

The Evaluation of Education Quality Assurance at SD N Noborejo 01 Using CIPP

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DOI: 10.18326/attarbiyah.v4i1.69-87

Abstract

This research is aimed at evaluating the implementation of education quality assurance program at SD N Noborejo 01 using Context, Input, Process, Product (CIPP) model which used evaluation approach using descriptive qualitative method. The research result shows that based on the context evaluation, it has not met the minimal standard of internal quality assurance system set by the government. According to the evaluation result, external quality assurance system is categorized into standard "A" which includes standard of education, teacher and staf, and scoring management that are involved into good category. The aspects of process consist of content standard, process standard, and evaluation standard which are included into good category. In the aspect of product standard category, the passing grade is assesed and results good category. The impact of education quality assurance evaluation at SD N Noborejo 01 are: 1) Output: SD N Noborejo 01 is able to implement the whole cycle of CIIP model and the effectiveness of education quality assurance organization at school; 2) Outcome: the learning process has been implemented based on standard; 3) Impact: the quality culture of SD N Noborejo 01 has been constructed and learning outcome quality has increased.

Keywords: CIPP, evaluasi program, education quality assurance

Introduction

Noborejo is one of districts which is located in industrial area that gives impact to the society habit that tends to be consumptive people. This fact becomes a challenge for SD N Noborejo 1 to set the human resource who has high competitiveness and good bargaining power that emphasize on productive output. This school has tried to take this challenge by implementing some continual programs such as applying the 2013 curriculum, holding consistent parenting program, to improve cognitive, affective, and psicomotor learning aspects. The three aspects are holistically optimized based on students' skill, talent, and interest.

The implementation of parenting program tries to optimize the strengthening of school, family, and society role and makes school as students' second home, a place which must be enjoyable like their home. This situation will create a student with tough, strong, and independent character. Thus, school should improve a program which strengthen students' positive characters in positive parenting pattern and life skills such as computer program, healthy life, education of nutrition, junior doctor, literacy, scout, drumblek (a traditional recycle percussion originated from Salatiga), and various sports.

In fact, SD N Noborejo 01 is lack of teacher and staf, and ideal facilitation and infrastructure. As the executor of Curriculum of 2013, this school has not able to create and develop a school quality culture (i.e they tend to copy then paste the previous lesson plan, learning activities are still monotonous and tend to be conventional, and the assesments have not

met their authenticity), transformation management (they tend to stay in the comfort zone better rather than changing their management), and learning leadership (the strengthening partnership, positive character habituation, and supervision have not effective and optimal). Those things show the low of education management which have not been effective and efficient.

SD N Noborejo 01 has been trying fix its education management because it has significant role to improve school quality. School quality has multi dimation characters which include input-output, process, and outcome. The main points of education quality are process and product. It needs to establish a good and well managed quality assurance institution in order to reach good school quality. This initiation is started gradually with the planning of school quality mapping, the planning of quality improvement, the implementation of quality improvement, evaluation and audit, and the establishment of achievement standard (the establishment of benchmarking).

The improvement which has been established by SD N Noborejo 01 changes this school reputation from remoted to favorite school and is taken into account by Salatiga Government with its full of achievements. Thus, the establishment of school quality assurance is a must. School quality assurance should be preserved and improved by improving quality of service by implementing school quality assurance consistently. According to the problems above, the writer would like to discuss the best

practice of the Evaluation of Education Quality Assurance at SDN Noborejo 01 using Context, Input, Process, and Product (CIPP).

Evaluation is one of systematic and independent assesment steps to determine whether the implementation and quality fulfillment have met the strategy which has been planned and whether this strategy has been effectively implemented and has met the goal.

Evaluation is one of assesment forms which use series of standard. There are two types of evaluation based on the target and goal of evaluation; formative evaluation and sumative evaluation. Formative evaluation is conducted to examine the implementation of education quality fulfillment which exists in education level. This kind of evaluation focuses on the implementation of input (budget and resource) and the implementation of process (the implementation of training quality process). While, sumative evaluation is used to examine the implementation of quality fulfillment in a school. This evaluation can be conducted based on the indicator of output, outcome, and impact of quality fulfillment activities.

The steps which are used to evaluate the implementation of quality fulfillment are: 1) deciding indicator of evaluation; 2) constructing the instrument; 3) collecting the data, making analysis, and making recommendation.

