EVALUATION OF THE "TEACHING SKILLS ENRICHMENT" PROGRAM THROUGH THE CONTEXT INPUT PROCESS PRODUCT (CIPP) MODEL

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ABSTRACT

This study aims to evaluate the success rate of teaching skills enrichment programs in PGMI Study Programs through the CIPP program evaluation model. This research uses qualitative descriptive research methods through a case study approach in the Madrasah Ibtidaiyah STAIN Teungku Dirundeng Teacher Education Study Program, Meulaboh, West Aceh. Data collection methods through observation, interviews, and documentation. The results showed: (1) context evaluation refers to programs designed as a form of debriefing to prospective students before direct teaching practice in schools (FEP). (2) Evaluation of inputs shows full support from teaching human resources, budget funds, and facilities and infrastructure supporting activities. (3) The evaluation process shows that the teaching skills enrichment program is implemented based on three stages, namely; planning, reporting, and evaluation. (4) Product evaluation shows that the skill enrichment program produces several learning tools such as learning syllabi, lesson plans, and interactive learning media

Keywords: CIPP Program Evaluation; teaching skills enrichment

INTRODUCTION

Education is defined as significant needs and guidelines to ensure the development and sustainability of the nation's life through increasing quality human resources[1]. One way that can be done is to innovate in the scope of education and learning[2]. This innovation is one of the pillars of the sustainability of planned educational goals. However, regarding these innovations, to see the success rate of a program implemented, of course, it is necessary to evaluate as a measure of the success or failure of a program to be run[3]. In addition, the evaluation carried out will also help education providers-

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[1] Yoga Budi Bhakti, "Evaluation Of The Cipp Model Program In The Ipa Learning Process," *Jipfri (Journal Of Physics Education Innovation And Scientific Research)* 1, No. 2 (November 1, 2017): 75–82, Https://Doi.Org/10.30599/Jipfri.V1i2.109.

[2] Nur Rohman, Istiningsih Istiningsih, And Ahmad Tarmizi Hasibuan, "Analysis Of Teaching Readiness Of Pgmi Study Program Students Through Teaching Skills Enrichment Program," *Edumaspul: Journal Of Education* 6, No. 1 (March 1, 2022): 790–98, Https://Doi.Org/10.33487/Edumaspul.V6i1.3286.

[3] Sri Kantun, "Evaluative Research As A Research Model In Education (A Conceptual Study)," Journal *Of Economic Education: Scientific Journal Of Education, Economics And Social Sciences* 10, No. 2 (2017).

(educators) in institutions, both schools and universities, in determining the attitude that will have to be taken to realize the planned goals.[4]

Talking about policies to support the improvement of education quality, educational institutions are given the freedom to make and regulate policies based on established procedures according to sustainable institutional quality assurance standards.[5] Through this principle, the PGMI STAIN Teungku Dirundeng Meulaboh Study Program organizes teaching skills enrichment programs to support student competencies in the fields of education and teaching. As an introduction, this enrichment program is applied as a form of effort by study program institutions to prepare students before teaching practice in schools commonly called field experience practice (FEP). This FEP program is given to VI semester students who are taking microteaching courses[6]. Through this FEP program, students are expected to have stable readiness before they practice directly at school.

If analyzed based on the objectives of the education system initiated by Illich's theory (1970), the teaching skills enrichment program has three objectives, namely: (1) students have the opportunity to obtain knowledge from various learning sources, (2) the knowledge possessed by students becomes a provision to be taught to students, and subsequently[7]. (3) reflection becomes a form of general advice related to education.[8] In addition, prospective educators must have good teaching skills and develop more

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[4] H. Andi Rasyid Pananrangi And M. Pd Sh, *Education Management,* Vol. 1 (Celebes Media Perkasa, 2017); Yoga Budi Bhakti, "Evaluation Of The Cipp Model Program In The Ipa Learning Process," *Jipfri (Journal Of Physics Education Innovation And Scientific Research)* 1, No. 2 (November 1, 2017): 75–82, Https://Doi.Org/10.30599/Jipfri.V1i2.109; Noer Rohmah, "Pai Learning Strategy Innovation In Improving The Quality Of Pai Education," *Madrasah: Journal Of Education And Basic Learning* 6, No. 2 (2014): 24; Kantun, "Evaluative Research As One Of The Research Models In The Field Of Education (A Conceptual Study)."

