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CIPP Evaluation Modeling on BBQ Program at Baitul Quran Daarut Tauhiid Institute

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A B S T R A C T

Looking back as a whole a system that has been running normally requires an in-depth activity effort about it, one of which is by evaluating each evaluation carried out on a program, as if the program will have a new perspective of information. The purpose of this research is to get an overview of the model of a program. This research was conducted using a case study at the baitul quran institution in the BBQ program against one manager, two teachers and one program participant. Data were collected through interviews, observations and document studies. The data analysis used was qualitative content analysis using Atlas.Ti software. The results found that the CIPP evaluation model will produce a modeling of each aspect. Context there are expectations, reality and solutions. Inputs are funds, management, program strategies, resources and infrastructure. Process there are learning patterns, teacher understanding, habituation, advanced services, customized, easy access, teaching material modules. Product is program evaluation, learning evaluation, program focus, award, program test.

A R T I C L E   I N F O

1. INTRODUCTION

Article 57 of Law of the Republic of Indonesia No. 20 of 2003 states: (1) Evaluation is carried out in the context of national quality control of education as a form of accountability of education providers to interested parties. (2) Evaluation is carried out on students, institutions, and educational programs on formal and non-formal channels for all levels, units, and types of education. Furthermore, Article 58 of Law of the Republic of Indonesia No. 20 of 2003 states: (1) Evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes on an ongoing basis. (2) Evaluation of students, education units, and educational programs shall be carried out by independent institutions periodically, comprehensively, transparently, and systemically to assess the achievement of national standards of education (Article 58 paragraph 2). On the basis of an article above that an evaluation is to look back as a whole a system that has been running usually, this requires an in-depth activity effort about it, one of which is by evaluating (Purnomo et al., 2022) every evaluation carried out on a program is as if the program will have a new information perspective (Ngadi et al., 2020) from the results of this evaluation will always produce at least 3 decisions whether effective, less effective and revised. Based on the journal that the author knows there are several studies that say that evaluation is an important thing to improve a program; Evaluation of History Learning Programs Using the Context, Input, Process, Product (CIPP) Model (Fahruddin, 2020); Evaluation of Vocational High School Scout Extracurricular Programs (Triana et al., 2020); Evaluation of the Non-communicable Disease Integrated Development Post Program (Posbindu PTM) (Mahdur et al., 2020); Evaluation of the UMMI Method Learning Program in Improving the Ability to Read the Quran in Junior High School (Wahyuni et al., 2020). From some of the data obtained that the evaluation seeks to explore and rediscover the efficiency and effectiveness of a program starting from the objectives, methods, concepts of teaching materials, media, teaching resources, learning atmosphere, identifying, etc., as well as to provide data that helps in making decisions in planning and implementing the next program. Therefore, a program needs to be explored and explored with an activity, namely evaluation to find out and which gaps must be repaired immediately, one program or institution that is famous for its professionalism in serving the Muslim community even has a fairly large name, namely the Daarut Tauhiid ummah service institution under the leadership of KH. Gymnastiar (Aa Gym), especially at the Baitul Quran institution with a program called BBQ.

2. METHODS

The research conducted by this author uses a descriptive, narrative method with a qualitative approach. The narrative descriptive method is a research procedure that produces narrative descriptive data in the form of written or spoken words from people and observed behavior. A qualitative approach is an approach that uses a way of working by describing the results of research on the data obtained. Qualitative research is research that produces descriptive data in the form of written or spoken words of people and observable behavior (Syiam et al., 2022). In order to collect data, researchers interviewed participants, managers and teachers. In addition, researchers also collect documents that can support the description of the CIPP evaluation model, such as text aspects, input aspects, process aspects and product aspects. Researchers make direct observations by carrying out observations on the spot starting from seeing the management office, teaching room, facilities, infrastructure, program support facilities. Data analysis in this study was assisted by the Atlas application. IT version

8 to help organize, code and analyze research data and also help code each data that has been categorized. The data analysis is carried out through the following stages (Afriansyah, 2016).

    a. Sort each question in the interview into a quote.

    b. Categorize each finding from citations that have been inputted into the software, and mark it into a list of desired codes. The citations are classified into several codes that have been determined according to the findings of the researchers themselves.

    c. Analyze interview data by linking relevant codes to each tagged citation. The data presented by the researcher is reinforced by the relationship of the code and quotations that have been made so that it can be seen a picture of the findings in (a kind of network of the findings).