Context, Input, Prosess dan Product (CIPP) evaluation model was introduced by Stufflebeam. He is an education evaluation expert who was born in Waverly, Iowa on September 19, 1936. He got his Master of

Science degree for counseling and psychology major from Purdue University and his Philosophical Doctor (Ph.D) was from measuring and statistics major, then his Post Doctoral was about Work Experimental Design and Statistic major from University of Wisconsin. This model was developed by Stufflebeam through The Phi Delta Kappa National Study Committee on Evaluation where he became the chief committee. CIPP stands for Context, Input, Process and Product. Context in CIPP is the most important element of evaluation as Stufflebeam stated that context evaluation is the most basic kind of evaluation". This best practice was an evaluative research where the case study is SD Negeri Noborejo 01. This study was conducted to answer the research objectives; to discuss the background of school quality assurance program, to know the fulfillment of competence standard of teacher and staff, management, content, process, and evaluation, and the to know the level of efficiency and effectiveness of the implementation of quality assurance program at SD N Noborejo 01. It used descriptive qualitative approach in conducting evaluative study which applied CIPP (Context, Input, Process, and Product) model. This research used document review, interview, and observation to collect the data.

This best practice was aimed at collecting as much as information to know the broader view of education quality assurance at SD Negeri Noborejo 01.

Based on the background above, the problems which were found in this best practice are; How is the strategy to evaluate context of

education quality assurance at SD Negeri Noborejo 01? How is the strategy to evaluate the input of education quality assurance at SD Negeri Noborejo 01? How is the strategy to evaluate the process of education quality assurance at SD Negeri Noborejo 01? How is the strategy to evaluate product of education quality assurance at SD Negeri Noborejo 01? How is the impact of evaluation of Education quality assurance at SD Negeri Noborejo 01 using context, input, process, and product (CIPP)?

Methodology

The planning of evaluation using context, input, process, and product (CIPP) to asses internal quality assurance includes: planning the evaluation of education quality assurance at SD Negeri Noborejo 01 on July 2017 up to September 2018 which evaluate the data based on the report of Internal Quality Assurance System on 2016 to 2017; planning the evaluation of context on the implementation of education quality assurance at SD Negeri Noborejo 01; planning the evaluation of input on the implementation of education quality assurance at SD Negeri Noborejo 01; planning the evaluation of process on the implementation of education quality assurance at SD Negeri Noborejo 01; planning the evaluation of product on the implementation of education quality assurance at SD Negeri Noborejo 01; planning the evaluation of impact on the implementation of education quality assurance at SD Negeri Noborejo 01.



Figure 1 .Socialization of evaluation program on internal quality assurance system to the teachers, staff, committee, students, and parents.

Research Approach

This best practice was an evaluative research which SD Negeri Noborejo 01 became the case study. The objectives of this research were to study the background of education quality assurance program; and to know the level of efficiency and effectiveness of the implementation of education quality assurance at SD Negeri Noborejo 01. It used descriptive and qualitative approach which applied CIPP (context, input, process, and product) evaluation model. This research used document review, interview, and observation to collect the data.

This best practice was aimed at collecting as much as information to get the broader view of the implementation of education quality assurance at SD Negeri Noborejo 01. The steps of evaluation process consisted of evaluation of context on quality assurance which was conducted to evaluate the context of program which is implemented. A program will give a good result when we understand the background of

this program, so evaluation of context was conducted to dig up what was based on the implementation of education quality assurance at SD Negeri Noborejo 01. Input evaluation was conducted to monitor the fulfillment of National Education Standard: (1) Competence standard of teacher and staff; (2) Management standard. Process evaluation was conducted to monitor National Education Standard on: (1) Content standard; (2) Management standard; and (3) Assesment standard. Product evaluation was done to know the effectiveness and efficiency of the implementation of quality assurance program at SD Negeri Noborejo 01, by monitoring at the passing competence standard and the academic achievement and non academic achievement. This research used descriptive qualitative approach. The qualitative character which was showed in this research was in the evaluator position when he was conducting the evaluation.

Discussion

The implementaion of context evaluation on internal quality assurance system

There were two major components of context evaluation which was conducted on the education quality assurance at SD Negeri Noborejo 01: internal quality assurance system and external quality assurance system. Internal quality assurance system is a system of quality assurance which is conducted by the internal element itsef in an education institution while external quality assurance system is a quality assurance system which was held by government, accreditation institution, or standardized institution.

These systems are roled by Ministry of Education and Culture Affair No 28 on 2016 about the Quality Assurance System on Elementary and Middle Education. A program will have a good result when it is held based on its background which bases, so evaluation context tried to dig up everything that bases the implementation of education quality assurance program at SD Negeri Noborejo 01. Context evaluation which was conducted was to analyze the context of the implementation of education quality assurance program in conducting the system which consisted of organization, policy, and process which deals with the implementation of education quality assurance to guarantee the implementation of high quality eduation in order to meet the National Education standard which was applied at SD Negeri Noborejo 01.