[5] Muhammad Fadhli, "Internal And External Quality Assurance Systems In Higher Education Institutions," *Al-Tanzim: Journal Of Islamic Education Management* 4, No. 2 (2020): 171–83.

[6] Fadhli.

[7] Tajuddin Noor, "Formulation Of National Education Objectives Article 3 Of The National Education System Law No. 20 Of 2003," *Wahana Karya Sains Pendidikan* 3, No. 01 (June 1, 2018), Https://Journal.Unsika.Ac.Id/Index.Php/Pendidikan/Article/View/1347.

[8] Rohman, Istiningsih, And Hasibuan, "Analysis Of Teaching Readiness Of Pgmi Study Program Students Through Teaching Skills Enrichment Program"; Ivan Illich, "Deschooling Society.," 1970; Noor, "Formulation Of National Education Objectives Article 3 Of The National Education System Law No. 20 Of 2003."

effective ways of teaching so that they do not overlap with the convenience presented by technology media.[9]

Observing the improvement of students' abilities, the PGMI STAIN Teungku Dirundeng of Study Program innovated in the form of teaching skills enrichment programs. This excellent program is an alternative that is carried out to prepare students before joining the FEP program. However, before a program can be said to be effective, it is necessary to conduct a feasibility test to see the extent to which the program implemented is compatible with the results obtained [10]If traced, FEP student preparation efforts have been initiated and implemented throughout the educational campus. The program is a micro-teaching class that is included in the curriculum and is carried out in semester VI. However, the results of micro-teaching classes certainly cannot be fully expected, because students only practice teaching in front of classmates. This is certainly different from the experience of teaching in class directly. Other disadvantages of micro-teaching are: (a) the understanding of the material is not optimal; (b) cannot see examples of good teaching methods[11]; (c) using peers as students, would be considered "drama"; (d) easily saturated due to the same methods and ways of learning; (e) the superintendent is a superintendent without involving a school teacher who is deemed inconsistent with the reality in the school; and (f) debriefing for students which are only done once so that the material delivered is still very lacking and limited[12].

Based on the shortcomings described above, the teaching skills enrichment program was born as a complement to students' knowledge intake when participating in classroom teaching practices or FEP. It is hoped that through this program students will get other experiences that can support their knowledge before finally students practice teaching at school for a predetermined time. One of the test models that can be done using

[9] Muhammad Nasirun, Yulidesni Yulidesni, And Melia Eka Daryati, "Peningkatan Keterampilan Mengajar Mahasiswa Pada Anak Usia Dini Melalui Metode Drill," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, No. 1 (July 8, 2020): 441–51, Https://Doi.Org/10.31004/Obsesi.V5i1.506.

[10] Ahmad Jibril, "The Effectiveness Of The Perpuseru Program In Pamekasan Regency Public Library," *Universitas Airlangga Journal* 6, No. 2 (2017): 1–8.

[11] Soffi Soffiatun, "Difficulties Of Teaching Practice In Micro Teaching Skills Course For Students Of The Economic Education Study Program, Pamulang University Through Online," 2020, 10.

[12] Dian Utami, "Evaluasi Program Mata Kuliah Microteaching Jurusan Pendidikan Ilmu Pengetahuan Sosial Universitas Lampung," 2021, 8; Soffiatun, "Kesulitan Praktek Mengajar Mata Kuliah Pemantapan Kemampuan Mengajar (Micro Teaching) Pada Mahasiswa Program Studi Pendidikan Ekonomi Universitas Pamulang Melalui Daring"; Evi Apriana And Samsul Bahri, "Proses Evaluasi (Assessment) Kemampuan Mengelola Pembelajaran Mikro (Microteaching)," *Jurnal Biology Education* 10, No. 1 (May 13, 2022): 69–83, Https://Doi.Org/10.32672/Jbe.V10i1.4236.

program evaluation is the CIPP (Context, Input, Process, and Product) evaluation model. The CIPP model is one of the evaluation models that meets the criteria as a determinant of the success of a program carried out Evaluation is[13] categorized as good if it meets the specified criteria. A good evaluation according to Smith & Freeman meets at least three aspects, namely: Validity, Objectivity, and Practicability. A good evaluation will certainly give birth to new reflections as a reflection of seriousness in improving or improving the quality of a program. The motivation given to educators and students is obtained from good evaluation[14].

