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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, 2019, Especial N°

21

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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Implementation evaluation of the family hope program in support of basic education

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Abstract

This study aims to evaluate the implementation of the Family Hope Program (PKH) in improving the quality of education in Indonesia by use of an evaluation model context, input, process, product (CIPP) as a method. CIPP survey sent to students and parents, teachers, principals, Department of Education and Social Service who has a response rate context for 95%, Input for 95%, Process for 97.5% and Product of 92.5%. In conclusion, the implementation of the CCT fully meets the needs of students in support of Basic Education of Metro City.

Keywords: Implementation, PKH, primary, education.

Evaluación de la implementación del programa de esperanza familiar en apoyo a la educación básica

Resumen

El objetivo de este estudio es evaluar la implementación del Programa Family Hope (PKH) para mejorar la calidad de la educación en Indonesia mediante el uso de un contexto de modelo de evaluación, aportes, proceso, producto (CIPP) como método. Encuesta CIPP enviada a estudiantes y padres, maestros, directores, el Departamento de Educación y Servicio Social que tiene un contexto de tasa de respuesta del 95%, información del 95%, proceso del 97.5% y producto del 92.5%. En conclusión, la implementación del CCT satisface plenamente las necesidades de los estudiantes en apoyo de la Educación Básica de Metro City.

Palabras clave: Implementación, PKH, primaria, educación.

1. INTRODUCTION

The vision of Education is to make the education system strong and authoritative to empower all citizens of Indonesia to develop into a human quality so capable and proactive answer the challenges of the times that sealu changed. Human Development Index Indonesia UNDP 2016, for Indonesia, HDI ranking report that was announced on March 21, 2017, in Stockholm, Sweden. Indonesia is ranked 113th in 2016. Previously, the HDI rankings for Indonesia in 2015 is the 110th. Under Indonesia today there are Palestinians who is ranked 114th.

The government's efforts to improve the quality of education in Indonesia has been pursued through a variety of strategies, but the

result of the development of education in Indonesia is still being red note of indicators based on the performance index of human development is still quite alarming, the collapsed condition of the Human Development Index (HDI) or Index Human development in 2016 Indonesia lagged behind other ASEAN countries such as Singapore (5), Brunei Darussalam (30), Malaysia (59) and Thailand (87). Indicators of the low quality of education in Indonesia at the top, making the concern for the Government, in this case, the Ministry of Education as the institutions most responsible for the successful development of the quality of education in Indonesia.

For ratings Human Development Index (HDI) measured by indicators, among others, (1) against the average life expectancy, (2) The level of literacy or literacy, (3) Duration of education and (4) the ability of7public purchasing or spending per capita. Of the two indicators of health and education indicators, clearly shows a direct correlation and a chain that is not unbreakable and have a significant influence on the quality of human resources (Stufflebeam, 2003).

An interest in evaluating the implementation of the CCT are funds PKH are given directly to the student or known as Conditional Cash Transfers (CCT) and have never evaluated the impact of implementation in support of basic education, either by the institution of the school and other institutions so far have not know how benefits and coverage, equity PKH for poor students or poor. Erdiani Silele which states that BOS funds planning on SD Instruction 4 West Halmahera are not in accordance with the technical guidelines BOS

number 80 in 2015, especially in the preparation RKAS that should be adopted by SKPD (Unit of the device area) West Halmahera district education office.

Supposedly after approval by the board of teachers and the school committee considering the further endorsed by the Department of Education SKPD West Halmahera. Use of the funds only meets 11 components out of 13 components that can be financed by BOS. This is because the use of the funds this school only tailored to the needs of the school alone (Twyman & Heward, 2018). It also was based on research Allan Setyoko, in particular, the evaluation component of context, input, process, and product evaluation models can help identify the learning needs of the community dankebutuhan service provider. Evaluation component input can then help prescribe yangterbaik responsive project can address the needs identified.

Furthermore, the evaluation component of the project monitoring process and potential procedural obstacles and identify needs for adaptation of the project. Finally, the product evaluation measure itukomponen interpret and assess and interpret the results of the project, worthy, significant and transparent. CIPP is a model that is often used for the evaluation of educational programs. Therefore, it is not surprising to find studies using CIPP models as a framework to assess the implementation of educational programs. Therefore, to measure the support CCT Metro City if it was necessary to study through the program evaluation CIPP (Context, Input, Process, Product) who see the program being evaluated as a system. CIPP

model is a model of program evaluation in accordance with standards, making it suitable to be used to evaluate the program (Arisman, 2018).

1.1. Education in Indonesia

The purpose of primary education is to put intelligence knowledge, personality, character, and skills to live independently and to follow further education. This requires the teacher's role in the learning process so that students have keseimbanganantara cognitive, affective and psychomotor. Education is a basic right for every person, especially a child basic education such as life skills, literacy, and numbers to meet the needs of life, Basic education is the level of education has an important role in the formal education given to children ranging from ages 7 to 12 years. The importance of basic education by UNESCO affirmed that primary education is an indispensable key to laying the foundation for life in enabling people to choose what they do and plan for the future and delete a foundation for lifelong learning (Soedarto & Pos, 2015).

