

The Evaluation of Regrouping Program in State Elementary School

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Abstract

This study included a qualitative evaluative research evaluation model CIPP (Context, Input, Process, Product) developed by Daniel L. Stufflebeam. Data Collection techniques used interviews, Observation and documentation. The result showed that in aspect of context program, regrouping was needed by school in an effort to improve the quality of education. Then, in the aspect of input program, the planning of regrouping human resources, funds, facilities and the mechanism for implementing the regrouping program was fulfilled and running well. In the aspect of process, regrouping program of school has not yet been fully implemented according to the objectives of the program. This can be seen in the management of abandoned school buildings in which there is a waste of buildings. The school and the education office need to be wise and creative in terms of the utilization of the school buildings that are left behind, so that the objectives regrouping of school can be fully implemented properly. In the product, the implementation regrouping program of the school is fully implemented well. It has improved the quality of education in schools, increased student achievement, increased number of students. As a result, the use of education funds is more efficient and infrastructure is more effective in terms of use.

Keywords: *Evaluation, School Regrouping Program, CIPP*

Abstrak

Penelitian ini termasuk penelitian evaluatif kualitatif dengan model evaluasi CIPP (context, input, process, product) yang dikembangkan oleh Daniel L. Stufflebeam. Uji validitas data menggunakan Teknik Triangulasi data. Hasil penelitian menunjukkan dari aspek context program, regrouping sangat dibutuhkan sekolah, dalam upaya meningkatkan mutu pendidikan, dari aspek input program, perencanaan program regrouping, sumber daya manusia, dana, sarana-prasarana dan mekanisme implementasi program regrouping terpenuhi dan berjalan dengan baik. Dari aspek

process, program regrouping sekolah, belum sepenuhnya terlaksana sesuai tujuan pelaksanaan program, terutama dalam pengelolaan gedungsekolah yang ditinggalkan, terjadi pemborosan Gedung. Pihak sekolah dan dinas Pendidikan perlu bijak dan kreatif dalam hal pemanfaatan gedung sekolah yang di tinggalkan, agar tujuan regrouping sekolah dapat sepenuhnya terlaksana dengan baik. Dan dari aspek product, pelaksanaan program regrouping sekolah sepenuhnya terlaksana dengan baik, telah meningkatkan mutu pendidikan di sekolah, prestasi siswa meningkat, peningkatan jumlah peserta didik, penggunaan dana Pendidikan lebih efisien dan sarana prasarana lebih efektif dalam hal penggunaan.

Kata kunci: *Evaluasi, Program Regroping Sekolah, CIPP*

Introduction

The government always strives to carry out various kinds of policies and programs in line with the development of science and technology. As stated in Law No. 20 of 2003 concerning the National Education System, that the National Education System must be able to Ensure Equitable Education Opportunities, Quality Improvement and Relevance and Efficiency of Educational Management to Face Challenges in Accordance with Local, National and Global Life Change Demands Educational Renewal Needs to Be Done in a Planned and Continuous manner. As well as the Ministry of National Education in the Ministry of National Education Strategic Plan 2010-2014, it contains six main policy pillars of education development.

In line with the Law and Regulation of the Minister of National Education and Strategic Planning of the Ministry of National Education 2010-2014, namely Increasing the Availability of Education and Culture Services. This program is a basic program for the fulfillment of education for citizens, especially basic education which is the main priority in the development of National Education. In an effort to increase the availability of education and cultural services, one of them is the government implementing efforts to revitalize and regrouping schools, especially elementary schools. With the aim of efficiency and school effectiveness can

be achieved with the support of adequate facilities. This effort is carried out in line with the existence of the Minister of National Education Republic of Indonesia Regulation No. 50 of 2007 concerning Standards for Management of Education by Regional Governments. School regrouping means that the school experiences a change both physically and non-physically so that it can be maintained. School regrouping is a study that has been going on for a long time in line with the practice of merger / consolidation / regrouping of the school itself. In Indonesia, the provision that refers to elementary school mergers / regrouping is the Minister of Home Affairs Regulation Number 421.2 / 2501 / Bangda / 1998 concerning the Guidelines for Regrouping Primary Schools.