According to the report of education quality on 2016 and 2017, SD Negeri Noborejo 01 increased its achievement of 8 National Education Standard from 4.04 on 2016 which is classified into National Education Standard 3 into 6.05 which is classified into National Education Standard 4 on 2017. Although this school increased its evarage score abut 2.01, it has not meet the minimum standard which was set by the government which is in 6.05 for the whole 8 standards or classified into National Education Standard 4. This description was proven with the result of achieved by SDN Noborejo 01 as showed in the table 01 below.

Table 1: the Achievement of National Education Standard at SDN Noborejo 01, Salatiga City, Centra Java, Indonesia

NES	School		City		Province		National	
	201	201	201	201	201	201	201	201
	6	7	6	7	6	7	6	7
Passing	4,24	6,72	5,55		5,21		5,04	
Competence Standard				6.07		5.99		5.53
Content	4,65	6,51	5,14	5.35	4,93	5.54	4,72	5.17
Process	4,09	6,96	5,16	6.27	5,20	6.41	4,97	5.59
Evaluation	3,72	6,56	4,43	5.6	4,45	5.86	4,08	5.79
Teacher and staff	3,95	5,19	3,96	4.61	3,87	4.43	3,25	3.95
Infrastructure	4,56	4,58	5,03	4.15	4,59	4.17	4,56	4
Management	4,23	6,49	4,98	5.56	4,89	5.7	4,17	5.21
Finance	2,95	5,39	4,09	5.53	4,23	5.74	3,92	5.4
Average	4,04	6,05	4,79	5,51	4,67	5,48	4,33	5,08

Then, the writer tried to review the document of school quality mapping, quality development planning, evaluation or audit, and the establishment of passing grade standard (the establishment of benchmarking) to get the data of context evaluation.

The next step was that the writer reviewed the document of external quality assurance system which was conducted by the government, accreditation institution, and standardized institution. Based on the external quality assurance system, SDN Noborejo 01 has been accredited by the National School Accreditation Institution on 2016 with the score "A" or 88 point which was showed in the following table.

Table 2. Table of Accreditation Result at SD Negeri Noborejo01.

NO	COMPONENT	SCORE
1	Content Standard	85
2	Process Standard	91
3	Passing Competence Standard	84
4	Teacher and Staff Standard	81
5	Infrastructure Standard	87
6	Management Standard	90
7	Finance Standard	99
8	Education Evaluation Standard	91
	Final Score	88

The process of improvement which happens to SD Negeri Noborejo 01 is known as the internal quality assurance model (school institution). It can be seen from its characters which are written in the school planning strategy such as quality school mapping, quality improvement mapping, quality improvement implementation, evaluation or audit, and the establishment of passing grade (establishment of benchmarking), leader who has orientation on the customers, teacher who has big chance to manage the class, student who is regarded as customer not a burden like previous management.



Figure 2 : The activity of internal and external quality assurance system

The fulfillment of input on the implementation of education quality assurance

Input of education quality assurance is one of elements which should be provided in the program which is implemented. The inputs which are included in education quality assurance at SD Negeri Noborejo 01 are 1) the fulfillment of education standard and teacher and staf standard, 2) the fulfillment of management standard. Based on the result of quality standard above, it can be seen that the input of education quality program at SD Negeri Noborejo 01 is 5.84 or classified into National Education Standard 4. This achievement is still far from the minimum standard set by the government atau setara menuju Standar Nasional Pendidikan (SNP) 4, capaian itu masih jauh. The result of education quality assurance achievement can be seen in the table 3 below.

Table 3. The recapitulation of Input on the Education

Quality Assurance at SD N Noborejo 01

Input	Achievement	Average Achievement
Teacher and Staff Standard	5,19	5,84
Management Standard	6,49	

The Fulfillment of Education Quality Assurance

The implementation process of quality assurance program is the main success of a program. A success of implementation process is located in the well planned program and followed with in line between implementation and planning. There are three national standard required to fulfill the education quality assurance at SD Negeri Noborejo 01: 1) the requirement of content standard, 2) the requirement of process standard, and 3) the requirement of evaluation standard. These three standards form a hierarchy or the following series of activities: first, SD Negeri Noborejo 01 fulfills the requirement of content standard. The fulfillment of content standard is done by arranging a curriculum which will be used as the learning guidance at SD Negeri Noborejo 01; second, SD Negeri Noborejo 01 conducts a learning activity which is aimed to fulfill the process standard. To fulfill all the requirement in the process standard, it needs to arrange some activities including constructing syllabus, lesson plan, the implementation of learning process, evaluation of learning outcome and supervision of learning; third, SD Negeri Noborejo 01 conducts activities to fulfill the requirement of learning evaluation standard, deciding the

minimum passing critrion (KKM) every subject, final semester examination, final year examination, and so on.

