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Context, Input, Process, And Product (Cipp) Model Program Evaluation With A Management Approach At National Research Agency Education And Training Center

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ABSTRACT

This research is an evaluation study of the implementation of accrual-based government accounting training and the SAIBA application. Program evaluation is carried out using the CIPP model developed by Stufflebeam, an evaluation model that uses a management-oriented approach. This research is a preliminary study for further research so that in this research, many literature reviews are carried out, which will provide an overview for the evaluation of other programs held at Center for Education and Training, National Research Agency (Pusdiklat BRIN). The method used is more focused on managerial needs and can be used as feedback, especially concerning the readiness of the human resources of Pusdiklat BRIN. Data processing procedures are carried out by preparing, gathering, verifying, validating, analyzing, and reporting. The study results stated that the Participants' Service Satisfaction Level for presenters, committee services, programs, on average was 90.1% and the results of the Analysis of Potential Improvement of Program Elements were 15.15% for additional training time 9.09% for increased practice. The recommendation from the evaluation research is that the training is worth continuing in the next batch.

Keywords: Program evaluation, CIPP, management-oriented approach

INTRODUCTION

Evaluation program can be considered a series of systematic processes to measure the extent to which the objectives of a program are reached or referred managed through the assessment process and measurement to make decisions as expected in the program objectives. Evaluation program is a process or activity to check the extent to which the quality of the activities   designed is successful (Arikunto and Jabar, 2009). It is an activity to get a sketch of the condition of an object whose implementation is structured, designed based on an orientation towards clear and directed goals (Musa, 2005). Evaluation is an activity unit that has the aim of collecting   information/data about the realization of sustainable policy implementation in an organization   that involves several groups of individuals in decision making (Ananda, Rafida, and Wijaya 2017). The implementation of program evaluation requires evaluation standards to avoid the possibility that one of the stakeholders or

evaluators is out of sync with what has been formulated previously (subjectivity in the results of program evaluation) (Aniesika, "Programme Evaluation Strategies and Standards", accessed on 15 September 2021, from https://aniesika.blogspot.com). Woolfolk and Nicolich in the book Educational Psychology for teachers stated that assessment or evaluation is a process of comparing the information with criteria, then, then making judgments; namely making decisions based on values (Woolfolk and Nicolich 1990). In line with the understanding that Raka Joni argued: "determination of good or bad on something based on certain criteria" (Joni Raka 2008)

Detail in 'National Study Committee on Evaluation' describes the notion of evaluation as a process of seeking, obtaining and providing useful information for the consideration of alternatives decision. Understanding is associated with three things fundamental, namely: 1) evaluation is a process of systematic that a sustainable, 2) a process that includes three steps, namely: prepare questions that need answers and information specific who want to get; collect the relevant data; presenting information that is in-produce the decision-making that will consider and interpret it relates to alternative decisions that will be taken, 3) the evaluation supports the estab-made in the decision to provide alternatives were selected and follow up that the consequences (Kappa 1974). Based on the opinions above, it can be seen that program evaluation is a series of planned and systematic efforts carried out to determine the implementation of activity by measuring the level of effectiveness of each of its components. There are various kinds of program evaluation models that can be used. However, they differ from one another. Some have a standard view, namely to collect data or information, related to the object being evaluated, with the aim of providing reference material for decision-makers in determining follow-up actions in implementation of a program or policy (Abdullah, 2014). In addition, the evaluation model is also defined as an evaluation design developed by experts who will usually be named according to the name of the designer or the stage of implementation (Tayibnapis 2008).

