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The Evaluation of Narada Cup School Sport Program Using CIPP Evaluation Model

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Abstrak

Piala Narada adalah salah satu program unggulan OSIS SMA Narada yang bertujuan memfasilitasi pengembangan minat dan bakat siswa dan sebagai acara promosi untuk sekolah. Mempertimbangkan dua tujuan besar yang ingin dicapai dan rencana untuk menyelenggarakan program Piala Narada berikutnya, proses evaluasi program diperlukan secara komprehensif untuk memahami, mengeksplorasi, dan meningkatkan proses pengorganisasian itu. Studi evaluasi kualitatif studi kasus ini menggunakan model evaluasi CIPP (konteks, input, proses, produk) dengan pengambilan sampel purposive dan pengumpulan data dilakukan melalui sesi wawancara, FGD (diskusi kelompok fokus), observasi, dan studi dokumentasi. Hasil penelitian ini: (1) Evaluasi konteks menunjukkan bahwa merumuskan visi dan misi program akan memperjelas proyeksi tujuan program jangka panjang. (2) Evaluasi input, pengadaan manual implementasi yang berisi SOP (prosedur operasional standar). (3) Evaluasi proses menyimpulkan bahwa rekaman proses penyelesaian masalah digunakan sebagai referensi evaluasi dengan semua pihak sehingga implementasi program di masa depan akan lebih baik. (4) Evaluasi produk menyimpulkan bahwa program Piala Narada direkomendasikan untuk dilanjutkan setiap tahun dan terus dievaluasi dan disempurnakan untuk pengembangan dan peningkatan kualitas program.

Abstract

Narada Cup is one of the superior programs of the Narada Senior High School Student Council aimed at facilitating the development of student interests and talents and as a promotional event for the school. Considering the two big goals to be achieved and the plan to organize the next Narada Cup program, a comprehensive program evaluation process is needed to understand, explore, and improve the process of organizing it. This qualitative evaluation study used the CIPP evaluation model (context, input, process, product) with purposive sampling. The data collection was conducted through interview sessions, FGD (focus group discussion), observation, and documentation studies. This research results: (1) Context evaluation shows that formulating the vision and mission of the program will clarify the projections of long-term program objectives; (2) Input evaluation shows that the procurement of the manuals of implementation containing SOP (standard operational procedure) is needed; (3) Process evaluation concludes that the recording of the problem-solving process was used as an evaluation reference for all parties, so that the future implementation of the program would be better; (4) Product evaluations conclude that Narada Cup program is recommended to be continued annually and continuously evaluated and refined for the development and improvement of the quality of this program.

INTRODUCTION

In 2045, the nation of Indonesia will encounter Golden Indonesia 2045, so that a great attention in preparing the human resources is given. Therefore, the government takes action through education. One of the means to improve Indonesia education quality is carried out by revising educational curriculum in order to fit the 21st century competency needs and character strengthening program (PPK) through the unit-based curriculum in elementary, middle school, and higher education levels (Eliana 2014). The educators are aware of the diversity of potentials of each student that needs to be explored and developed through educational activities. Therefore, referring to the Regulation of the Minister of National Education No. 39 2008, which regulates Student Development, educators in educational institutions should arrange student coaching program with the aim of each student potential can be developed and actualized optimally as well as integrated to reach the achievements which correspond to their talents, interests, and creativity. The student coaching program at schools is not only focused on achieving academic aspects, but also on non-academic aspects, both in the forms of curricular and extracurricular activities (Ministerial, Reg. 39, 2008).

In the process of coaching and developing the student potential, corresponding with the talents and interests of students at Narada High School in West Jakarta, the principal is assisted by the vice-principal in student affairs and OSIS supervisor (student council). The vice-principal that manages the student affairs and OSIS supervisor plays a role in preparing the plans for student self-development programs that are in line with the vision of Narada High School. OSIS Narada High School is one of the student coaching and self-development programs in Narada High School, and Narada Cup is a distinguished program of Narada High School OSIS aimed at self-development by actualizing the potential of students in the forms of academic (Indonesian language debate contest) and non-academic competitions in a number of sports. Having been its seventh year in the 2018/2019 academic year, Narada High School is paying attention to improving the quality of the Narada Cup Program which has been held three times and involved many resources in its execution and induced great implications for all parties involved in the event.