Alluding to the CIPP program evaluation model, the authors found several studies that had similar variables. ***First,*** a research conducted by Yoga entitled CIPP Model Program Evaluation in the Science Learning Process. The results of this study show that science learning at SMPN Raudlatul Jannah is quite effective through achievement indicators in the form of fulfilling context aspects in the form of the number of study groups, teacher performance load, and textbooks owned. The weakness in terms of implementation is that learning activities run less effectively in terms of time management [15] . ***Second***, research was conducted by Isep Djuwanda entitled Implementation of CIPP Model Character Education Program Evaluation (Context, Input, Process, and Output). The results showed that the elements of CIPP evaluation indicators in the character education program have been fully met. In other words, it can be interpreted that character education programs can be run and developed more broadly[16].

Based on the literature review described above, this study positions itself as a form of validation of the PGMI Study Program's teaching skills enrichment program through CIPP program evaluation. Therefore, the author's research title in this study is "Evaluation of Teaching Skills Enrichment Programs through the Context Input Process Product (CIPP) Model" to see the extent of fulfillment of evaluation elements in teaching skills enrichment programs as superior programs that can be developed.

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[13] Ihwan Mahmudi, "Cipp: Educational Program Evaluation Model," *At-Ta'dib* 6, No. 1 (2011).

[14] Risky Setiawan Et Al., "The Effectiveness Of Blended Learning In The Classical Test Theory Course Of The 4.0 Era," *Journal Of Educational Technology Innovation* 6, No. 2 (2019): 148–58.

[15] Bhakti, "Evaluation Of The Cipp Model Program In The Science Learning Process," November 1, 2017.

[16] Isep Djuanda, "Implementation Of Cipp Model Character Education Program Evaluation (Context, Input, Process And Output)," *Al Amin: Journal Of Islamic Studies And Culture* 3, No. 1 (2020): 37–53.

RESEARCH METHODS

This research uses a qualitative research model through a case study approach[17]. The use of this research model aims to collect and understand all aspects related to the implementation of the teaching skills enrichment program in the PGMI STAIN Teungku Dirundeng study program which is analyzed based on the CIPP program evaluation model. The informants involved in this research were the Head of the PGMI STAIN Study Program, Teungku Dirundeng Meulaboh, instructor teachers, civil service lecturers or field assistant lecturers (FAL), and VI semester students who participated in the teaching skills enrichment program. Data sources are taken through purpose sampling and snowball sampling techniques[18] The population of this study is all VI semester students totaling 26 people.
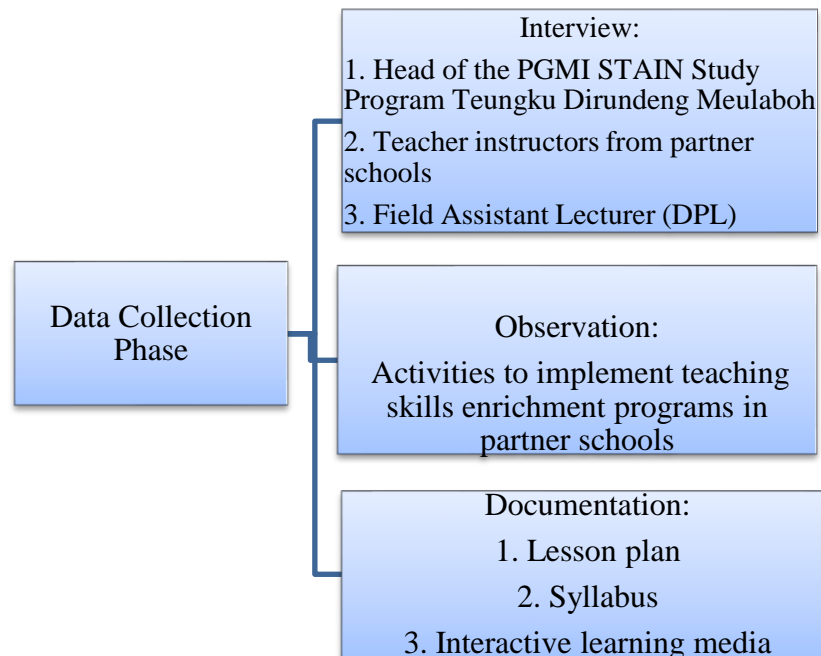