3. RESULTS AND DISCUSSION

Program Design

Based on an interview conducted to one of the managers of the Baitulquran daarut tauhiid institution, especially in the Quran reading training / guidance (BBQ) program. In this case, the manager explained that the first thing to do to make the program was to first see the actual reality, when looking at the environment, especially daarut tauhiid, be it worshippers or the environment around the mosque, most of them could not read the Quran properly and correctly, while at that time there was already a mosque or pesantren daarut tauhiid. After that the managers of Islamic boarding schools began to initiate a program specifically for the general public to get to know the Quran more closely, starting from the environment near the mosque first, opening free programs for the community. In this way, the Quran reading guidance and training program has begun to see its development. The purpose of this study is to get an idea of how the program design or aspects of the contex on the BBQ program. with this design will provide patterns or strokes so that planning will have more direction (Puspitasariet al., 2014). Design is formed from several considerations that are definitely different in each institution both education, coaching and training (Vachrenisa, 2020) but the similarity of all education, coaching and training designs lies in aspects of knowledge, attitudes and skills (Sapar et al., 2017; Sopandi et al., 2020). The results of the design of the findings above start from the consideration of 3 aspects, namely hope, reality and solutions thus the 3 aspects of consideration of design findings at the Baitul Quran institution become the basis and reference for making this evaluation context to help plan decisions, determine the needs to be achieved and formulate program goals, the 3 aspects above can also be called the source of program need analysis.
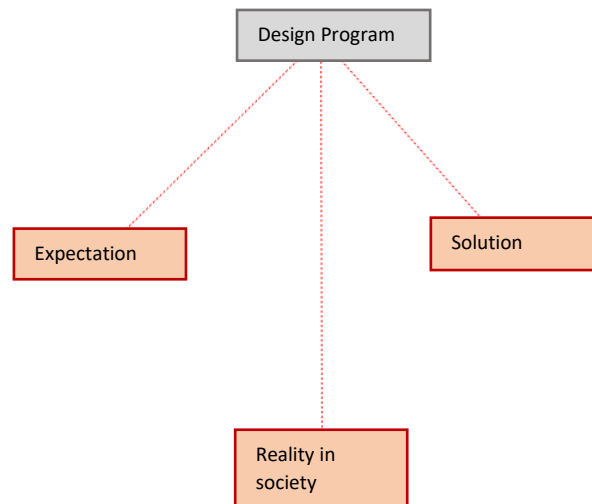
Chart 1 Program Design
Source : T.i Atlas Analysis

Program resources

The manager said that regarding resources, the program was fully supported by the Daarut Tauhid Islamic Boarding School Foundation starting from planning, processes, until finally both funds used to support the program, supporting the operations of the institution, and others deemed necessary for the sustainability of the program. Thus all processes supporting learning activities both facilities, infrastructure, making program plans, strategies, special office space with all its facilities, various rules of procedure, duties and there is management of the institution. This is what makes researchers have not seen any obstacles or findings from this aspect of input. The biggest factor why the Baitul Quran institution, especially the BBQ program, has no obstacles is because of the good management structure, clear and detailed roles and tasks that have been arranged by the head of the institution, and which cannot be eliminated because there is a factor of very sufficient funds given by the foundation to the institution. In this study, it was found that there are several criteria that enter the program resources or input aspects, in a training this is important because it will facilitate and help smooth the journey of a program from beginning to end (Makawoka et al., 2021; Ratnasari et al., 2021; Sopandi et al., 2020; Sutari et al., 2021). Based on the data from the analysis, Atlas T.i produces some of the most important aspects in program resources, first it is the management factor and second, the funding factor where this all becomes a way when it comes to each specifically. This funding factor is also reinforced by researchers who say that every training at an institution or institution is very important funding factor (Mamuaja et al., 2021; Melvia et al., 2020; Sulistyo et al., 2020). In this management factor will determine tidiness, accuracy, suitability, regularity, institution so that management factors have great benefits in the running of the program (Herlinda et al., 2017; Elfrianto, 2016; Rodiyah, 2017). After weighing the findings, especially in the aspect of program resources, there is a problem in the teacher aspect of upragading organized by the manager because upragading to teachers is inconsistent and will even cause a loss / decrease in the sense of kinship between teachers and institutions Baitul Quran because there is rarely upragading even this is also confirmed by several studies, it is mentioned that uprading is very important in order to maintain relationships between teachers and institutions (Ma'ruf et al., 2017).
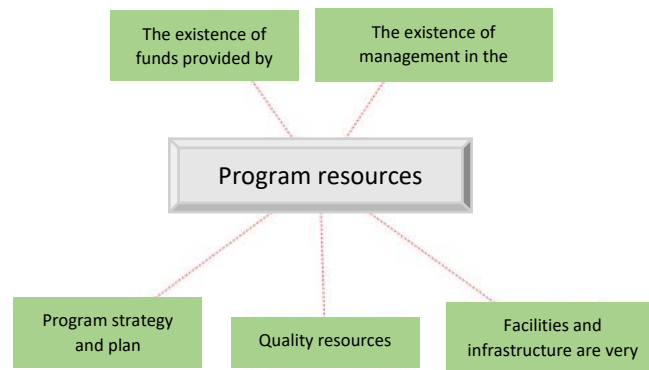
chart 2 Program Resources
Source: T.i Atlas Analysis