In the interview session, the principal of Narada High School expressed his hopes that all students who are the members of OSIS in the school could learn to organize and are able to develop their soft skills. Therefore, the evaluation of Narada Cup was conducted in order to improve the event organizing in the following years. Evaluation and feedback are the organizational cultures of a learning organ that is dynamic, not static, in developing its strategic plan (Sallis, 2002). The main purpose of program evaluation is to guide and strengthen the program, issue an accountability report (LPJ), assist a more effective performance, and provide recommendations to the decision-makers and all other relevant parties regarding the feasibility of the program to be carried on in the future (Stufflebeam & Zhang, 2017).

CIPP evaluation model starts with the view that the success of an educational program is influenced by various factors, such as the characteristics of students and the environment, the objectives of the program and equipment used, as well as the procedures and the mechanisms for conducting the program (Rusdiana, 2017). The CIPP model is an evaluation model that views an evaluated program as a system. Therefore, the evaluator will analyze the program by its components (Arikunto & Jabar, 2014).

The CIPP evaluation model consists of four components which are the abbreviation of term CIPP, namely Context, Input, Process, and Product. An evaluation is carried out on each component (Stufflebeam & Zhang, 2017). The evaluation of context is an attempt to reveal and detail the environment, unmet needs, population and samples to be served, and the goals of a project (Arikunto & Jabar, 2014). Context evaluation assesses existing needs and the supporting assets of the program. The existing needs include things that are necessary or useful to meet the objectives that can be maintained (Stufflebeam & Zhang, 2017). The evaluation of input is an evaluation that helps decision-making, determines the existing sources, what alternatives to take, and plans and strategies to reach the needs (Tayibnapis, 2008). Input evaluation is carried out to identify and assess the capability of material resources, tools, people, and costs to execute the program. The aim is to provide information that can help select and create programs that can lead to the necessary changes based on

the owned resources (Endang Mulyatiningsih, 2011).

Evaluation of process assesses the execution of program plans and helps the committee and related parties to evaluate the conduct of the program through documentation of the process and the progress report (Stufflebeam & Zhang, 2017). The evaluators make judgments about the extent to which the planned activities are being (or) carried out according to the schedule, as what is planned and efficiently (Stufflebeam & Zhang, 2017). Product evaluation is an assessment carried out to see the success of a program in achieving predetermined goals (Rusdiana, 2017). Product evaluation helps the next decision-making, what has been achieved and what will be undergone after the program runs (Tayibnapis, 2008). This study discusses product evaluation from the aspects of influence, effectiveness, and sustainability. In addition, this evaluation study sought to portray the form of contextual learning that was carried out in the Narada Cup program as expected by the principal.

Contextual learning is a mean to introduce subject matter content through a number of active learning techniques designed to help students connect what they have already known to what they expect to learn and to compile new knowledge from the results of analysis and synthesis of existing learning processes in Narada High School (Hudson & Whisler, 2008). The contextual approach is a wise choice for teachers to optimize the potential of students to meet their needs, school environment, and life's demands (Hasnawati, 2006). Contextual learning activates the already possessed knowledge, acquires and deciphers new knowledge, practices the knowledge and experience, and conducts reflections for understanding the meaning of value from the series of processes that have been passed. The teachers only act as facilitators who guide students to compile their knowledge to become intelligent, creative, and innovative individuals to meet the expectations of the 21st-century education (Suryawati & Osman, 2017). Contextual learning motivates students to take a role in the process of learning activities and relate existing knowledge to various contexts in their lives (Sears, 2003). Contextual learning can be delivered not only in the classroom or laboratory but in various work scopes (Davtyan, 2014).

METHODS

This qualitative case study evaluation research, using the CIPP evaluation model, used purposive sampling because this technique took the selected resource persons considered as the most knowledgeable about what to expect into consideration so that it facilitated researchers to explore the object/ social situation under study. The process of data analysis in this research began by collecting data through interviews, focus group discussions (FGDs), observations, and documentation studies. After the data were collected, the data categorization process was employed, namely interviews and FGD verbatim results, making anecdotal observations, and making documenting study scripts. The next stage was the presentation of data through the process of coding verbatim data and FGDs which could be used later in the verification process in making conclusions. Data verification was undergone by including supporting quotations that were part of the triangulation of data sources.

