation model (*Context, Input, Process and Product*) is a more complete and comprehensive evaluation model because it can be practiced in the context of decision making and presentation information regarding accountability. However, this CIPP model has its drawbacks, among which are (1) the evaluator may not be responsive to significant problems or issues because it is focused on the information needed by the decision maker and its staff; (2) the results of the evaluation are aimed at top-level leaders (*top management*), so that this model may be unfair and undemocratic; and (3) the CIPP model is complex and requires a lot of funds, time, and other resources,

(Kurniawati, 2021).

Before evaluating the program, things that must be considered in the institutional objectives and competencies of graduates in the PAI field of study are as follows:

1. recognize and perilaku in accordance with the teachings of the Islamic religion.
2. recognize and exercise the rights and obligations of self-discipline, work ethics, and care for their environment.
3. think logically critically, and creatively and communicate through a variety of media.
4. love the beauty and get used to living, fit and healthy
5. have a sense of love and pride for the nation and homeland.

Program evaluations can be carried out by people who are directly involved in activities, and it can also be people from outside (not involved in program activities). The way to carry out program evaluation is by preparing questionnaire instruments, interview guidelines, observation guidelines and so on. The simplest way is to take notes against the events experienced from daily activities in the classroom, (Siswanto & Susanti, 2019).

Program evaluation models can be grouped into six categories, namely evaluation models focused on decision making, evaluation models on program elements, evaluation models on the types of program activities, evaluation models for program implementation processes, evaluation models on the achievement of program objectives and evaluation models on program results and influences. Program evaluation instruments include: Questionnaires, interviews and observations. Measurement is an attempt to describe something in the form of a number or is an attempt to quantify something, both visible and invisible objects by comparing with other, more standard sizes. Assessment can be interpreted as the activity of interpreting measurement data through the granting of a person's status. Program evaluation is a method to determine the performance of a program by comparing with predetermined criteria or goals to be achieved with the results achieved, (Lazwardi, 2017).

Based on the results of the exposure of data obtained in the evaluation research of religious education learning programs at madrasah Tsanawiyah Swasta Sukaramai, it can be concluded that: 1.) Religious education teachers have been able to develop syllabuses and lesson plans independently in accordance with the potential of students and are also accustomed to imitating existing models. 2.) The implementation of the evaluation of religious education learning is as follows: (a) Religious education teachers have not fully implemented the assessment stages in accordance with the assessment standards. (b) Religious education teachers have not made assessment plans such as the preparation and development of assessment grids. (c) Religious education teachers have not implemented enrichment programs for students that have been completed earlier, and (d) Religious education teachers have not analyzed the results of daily tests using the established KKM reference. 3.) The results of the evaluation of religious education learning in Madrasah

Tsanawiyah Swasta Sukaramai showed good because the final average results obtained by students were above the minimum graduation limit of 70, (Hia, Triatmaja, Fauzi, and Solin, 2022).

Evaluation of Islamic education is a process and planned assessment of students from all aspects of psychological and spiritual religious mentality in Islamic education to find out the level of progress in Islamic education. The evaluation function is not only emphasized on cognitive aspects but includes these three domains (cognitive, affective and psychomotor). Evaluation principles, namely: valid, competency-oriented, sustainable / sustainable (continuity), comprehensive (comprehensive), meaningful, fair and objective, open, sincere, practical, recorded and accurate. The evaluation target is to evaluate students, educators, educational materials, the process of delivering subject matter, and various other aspects related to educational material. The characteristics of the evaluation are carried out indirectly, the use of quantitative measures, is relative in nature meaning that they are not the same or do not always remain from one time to another. Determination of evaluation objectives, preparation of question grids, review or review and revision of questions, trials (try out), preparation of questions, presentation of tests, scoring, processing of test results, reporting of test results, utilization of test results, (Rohman, 2020).

