



Evaluation of Computer Skills Education Program PKBM Bina Insani Bandung

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ABSTRACT	ARTICLE INFO
<p>The rapid development of information technology today makes a person left behind if they do not have quality resources capable of maximizing the utilization of this information technology. Therefore, many computer skills education programs are needed by today's society. The evaluation of the computer skills education program aims to determine the running of the program that has been implemented and also the results achieved by the program as well as to add insight and experience for me as a Community Education student in evaluating Community Education programs. Evaluation of this computer skills education program uses the CIPP evaluation model (Context, Input, Process, Product). This method is appropriate because in the success of training programs the reference is to adapt the program to the needs of the community and learning outcomes that can grow and create new skills. From the results of the evaluation carried out on the program, overall this program has been running well.</p> <p>© 2023 UPI Journal and Publication Office</p>	<p>Article History: <i>Submitted/Received 19 March 2023</i> <i>First Revised 21 May 2023</i> <i>Accepted 19 July 2023</i> <i>First Available online 3 Aug 2023</i> <i>Publication Date 22 August 2023</i></p> <hr/> <p>Keyword: <i>Program Evaluation, Community Education, Computer Skills, CIPP.</i></p>

1. INTRODUCTION

Education is the process of changing the attitudes and behaviors of a person or group of people in an effort to mature humans through teaching and training (Indy et al., 2019). Education in Indonesia is very diverse, one of which is non-formal education (Mahardhani, 2018). Non-formal education has the nature of learning that is oriented to community needs, flexible, relies on life skills has the ability to penetrate all levels of society (Miradj et al., 2014). Non-formal education as a source of learning for the community must be seen as a supporting capacity for program realization and management (Elshap et al., 2017), and used as program development in the future.

The rapid development of globalization makes improving the quality of human resources its urgency (Syam et al., 2017). The rapid development of information technology today makes a person lagging behind if he does not have quality resources that are able to maximize the utilization of information technology (Makmur, 2019). Every country as part of the world community seeks to increase human resources to be able to go hand in hand with other countries (Nasukah, 2018).

The demand for the world of work on the criteria for prospective workers is getting higher day by day (Susilo et al., 2020). The world of work not only prioritizes high academic abilities (*hard skills*), but also pays attention to proficiency in terms of values inherent in a person or often known as *soft skills* aspects (Afriani et al., 2015). This ability can also be called non-technical ability which certainly has a role no less important than one's academic ability.

PKBM Bina Insani Bandung is a forum / facilitator of meetings between learning needs and resources, facilitators of meetings between people with learning needs and learning resources so that learning events can occur. In addition to equality education programs at PKBM, Bina Insani also organizes other educational programs, one of which is the computer skills education program. This computer skills education program provides practical skills to people to improve their quality of life, especially in the field of technology and computers.

2. LITERATURE REVIEW

Istilah evaluasi berasal dari bahasa Inggris yaitu Evaluation yang artinya penilaian. Evaluation has many different meanings, evaluation is an action or a process to determine value rather than something (Toriquarif, 2019). Evaluation is a process that determines the conditions, under which a goal has been achieved (Suardipa et al., 2020). This definition explains directly the relationship of evaluation with the purpose of an activity that measures the degree from which a goal is achieved (Siregar, 2017). Evaluation is the process of determining the value of a particular object based on a certain criterion, where the object is the result of student learning and the criteria are size (medium, low, high) (Munthe, 2015).

Evaluation is carried out to determine the extent to which a program is running, to see progress, and to determine the success or failure of a program being run (Anisaturrahmi, 2021). When viewed in the implementation of the learning process, the position of evaluation is considered very important to determine whether or not the objectives of learning are achieved (Fitriani, 2018). Evaluation is an important stage in the educational curriculum, both formal, informal, and non-formal education (Julaeha, 2019).

Evaluation is an important component of the curriculum. The curriculum is designed from the stages of planning, organization, implementation then monitoring and evaluation (Nasbi, 2017). For formal education, the curriculum used is the national curriculum, while for extramural education such as non-formal education and informal education can be designed alone without any direct relationship with the national curriculum. To find out the

development of each educational program, an evaluation is needed in the education program (Anisaturrahmi et al., 2021).

Measurement is an important part of evaluation. Measurement provides information that can be the basis for evaluation. Measurement in education is a process to obtain a measurable picture of the extent to which students master a competency (Zainal, 2020). Measurement activities in the evaluation of community education programs are one of the most important things to do so that the program can run well in accordance with what has been designed and planned before and can also achieve the final goal of the program (Widoyoko et al., 2013).

Community education is divided into non-formal and informal education. In contrast to formal education, which is all forms of education that are held deliberately, orderly, and directed and school activities are carried out. Meanwhile, non-formal education is various forms of organized or semi-organized educational activities that take place outside the school system, aimed at serving the various learning needs of various population groups from various circles (Dacholfany, 2018). Informal education is an activity that is not strictly organized and without a time program and also without evaluation that has a specific purpose (Isrososiawan, 2013).