Based on the standard which has been fulfilled by education quality assurance program it can be seen that the evarage score of process standard of SD Negeri Noborejo 01 is 6, 67 or equivalent with the National Education Standard. See table 4.

Table 4. the Recapitulation of the Achievement on the Process of Education Quality Assurance

Process	Achievement	Average Score
Content Standard	6,51	6,67
Process Standard	6,96	
Evaluation Standard	6,56	



Figure 3. Learning Process

Product Evaluation of Education Quality Assurance

Product evaluation is conducted to know the level of efficiency and effectiveness of the implementation of education quality assurance at SD

Negeri Noborejo 01, by monitoring the passing competence standard and academic and non academic achievement. Based on the data which has been analyzed, it can be seen that product evaluation of education quality assurance at SD Negeri Noborejo 01 is efektif because the average score of passing competence standard is 6,72 or equivalent with the National Education Standard. This achievement is also supported with collections of medals and certificates of championship from academic or non academic events.

The Impact of Evaluation of Education Quality Assurance using CIPP Model

The following are the evaluation results of education quality assurance using CIPP. Context of internal quality assurance system, based on education quality report of SDN Noborejo 01 on 2016-2017, there is an increasing in achieving 8 National Education Standards from the average score of 4.04 in 2016 equivalent to National Education Standards level 3 up to 6.05 or equivalent to National Education Standard level 4 in 2017. This improvement has not met the minimum average 6.05 for the whole 8 standards or equivalent to National Education Standard level 4 however this school has increased up to 2.01 from year to year. In the other hand, the evaluation results of external quality assurance system which was assessed by accreditation institution yields 88 or it is categorized into "A". The input evaluation of education quality assurance at SD Negeri Noborejo 01 is 5.84 or equivalent to National Education Standard level 4,

this achievement is still far from the ideal standard which is standardized by National Education Standard. According to evaluation of process fulfillment of education quality assurance, it is found that the average score of process standard at SD Negeri Noborejo 01 is 6.67 or equivalent to approaching National Education Standard. Based on the data analysis of product evaluation of the implementation of education quality assurance at SD Negeri Noborejo 01, it is categorized effective, or equivalent to the National Education Standard.

The impact of education quality assurance program at SD Negeri Noborejo 01 are as follow: Output, SD Negeri Noborejo 01 implements all the cycles of quality assurance; Outcome, the learning process runs based on its standard; Impact, quality culture at SD Negeri Noborejo 01 is built and the quality of learning outcome is increasing.

Table 5. The Achievement of National Examination Result

No	Year	Participant	Rank in District	Rank in City	Average
1	2015-2016	34	1	14	253,52
2	2016-2017	32	1	1	278,91
3	2017-2018	37	1	8	234,03



Figure 4. The Achievements

Alternatif for Improvement

The next school improvement are visioning commitment by evaluating the vision and mission when the vision and mission does not meet the recent condition, arranging mid term planning to fulfill the quality, distributing the mid term planning into work plan and annual school budget, improving learning process by improving sustainable professionalism, implementing quality fulfillment, conducting evaluation or quality audit, and building wider school cooperation.

Conclusion

Context evaluation of education quality assurance at SD Negeri Noborejo 01 consists of two main component, internal quality assurance system and external quality assurance system. The result of internal quality assurance system shows that SD N Noborejo 01 has not met the standard which is standardized by National Education Standard. The average score of internal quality assurance system is 6.05 for 8 standards or equivalent to National Education Standard level 4. While the result of external quality assurance system which was assessed by Accreditation institution shows that this school has reached score 88 or categorized into "A" category.

According to the input evaluation of education quality assurance program, SD N Noborejo 01 has its average 5.84 or equivalent to National Education Standard level 4. In the other hand, this achievement is far away from the standard which is standardized by the National Education Standard.

Based on the evaluation of process fulfillment on the education quality assurance at SDN Noborejo 01, it has average score of 6.67 or equivalent to the National Education Standard.

Based on the data analysis of product evaluation of the implementation of education quality assurance at SD Negeri Noborejo 01, it is categorized effective, because it has reached the passing competence standard on 6.72 point or equivalent to the National Education Standard.

The impact of education quality assurance program at SD Negeri Noborejo 01 are as follow: Output, SD Negeri Noborejo 01 implements all the cycles of quality assurance; Outcome, the learning process runs based on its standard; Impact, quality culture at SD Negeri Noborejo 01 is built and the quality of learning outcome is increasing.

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