The character education program is implemented as an effort to improve the quality of educational processes and outcomes that lead to the formation of ethics and noble character of students as a whole, integrated and balanced in accordance with the competency standards of graduates in each educational unit. To measure the success of a character education program, it is necessary to evaluate it comprehensively, systematically, and continuously, by collecting, analyzing and interpreting data or information about the activities and characteristics of a program using systematic methods to determine the level of implementation of a program, increase its effectiveness and provide information about the implementation of the program in the future. Evaluation of character education needs to be viewed as a system, which includes context evaluation, input evaluation, process evaluation and product evaluation. (Djuanda, 2020).

There is a design evaluation, there is a gap between the objectives of PIP implementation at SMP Negeri 7 Salatiga and the Juknis of PIP implementation from the government. In terms of installation, there is no gap between the PIP design at SMP Negeri 7 Salatiga and the Juknis for pip implementation from the government. The implementation process is designed in accordance with the pip implementation mechanism in the Permendikbud. The school formed an implementation team to facilitate the implementation of PIP. In the process, there is still a gap between a design and implementation due to various obstacles such as the distribution of funds yang often late, difficulty tim implementing monitor the use of funds received in cash by students, many PIP recipients who are no longer in school or have graduated while the funds must be returned to the government, so they cannot be used to help more students

Need. In terms of products, there is also still a gap in the implementation of naan because the funds received are still lacking, so they have not been able to meet the needs of schools in accordance with Juknis. In terms of Benefit and Cost Analysis, there is also still a gap because the funds received every year are still very lacking and have not been able to meet all the needs of students in accordance with the benefits that the government wants to achieve in Juknis, (Yusup, Ismanto, & Wasitohadi, 2019).

Program evaluation is defined as the process of finding information, finding information and determining information that is systematically presented about planning, values, goals, benefits, effectiveness and conformity of something to the criteria and goals that have been set. The purpose of program evaluation is to provide recommendations as consideration in determining decisions on the program implemented. The benefit is that there is the right decision according to the results of the evaluation. Educational institutions are supposed to hold regular evaluations in every program they implement. The evaluation in question is not just an assessment, but a thorough evaluation of the program. The evaluation is useful for determining whether the program is worth continuing, revising or stopping because it is considered no longer useful. The evaluation will also measure the achievement of each program that has been implemented. Evaluation can be applied in the learning process in the classroom, policy evaluation, process evaluation, impact evaluation, or evaluation for carrying out thinking (Munthe, 2015).

Preparation and development of learning at SDIT Hidayatullah Yogyakarta is carried out with 3 activities, namely: (1) adjustment to the environmental conditions of the community, because the school environment is in a village far from the crowds and many economically disadvantaged communities, so the school provides scholarships for 10 % of underprivileged students, (2) School promotion is carried out long before registration by utilizing IT developments, brochures, painting competition activities, and "Kak Seto Storytelling" activities and the result is that the number of registrants is more than received, and (3) Curriculum development is carried out by involving all policymakers, namely the School Committee and the Education Council, the results of which are composed of the Tauhid Curriculum, which is the hallmark of SDIT Hidayatullah. The results of learning sistem Full Day School can be seen: (1) Students' academic achievements are in the good category, by 78%, (2) Students' worship obedience is in the good category, by 59.5%, (3) The moral nature inherent in students is in the realm of good category, by 55%, and (4) The Islamic personality of students is in the good category, which is 69%, (Widodo, 2019).

The implementation of the inclusion education program at The Citta House Lab school is carried out by providing the widest possible opportunities for children with special needs (ABK) and normal children to interact with each other. Aspects of child development will be stimulated by the presence of peer tutors and the appreciation of character values with habituation in learning. The application of inclusion education in The Citta House Lab school also has a

positive impact on children, so that children in the Citta Home Lab school are willing to help each other and play together with children with special needs; recognize and appreciate differences; have responsibility and self-confidence; and have social skills. This can be seen in children's activities in learning, namely: (1) children can express their ideas and opinions to friends and teachers and can accept the opinions of others; (2) the child can solve problems between friends and with adults by expressing what the child feels; (3) the child dares to reprimand and remind friends and adults who do not follow the agreement, for example: an agreement to queue and take turns; (4) the child has self-awareness when violating the agreement; (5) children are always vying to tell stories in front of friends; (6) the child dares to ask questions about something; (7) children are able to become leaders or leaders in groups large and small, (Dewi, 2017).

