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The Implementation of CIPP as Evaluation Model on Teaching Assistance in SD Bali Bilingual School as The Practice of Kurikulum Merdeka

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A B S T R A C T

This research is evaluation model research by using CIPP as the evaluation model on Teaching Assistance in SD Bali Bilingual School in Bangli Regency, Bali. The CIPP model is Context, Input, Process, and Product, this model is one of the models used frequently in educational evaluation. The implementation is used the evaluative model created by Stufflebeam. The evaluation specifications on teaching assistance at SD Bali Bilingual School in Bangli Regency which displays an average score on the context aspects in the teaching assistance program is 83% including the category good, while the input evaluation is 82% in the good category. The same is true for the process aspect, which has an 81% in the good category, and the product aspect is 80% enough category. This is consistent with research from the aspects of Context, Input, Process, and Product obtained with the good criteria. This can indicate that the Teaching Assistance program was well conducted in SD Bali Bilingual School, in Bangli Regency.

A R T I C L E   I N F O

1. INTRODUCTION

The primary education takes the important responsibility of societies' education especially in Indonesia. Even the society starts to learn form the youngest ages for instance in Early Education Program (PAUD) and Kindergarten (Taman Kanak-Kanak), primary school still the basic of education in Indonesia. Based on Indonesian's Law No. 20 in 2003 mentioned that the Indonesian citizen must enter the basic school on ages 7th until 15th years old. This is the main basic of human education. This law is supported by Sisdiknas on its law on first paragraph (1st Article) mentioned that education is the conscious and planned effort to create a teaching and learning process by the students become actively developed to the self-potential learning to owned their spiritual religion power, self-control, personality, intelligence, morals, noble character, as well as the skills needed by the students in the community, the nation, and the state. The population over 270 million people, Indonesia has one of the largest education systems in the world, and the primary school education should serves as the foundation for students' academic journey of Indonesian Citizen.

The primary schools in Indonesia generally follow the national curriculum established by the Ministry of Education and Culture. The curriculum consisted of all subject study; they are Bahasa Indonesia. Mathematics, Science, Social Studies, Religion, Arts, and Physical Education, and Thematic Lesson. The focus is on providing students with a broad basic knowledge. Indonesian primary schools can be both public and private in giving education to citizen. Some off the public school applies the national plus curriculum by adding some special subject to the school curriculum. While the private school combining even adopting the curriculum from other countries to the school and make it better school. In Indonesia public schools are more common and accessible to the majority of the population, while the private schools often require tuition fees.

Sadewa (2022) said that education in Indonesia has always experienced curriculum changes from time to time during these years. The curriculum changes certainly cannot be avoided and bypassed, and must always be lived and adapted to needs (Rachmawati et al., 2022). The education system is required to make planned, directed, and continuous reforms so as to guarantee and improve education in Indonesia. Therefore, many governments recommended good education starting early, then later when adults have excellent human resources.

This phenomenon is match with the framework concept by Jean Piaget which stated that children in young age, in this case elementary school is in the phase of concrete operational. It could be seen from the elementary school children have known about the mathematics symbol, even the children have not applied in the abstract things. In this phase the children are in the reality phase, who learn through the things that they can see and understandable. As the result, it is crucial that the curriculum at this level reflect the needs and traits of elementary school-aged students. The demands for education are intertwined with the 4.0 industrial revolution, which is still being repeated as transformation of one's life in any way, including through education.

The goal of education in the fourth industrial revolution is to better human civilization by forming individuals who are competent in literacy, critical thinking, problem solving, communication, collaboration and good character qualities (Syamsuar and Reflianto, 2019). The educational curriculum is described as a set of plans and arrangements for objectives, content, and learning materials as well as procedures utilized as a type of guidance for putting learning activities into practice in order to attain specified goals (Uran, 2018). This is the benchmark for the urgency of education assessment to maximized in such a way, as

innovative as possible to answer challenges for the education in revolution 4.0 and the demands if the sustainable development in Indonesia.

The CIPP model (Context, Input, Process, and Product) is one of the models used frequently in educational evaluation. The implementation of this approach is referenced in various pertinent prior research publications, such as those by highlighted the discussion surrounding the evaluative model created by Stufflebeam, highlighting how this model was thought to be appropriate for evaluating an educational program since it is more thorough. Teaching aid programs are included in this analysis as educational programs. One of the numerous ways the independent curriculum (MBKM) which is implemented that allows students to make a genuine contribution at the elementary to lower secondary education level the guidance of field supervisors. Guidance in the field to see progress in achieving program activities (Saltifa and Nasution, 2021).