Community Education

Community-based education is education that is designed, implemented, assessed and developed by the community that leads to efforts to answer the challenges and opportunities that exist in certain communities with a future-oriented attitude (Malik et al., 2019). In other words, community-based education is the concept of education "from the community, by the community and for the community". Related to this, Sihombing emphasized that the reference in understanding community-based education is extramural education, because extramural education relies on the community, not on the government. The Community Learning Activity Center (PKBM) is currently growing and the community is competing to establish it (Putri, et al., 2021).

Community Education has a philosophical foundation as a basis for standing, studying, and analyzing educational activities in society. This philosophical foundation is a reference for the community to develop and utilize community education programs so that they can exist in the community. Learning programs in community education are expected to help students choose and develop their insights. Community Education or can also be called Non-formal Education (PNF) according to Sisdiknas Number 20 of 2003 is an educational path outside formal education that can be carried out in a structured and tiered manner.

There are several perspectives that try to find a conceptual foundation for community-based education. Historical perspectives see community-based education as a further development of school-based education. Community-based education is a further development of school-based education (Muslim et al., 2020). With that perspective, Surakhmad further emphasized that what is meant by community-based education is education that consciously makes society a basic seedbed of development. The concept of community-based education is an effort to increase the sense of awareness, care, ownership, involvement, and responsibility of the community.

Community-based education is an educational model in which everything related to it involves more community roles than state (government) involvement or interference. The community has great authority and responsibility in its implementation. The practice of community-based education has long existed since Indonesia's independence even before

independence, although conceptually the community-based education model had not been formulated by default at that time. Community-based education is basically developed and implemented from the community, by the community and for the benefit of the community itself. Through community-based educational institutions, the community strives to improve their lives continuously through empowerment with education and training facilities (Anwar, 2020).

In short, education is a product of society, because if we realize the meaning of education as a process of transmitting knowledge, attitudes, beliefs, skills and other aspects of behavior to the younger generation, all these efforts have been carried out entirely by the forces of society. Almost everything we learn is the result of our relationships with others whether at home, school, games, work and so on. It is also natural that everything we know is the result of reciprocal relationships that have been shaped in such a way by our society.

For the community itself, the nature of education is very beneficial for the continuity and progress of his life. In order for the community to continue its existence, it must pass on to its young members the values, knowledge, skills and other forms of behavior that are expected to be possessed by each member. Each society seeks to continue its culture with a certain adaptation process according to the pattern of each era period to the younger generation through education, especially through social interaction. Thus education can be interpreted as a process of socialization.

Basic Computer and Information Technology Education

Technology comes from the Greek *technologia* which means systematic treatment or handling something systematically, while *techne* as the basis of the word technology means skill, science or expertise, skill, science. The word technology literally comes from the Latin *texere* which means to arrange or build. Therefore, the term technology is not only limited to the meaning of the use of sophisticated tools or machines, but its meaning is broader.

Technology is a process that increases added value, the process uses or produces a product, the resulting product is not separate from other existing products, and therefore becomes an integral part of a system. In BI, technology is the scientific method to achieve the practical objectives of applied science as well as the overall means of providing the goods necessary for further human survival.

Today's technological developments directly demand developments in other fields. One of the fields that is positively affected by technological developments is the field of Education. Global demands require the world of education to always and always adjust technological developments to efforts to improve the quality of education, especially the adjustment of its use for the world of education, especially in the learning process. The development of technology also requires everyone to be able to understand it and with the development of this technology we can improve the soft skills we have.

3. METHODS

The evaluation of the Bina Insani Bandung PKBM Computer Skills Education program uses the CIPP (Context, Input, Process, Product) evaluation model. This method is appropriate because in the success of the training program, the reference is the suitability of the program to the needs of the community and learning outcomes that can grow and create new skills.

There are many evaluation models developed by experts that can be used in evaluating learning programs. One such model is the evaluation of the CIPP (Context, Input, Processes and Product) model first offered by Stufflebeam. Then Stufflebeam developed the CIPP evaluation model in 1966. Stufflebeam quoted by Wirawan, stated that the CIPP evaluation

model is a comprehensive framework to direct the implementation of formative evaluation and summative evaluation of program objects, projects, personnel, products, institutions, and systems (Wirawan, 2012).

The evaluation of this program was carried out at PKBM Bina Insani Bandung. The time needed to carry out this evaluation process is from March 24, 2023 to May 21, 2023. During this period, researchers prepared everything from determining evaluation goals and methods, making grids, instruments, and evaluation assessment rubrics, and conducting interviews with the head of PKBM Bina Insani Bandung.

