

Evaluation of Child-Friendly School Programs Using The Cipp Model

Anggun Kurniadi¹, Basukiyatno, Suriswo
{ matapena80@gmail.com¹}

Magister of Pedagogy, Universitas Pancasakti Tegal, Indonesia

Abstract. Child-friendly schools are educational institutions that ensure the rights of children, protect them from violence and discrimination, and promote their participation. This study evaluates the concept and effectiveness of the Child Friendly School Program at SMK Negeri 1 Warureja using the CIPP model. The research design combines quantitative and qualitative methods, using a convergent parallel design. The population includes the principal, vice principal, teachers, committee members, and students involved in the program. Purposive sampling is used to select samples based on specific criteria. Data is collected through questionnaires, observation, interviews, and documentation. Validity and reliability of the data are ensured through expert judgment, limited tests, and Kuder Richardson (KR.20) reliability test. Data is analyzed using descriptive analysis in percentage. Keywords: Evaluation, Child Friendly School, CIPP.

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1 Introduction

Hospitality opens up the widest opportunities in all sectors of life. Friendliness and politeness remain the main basis for upholding the attitude of brotherhood, mutual respect and respect for others. Friendliness makes a cheerful face that invites brotherhood or friendship, networking, relationships that will later help in living life and achieving success.

Friendliness in the world of education is a form of effort to increase students' self-character values, one of the programs implemented to instill character education in students is to get used to the 5S culture (Smile, Greeting, Greet, Polite, Polite).

We can create friendliness both within the family, school and in the community. The form of hospitality is having a kind attitude, soft speech and language, pleasant in association and a mutual cooperation spirit. With mutual cooperation, we will maintain harmony between groups, respect and respect each other, feel that all are the same, there is no difference, like to help people who are weak and those who are lacking. When working together, it's light and heavy to carry. That way we should maintain our friendly attitude to others and improve it regularly, because this friendly attitude will have a universal impact on all aspects of life.

Friendliness is one of the basic principles in a child-friendly school. Hospitality in question is a good form of education. Good education is a learning that can appreciate anyone involved.

Educate with kindness, not with anger, let alone violence. Educate with gentleness and firmness. This is an educational concept that we must continue to develop so that violence does not occur in the world of education, whether it is done by teachers, students or guardians of students. Education with full hospitality in question aims to form one of the characters of the expected child.

Affirmations related to discipline without physical or verbal violence can be used as an effort to teach children in terms of the intended hospitality. Violence applied will only result in trauma, heartache, and of course the violence itself will be passed on to the next generations.

The amount of violence that occurs against children is increasingly concerning. Ironically, violence actually happens a lot in schools that should be safe and comfortable places for children's learning and development. Violence against children is not only at school, violence can also occur in the home environment, this can be seen from the many cases of domestic violence (domestic violence) and children who are always the victims. This will greatly affect the development of children's character.

School is one of the important things that is the basis for children's education. School is a field of knowledge that can later become provision in the future. According to Yusuf [1] "a school is a unit of learning activities carried out by special officers in a planned and orderly manner according to a predetermined set of values and norms to achieve predetermined educational goals.

According to the Ministry of National Education [2] in the Big Indonesian Dictionary, the notion of a school is a building or institution for learning and teaching as well as a place for receiving and giving lessons. . Agree with Rahmat Hidayat and Abdillah [3] school is an institution or organization that is authorized to organize learning activities.

Realizing this, in schools it is necessary to develop humanistic learning, namely a learning model that recognizes that learning is not an automatic consequence but requires mental involvement, and changes the learning atmosphere to be more enjoyable by combining the physical and psychological potential of students. By providing training in increasing teacher capacity in classroom management, as well as increasing understanding of the negative effects of bullying and preventing violence in the school environment through the Child Friendly Schools (SRA) program.

Child-friendly schools can be interpreted, "as a unit of educational institutions that can facilitate and empower children's potential so that children can grow and develop, participate and be protected from acts of violence and discrimination. Schools must also create adequate programs and create a conducive and educative environment" [4]

The same opinion according to Mami Hajaroh [5] Child-friendly schools are essentially safe and comfortable schools for children. Child-friendly schools are a vehicle or means to achieve national education goals, namely human beings who have personality, have noble character, have spiritual strength, are intelligent, skilled, are useful for national resources and development.

Based on the description above, it can be concluded that child-friendly schools are a learning process that prioritizes an affectionate approach supported by a clean, safe, friendly, beautiful and comfortable environment for more enjoyable learning to fulfill children's rights without coercion, violence and discrimination.

The SRA policy is developed and implemented to be able to fulfill, guarantee and protect children's rights while the child is in an education unit, and ensure that the education unit is able to develop children's interests, talents and abilities and prepare children to be responsible for a life that is tolerant, mutually respectful and works together for progress and the spirit of peace. Based on the conditions above, it is necessary to carry out evaluative research that provides answers regarding the implementation and effectiveness of the Child Friendly School Program in fulfilling children's rights.