Based on the authority above and in line with the implementation of decentralization policies in the education sector to the Provinces and Districts / Cities, as stipulated in Law Number 23 Year 2014 concerning Regional Governments. Then each province normally sets out regional regulations regarding the Implementation of Education. In this case in Central Java Province it is regulated in the Central Java Provincial Regulation No 4 of 2012 concerning the Implementation of Education, which among other things also regulates the authority to merge schools.

The authority is then regulated in more detail through Governor

Regulation Number 56 of 2013 concerning Implementation Guidelines for Central Java Regional Regulation No. 4 of 2012 concerning "Implementation of Education". In connection with this, in 2013 the Salatiga City Youth and Sports Education Office conducted a special evaluation in the form of an analysis of the education process, especially in the Elementary School. The results obtained in the evaluation contained many problems, ranging from the problem of decreasing the number of students in PPDB each year to certain schools, to the ineffectiveness of the management of education funds, and the inefficient use of teaching and learning facilities and infrastructure for certain schools. More than that the condition of education which every year has always decreased the number of students makes it impossible to implement quality education.

In the end a policy emerged to regrouping several schools as an educational effort in the troubled schools above. Regrouping in Salatiga began in 2016, one of the schools targeted by the school regrouping program in Salatiga in 2016 was SD Negeri Dukuh 04, Kecamatan Sidomukti, Kota Salatiga. Based on the results of analysis carried out by the Salatiga City Youth and Sports Education Office since 2013 this school is classified as problematic, this school has always experienced a decline in the number of students in PPDB each year which results in an imbalance in the number of students who graduate with new students on the other hand the most fundamental things have an impact on the management of ineffective education funds with limited number of students and the use of educational facilities will also not be efficient in terms of their use so that it will not achieve good quality education in the school.

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psychological recovery of children after the eruption of Mount Merapi, the increasing workload of teachers, internal problems of the teachers themselves due to lack of creativity and innovation in teaching teachers after the Merapi eruption so that the process of building resilience is not optimal. From the two previous studies, it appears that the research conducted an evaluation of the school regrouping program, but the two studies above produced different findings.

In terms of research, the author tries to use the CIPP model which is oriented to the context, input, process and product in implementing the school regrouping program. The school regrouping program in the city really needs to be evaluated, to find out the context, input, process, and product of the implementation of the school regrouping program. The results of the child become a reference for schools that implement regrouping programs and recommendations for improvement in the sustainability of the implementation of the school regrouping program. But the CIPP evaluation is intended to measure the extent of success of the school regrouping program in improving the quality of education.

The CIPP evaluation model was developed in 1966 by Daniel L. Stufflebeam. Stufflebeam and Shinkfield, (2007) explain the substance of context evaluation is assessing needs, problems, assets, and opportunities. Identify target populations, and diagnose problems in a general environment.

In the process of implementing school regrouping by the municipal youth and sports education services in 2016, especially in SD Negeri Dukuh 04 it did not necessarily just happen various evaluations of other schools around the Dukuh 04 Elementary School were also conducted with the aim of finding schools that were considered more or less have the same problem but in the

category can still be saved by implementing the school regrouping program, and the school that will be grouped together with the Dukuh 04 Public Elementary School is SD NegeriMangunsari 02.

This regrouping of primary schools is considered to be unable to be said to have been implemented properly when viewed from various aspects that became the problem until the impact of the implementation of the program. So that questions arise along with the implementation of this school regrouping program.

One of them is whether the implementation of this school regrouping program will change the state of education in the city of Salatiga, especially in SD NegeriMangunsari 02, Sidomukti District, Salatiga City ?

Research on school regrouping programs, in the world of education was also carried out in various elementary schools, as has been done by JihanAmaliaSyahidah (2013) in her research entitled «Policy Evaluation of the Merger of Pekalongan City State Primary Schools». This research is a policy evaluation research with qualitative research methods. The results of this study discuss the Policy of Merging Primary Schools in Pekalongan City which are divided into two, namely: the policy of merging schools based on management which has many obstacles in terms of effectiveness and efficiency, from the eight schools studied the effectiveness of management has not been achieved due to the double burden delegated to school principals, which makes school principals have difficulties in dividing their time to two schools.