Figure 1
Data Collection Phase

The next step is to provide an analysis of the data that has been obtained using inductive and interactive data analysis techniques initiated by Miles and Huberman which include: data reduction, data presentation, and closing. As a step to facilitate research,

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[17] Sugiyono, "Educational Research Methods Of Quantitative, Qualitative And R&D Approaches," 2013.
[18] Sugiyono, "Mixed Methods," *Bandung: Alfabeta* 28 (2015): 1–12.

researchers use research guidelines proposed by Stufflebeam, as a guide for the course of the research process.[19] The guidelines include:

Table 1
Data source results for evaluation of teaching skills enrichment programs

Component	Aspects	Indicators	Data Sources	Data Collection Instruments
Context	Study program profile (study program) and school profile (student teaching practice)	Study Program Profile, Number DPL Lecturers, Students, Program Schedule, Learning Infrastructure, Teacher Instructor Qualifications	Head of Elementary School Study Program	Interview guidelines Guidelines Observation Documentation
Input	Students	The number of students participating in the program	Head of Student Study Program	Research instruments in the form of questionnaires
	Curriculum	Curriculum used by the Study Program	Head of Study Program	Research instruments in the form Number of questionnaires
	Teaching materials	Teaching materials	Guru Instructor or Teacher Pegawai Negeri Sipil	Research instruments in the form of a questionnaire
Process	Implementation Learning activities	Self-study, guidance by Instructors and Lecturers	Teacher Instructor Field Lecturer	Observation guidelines Research instruments in the form of questionnaires
	Use of learning media	Textbooks, learning videos, audio PowerPoint Presentations, Learning Learning Software, Projectors, Media	Teacher Instructor Student	Observation guidelines Research instruments in the form of questionnaires
	Task type assignment	Self-help tasks, Group tasks, Activity reports	Teacher Instructor Student	Research instruments in the form of questionnaires, documentation

[19] Daniel L. Stufflebeam, "The Use Of Experimental Design In Educational Evaluation," *Journal Of Educational Measurement* 8, No. 4 (1971): 267–74.

RESULTS AND DISCUSSION

Teaching Skills Enrichment Program

The teaching skills enrichment program is one of the efforts made by the PGMI STAIN Teungku Dirundeng Meulaboh study program to prepare students before carrying out teaching practices in schools (FEP). This program is specifically given to VI semester students who have taken microteaching courses or who are running them as a form of fulfilling knowledge according to real conditions in the field[20]. The implementation of the teaching skills program is one form of implementation of Ivan Illich's theory which says that a good education system must have three objectives, including (1) getting the widest possible learning resources at any time to everyone, (2) the accumulation of knowledge possessed can provide opportunities for everyone (students) to be taught to students, (3) guaranteed general suggestions and input related to education[21].

The learning resources obtained by students are wider because learning is not only carried out in the campus environment. Students practice teaching directly in class so that students better understand the real conditions. The Head of the PGMI Study Program when interviewed explained that:

> "The teaching skills enrichment activity program is an activity designed to equip VI semester students who have taken microteaching courses. The goal is that students can recall knowledge about teaching theory that has been obtained before. Enrichment activities are not only teaching practices but also learning tools which include annual programs (prota), semester programs (prosem), and learning implementation plans (RPP). In addition, teaching staff are teachers who are assigned the task of each designated madrasah. Thus, students are expected to be better prepared to teach in actual classrooms. As additional information, this teaching skills enrichment program has been carried out at least four times and subsequently became the annual routine agenda of PGMI STAIN Teungku Dirundeng Study Program."[22]

CIPP Evaluation in Teaching Skills Enrichment

The teaching skills enrichment program in the PGMI STAIN Teungku Study Program is followed by the CIPP model aims to equip students with knowledge and gain direct teaching experience. The following is an explanation of the CIPP evaluation in teaching skills enrichment:

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[20] Rohman, Istiningsih, And Hasibuan, "Analysis Of Teaching Readiness Of Pgmi Study Program Students Through Teaching Skills Enrichment Program."

[21] Noor, "Formulation Of National Education Objectives Article 3 Of The National Education System Law No. 20 Of 2003."