Based on the results of the research found, it can be pioneered that risk management is a process of identifying, analyzing, assessing, controlling, and avoiding, minimizing, or eliminating unacceptable risks. With risk management, schools are able to anticipate, manage all the risks that can occur, are occurring and even with risk management, the risks that have occurred can be the basic reference for school improvement and development so that these risks do not occur again in the future. The type of risk based on the nature of the risk contained in SD/Primary Madania Telaga Kahuripan Bogor and MI Pembangunan UIN Jakarta is a speculative risk where this risk requires educational institutions to innovate, be creative in managing the organization. Meanwhile, the types of risks based on their appearance to the implementation of educational programs are internal risks and external risks. Where the internal risks are seen in the risks that occur in the fulfillment of the National Education Standards which include operational risks, human resource risks, risk of loss, time risks. While external risks are related to school reputation risks. The schools that contain more risks seen from the management are MI Pembangunan UIN Jakarta due to the large number of study groups and students and the lack of employees in the general Kasubag department, especially employees of cleanliness and maintenance and security considering the large number of students and buildings. Meanwhile, the risks at SD/Primary Madania Telaga Kahuripan Bogor tend to be less by looking at the large number of educational staff and the number of students and study groups is small. However, if you look at the learning process of the two schools, there are risks that must be considered. If at SD/Primary Madania Telaga Kahuripan Bogor, the risks that often occur are related to children with special needs and students' ability to speak English while at MI The development of UIN Jakarta is related to the target of memorizing short letters and daily prayers which may be a burden for some students. The implementation of risk management at SD/Primary Madania Telaga Kahuripan Bogor and MI The development of UIN Jakarta is going quite well and the process has been carried out. However, the term alone is different in the world of education. The risk management process consists of identifying types of risks, measuring risks, carrying out

strategies in risk control and conducting continuous, advanced and continuous evaluation, (Munawwaroh, 2017).

DISCUSSION

Evaluation is the process of providing information that can be used as a consideration to determine *the price and merit of the* goals achieved, design, implementation and impact to help make decisions, help accountability and improve understanding of phenomena. In other words, evaluation is essentially the provision of information that can be used as a consideration in making decisions (Ananda and Rafida, 2017). A program is a plan that involves various units that contain policies and a series of activities that must be carried out within a certain period of time. The program in this case is in the form of activities or a series of activities to be planned, (Ananda and Rafida, 2017). According to the SISDIKNAS Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. Based on the above understandings, it can be concluded that the evaluation of educational programs is the process of assessing a plan or series of activities in education.

From all literature reviews related to educational programs, the results obtained, namely, program valuation are defined as the process of finding information, finding information and determining information that is systematically presented about planning, values, goals, benefits, effectiveness and conformity of something to the criteria and goals that have been set. The purpose of program evaluation is to provide recommendations as consideration in determining decisions on the program implemented. The benefit is that there is the right decision according to the results of the evaluation. Educational institutions are supposed to hold regular evaluations in every program they implement. The evaluation in question is not just an assessment, but a thorough evaluation of the program. The evaluation is useful for determining whether the program is worth continuing, revising or stopping the program because it is considered no longer useful. Program evaluations can be carried out by people who are directly involved in activities, and it can also be people from outside (not involved in program activities). The way to carry out the program evaluation is to prepare questionnaire instruments, interview guidelines, observation guidelines and so on. The simplest way is to take notes against the events experienced from daily activities in the classroom.

Program evaluation models can be grouped into six categories, namely an evaluation model that focuses on decision making, an evaluation model of program elements, an evaluation model of the type / type of program activities, an evaluation model of the program implementation process, an evaluation model on the achievement of program objectives and an evaluation model on program results and influence.

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