The above findings are different from the results of research by Rani Widiowati (2014) in her research entitled «Scholl Resiliency and Capital of Regrouping Policy

after Merapi Eruption in the Special District of Yogyakarta Of Indonesia».

The results of the study show about: 1). Constraints for implementing regrouping; 2). Supporting factors for regrouping. This study uses a qualitative descriptive analysis model in an interactive and sustainable manner. The results of the study show that: 1). Many things happened both from the process until the school was grouped. There were obstacles at the beginning of the negotiation process, the benefits and disadvantages felt by the school community, but the school responded positively to this regrouping policy, with various considerations including: security, safety, student residence and work effectiveness after the Merapi volcano eruption, this regrouping policy aims to build school resilience after the eruption and so that the process of teaching and learning activities becomes effective and efficient; 2). Supporting factors are the regional government, in the form of funds in the construction of new school buildings for SD NegeriUmbulharjo 2, the willingness of the teachers of each school to support the regrouping policy for the smooth learning process after the volcanic eruption, teachers are willing to assist students and always provide advice and support to students so students want to adapt to the new school environment.

The inhibiting factor is the lack of broad knowledge of teachers in the psychological recovery of children after the eruption of Mount Merapi, the increasing workload of teachers, internal problems of the teachers themselves due to lack of creativity and innovation in teaching teachers after the Merapi eruption so that the process of building resilience is not optimal. From the two previous studies, it appears that the research conducted an evaluation of the school regrouping program, but the two studies above produced different findings.

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Evaluations assess alternative approaches, work plans, staffing plans, and budgets for the feasibility and potential cost effectiveness to meet target needs and achieve objectives. Process evaluation aims to provide an assessment of the implementation of activities, and provide feedback for staff performance. Product evaluation aims to measure, interpret, and assess the results of achieving a program.

The substance of the CIPP component is explained that the context seeks to identify the basic needs of making the program; input evaluation identifies programs, HR, infrastructure facilities, financing, work procedures, and planning; process evaluation evaluates the form of the program, implementation, implementation time and budget; and product evaluation assesses the impact of the program.

Materials and Methods

This research is an evaluation research, using the CIPP model, with an evaluative qualitative descriptive approach. This research was conducted at Dukuh 04 Elementary School and Mangunsari 02 Public Elementary School, Sidomukti District, Salatiga City. The time of the study was conducted in the 2018/2019 school year, starting from April to June 2019.

The subjects of this study were Elementary Education staff at the Salatiga City Youth and Sports Education Office, Principal of Dukuh 04 Elementary School and Principal of SD Negeri Mangunsari 03, Teacher at SD Mangunsari 02 Elementary School, Sidomukti District, Salatiga City. The source of this research is the words and actions of the subjects interviewed, the rest using documents taken from the results of the study. To get valid data, in this study researchers used several data collection tools which included interviews, observation and documentation studies. Data collected in the form of context, input, process, and product implementation of school regrouping at Dukuh 04 Elementary School and Mangunsari 02 Public Elementary School, Sidomukti sub-district, Salatiga.

Data	Data Sources	Data collection technique		
		Inter-view	Observation	Study documentation
Description of School Conditions at SD Negeri Dukuh 04 and SD Negeri Mangunsari 02	Kepala sekolah/ Document	√	√	√
School Regrouping Program Needs	Staff Dikdas, Kepala Sekolah	√		

The Purpose of the School Regrouping Program	Staff Dikdas, Kepala sekolah	√	√	
Benefits of the School Regrouping Program	Staff dikdas, Kepala sekolah	√	√	
Planning Process for the Regrouping Program	Staff Dikdas, Kepala Sekolah, Guru/ dokumen	√	√	√
Human resources, funds, infrastructure facilities, mechanism for school regrouping programs	Staff Dikdas, Kepala Sekolah, Guru / Dokumen	√	√	√
School Regrouping Program Preparation	Staff dikdas, kepala sekolah, guru / dokumen	√	√	√
School Regrouping Program Implementation	Kepala sekolah dan Guru	√	√	√
Things / Changes that Occur in the Implementation of the School Regrouping Program, Achievement of the School Regrouping Program	Staff dikdas, Kepala sekolah, Guru / dokumen	√	√	√

