



Evaluation Analysis of Educational Programs in Learning in School

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ABSTRACT

This paper discusses the evaluation of educational programs in learning in schools where the implementation of education as part of educating the life of the nation must receive full attention from policy makers in this country, as stated in article 31 of the 1945 Constitution, amendment 4 that every citizen country has the right to education. The main goal of education is to develop human beings from an intellectual, emotional and spiritual perspective. In terms of its objectives, the output of education should be able to produce human resources who have advantages in terms of intellectual, emotional and spiritual. Education must be able to answer the challenges of the development of science and technology which is accompanied by a flow of information that is increasingly developing rapidly. The writing of this article uses the method of literature analysis (library research), namely the study of various scientific sources such as articles in both national and international journals and books that are in accordance with the themes and titles discussed. The literature analysis method makes the writer to read and find sources of reading material that are appropriate to the themes being discussed or are relevant. In this case the method of literature analysis is an appropriate and effective step.

Keywords: *Evaluation, Learning, School*

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INTRODUCTION

Education in a country must be considered in terms of planning, implementation and evaluation, because education is one of the fields that will produce quality human resources. Therefore, the implementation of education as part of the intelligent life of the nation must receive full attention from policy makers in this country, as stated in article 31 of the 1945 Constitution, the 4th amendment, that every citizen has the right to education. Raharjo (2012) noted that education in Indonesia is organized through pathways, levels and types of education.

The educational pathway is a vehicle through which students develop their potential in an educational process that is in accordance with educational goals. There are three

educational pathways, namely formal, non-formal and informal education pathways. Formal education is a structured and tiered educational pathway consisting of primary education, secondary education and higher education. Non-formal education is an educational path outside formal education which is carried out in a structured and tiered manner. Informal education is a pathway to family and environmental education. The main aim of education is to develop humans from an intellectual, emotional and spiritual perspective (Naima & Erniati, 2013). Judging from its objectives, educational output should be able to produce human resources who have advantages both intellectually, emotionally and spiritually. Education must be able to answer the challenges of the development of science and technology accompanied by the flow of information which is developing more rapidly every day.

Thus, education as a process in human development will face increasingly greater and more complex challenges in the future. These challenges require the implementation of education to improve quality and quantity, one of which is the implementation of education in Indonesia. In today's era of globalization, education is no longer a matter of social prestige, but rather refers to optimal self-development and meeting the needs of each individual in accordance with their patterns, developmental tasks, and the demands of the world of work and life they will enter (Yusuf, 2015: 1).

Hidayat & Suryana (2018) reported that the problems in education cannot be separated from the multidimensional crisis occurring in this country in the fields of education, economics, health, social, cultural, political, legal and government. Hanun (2016) observed the current reality that educational institutions have not been fully successful in developing morals and shaping student behavior in anticipating ethical and moral problems. This condition encourages the government to immediately re-evaluate learning materials, teacher and lecturer resources in providing learning, including learning methods. On the other hand, Nurharjadmo & Negara (2008) observed various problems that emerged in the education system in Indonesia: First, the low quality of education. Second, there is no equality in obtaining access to education. Third, there is no efficiency in the implementation of education. Fourth, there has been no democratization of education.

Community participation in the world of education is still very limited. Based on several causes that give rise to educational problems as described above, one interesting cause to highlight is the lack of optimal implementation of effective and efficient evaluation. Tayibnapis (2008: 2) notes that awareness of evaluation is one step towards improvement, because evaluation can provide a more comprehensive approach in providing information to education to help improve and develop the education system. Therefore, people who are influential in the field of education such as education experts, policy makers, and those who approve educational programs need to be evaluated.

One implementation of various concepts regarding evaluation is the evaluation of a particular program, especially an educational program; Therefore, it is necessary to explain what the essence of the program is. The definition of program as quoted by Owen from Smith (1989:26) says that: defines a program as: a set of planned activities directed

toward bringing about specified change (s) in an identified and identifiable audience. This suggests that a program has two essential components: a documented plan; and action consistent with the documentation contained in the plan. It can be interpreted that a program is a set of planned activities directed at bringing about change that is determined and identified through an identified audience. In this case, it shows that the program has two important components, namely a documented plan, and actions that are consistent with the documentation contained in the plan.

According to Donald B. Yarbrough et al (2010: xxiv), that: a program is a systematic application of resources that is based on logic, beliefs, and assumptions identifying human needs and factors related to the matters already mentioned. Programs are also referred to as things that include a series of planned systematic activities, managed resources, targets or objectives, specific, identified needs, individual or group participation, a certain context, producing documented outputs, results, and impact, the existence of a belief system that is implemented with the work program, and has benefits.

RESEARCH METHODS

Writing this article uses the literature analysis method (library research), namely reviewing various scientific sources such as national and international journal articles as well as books that match the themes and titles discussed. The literature analysis method allows writers to read and look for sources of reading material that are appropriate to the theme being discussed or are relevant. In this case the literature analysis method is an appropriate and effective step.