Since the development of evaluation of educational programs in the 60-70s until now, experts have developed about 50 models of evaluation approaches. The amount of this model is also based on be what approach to evaluation, the type/form of evaluation is also the purpose of the evaluation. There are dozens of evaluation models, it can be classified into six approaches, namely: 1) Objectives/goals- oriented evaluation approach, namely the goal-oriented evaluation approach. The assessment of the goal-oriented approach has stimulated the process of developing specific goal designs as well as the development and discovery of technologically diverse instruments or measurement procedures (Tayibnapis 2008). Based on this study and literature, Tayibnapis suggests that a goals-oriented assessment approach has led to the issue of how the approach is applied to assessments in the classroom/classroom, assessment of school programs in one area or another, 2) Management-oriented approach. A management approach is an approach to educational assessment that places more emphasis on managerial needs. Thus, the approach-oriented appraisal management is very important in helping the decision-makers, 3) Consumer oriented approaches 4) Expertise-oriented approach 5) The utilization-oriented approach and 6) Naturalistic-participant approach. Although these evaluation models are different, in general, they have the same goal, namely to collect data and information related to the object being evaluated. It aims to provide material for decision-makers in determining the follow-up of a program.

More over, model used is an evaluation design model made by experts or evaluation experts who are usually named the same as the maker or the stage of manufacture (Tayibnapis 2008). In

accordance with the objectives of this study, the evaluation model used for the administration of accrual-based government accounting training and the SAIBA application is a management-oriented approach. This approach focuses on managerial interests, this management-oriented evaluation approach serves to assist decision-makers in making decisions/policies. Information obtained from the evaluation results can be used as a source in decision- making. Decision-making will be appropriate and useful if it is made based on the information resulting from the implementation of the program evaluation. The management-oriented evaluation approach in education was developed by Stufflebeam and Alkin (1960). Model CIPP is one of the evaluation models using an oriented approach to management-oriented (management-oriented evaluation approach) or it can be said as a form of program management evaluation (evaluation in program management) (Owen 1993). Type model evaluations included in the evaluation of management-oriented is Countenance and formative and models CIPP. Evaluation model CIPP can be done when the program has not yet begun and during the program which is intended to serve the needs of the people who plan and implement programs and decisions in the form of an assessment of whether the model CIPP program objectives own needs or needs not being met.

Based on this, it is clear that the CIPP model has advantages over the countenance and formative models. The CIPP model is more complete because this model includes a formative evaluation that is practiced in the context of making a decision and summative, namely the presentation of information about accountability. The CIPP model is widely used by evaluators because it is more comprehensive, with the evaluation object not only on results, but includes context, input, process, and results. CIPP Model refers to the view that the most important aim of the implementation of the program evaluation is not to prove but increases. The CIPP model is used to support organizational development and assist organizational leaders in obtaining and also systematically using input so that they are better able to meet important needs or, at a minimum, to work to the best of the available resources. (Stufflebeam, Madaus, and Kellaghan 2006).CIPP is an abbreviation of four words, namely: Context, Input, Process, and Product (CIPP). This evaluation model influences the decision-oriented structural evaluation approach to help administrators make good decisions. Stufflebeam defines evaluation as the process of describing, obtaining, and applying image information in determining decision making. This approach is an evaluation framework that aims to provide services to the leadership in making decisions.

This study is the evaluation of the program to the implementation of Training in accounting and accrual-based government SAIBA application that aims to conduct a preliminary study for further research so that in this study done a literature review. The results of this study are expected to provide an overview of other programs held at training in Indonesia is National Research Agency Education and Training Center. literature review is a critical analysis of the research conducted on a particular topic or question in the field of science, which means literature review is a critical analysis of the research being conducted on specific topics or in the form of a question to a part of science (Agusta 2007). Several previous studies have shown that the evaluation of learning programs using the CIPP model is quite effective (Bhakti 2017). Research findings regarding the evaluation of an educational program with the CIPP model in the UGM Faculty of Engineering library resulted in a fairly good evaluation of each component of the education program (Wijayanti, Yulianti, and Wijaya 2019). The CIPP model

is also used to evaluate learning in inclusive PAUD resulting in a fairly good evaluation of each component (Junanto and Kusna 2018). another research using the CIPP model was also conducted by Agus Ramdan Rukmana in the Journal of Non-Formal Education. The results of the study indicate that the evaluation of the process of using Teaching Factory aid funds at SMK Central Jakarta 1 has been running under the Regulations (Rukmana et al. 2021). In contrast to the research conducted by Darul Prayogo in a journal entitled Evaluation of CIPP in Distance Learning that there were 48.94% of participants who stated that they were not good at product evaluations" In the Context component, 44.68% stated that it was not good. The input component has an average score of 41 which is located at the score interval 33 - 42, which is included in the Good category. Process component, an average score of 82 which lies in the score interval 65 - 84 is included in the Good category. Product component, as many as 69 respondents which amounted to 48.94%, said it was not good". (Rukmana et al. 2021)