RESULT AND DISCUSSION

1.The Evaluation of Context

The interview with the OSIS supervisor and the principal of Narada High School resulted in the information that the Narada Cup program was initiated by the student council committee who wanted to hold a competition that invited other schools. The motivation began to emerge after several student council committees represented their school in various competitions organized by other well-known schools. The event proposal of the first Narada Cup was approved by the school management and was performed in late September 2016 by advancing two objectives, namely to facilitate the development of students' interests and talents and to promote Narada High School. Furthermore, the interview results showed the factor supporting the conduct of the Narada Cup program that included the location of Narada High School which was quite strategic not far from the train station, Transjakarta bus stops, and toll roads so that the school could be accessed from Tangerang and Jakarta. From the first Narada Cup to the third event, the Head of Narada High School assigned the OSIS supervisor to guide the OSIS committee members in organizing the event, from creating the

proposals, technical preparations, to the execution of the Narada Cup program.

2. The Evaluation of Input

In the evaluation of inputs, it was revealed that the determination of the execution date of the Narada Cup program was arranged by the School Principal with several considerations, such as not coinciding with the exam schedule nor the other school competition. In its execution, this program involved human resources from academic and non-academic units. All related parties involved carried out their duties and responsibilities in accordance with their fields. The availability of adequate facilities and infrastructure and improvement in the quality of school facilities was undergone from the first Narada Cup to the third one. In arranging the agenda, the second Narada Cup Committee referred to the evaluation results of the first Narada Cup, as well as the committee in the third year referred to the previous year evaluation report.

3. The Evaluation of Process

The Narada Cup ran as planned in the event run-downs. The committee was assisted by the OSIS supervisor, teachers, and non-academic officers such as health officers, sound system and equipment officers, cleaning staff, and security officers. OSIS supervisor assisted in administrative matters such as taking care of permits to use the school facilities and infrastructure. During the program conducts, several different obstacles were found from the first event until the third Narada Cup. However, all emerging obstacles could be resolved properly and reported on the evaluation report of the Narada Cup program.

4. The Evaluation of Product

The product evaluation was carried out on three components, namely impact evaluation, effectiveness evaluation, and program sustainability evaluation. Based on the results of interviews and FGDs, it was figured out that the Narada Cup program had positive effects on students and school. Narada School was increasingly recognized by sponsors and the wider community. Besides, the students became more confident in joining competitions, and the student council committee learned to communicate, take responsibility, solve problems, and much more. According to resource persons,

the Narada Cup program was considered to be quite effective because the program's goals and objectives were met, but it was suggested that the Narada Cup program be continually evaluated along with its annual conducts.

The selection of the CIPP evaluation model (context, input, process, product) out of the many evaluation models was based on the consideration that the CIPP model offers guidance in the form of checklists and flow diagrams that can be used in evaluating a program as a whole through four components, namely context, program inputs, processes, and products. The results of the context evaluation research showed that there was an organizational need that must be met, which was the needs of students' interests and talents to be developed through undergoing a number of activities as a form of self-actualization. The existence of schools that need to be demonstrated by carrying out the marketing process of the values of the school. The Narada Cup program that had been conducted for 3 years still did not have the vision and mission to strengthen the long-term plans of this program. The program was carried out only with guidelines on goals and objectives compiled by the Narada Cup committee and OSIS supervisor. If the Narada Cup program has a vision and mission then the foundation of the program would be getting stronger because the vision and mission are part of the management process strategy (Papulova, 2014). Vision in management strategy has several functions including vision as a signpost which means as a reference point in the future. Also, vision tells about the portray of future and suggestions on what to be changed in the program, how to do it, and vision also acts as motivation because the vision offers the possibility of how the program will be successfully conducted.

In terms of input evaluation, the availability of sufficient human resources based on the numbers and work experience became the main assets in running the Narada Cup program. Besides, the adequate facilities and infrastructure owned by the school could support the program as long as there are no additional requirement for improvement due to the limited number of field facilities. A number of school facilities were not yet available due to some consideration of the time required to procure them. The absence of written implementation instructions governing program standardization made

the assessment of this program still not as objective as a whole. The quality of the program would have minimum standardization that must be achieved by the officials if there were guidelines that ruled the standardization.