UNESCO supported by Sukmadinata (2014) statement stating that there are three important functions of education in primary schools, namely: first, to provide education in primary schools is intended to develop the personality of students. The elementary school is the first formal educational institutions have a duty to provide strong foundations for the formation of personality, physical development, moral, attitudes and values and development potential, basic skills to

meet the needs and personal welfare of students. Second, the primary school was organized to develop the potential ability to establish relationships and work together in the community. Primary school graduates are candidates' adult citizens should be able to interact, build relationships with each other and adhere to the rules of the values in the neighborhood. Third, the implementation of primary school is to prepare students to continue their education at the next level.

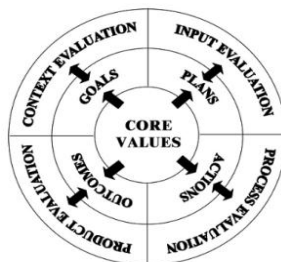
Semiawan (2008) said the life of the community, the organization of primary schools are not solely aimed at giving students the ability to read (literacy) alone or grant a set of knowledge-knowledge that usually have little moment in instilling a sense of independence students, This opinion was reinforced by Parkay statement which revealed that the purpose of education in primary schools is to provide expertise to build the personality of students as a foundation for learning at the level of the next-level, Failure to provide adequate knowledge and skills at primary school level will cause a shortfall on students that are difficult to overcome. Thus it can be said that primary education plays an important role in determining the quality of education. The level of education in the middle school will be determined by basic education (Kim & Lee, 2018).

1.2. Cipp evaluation model

CIPP Model was designed by Guba, and further developed by Stufflebeam, in the 1960s. This arises from the observation that the

traditional approach to design evaluation found limited and often too rigid to evaluate the dynamic social context, the reason for choosing the model CIPP because, in practice more widely used by the evaluators, this is because the model is more comprehensive evaluation when compared with other evaluation models. This model is fundamental, comprehensive, and integrated. Is fundamental, because it covers the core objects of policy implementation of a program, the objectives, materials, processes, and the evaluation itself. Be comprehensive, because the evaluation is focused on all parties involved in the process and the implementation of the CCT.

CIPP models are Context, Input, Process, Product approach, developed by (Arikunto & Safruddin, 2013). It basically provides a very systematic way of looking at many different aspects of the curriculum development process. All this ie input, process, and product work under some context. For school education, the kind of knowledge, skills, attitudes, habits that obtained by the students in their educational process is the actual product. Key components and their relation CIPP evaluation model is described as follows:



Key Components of the CIPP Evaluation Model and Associated Relationships

More Stufflebeam said process evaluations assess the implementation of plans to help staff carry out activities and later help the board group of user's judge program performance and interpret outcomes. Product evaluations identify and assess outcomes-intended and unintended, short term and long term-both to help staff keep an enterprise focused on outcomes and Ultimately Achieving important to help the broader group of users gauge the effort's success in meeting the targeted needs (Stone & Lane, 2012).

2. RESEARCH METHODOLOGY

The methodology in this study using the CIPP evaluation model CCT in support of basic education. This will help users of the program to see the results achieved from the program, obstacles and constraints identified in the implementation of the program, disadvantages and advantages for further development, This study will evaluate the CCT to basic education in Metro City using CIPP evaluation model. Arikunto explained in detail related CIPP model evaluation. Evaluation context is an attempt to describe and elaborate environment, unmet needs, and the sample population being served, and purpose. Evaluation inputs (input), an evaluation which aims to provide information to determine how to use the available resources to achieve program objectives. The evaluation includes analysis of personal input regarding how the use of the resources available, alternatives strategies that should be considered to achieve a program (Lippe & Carter, 2018).

Identify and assess the capabilities of the system, the alternative program strategy, design procedures for strategy implementation, financing and scheduling. Evaluation process refers to what the activities carried out in the program, who the person appointed to be responsible for the program when the activities will be completed dilaksanakan. Evaluation of an evaluation process that is designed and applied in practice the implementation of activities, identify the problem of better governance procedures of events and activities. Each activity is monitored changes that occur in an honest and accurate. CIPP model shows the role of evaluation is on keteragan make decisions in the context of planning for change CIPP model has been developed into a comprehensive, realistic, practical, and philosophical approach to transparency (Bahremand, 2015).