Researchers are greatly helped by the literature review, in developing a framework of thinking that is in accordance with the theory, findings, and results of previous research in solving the problem formulation in the research carried out. In this preliminary research, the data that has been obtained is analyzed regularly, then an understanding and explanation are given so that it can be understood properly. The article search procedure was carried out through Google Search, Google Scholar, Harzing's Publish, or Perish with reference to the research theme. Data primer derived from the implementation of accrual- based government accounting training and application SAIBA and guide training events submitted to the trainee (Anon nd).

Accrual-based government accounting training and the SAIBA application are training to increase employee competence which is expected to improve organizational performance in general. Accrual- based government accounting training and the SAIBA application is one of the training in the financial sector carried out in collaboration with the Budget and Treasury Training Center of the Ministry of Finance.

Training of government accounting accrual basis and application SAIBA implemented online in respect of future pandemic covid 19, as the implementation of joint decision Ministry of Education and Culture, Ministry of Religious Affairs, Ministry of Health, Ministry of the Interior of the Free Provision of Learning the Academic Year and the New Academic Year pandemic situation of Covid 19, which requires the delivery of education and learning carried out online and are encouraged not to hold face to face learning activities (Kemendikbud 2020). Evaluation of organizing the training of government accounting accrual basis and application SAIBA conducted in this study, focus on management approach (management approach) that the evaluation model CIPP are expected to be useful for agencies and to provide input for the leadership, especially in decision-making sustainability implementation further training. This is in line with Endrizal said that excellent CIPP evaluation model to be applied in fixing and see the extent to which the program has achieved, what constraints and what are the obstacles and what should be improved in the program being executed (Endrizal 2021).

Based on the description above, can be formulated problems in this research are: 1) Is the training program of government accounting accrual basis and application SAIBA still be effective with the online method in future pandemic covid-19, and 2) How do the results of an evaluation of the management for the organization of training of government accounting accrual-based and SAIBA app. This study is a research evaluation of the Training in accounting and accrual-

based government SAIBA application that aims to conduct a preliminary study for further research. The results of this study will provide an overview of the evaluation of the implementation of other programs held at Pusdiklat BRIN. The benefits of implementing this evaluation include 1) To become a parameter or benchmark for the effectiveness of the implementation of accrual-based government accounting training and the online SAIBA application which is held in collaboration with the Education and Training Center of the Ministry of Research and Technology/BRIN and the Budget and Treasury Education and Training Center. 2) For the Training Center, the results of the evaluation of the training of government accounting and the accrual basis SAIBA applications are online can be a feedback mainly related to the readiness of human resources in Pusdiklat BRIN 3) The results of the evaluation will provide recommendations for the implementation of accrual-based government accounting training and the SAIBA application that will be carried out in the future.

METHODS

The approach to evaluation was conducted by implementing accrual-based government accounting training and SAIBA application, is based on management. This emphasizes more on managerial needs so that a management-oriented assessment approach is crucial in helping decision-makers at Pusdiklat BRIN. Implementation of the evaluations is rated very important to run a program, a good education, learning, or training. The substantive purpose of holding an evaluation is to find out whether the existing program is running well (in terms of education, learning and training) and delivered to the participants well and under the targets and objectives of the program and measurable or still not optimally in achieving the objectives of the program are expected. The following are the four stages of evaluation in CIPP model:

CONTEXT EVALUATION

Context evaluation is an attempt to describe and detail the environment, unmet needs, population and sample served, and project objectives. In other words, context is a condition or background that has a role in influencing the strategy and objectives of a program. Stufflebeam, DL, & Shinfield, AJ (Shinkfield and Stufflebeam 1985) explain in more detail that context evaluation is: "To assess the object's overall status, to identify its deficiencies, to identify the strengths at hand that could be used to remedy the deficiencies, to diagnose problems whose solution would improve the object's well-being, and, in general, to characterize the program's environment. A context evaluation also is at examining whether existinq goals and priorities are attuned to the needs of whoever is supposed to be served". From this understanding, the essence of the quote can be understood that context evaluation seeks to evaluate the status of the object as a whole, identify weaknesses, strengths, diagnose problems, and provide solutions, test whether goals and priorities are adjusted to the needs to be implemented. (MUKHLIS and Siam 2021)

INPUT EVALUATION

Input evaluation or input evaluation aims to improve a program, not to prove a truth. So, the input variable (input) means everything in the form of a subject or object that can be processed or processed or improved so that it becomes a better-processed result. So that this evaluation component includes: human resources, supporting facilities and infrastructure, funds/budget, and various procedures and rules needed. (Darodjat and Wahyudhiana 2015). Everything that affects the process of implementation of the evaluation must be prepared properly. This evaluation input will assist to be able to organize decisions, determine the

resources needed, look for various alternatives to be carried out, determine a mature plan, make a strategy that will be carried out by paying attention to work procedures in achieving it. Stufflebeam reveals that the question regarding input lead to problem-solving that drives the program held (Jumari and 2021 Kelvin).

PROCESS EVALUATION

Process evaluation or process evaluation is an activity related to a series of planned actions carried out to process input so that it becomes a product or expected result. In addition, the evaluation of this stage can also be interpreted as an activity that refers to "what" activities carried out in the program, "who" is the person appointed as the person in charge of the program, "when" the activity will be completed. In the CIPP model, process evaluation is directed at how far the activities carried out in the program have been carried out according to the plan. (Rukmana et al. 2021)

PRODUCT EVALUATION

Product Evaluation greater emphasis on the achievement of results. Therefore, the focus in the evaluation includes any results obtained, the extent of needs that can be met or reduced, and what course should be done after running such a program, to be revised, expanded or extended, or terminated. Product evaluation or evaluation of the product is the final stage of a series of CIPP model evaluations. The main purpose of product evaluation is to measure, interpret and decide on the results that have been achieved by the program, namely whether it has been able to meet the needs in accordance with the expected goals or not (Siti 2020). The resulting data will determine whether the program will be continued, modified, or may have to be stopped. So, the product variable means everything in the form of subjects, objects, traits, attitudes, conditions, and events generated through a series of program evaluations carried out.

RESEARCH RESULT

3.1 ACTIVITY STEPS IN THE CIPP EVALUATION MODEL

To be able to design the evaluation activities at each stage of late, several steps need to be taken as follows:
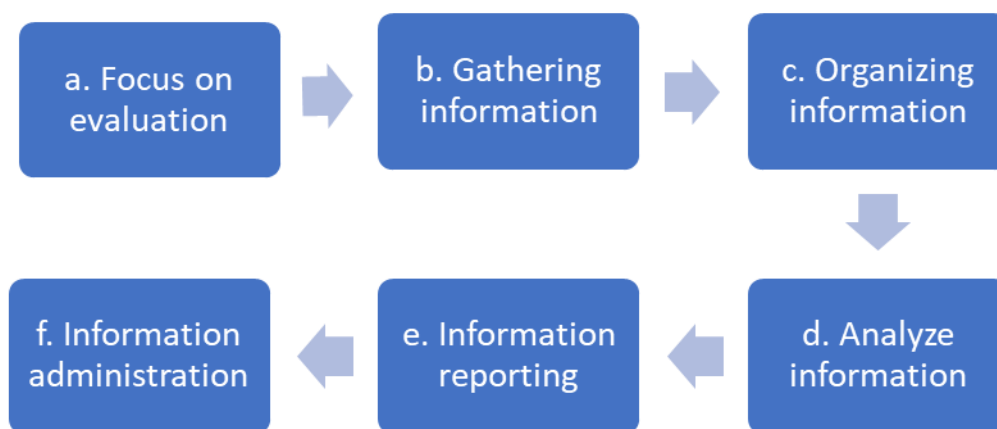

Figure 1. Activity steps in evaluating

a. Focus on evaluation

1. Identify the main level of decision-making served, such as state, or nation, class, school, or district.

2. For each of the decisions made to describe the decision situation.

3. Define each decision criteria by specific variables to measure with the standards made in alternative decision making.