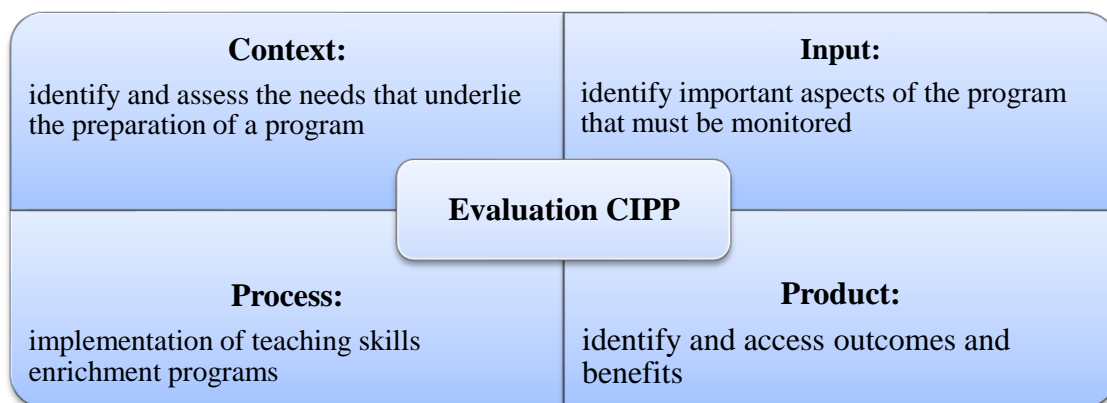[22] Jamin, Head Of Study Program

Figure 2
CIPP Evaluation in Teaching Skills Enrichment Program

Context Component

Evaluation of the context in the teaching skills enrichment program starts from the location of the program. The locations used are classrooms of the PGMI Study Program and partner schools that have a cooperative relationship with the PGMI STAIN Teungku Dirundeng Meulaboh Study Program. The following are partner schools for teaching skills enrichment program activities, including:

Table 2
Location of teaching skills enrichment program activities

No	Partner School Name
1.	Islamic Elementary School 3 West Aceh
2.	Islamic Elementary School 8 West Aceh
3.	Islamic Elementary School 11 West Aceh
4.	Islamic Elementary School 16 West Aceh
5.	Islamic Elementary School 17 West Aceh.

Human resources involved in the implementation of the program include all lecturers of PGMI STAIN Study Program Teungku Dirundeng, and instructor teachers from partner schools who have met the requirements with a minimum of having an educator certificate. The context component above is by the results of interviews with the heads of the following study programs:

> "The text of the teaching skills enrichment program is a step in the study program's efforts to anticipate the occurrence of keys when students practice teaching directly (FEP). This program is focused on VI semester students. So beyond that, students have not been allowed to take part in this teaching skills enrichment program. If asked about the other party's involvement, of course, there is. In implementing this program, we work closely with every madrasah

in West Aceh, especially those that already have qualified resources in the field of teaching."[23]

The context component contains background that influences the types of educational implementation goals and strategies.[24] Based on the results of the interview above, the purpose of implementing a teaching skills enrichment program is the first step to prepare students before teaching directly. This anticipates mistakes and a lack of knowledge of students related to teaching skills. The strategy begins with determining the partner schools and human resources involved in the teaching skills enrichment program.

Input Components

The presentation of input in the teaching skills enrichment program includes:

a. Students who take part in the program are VI semester students who have taken micro-teaching courses as a requirement.

b. The implementation of the program refers to the curriculum of the PGMI Study Program which makes the teaching skills enrichment program one of the courses that must be taken by students in semester VI and above.

c. Teaching materials used include textbooks, enrichment program guides, projectors, and other supporting materials.

The three points that the author found were based on an interview with the head of the PGMI study program who said the following:

> "This program is targeted at VI semester students who have or are undergoing microteaching courses. This program collaborates with other parties, namely partner schools as partners in providing knowledge to students that is not obtained during the lecture period in class, Field Assistant Lecturers (DPL) are parties involved in its implementation who are in charge of providing supervision and guiding students, and instructor teachers are in charge of providing direction, guidance and assessment to students starting from preparing learning tools, teaching practices, and how to provide assessment to students. In addition, the main role in the program is the student. They are the target of this program."[25]

Process Components

The program implementation process is carried out through three stages, namely:

a. Planning

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[23] Jamin, Head Of Study Program

[24] Rusydi Ananda And Tien Rafida, *Pengantar Evaluasi Program Pendidikan* (Cv. Pusdikra Mitra Jaya, 2017).