Evaluation is a crucial stage in an assistance program, because it is carried out to determine the level of implementation or the achievement of a goal (Lazwardi, 2017). Through those items, the efficacy of every aspect of teaching of every aspect of teaching support, including learning innovation, content and learning design, and its effects on schools, can be seen through. As for goals evaluation, they are to determine students' progress following the activities, and to determine the development of the learning program (Fitrianti, 2018). Evaluation is a methodical means to ascertain or decide to what extent pupils have accomplished the various learning objectives (Gronlund, 1985). It could be inferred from the explanations of several experts above that evaluation is a process that renders a judgement regarding the quality of something measured, and the process is carried out in a systematic, sustainable, and methodical manner. Evaluators have the option of selecting an existing model that is thought to be the best fit for evaluation needs or developing their own models independently. A paradigm for evaluating products called the CIPP model was developed in 1965 by assessment specialist Daniel L. Stufflebeam (1971) defined evaluation using CIPP model as an activity that describes, gathers, and provide a meaningful information for making alternative decisions.

In this study, the CIPP model is used to assess the context aspect (Program background and objectives teaching assistance program), input aspect (teacher and students activity plans in the program teaching assistance), process aspects (mechanism for implementing teaching assistance programs), and product aspects (results of teaching assistance programs), according to the article (Yeni et al., 2020). The SD Bali Bilingual School was ne venue for this teaching assistance program. This choice of location was made with the primary objective of achieving equal distribution of program evaluation education in order to create a quality educational environment in accordance with the objectives of elementary school education, namely to put fundamental intelligence, knowledge, personality, noble character, and skills to live independently and pursue further education. So, this study aimed to determine the implementation of CIPP Evaluation Model (Context, Input, Process, and Product) in the assistance program teacher/ teaching assistance at SD Bali Bilingual School, in Bangli Regency.

In Bali, there is one school which is consistent in serving the best knowledge to their students is SD Bali Bilingual School which is located in Bangli Regency. SD Bali Bilingual School is a school that implements bilingual education. The bilingual education concept in SD Bali Bilingual School is implemented in daily activities of the students in the school, even the teacher tries to speak by using English even from the other subject. SD Bali Bilingual school uses two languages in teaching and learning process actively. Children will learn more effectively when learning English or other foreign languages through their native language. Early childhood is a sensitive phase that is suitable for developing language skills by

introducing a second language at this time (Purwanti, 2019). Bilingual learning taught from an early age has benefits in developing children's cognitive intelligence, the more language vocabulary a child masters, the higher the child's thinking development will be (Dini, 2023).

In the previous research by other researchers, CIPP model uses in many case and level of school. Sulistyo (2017) in his research the evaluation program on students' Reading Culture in Elementary School. He found that the CIPP evaluation model on students reading culture can help the researcher to know about how success was the program.

2. METHODS

This study used mixed-methods research as its methodology. This technique also known as mixed technique, combines qualitative and quantitative methods one at time (Khairunnisa, 2021). This is done in order to achieve deeper and broader study outcomes. The subject used in this research were 30 students who followed the teaching assistance program at SD Bali Bilingual School in Bangli Regency. The 30 students were in the fourth semester of English Education Department in ITP Markandeya Bali. Which of the following was the study's instrument were; Lesson Plan Assessment, Book-based documentation, including lesson plans, apprentice manuals, and teaching aids students' usage of materials. Technique data analysis, specifically (Arifin, 2012) to acquire the value of each subject, which is then examined by statistical tests descriptive, specifically the total average value using the software.

3. RESULTS AND DISCUSSION

The results in this study can be understood through the elaboration of evaluation activities through CIPP approach to the implementation of the teaching assistance program at SD Bali Bilingual School in Bangli. This program was conducted by ITP Markandeya Bali as the way to support the MBKM or independent Curriculum application. This teaching assistance program gave opportunity to the students in ITP Markandeya Bali to have an experience in handling and facing the school life in the real days. This program was conducted from January till June 2023. The four stages that make up the CIPP approach to implementation of the teaching support program at SD Bali Bilingual School in Bangli can be used to elaborated on assessment activities in order to understand the result of this study. 1) Context Evaluation Process, which in practice recognizes the importance of strengths and weaknesses for efforts to describe and detail the environmental needs of the teaching assistance program held in SD Bali Bilingual School in Bangli. 2) The Input Evaluation Process emphasizes the alternatives that are taken as well as implementing plans and strategies for implementing teaching assistance programs. 3) Evaluation Process is used to determine the extent to which the plan has been implemented and components that have been implemented. 4) Product Evaluation is collecting activity description of the objectives of the teaching assistance program at SD Bali Bilingual School in Bangli, through products resulting from the activities of this program. More details can be understood via following **Table 1**.