4. Define the policies in which evaluators should operate

b. Gathering information

1. Determine what sources of information will be collected

2. Determine or specify the instruments and methods in collecting the desired data

3. Determine how the sampling procedure will be used

4. Establish conditions and determine a schedule for collecting data

c. Organizing information

1. Provide a format for the information to be collected

2. Designing tools to perform analysis

d. Analyze information

1. Choose the procedure to use

2. Designing a tool to perform analysis

e. Information reporting

1. Determine the audience to report information

2. Determine the tools needed to provide information to the audience

3. Decide what format to create an evaluation report or reporting session

4. The schedule makes reporting of information

f. Information administration

1. Summarize the evaluation schedule

2. Determine staff, resource requirements, and plans to meet program evaluation requirements

3. Determine the facilities needed to meet the policy needs in conducting evaluations

4. Evaluate the potential of the evaluation design to provide information that is valid, reliable, credible, and timely, and understandable

5. Determine the schedule and means for periodic updating of the evaluation design

6. Provide budget for overall program evaluation

3.2 RESEARCH SETTING

This research was conducted at the Central Office of Pusdiklat BRIN, BPPT II Building, Jl. MH. Thamrin No.8 lt. 18 Central Jakarta and Campus at TMC Building 124, Puspiptek Area, Muncul, Setu District, Tangerang Selatan City Banten in Indonesia. Pusdiklat BRIN is an education and training center of the National Research and Innovation Agency as one unit which has an important role in meeting the competency requirements of human resources, including other work units under the coordination of the agency. (Non-Ministerial Government Agencies). Since its establishment in 2015, Pusdiklat BRIN has always carried out training activities based on competency improvement under its duties and functions. Activities are undertaken by the training center among other things, setting up of facilities and infrastructure of learning in the campus training center, preparation of guidelines for the Implementation of Education and the preparation of the cooperation with the training institution other, organizing Training Prajabatan/Basic Training candidates for Civil Servants (CPNS) and the implementation of Leadership Training Level II, Level III and Level IV, as well as training technical more. (Anon nd). The research activity was carried out for about one month, namely before, during, and after the completion of the accrual-based government accounting training and the SAIBA application which was carried out online via Zoom Meeting and WhatsApp on 23 November - 27 November 2020 (this training amounted to 43 training hours and 5 working daysfrom Monday to Friday). (SDBB 2021)

3.3 RESEARCH APPROACH

The approach used by the author to carry out the evaluation of this online learning program is to use a qualitative approach using a survey method for the implementation of online training activities carried out at Pusdiklat BRIN, where the author works. This study is an evaluation using a descriptive approach qualitative and evaluation model approach to management (management-oriented approach) that CIPP (Context, Input, Process, Product). The program evaluation method used is as follows:

a. Methods survey: This method is used to gather information from respondents in the hope that information can be used to understand something new.

b. Methods case-study: This method is used to evaluate an object of intensive and deep. The instrument will be in use in this method is the "questionnaire", "observation", "depth interviews."

c. Experimental method: This method is usually used to examine the advantages or disadvantages of a training method, or way of learning. Many kinds of strategies and techniques are used in this experimental method. However, normally suffice if a widyaiswara compare two or more things by using things than that context relative same. Examples of objects that are evaluated using this experimental method are learning methods and teaching methods.

a. Methods test: This test method is commonly used to measure and evaluate the results of learning

3.4 EVALUATION INDICATORS

No	Code	Indicator
1	P1	The suitability of the material with the needs of the participants

2	P2	The suitability of the learning schedule with the implementation
3	P3	Learning materials used in the training
4	F1	Lodging
5	F2	Classroom
6	F3	Learning equipment in classroom
7	F4	Consumption
8	F5	Training kit for participants
9	PP1	Response and follow-up gave by the training committee
10	PP2	Committee of friendliness and care in providing services
11	PM1	Material Mastery
12	PM2	How to serve
13	PM3	How to Answer Participants' Questions