In the interview session, the principal conveyed his assessment of the third Narada Cup program, named Atrox, that the third event met the program's goals and objectives and could be said to be successful because the committee had tried hard not to make the same mistakes from the Narada Cup programs in the previous years. The assessment by the school principal was still subjective because the assessment given was not based on the assessment indicators set out in the instructions/guidelines for conducting the program.

The evaluation of the process revealed the improvement of the Narada Cup program from year to year. It could be seen from the reduction of obstacles encountered and at how perceptive the committee in dealing with all of them. The absence of intervention by the school principal was a form of trust of the school management who had assigned the OSIS supervisor to guide the OSIS members who were involved as the Narada Cup committee. The process evaluation also showed that the Narada Cup program could be said to be a form of contextual learning for the committee members. The conduct plan adjustment was undergone and was based on the needs and conditions at the venue. The changes in the conduct plan and solutions taken were noted by the committee, although not yet in a systematic form. Sharing knowledge was still in a traditional way, where the seniors told about the experience of the previous Narada Cup to the current OSIS committee directly. The compilation of evaluation data and the list of sponsors should be systematically arranged to facilitate easier access to the document.

In the evaluation of product, it was shown that all resource persons shared the same view of the Narada Cup program which had a significant impact and positive influences on each individual involved in the process. The Narada Cup program in its conduct used a contextual learning approach where the student council officials had a large active role portion by applying their knowledge and experience when interacting directly with all parties, both internal and external parties. Both the Narada Cup program and OSIS activities were

a form of contextual learning that could be carried out outside the classroom. In this case, the OSIS supervisor played a role as a facilitator who gave direction and guidance to the OSIS members who actively interacted with various parties. One of the interactions that took place was when the student council official who served as the Narada Cup committee from fundraising had to communicate with the sponsorship providers, from offering a collaboration to signing the agreement. Soft skills of the members of the student council also increased, especially in speaking. In the FGD session with the third Narada Cup committee, it was revealed that the impacts were felt by each of them after the execution of the program, such as the increasing confidence in their abilities. They also learned how to work together as a team and many more.

However, the utilization of the CIPP evaluation model in this study had limitation, it was only a decision-making recommendation that was likely to be used but there was also the possibility of not being used in decision making so that the decisions made could still be subjective, according to personal needs, and other issues.

CONCLUSION

The formulation of the objectives of the Narada Cup program could be said to be quite propitious because it was in accordance with the needs of the organization and with their targets that continue to be evaluated annually. However, there was a lack of vision and mission of the Narada Cup program that made the assessment standardization process was considered incomplete and not long-term oriented. The availability of adequate human resources based on the numbers and work experiences became the main assets in running the Narada Cup program. Regarding the facilities and infrastructure owned by schools, it could still be said to be adequate, but it is not yet supportive if there is a need to develop or improve the quality of the program due to the limited number of field facilities. A number of school facilities are not yet available due to several considerations that require more time in their procurement. The process of program conduct would be better if it was supported by considering an appropriate day and date. All evaluations of the previous Narada Cup pro-

grams were used as a reference in developing strategies to overcome the predicted problems and obstacles emerging during the conduct. The first, second, and third Narada Cups brought in different effects on each individual involved. The student council organizers who became the committee gained experience when implementing their soft skills; communication with the sponsors was one example of contextual learning that they underwent. Further, a lot of positive expectations expressed by the resource persons who had been involved in the program strengthened opinions that the Narada Cup program can be carried on in the following year, with a note that there must be continuous evaluation and all evaluation results must be well documented that can be used as material for making the implementation instructions.

RECOMMENDATION

As for some suggestions that researchers presented related to program evaluation research with the CIPP evaluation model, it is suggested for the school to formulate the vision and mission of the Narada Cup program and compile a guide to be used as a reference for program implementation and evaluation. Further research is recommended to focus on the effect of program evaluation results by using the CIPP evaluation model or other evaluation models on the contextual learning approach

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