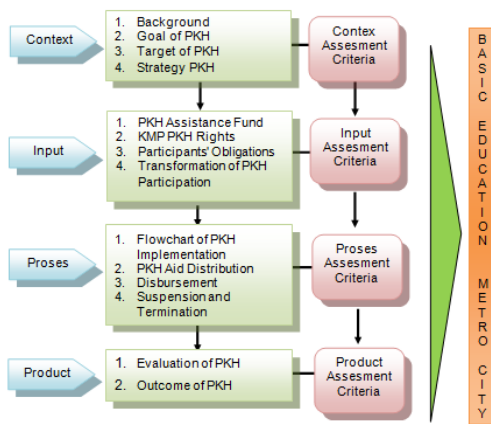


Fig 1: Frame CIPP Evaluation Model

The recording is useful to determine follow-up improvements and determine the strengths and weaknesses or PKH program linkages

with the results. Evaluation process directed at how far the activities are undertaken PKH has been accomplished in accordance with the plans and guidelines. Evaluate product is a collection of descriptions and judgment outcomes in conjunction with the context, input, and process, related to planning, implementation and success of the CCT to basic education in Metro City (Mendes & Silva, 2018).

3. DATA ANALYSIS

3.1. Context PKH

Evaluation context helps decision-makers to assess the needs, problems, assets and opportunities when defining goals and actions. Planning decisions and context information are two key concepts covered during the evaluation context. Context evaluation to determine the needs, problems, assets, and opportunities to help decision makers set goals and priorities and help a wider group in making goals, priorities, and results. Conditions identify the accuracy of context as the focus of the background, objectives, eligibility and appropriateness of the strategy PKH participants of government programs in an effort to improve access to education for students with data analysis results as follows:

3.2. Context indicators

No.	Indicator	percentage
1	The accuracy of the background of Act No. 20 of 2003 (Education) to ensure equal educational opportunities and improving quality and relevance of education in the global era	95%
2	Achievement of objectives PKH with consummate services affordable and quality education for all levels of society in support of basic education	95%
3	Fulfillment of full membership as a beneficiary PKH PKH for Primary Schools	95%
4	The accuracy of the government program strategies in an effort to improve access to education for students	95%
Average		95%

Based on the analysis of data on the indicators show that the average percentage was 95%. These results showed that in context CCT implementation support basic education in Metro City.

3.3. Input PKH

Evaluation input help decision makers to assess a plan for the feasibility and cost-effectiveness to achieve the purpose of planning. This requires structuring decisions and action plans that rely on design information. Evaluation inputs determine alternative approaches, the implementation of the action plan, provision, providing cost-effective for the preparation of the needs and achievement of objectives. Decision makers in the evaluation of input in it choose the planning, proposal writing, resource allocation, workforce management,

schedule of activities, organized with help decision makers trying to prepare plans and financing.

3.4. Input Indicators

No.	Indicator	percentage
1	Fulfillment of aid funding scenario PKH	95%
2	KMP ensure the rights of PKH are met	95%
3	KMP obligation PKH ensure properly implemented	90%
4	The fulfillment of membership PKH transformation will be the viability of positive behavior change and an increase in social welfare family economy in a sustainable manner.	100%
Average		95%

Based on the analysis of data on the indicators show that the average percentage was 95%. This result is obtained that is input CCT implementation support basic education in Metro City.

3.5. Process PKH

Instrument components PKH process to assess the process of development assistance funds for education. Forms of non-experimental observations made; the researchers did not provide treatment apapu on PKH aid delivery process in education.

3.6. Process indicators

No.	Indicator	percentage
1	Implemented properly PKH relief groove	100%
2	Ensure proper distribution of aid target PKH	95%
3	PKH aid disbursement ensure performing well	95%
4	Ensure the passage of the suspension and termination assistance	100%
5	Ensuring the process of assistance to all participants gain access to services	100%
Average		97.5%

Based on the analysis of data on the indicators show that the average percentage was 97.5%. These results showed that in process of implementation of PKH support basic education in Metro City.

3.7. Product PKH

To express a product of the results, help PKH in support of basic education Metro used the analysis of documents, interviews, analysis in question is the principle of aid management PKH, monitoring the implementation of PKH impact to show that the CCT will have a major impact on health and education services comparable to programs another CCT. Product evaluation to identify and assess both short term and long term to help staff to focus more on the important results and

outcomes as well as an important measure and the final results and measure the success of efforts to meet the target set.

3.8. Product Indicators

No.	Indicator	percentage
1	Changes in behavior and family independence of the beneficiary families in accessing education services and social welfare	90%
2	PKH impact on education services and the fulfillment of the basic education program	95%
Average		92.5%

Based on the analysis of data on indicators indicated that as a percentage of the average product is 92.5%. The overall results of the data analysis (Context, Input, Process, Product) set the average is 95%. This shows that the implementation of the CCT fully meets the needs of students in support of Basic Education of Metro City.

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**UNIVERSIDAD
DEL ZULIA**

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Revista de Ciencias Humanas y Sociales
Año 35, Especial N° 21, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

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