Table 1. Implementation Evaluation Indicators

No	Indicator
1	Material mastery
2	Presentation Systematics and Presentation Method
3	Punctuality and Attendance
4	Use of Training Methods and Facilities
5	Attitude and Behavior
6	Dressing neatness
7	How to Answer Participants' Questions
8	Good use of language
9	Giving Motivation to Participants
10	Cooperation between teachers (teams)

Table 2. Teacher Evaluation Indicator

Value	Description
1-60	Elements that are considered harmful and need much improvement.
61-70	The elements that are considered still have many shortcomings, but are still within reasonable limits.
71-80	Elements that are considered quite good, satisfactory, some things are still lacking.
81-90	Elements that are considered good, satisfactory, following the expectations of participants have very few shortcomings.
91-100	Elements that are considered very good, very satisfying, following the expectations of the participants, have almost no shortcomings.

Table 3. Value Indicators

3.5 PROCEDURES FOR DATA PROCESSING

PREPARING
The preparation process in data processing related to input.

GATHERING DATA
Data collection that aims to facilitate the calculation or data analysis

VERIFICATION & VALIDATION
Confirmation process whether the data is objective and meets the requirements

ANALYZE
Process of analyzing and calculating data

REPORTING
Submission of progress or results of activities regarding all matters related to certain activities
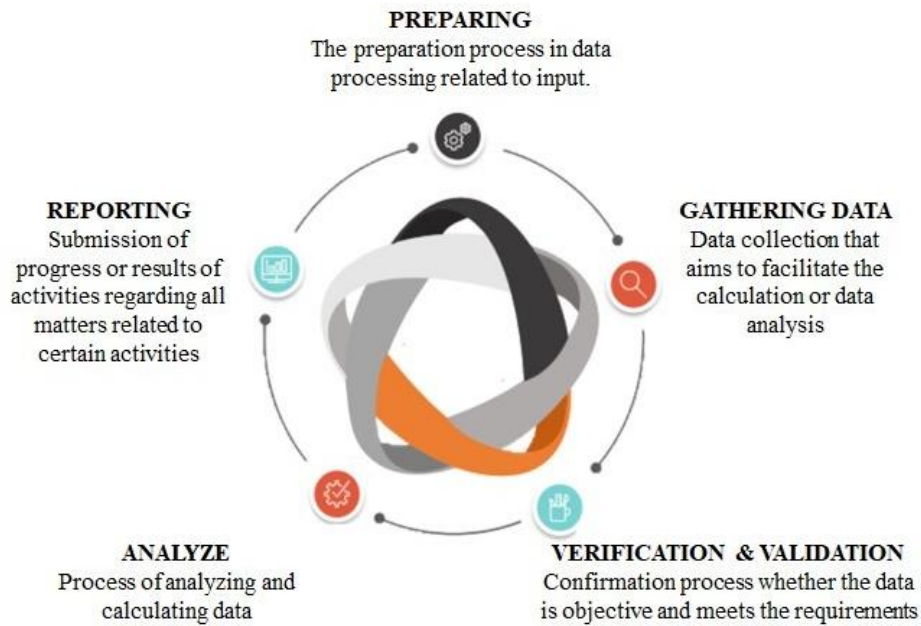
Figure 2. Procedure for data processing

PREPARING

This evaluation preparation stage includes the evaluation design process that must be carried out by employees as follows:

a. Determining the Evaluation Method: Deciding what type of evaluation method you want to use such as surveys, case studies, experiments, or tests

b. Determination of Instruments: Instruments are tools for collecting data and the instruments used are: Questionnaires, interviews/interviews, observations, tests and document reviews

c. Determination of evaluators and Support Personnel

d. Determination of Evaluation Schedule

e. Determination of Respondents or Other Information Sources

f. Cost estimation

DATA GATHERING

This data collection process is still ongoing with the instrument planning. Because basically, the main function of the instrument is as a means of gathering information, and as a measuring tool, the instrument must be able to collect data in categories that have determined the type of measurement. Evaluation instruments should be standardized. The standardized instrument has the following general characteristics, namely, the items are arranged systematically and structured. Special instructions and processing are given clearly. Data type consisted of:

a. Quantitative data: data in the form of numbers such as weight, age, test scores, and others.