RESULT AND DISCUSSIONS

Basic Concepts of Evaluation

Linguistically, the word evaluation is an absorption of a word originating from English, namely: "evaluation" which means assessment. The term assessment itself is a noun for "value". As according to the Oxford Advanced Learner's Dictionary of Current English, evaluation is to find out, decide the amount or value. Referring to this meaning, evaluation activities must be carried out responsibly, carefully, using several strategies, and be able to be accounted for. Meanwhile, the Big Indonesian Dictionary states that evaluation is a series of processes of assessment, observation and collection of various evidence (data) to measure the impact and effectiveness of an evaluation object, program or process related to specifications and user requirements that have been determined using references. especially before.

So, in language, evaluation can be interpreted as an effort to determine the value of an evaluation object through a careful and accountable process of measurement, assessment, observation and data collection. Then, in terms of evaluation, it also refers to the terms measurement and assessment. According to Egon G. Guba & Stufflebeam, evaluation is defined as a process for obtaining and providing information that is useful for decision making. The limitations of evaluation proposed by Egon G. Guba & Stufflebeam are: (1) Evaluation is built for decision making related to providing

information for decision holders, (2) Evaluation is a process that runs continuously or continuously in a program, (3) In the process, evaluation has three main steps, namely:

1. A description of the information that is needed or needs to be collected.
2. Procurement and collection of information and giving meaning to this information which will later be useful in decision making. so it can be concluded that evaluation is a process of description.
3. Obtaining and providing information that is useful for accurate decision making for decision holders.

The essence of evaluation according to Law Number 20 of 2003 concerning the National Education System as stated in article 57 paragraph (1) is that evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability and delivery of education to interested parties, including students, educational institutions and programs. Apart from that, according to Muri Yusuf, educational evaluation is one of the variables in the educational process which will be useful for providing feedback for improving education for the future. Educational evaluation needs to be designed well, effectively and efficiently by referring to certain criteria, namely authentic and reliable (valid and credible) both in the preparation process, procedures, implementation and processing. So the essence of evaluation in education and learning programs is not only limited to assessing, but more than that, namely as a form and effort to control the quality of national education and as feedback in order to improve education for the future.

Evaluation and assessment are an inseparable unit. In terms of terms, according to Muri Yusuf, assessment is a process of systematically collecting information about various components of education (context, input, process and product) without referring to value decisions. However, since tests are one type of data collection, it can also be said that measurement is an integral part of assessment. Then, based on the measurement results and information on the results of the assessment that has been carried out, an evaluation process is carried out, namely a process of compiling, interpreting (giving meaning), assessing, self-quality and meaning, thereby producing alternative decisions in the field of education and learning. So assessment and evaluation of education or learning programs are integral processes that are related to each other, cannot be separated and are an important component in decision making regarding education and learning programs.

Evaluation is not only for evaluating the teaching and learning process, but more broadly, evaluation can also be used to assess existing programs and systems in educational institutions. According to Grubb & Ryan, quoted by Mohtar Kusuma, there are at least three important reasons why it is necessary to carry out evaluations and assessments on education and learning programs, namely: 1) informing the government, 2) improving community decisions regarding activities that have been carried out, 3) improving decisions to the community regarding training and programs that have been planned. So to assess an education program there needs to be an evaluation. Meanwhile, the aims and benefits of evaluating and assessing education and learning programs.

According to Muri Yusuf, he states that in a broad sense, the purpose and function of assessment in education is to provide information about:

- a. Mastery of knowledge, values, attitudes and skills to improve education
- b. Controlling the quality of education and learning
- c. Decision-making
- d. Accountability to interested parties
- e. Administrative regulations.

Apart from that, the main purpose of assessment and evaluation is to help and support students in the learning process. The following are the objectives of assessment in relation to students, namely:

- a. Provide notes (records) about students
- b. Provide evidence of student progress
- c. Motivating students in learning
- d. Commitment and care for students' needs
- e. Know the strengths and weaknesses of students.

Meanwhile, the function of assessment in education is as an information medium for:

- a. educational improvement
- b. Education quality control
- c. Educational effectiveness
- d. selection
- e. determining the level of success
- f. public accountability

From the explanation stated above, it can be concluded that the purpose and benefits of assessment in education and learning programs are as a tool to convey information related to: a) the progress/results that have been achieved from the education/learning program that has been implemented, b) as material for making decisions. decisions c) controlling the quality of education and d) as a medium of information for related parties who need it. These goals will later guide an educational institution in carrying out its educational program so that the expected goals are achieved. Therefore, in order to find out whether a competency has been achieved or not, a tool is needed which is usually called evaluation. Evaluation studies need to be divided into the following two things, first measurement and/or assessment and interpretation (evaluation), then the following two activities, namely: measure and evaluate. Measurement can be seen from a teacher wanting to evaluate the questions he created, or the assignments he gave to students, then the students work on the questions, then the teacher corrects them, and gives an assessment or score for the student's work.