Table 1. Evaluation on Teaching Assistance Program at SD Bali Bilingual School

Aspects	Context	Input	Process	Product
The Purposes of Program	During the teaching assistance program related to the schematics data were obtained; the main target of this program was appropriate to the school and the institute, identify the study about identify the learner's needs, identify the opportunity for innovation in learning matters, and diagnose learning issues that occurred in SD Bali Bilingual School in Bangli.	Scheme assistance working as a elementary school teacher creates a strategy programs, schedules, and programs that program organized every date action on regular basis.	Process results support the teaching assistance program to concentrate on the issues with the implementation of the procedures that occurred at SD Bali Bilingual School and that daily activity logbooks were used to record the activity.	Teaching Assistance program in SD Bali Bilingual School gather the final description and push through written reposts and RPP tools that are compatible with the curriculum used in SD Bali Bilingual School.
Methods	The analysis of document and interview	Intervening the solution and strategy for program and its schedule in teaching assistance in SD Bali Bilingual in Bangli.	Controlling and evaluating the problem which happened in procedural process in teaching assistance program at SD Bali Bilingual School.	Define and evaluate the criteria learning manual program support teaching assistance, RPP which is followed and the teaching materials.
Connected with decision-making regarding process changes	To determine the part that the teaching aid program would support, as well as the program's objectives in terms of addressing needs or seizing chances.	To select supplemental tactics, problem-solving tactics, and process designs, for instance, to execute changes in a planned manner and give a framework for evaluating the success of the teacher assistance program at SD Bali Bilingual School in Bangli.	To carry out and enhance the process for putting teaching aid programs into action, such as to supervise the process, provide notes on the real process, and interpret program results.	To make a choice regarding whether to proceed, stop, amend the program, or refocus on the change, and to clearly document the impact (whether it complied with the original objective and purpose or not, positively or negatively)

The percentage score on the results of instructional assistance for each area of the evaluation and the results of each subject that each responder studied are listed below. The average range of values attained by each participant in the teaching assistance program for about 30 students from ITP Markandeya Bali which placed at SD Bali Bilingual School in Bangli, was calculated the percentage of teaching assistance outcomes. These details could be seen in the following **Table 2**.

Table 2. Table CIPP Evaluation

Aspects	Percentage (%)			
	Context	Input	Process	Product
The Purposes of Program	79	79	80	80
Methods	80	82	80	80
Connected with decision-making regarding process changes	90	84	82	79
Mean	83	82	81	80

The program evaluation model used the CIPP approach has previously been extensively researched by various researchers with the theme CIPP to evaluate the Skills online lecturers writing during the Covid-19 pandemic and other prior research carried out by (Hasanudin et al. (2021); Putra et al. (2021). Thirdly, earlier studies employed a percentage range approach and qualitative standards based on the four CIPP components. This is consistent with the system in CIPP.

The activity in SD Bali Bilingual School Bangli in the teaching and learning process during teaching assistance:

a. Pre-activity
   1) The teacher greets the students happily with the big motivation to cheer up the students after doing morning circle outside before class. After the opining the class, the teacher asked the students to pray based on the religion of the students.
   2) The teacher checked the student's readiness to learn, check the class and students' cleanliness, seating arrangement and the facility's needs.
   3) The teacher gave information about the lesson today and also the purpose of the study, sometimes the teacher informs about the evaluation or the assessment before explaining the material.
b. Whilst-activity
   1) The teacher pointed some students to come in front of the class for telling their experience which related to the lesson.
   2) The teacher asked the students to give a question if there is a difficult word something which is not understood by the students.
   3) The teacher divided the class into several group and give a topic for discussion in group and after it the students should perform and present their discussion's result.
c. Close-activity
   1) The teacher asked the students to do reflection and give questions about the lesson at that day.
   2) The activity was ended by pray together in the class before the lesson is ended.

For the whole activity in this research about teaching assistance in SD Bali Bilingual School which was conducting for 6 months or 1 semester of academic showed good result. The evaluation specifications on teaching assistance at SD Bali Bilingual School in Bangli Regency

which displays an average score on the context aspects in the teaching assistance program is 83% including the category good, while the input evaluation is 82% in the good category. The same is true for the process aspect, which has an 81% in the good category, and the product aspect is 80% enough category. This is consistent with research from the aspects of Context, Input, Process, and Product obtained with the good criteria. This can indicates that the Teaching Assistance program was well conducted in SD Bali Bilingual School, in Bangli Regency. The 30 students were happy in doing this program and also motivated their ability to teach in the future class.

4. CONCLUSION

In the end the researcher and conclude based on the result of the discussion above about this research is the evaluation aspects of Teaching Assistance by using CIPP Model at Bali Bilingual School at Bangli Regency. The mean score for context in the teaching assistance program is 83% that is belongs to the good category. It is supported also with the input score is 82% with the good category. Even the process is in good category with the mean score is 81%, then the product is 80% with enough category.

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