b. Qualitative data: data in the form of descriptions of words such as descriptions of opinions, interviews, explanatory quotes, and others.

c. Descriptive data: objective data that is free from interpretation such as material content, documents, fee rates, written regulations, and others

d. Judgmental Data: data in the form of opinions from people such as participants' opinions about the training program

INSTRUMENT TYPE

a. Objective Test: Tests with alternative answers to test questions have been provided by the test maker.

b. Essay Test: A test whose answers must be supplied by the test taker. The essay test is called "free" if the test taker (almost) is not limited by any signs in answering the test questions.

c. Questionnaire: Data collection instrument in the form of a number of questions arranged to collect information held by respondents, either in the form of opinions, facts, or attitudes.

VERIFICATION AND VALIDATION

Verification   and validity are two essential characteristics of evaluation instruments. Validity is used to test the validity of the instrument is measuring what it is supposed to measure. The instrument   consists of a set of interrelated   questions, in other words, called internal consistency.   The activities that will be carried out in this stage are managing the instrument, namely organizing and classifying the data that have been collected.

ANALYZE

At the analysis stage, employees need to enter data into a matrix for analysis. This data analysis can be done manually, or by computer. It should be noted that the statistical analysis required in an evaluation of a training program is almost always descriptive and simple. Qualitative data must be grouped according to the variables that we have determined and we write them down in the data code list. In this way, the employee will be able to read the tendencies that are in the "mind" of the participants. Qualitative data is usually related to qualitative things such as opinions and perceptions   or suggestions and recommendations.

REPORTING

Education and training evaluation reporting is an effort to collect, process, interpret, compile and deliver the results of the education and training evaluation to interested parties to be used as guidance and control material. The benefit of the results of the training evaluation report is as useful information   to improve the preparation of the training program which includes planning, implementation,   and control as a decision-making material.