Tabel 1. Grid of Data Collection Instruments and Evaluation of School Regrouping Programs in SD Negeri Dukuh 04 and SD Negeri Mangunsari 02

Then, to analyze the data in this study using interactive models (Miles and Huberman). The stages of analysis of this model are data collection, data.

Results And Discussions

Based on the table, it can be explained that Dukuh 04 Elementary School and SD Negeri Mangunsari 02 are classified as schools which always get a very small number of students in PPDB according to school data in the 2016/2017 school year.

No	Name Study Group	Class Level	Students
1.	Class 1	1	-
2.	Class 2	2	-
3.	Class 3	3	2
4.	Class 4	4	2
5.	Class 5	5	1
6.	Class 6	6	12
The Number Of Students			17

Tabel 2.Data from Dukuh Elementary School Students 04 Academic Year 2016/2017

No	Name Study Group	Class Level	Students
1.	Class 1	1	14
2.	Class 2	2	16
3.	Class 3	3	17
4.	Class 4	4	18
5.	Class 5	5	18
6.	Class 6	6	20
The Number Of Students			103

Tabel 3. Data of SD Negeri Mangunsari Students 02 Academic Year 2016/2017

Evaluation of Context Program

Evaluation of Context Program Regrouping school in SD Negeri Dukuh 04, due to several factors including the SD Negeri Dukuh 04 which is classified as a school that always gets a very small number of students in PPDB according to school data in the academic year 2013/2014 to 2016/2017. Another consideration that causes Dukuh 04 Public Elementary School to be the target of school regrouping in the 2016/2017 school year is the decline in the number of students each year which greatly affects the inefficient use of education funding, as well as

ineffective use of educational infrastructure, so that this is considered very affect the quality of education.

Evaluation Of The Input Program

Evaluation of School Regrouping Program Inputs in Dukuh 04 Elementary School and Mangunsari 02 Elementary School, based on the agreement between the two schools namely Dukuh 04 Elementary School and Mangunsari 02 Elementary School, in a meeting with the Salatiga City Youth and Sports Education Office and the results of each school willing to do school regrouping.

Then the results of this agreement were socialized to the parents of the students, who were attended by the school committee, parents of students, and local Rt / Rw administrators by conveying the cause and purpose and benefits of this school regrouping program, and the results were well received by parents and stakeholders. other interests from the school and from the local area. Students from Dukuh 04 Elementary School finally regrouped at Public Elementary School 02, this was based on the results of school Accreditation which showed the Accreditation of Mangunsari 02 Elementary School was higher, namely A, while Dukuh 04 Elementary School Accreditation only got a C.

Therefore based on existing school regrouping guidelines, in the implementation of agency regrouping that is still used is an institution that has a higher accreditation value. Starting from the 2016/2017 school year based on the decision of the Salatiga City Youth and Sports Education Office and other supporting documents, Dukuh 04 Elementary School was officially closed and no longer used.

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Evaluation Of The Process Program

In planning up to the implementation of the school regrouping program it is planned based on the agreements of various parties, be it the Education Office, Principals, Teachers, Parents, school committees to Rt / Rw administrators around the school environment, and SD NegeriMangunsari 02 principals as recipients of the major responsibilities entrusted with the

implementation of this school regrouping program certainly cannot implement it themselves must be balanced with support from all parties directly involved in the process of implementing a school regrouping program such as the Head of the Hamlet 04 Elementary School and the Salatiga City Youth and Sports Education Office. Thus this program can be implemented properly and maximally.