The learning process that occurs

The learning process is very identical to a teacher who will deliver material to his students, a teacher or teacher can be said to be a true curriculum because the teacher can turn on a dead curriculum and can turn off a living curriculum. The selection system of a teacher by this institution by maximizing the alumni of the program that has been completed in its learning period is supported by the TFT (Training of trainer) program Excited. There are so many teachers who have taken the Shahadah or testimony by several people to prove that the reading of the Quran is in accordance with what was revealed to the Prophet SAW. The evaluation is often carried out by managers to see the findings / perspectives that are felt to need to be completed. The learning is divided into 3 ways to make it easier for participants to still be able to participate in BBQ, there are offline ways / flows, online (zoom) there is also special treatment feature assistance when the atmosphere is online. Hybrid. These are all design managers to facilitate and serve the participants in the learning process. The teachers provide services / services provided to special participants outside KBM so that participants can be given easy access when there are difficulties later. The results of the interview to the participants they were satisfied with the service / service provided by the teacher supported by modules, syllabus, so that the order of material was neat and easy to understand. In the learning process that occurs which prioritizes the ability of a teacher to convey, deliver messages, so that participants as students can understand the material presented (Rahmawati &; Suryadi, 2019). It turns out that after being analyzed using the Atlas t.i tool produces several aspects that occur in influencing the learning process in this BBQ program, first there are advanced services provided by teachers, second using modules / textbooks, third managers and teachers provide easy learning aspects for participants, fourth there is a learning pattern delivered by teachers at the direction of TFT coaching, fifth interaction and understanding of teachers, sixth there is conformity with the abilities of participants and seventh there are aspects that are instilled and continue to be conveyed to participants about maintaining intentions, iklash, tawhid, Allah. All of the above aspects are a service provided by managers and teachers to the participants so that participants feel the impact after participating in this program. based on the results of interviews with participants, they are satisfied with the services provided by the teachers both in terms of material, modules, understanding and interaction (Damayanti et al., 2021).
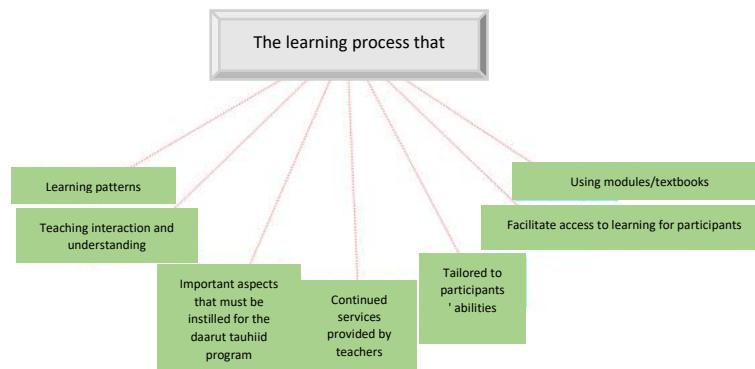
chart 3 Learning Process
Source: T.i Atlas Analysis

Program milestones

To evaluate the achievement of all programs, both program evaluation and learning evaluation, the manager makes an evaluation scheme, which is in the form of a questionnaire given to teachers and participants where participants can provide feedback to teachers and teachers will be assessed from participant feedback and will be assessed from questionnaires and special assessments by the manager to teachers every month. Of several programs of the Baitul Quran institution, only the BBQ program is the shortest program, only about 30 days to provide assistance and guidance on reading the Quran with an estimated 12x meeting and will end at meeting 12 with an exam for module increase because the modules in this program have 4 levels with different material at their level. For learning evaluation carried out by managers and teachers is to see the extent of the development of participants starting from the level of understanding, sound / sound is issued properly at the end of learning, namely the 12th meeting which will see the full development of participants from the beginning of learning to the 12th meeting. supported also by a certificate that will be given when participants have arrived at the 12th meeting as proof that they have completed the BBQ program, and this learning achievement emphasizes the proper voice as the Prophet taught. In this study, it is expected to provide an overview of the evaluation or results of BBQ program achievements, the manager provides 2 aspects of assessment, namely learning assessment and program assessment, teachers will be assessed or evaluated to develop this teaching method, the results of the manager's observation of teacher performance and there is also feedback that will be given by participants to see their suggestions and impressions while participating in this program, where feedback from participants will help to improve the services of the BBQ program further Evaluation or review of a program that has been running is important to continue to be done to see and measure the effectiveness, efficiency of a program so that this program can and continues to provide better program services.
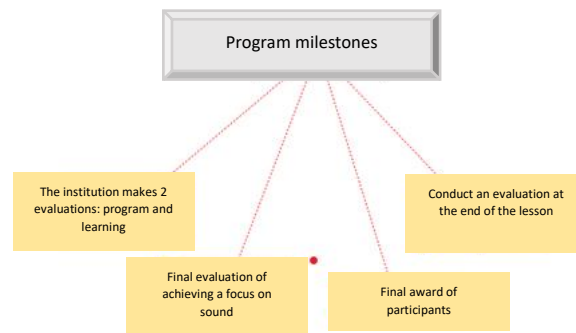
chart 4 Program Resources
Source: T.i Atlas Analysis

4. CONCLUSION

This research product is an institutional training model that is expected to be a modeling and can be used as a reference to be applied to other institutions as a basic picture through CIPP evaluation design in building competent program designs.

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