CONCLUSION

The results of this research, based on analysis of data has been obtained   from the observation and identification data are then generated in a scientific finding or recommendation at the end of the research process is objective through the processing of data and evaluated using methods that suit are: The training can run effectively with the online method because of the covid-19 pandemic. This can be illustrated by the general evaluation results, namely that the Participant Service Satisfaction level for presenters, committee services, programs, on average is 90.1% The results of the evaluation of the management for the implementation of training are shown by the results of the analysis of potential improvement of program elements training time and 9.09% for 'increase practice and add training materials in the form of simulations of RK studies' and 15,15% for 'additional training time which is face-to-face learning'.
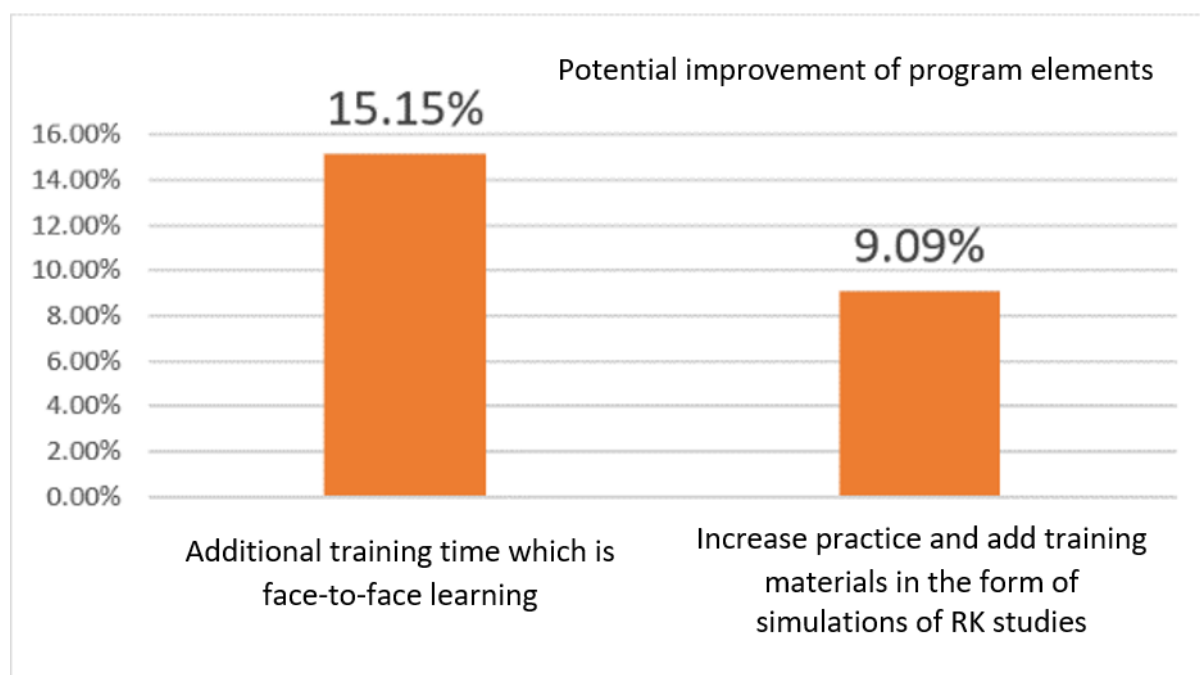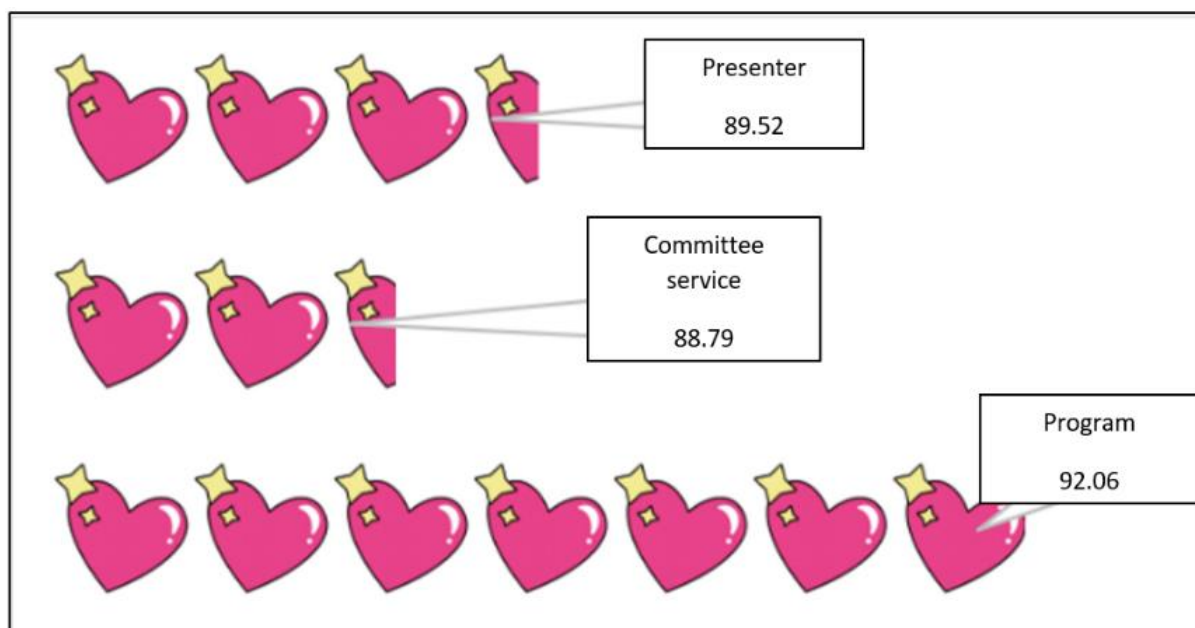
Figure 3. Illustration of general evaluation results

Based on the research findings, recommendations were made on program evaluation with a management approach on the implementation of accrual-based government accounting training and the SAIBA application deserves to be continued in the next batch in the future and based on the level of participant satisfaction, even though it is carried out online, the training can still run effectively.

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