4. RESULTS AND DISCUSSION

After conducting evaluation activities for the computer skills education program of PKBM Bina Insani Bandung, according to informants, this computer skills education program was carried out in 2018 but in early 2020 the program was stopped due to the COVID-19 pandemic. Starting from the needs of students related to reduced understanding in the computer field, this computer skills education program was formed. In its implementation, this program is introduced first to students related to the basics of computer operation, followed by an introduction to *hardware*, *software*, and also *Microsoft Office*.

The purpose of the computer education program is to improve the *life skills* of students. Because in this sophisticated era, computer skills are needed such as during exams, many schools or other educational units use computers during exams. Like in PKBM Bina Insani Bandung when the implementation of the equivalence exam packages A, B, C already use a computer. In its implementation, there are still many students who cannot operate computers, but for students who have participated in computer skills programs they already know how to operate computers.

The implementation of this computer skills education program relies on the curriculum provided by the government. The program that has been held in its implementation is in accordance with its purpose in improving the *life skills* of students. The number of tutors teaching in this program is 3 people and assistance/reserve tutors are 2 people. The competencies possessed by the tutors are good and in accordance with the program being run. Each tutor teaches according to his or her focus on computer expertise.

The number of students who take part in this program amounts to around 170 people, with a varied age range from young people to those who are old enough. Students are very excited about participating in the program and really need the program. The majority of students who participated in the program, previously they did not have competence in the computer field due to the removal of ICT subjects in the previous curriculum. The learning method in this program is more practical because students are more able to understand if directly practiced.

Financial governance in the running of this program is quite good, there is an allocation of funds and also financial statements adjusted to the RAB. Related sources of funds for this program are from PKBM Bina Insani and also from the students themselves. Infrastructure and learning media tools are available. There is room for learning and there are learning tools such as computers, projectors, *smart TVs*, and other supporting tools. In its implementation, this program has also been implemented outside PKBM by renting tempt, namely at UPI.

All students feel happy and very helped by this computer skills education program. Many students become familiar with computers and also how to operate their programs. Especially in modern times like this, skills in the computer field are very necessary. However,

in its run, this program did not escape obstacles. The obstacle to the running of this program is the limitation of the device, so that when practicing students must alternately use the device.

Based on the results of the interview, an analysis has been carried out with the CIPP model (Context, Input, Process, Product) as follows:

1. **The context** of this Computer Skills Education Program is in accordance with the needs of students in order to improve *life skills*. Before this program was implemented, PKBM Bina Insani conducted a need assessment first to find out the needs of students because in this program there is a learning curriculum. This computer skills education program also has a goal that is in line with the needs and expectations, namely improving the *life skills of* students. The number of students who participated in this program was around 170 people, where this program was implemented for three years, namely 2018, 2019 and early 2020.
2. **Input** Tutors or educators in this program have good competence and are skilled, because tutors in this program already have special trainer certificates in accordance with their fields, namely the computer and IT fields. Tutors in this program consist of 5 people, where these tutors have readiness in designing learning. The learning method used by tutors is a two-way teaching method. Learning in the program has also been carried out outside PKBM, one of which is by renting a place at UPI. Students in this program previously had no skills and were in the computer field, so they were very excited when this program was implemented.
The source of funds in the implementation of this program comes from PKBM Bina Insani Bandung and from the students themselves. In the course of this program, there is an allocation of funds, as well as financial statements in accordance with the existing RAB. Regarding facilities and infrastructure and facilities are not yet fully available so that it is still inadequate when running the program, but learning can still be done well. One way is when practical activities students alternately use available devices.
3. **Process** All activities in this computer skills education program have run well and in accordance with established procedures. All documents of this program activity have been fulfilled. In the implementation of program activities, overall the activities carried out run well and of course in accordance with the curriculum determined by the education office, namely KTSP 2006. In the implementation of the process of this program activities, educators, managers and students can work well together and have active involvement and contribute.
4. **Product** The purpose of this program is to improve *life skills*, especially *soft skills* in the field of computers and IT. With this program, many students are helped and become familiar with operating computers. But in its run, of course, every program has obstacles, one of which is the limitation of the number of devices. However, PKBM Bina Insani was able to overcome and pass it all so that this program ran smoothly and was in accordance with the program objectives.

4. CONCLUSION

Based on the results of data analysis regarding the evaluation of the Computer Skills Education program at PKBM Bina Insani Bandung, the following conclusions can be obtained:

- 1) The computer skills education program is a program implemented by PKBM Bina Insani Bandung which aims to improve the *life skills* of students, especially *soft skills* in the fields of computer and IT. This program was implemented from 2018 to early 2020, this

program was stopped due to the COVID-19 pandemic. The number of students who take part in this program is around 170 people. The program managed to run well despite the obstacles.

- 2) All the information I got from informants related to this computer skills education program was conveyed very clearly and accurately through interview methods and observation.
- 3) All evaluation focuses starting from Context, Input, Process, and Product are quite good. However, none of the documents or data of this computer skills education program are because the device used by PKBM is damaged so that all data is lost and does not have a data back-up.

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