So, in order to be able to correctly measure the results of student work, it is necessary to have correct measuring instruments as a reference. The correct measuring instrument meets at least several requirements, namely: valid or authentic, reliable or steady, and practical. Then in the competency-based curriculum document; Class-based assessment also includes requirements regarding good assessment other than valid, consistent and practical, namely; competency-oriented, fair and objective, open,

continuous, comprehensive, and meaningful or easy to understand and can be followed up by interested parties, can provide motivation, and is educative, with the intention that when students have reached the level of achievement of certain competencies, the opportunity to achieve more competence is very open. So the importance of evaluation in learning is to find out whether or not a competency has been achieved, so there needs to be an evaluation.

Scope of Evaluation of School Learning Programs

Quoting the example described by Widoyoko in implementing learning program evaluation, there are at least three components that need to be used as evaluation objects, namely 1) learning program design, 2) program implementation and 3) the results achieved.

1. Design a learning program

In learning program design, the things that need to be evaluated are the basic competencies that will be developed, the learning strategies that will be implemented, and the content of the learning program. One aspect of basic competencies that needs to be studied is the achievement of basic competencies, competency standards and graduate competencies. In learning strategies, there are several criteria that can be used to assess the planned learning strategy, namely: suitability to the competencies to be developed, suitability to the desired teaching and learning conditions, and clarity of formulation, especially covering teacher and student activities in the learning process. Contents The learning program in question is a learning experience that will be prepared by the teacher and that students must participate in. Such as: relevance to the competencies to be developed, relevance to student experience and the environment, suitability to the student's level of development, suitability to the allocation of available time, authenticity of experience with the student's living environment.

2. Program implementation

Widoyoko explained that the implementation of learning programs needs to be an object of evaluation, especially the learning and learning processes that take place in the classroom. Widoyoko quotes Nana Sudjana & Ibrahim (2004: 230-232) presenting a number of criteria that can be used to evaluate the learning process, namely: consistency with the activities contained in the learning program, implementation by the teacher, implementation from the student's perspective, attention shown by students to learning. ongoing, activeness of students in the learning process.

3. Learning Program Results

According to Widoyoko, the third component that needs to be evaluated is the results achieved in learning activities. The results achieved can refer to achieving short-term goals (output) or refer to achieving long-term goals (outcome). By conducting a learning evaluation as described above, there will be a complete picture of the student program that has been implemented. From the results of this evaluation, things will be found that are still lacking and things that need to be

maintained in the program. Thus, evaluation of learning programs is very possible to be carried out in schools or other educational institutions.

School program monitoring activities begin with preparing a program evaluation based on the results of supervision in the previous year. Based on the prepared work program, core supervision activities are carried out including assessment, guidance and monitoring of each component of the education system in the schools under its supervision. In the next stage, data processing and analysis of the results of assessment, coaching and monitoring are carried out, followed by evaluation of the results of supervision from each school and from all target schools. Based on the results of data analysis, a report on the results of school program supervision is prepared which describes the extent to which the supervisor's duties have been successful in improving the quality of educational processes and outcomes in the schools they target. The final stage of a cycle of school program supervision activities is to determine follow-up actions for the year's supervision program.

In general, school program supervision contains the following main matters:

- a. Background
- b. The supervision objectives to be achieved.
- c. Required data or information.
- d. Description of monitoring activities to be carried out.
- e. Stages or series of activities that show how problems are solved and how work is completed.

Departing from the main duties of educational unit supervisors, the scope of activities in supervising school programs is as follows:

- 1) Performance assessment will be carried out on:
 - a) Principal.
 - b) Teacher.
 - c) Other educational staff (administrative staff, laboratory assistants, librarians).
- 2) Monitoring will be carried out on:
 - a) School organization in terms of school development programs and school accreditation.
 - b) The principal in school management and administration.
 - c) Teachers in terms of planning, implementing and assessing the learning/guidance process based on the applicable curriculum.
 - d) Other educational staff (administrative staff, laboratory assistants, librarians) in carrying out their respective main duties.

CONCLUSION

The process of evaluating educational programs basically consists of procedures, stages, or steps that need to be taken by supervisors in evaluating the success of educational programs. The steps that can be taken include formulating evaluation objectives, selecting evaluation tools, compiling evaluation tools, implementing evaluation tools, processing evaluation results, concluding evaluation results, and as the final step is

follow-up. The most important thing that must be understood is that the objectives of program evaluation must be formulated based on the starting point of the program objectives themselves. Program evaluation is carried out to measure the level of program achievement. Information obtained from program evaluation will be very useful for decision making as recommendation material.

Analysis of the results of school program evaluations illustrates the extent to which school programs have been achieved in the previous year. As a reference for preparing evaluations, various policies in the field of education are also put forward. The results of this analysis are a starting point in assessing school programs for the previous and following years as well as actions that must be taken by school supervisors. Analysis of the results of school program evaluations carried out in the previous year is directed at determining priority goals, objectives, work methods and activity steps in assessing the following year's school program.

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