[25] Jamin, Head Of Study Program

Planning contains design activities prepared by all lecturers of the PGMI Study Program. The design results are obtained in the form of guidelines for the implementation of programs that will be implemented in schools. At this planning stage, the Study Program also invites Teaching Teachers to participate in the preparation of program implementation plans. One of the goals is to create equality of perception between teaching teachers who work in schools and study programs that supervise from campus.

b. Implementation

At the implementation stage, the implementation of the teaching skills enrichment program is divided into three stages consisting of:

1. The first stage is the implementation of learning that contains predetermined discussion material.   At this stage, students will be divided based on predetermined madrasah class groups. Teaching teachers provide direction or instruction related to learning components and campus locations as a learning background.

2. The second stage is direct learning activities in madrasahs. At this stage, students focus on observing all learning activities that take place in the madrasah, and then students immediately practice teaching in classes that have been determined by the supervisor.

3. The third stage is assessment. The assessment stage is the most important part that needs to be done to see the extent of student progress in preparing each component of learning tools and their implementation in learning activities. The instructor teacher provides assessment to students and supervises each student's activities during the activity. Assessment indicators include: the suitability of Prota, Prosem, RPP, and teaching practices that refer to the RPP made. The assessment results are useful for reflection materials for students as program participants and for Study Program institutions as organizers of activities.

Figure 1
program implementation activities on campus

Product Components

The acquisition of data on the presentation of teaching skills enrichment program products includes:

1. Students get grades given by the teaching teacher. These values include students' ability to prepare learning tools, the ability to condition the class, and mastery of the material taught to students.

2. Students can produce learning tools in the form of syllabi, lesson plans, and interactive learning media digitally.
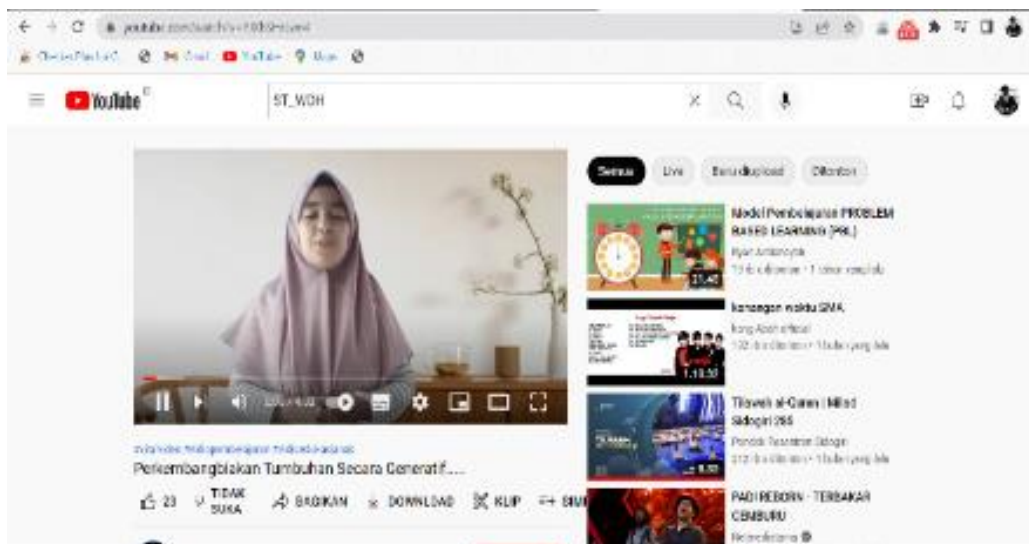

Figure 2
Utilization of Youtube as a learning medium

CONCLUSION

Through the evaluation of the CIPP program, the teaching skills enrichment program obtained results in the form of 1) context evaluation including; This program is designed to equip prospective students before direct teaching practice in schools (FEP). (2) Input evaluation shows full support from teaching human resources, budget funds, and supporting facilities and infrastructure for activities. (3) The evaluation process is carried out based on three stages, namely; planning, implementation, and evaluation. (4) Product evaluation shows that the skill enrichment program produces several learning tools such as learning syllabi, lesson plans, and interactive learning media. The results of this study are expected to be able to provide information and references in the field of evaluation in determining the program.

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DECLARATION OF CONFLICT OF INTERESTS

I want to reiterate that there is no conflict of interest regarding the research we have produced.

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