Evaluation Of The Product Program

School regrouping program at Dukuh 04 Elementary School and SD NegeriMangunsari 02 is considered not to be a major influence for students. Other impacts that may also be considered are the teaching staff and education, as well as school infrastructure in the Hamlet 04 Elementary School and SD Mangunsari 02 after the school regrouping program is implemented. Educators and education staff, namely 11 educators, were transferred to surrounding schools which still needed educators. For example, the principal of the Dukuh 04 Elementary School has now become the principal of Mangunsari 01 Elementary School. And most of the school infrastructure from SD Negeri Dukuh 04 is transferred to SD Negeri Mangunsari 02, and a small portion of adequate infrastructure in SD NegeriMangunsari 02 is diverted to schools around the needy such as Dukuh 02 Elementary School and Dukuh Public Elementary School 03.

Viewed from the purpose of school regrouping at Dukuh 04 Elementary School and SD Mangunsari 02 Elementary School, namely to improve the quality of education in schools. Regrouping at Dukuh 04 Elementary School and SD Mangunsari 02 Elementary School has increased the quality of education as seen from several aspects, including: 1). School Achievement after school regrouping

is done, it can be said that this increase can be seen from the increase in the average value of the results of the SD Negeri Dukuh 04 National Examination every year since the 2016/2017 school year. 2). Students, the school regrouping program has no impact on the development of students, but which is quite an obstacle regarding the management of student data administration, such as BOS funds and educational assistance received by students in their original schools, must remain their rights in the new school. In terms of numbers, there has been an increase in the number of students in PPDB since the implementation of the school regrouping program can be seen in table 4.4, the number of students in the 2016/2017 school year totaling 103 students after regrouping to 120 students, and in the school year 2018/2019 to 136 students. 3). Infrastructure, the school regrouping program makes SD NegeriMangunsari 02, having additional learning infrastructure facilities, including blackboards, tables, chairs, cabinets, textbooks and other additional facilities. But in terms of the utilization of abandoned school buildings, namely SD NegeriDukuh 04, until now the function has not been achieved, or in other words the management of the Dukuh 04 Elementary School building has not been in accordance with the objectives of school regrouping issued by Minister of Home Affairs Number 421.2 / 2501 / Bangda/ 1998 concerning the Regrouping of Primary Schools “.

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Conclusion

From all descriptions of the discussion on the results of the evaluation program of the regrouping school program in Dukuh 04 Elementary School and SD Negeri Mangunsari 02, Sidomukti District, Salatiga, conclusions can be drawn as follows.

1). In the Context School regrouping program at Hamlet 04 Public Elementary School and SD Mangunsari 02 Elementary School has not been fully implemented properly the Dukuh 04 Elementary School school building is still not used as it should, a waste of school buildings. 2). From the Program Input, the planning and needs of the program have been compiled, by conducting socialization prior to the implementation of HR, funding, public relations and the mechanism for implementing the regrouping and implementation programs well. 3).

From the process, planning a regrouping program and implementing a school regrouping program is not yet in line with the objectives of school regrouping. Because the use of the school building that was left behind could be categorized as a waste of school buildings, therefore the school and the Salatiga City Youth and Sports Education Office needed to be wise and creative in terms of the use of abandoned school buildings, so that the school regrouping objectives could be fully Well done. 4). From the product program regrouping at SD Negeri Mangunsari 02 it has been well implemented seen from several aspects, including: a. School achievement is said to be increasing this can be seen from the increase in the average value of the results of the National Elementary School Examination 04 Hamlet in each year since the school year 2016 / 2017.b. Students, school regrouping does not have an impact on student development, but which is quite an obstacle regarding student administration data management, such as BOS funds and educational assistance received by students at home schools, must remain their right in the new school. The increase in the number of students in PPDB since the implementation of the school regrouping program can be seen from the number of students in the 2016/2017 school year, amounting to 103 students

after regrouping to 120 students, and in the school year 2018/2019 to 136 students. C. Infrastructure, school regrouping makes SD Negeri Mangunsari 02, has additional learning infrastructure facilities, including blackboards, tables, chairs, cabinets, textbooks and other additional facilities. But in terms of utilization of abandoned school buildings, namely SD Negeri Dukuh 04, function has not yet been achieved, or in other words the management of the Dukuh Public Elementary School 04.

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