Evaluation is a process or activity of selecting, collecting, analyzing and presenting information that can be used as a basis for making a policy or decision regarding an object. According to Wirawan [6] Evaluation is a process of collecting and presenting information about the object being evaluated, assessing it with evaluation standards and the results of the assessment are used to make decisions regarding the object of evaluation. Program evaluation is the application of systematic scientific procedures to assess designs, then present information in the framework of decision making regarding the implementation and effectiveness of a planned and sustainable system (program). Burke Johnson in southalabama.edu.com (2016) Program

evaluation is defined as the use of research procedures to systematically examine the effectiveness and intervention of a program.

The CIPP evaluation model put forward by Stufflebeam & Guili Zhang [7] are as follows: (a) Context Evaluation evaluates overall needs (assets and opportunities), to determine program objectives, program priorities and ensure program objectives are significantly on target. The main purpose of context evaluation is to identify strengths and weaknesses; (b) Input Evaluation is input evaluation used to evaluate several things including: (1) human resources, (2) supporting facilities and equipment, (3) funds/budgets, and (4) various procedures and rules that are treated; (c) Process Evaluation is process evaluation specifically used to monitor, document, assess, and report program implementation. The evaluation provides feedback during program implementation and then provides feedback on how program activities are running according to goals and needs.; (d) Product Evaluation is product evaluation with the aim of measuring, interpreting, and determining the achievement of results from a program, ensuring how much the program has met the needs of a group of programs served.

This evaluation research aims to find out how far the concept has been achieved, the level of implementation effectiveness, to the obstacles encountered and the solutions in implementing the child-friendly school program using the CIPP model at SMK Negeri 1 Warureja.

2 Methods

This type of research is research that combines quantitative research and qualitative research. Ambiyar and Muharika [8] define a mixed methods research (quantitative-qualitative) as a method that focuses on collecting and analyzing data and combining quantitative and qualitative data systematically at each stage of the evaluation carried out.

In line with Sugiyono [9] states that the combined research method is a research method that combines or combines quantitative methods and qualitative methods to be used together in a research activity, in order to obtain more comprehensive, valid, reliable and objective data.

The design used in this study is a convergent parallel design in mixed methods which implies that the researcher uses both methods (qualitative and quantitative) simultaneously when collecting data, combining data, and using research results to understand research problems.

The population in this study were all residents who were involved in implementing the child-friendly school program including the principal, vice principal, teachers, committee members and students.

Sampling was based on a purposive sampling technique in which samples were selected based on certain criteria, namely the principal, 4 vice principals, 5 teachers, committee members and 35 students.

Data collection techniques use integrating methods, meaning that quantitative and qualitative data are collected congruently and merged into both databases by transforming qualitative themes into numbers that can be calculated and compared the results of these calculations with descriptive quantitative data.

The data collection method in this study was to use: (1) Questionnaire/questionnaire, the types of questionnaires used by researchers in this study were closed questionnaires and open questionnaires using measuring instruments in the form of questionnaires/questions with a Guttman scale "Yes" and "No"; (2) Observation, which is used in this study is participatory observation; (3) Interviews, which are used are unstructured interviews; (4) Documentation, documents for the implementation of child-friendly schools.

Testing the validity of the instrument was carried out in two stages, namely with content validity and construct validity. The content validity test is intended to find out whether the items in the instrument reflect the intended change indicators. Construct validity is intended to obtain the

types of questions that are in accordance with the level of understanding of each respondent. Sugiyono [9] said that to test construct validity, it can be used by holding consultations with supervisors and expert opinions (judgment experts).

Scores in the instrument assessment items used a Likert Scale measurement, then tested for validity using the SPSS program. Each item was analyzed using Pearson Product Moment with a significant level of 5%. Each item is declared valid if $r_{\text{count}} > r_{\text{table}}$, otherwise $r_{\text{count}} < r_{\text{table}}$, then the instrument is invalid.

Testing the reliability of the instrument was carried out using the Kuder Richardson formula (KR. 20) with a limit of 0.6 it can be determined whether the instrument is reliable or not.

Data analysis in this study uses descriptive data analysis of the percentages obtained by each indicator in the variable, and descriptive calculations of percentages are then interpreted into sentences.

3 Discussion

From the results of field observations and existing documents including documentation and results of interviews with school principals, data was obtained that SMK Negeri 1 Warureja implemented a child-friendly school program policy based on a decree from the Office of Women's Empowerment and Child Protection. After getting the task or mandate to make Warureja State Vocational School 1 one of the child-friendly schools, the school made plans to run the program. Students and parents as well as other stakeholders including the Education Office are involved in the child-friendly school program.

Furthermore, to support the implementation of the child-friendly school program policy, the school made changes related to the vision, mission and goals to include the existing principles in the child-friendly school program policy. The school's commitment to child-friendly school program policies includes protecting children's rights, preventing violence against children and being fair and avoiding discrimination.

Furthermore, the goals of SMK Negeri 1 Warureja in realizing child-friendly schools are adjusted to the child-friendly school program policies contained in Law Number 23 of 2003 and Amendment to Law Number 35 of 2014 concerning Child Protection which reads: (1) Children in and within the education unit environment it is obligatory to obtain protection from acts of physical, psychological violence, sexual crimes, and other crimes committed by educators, educational staff, fellow students, and/or other parties. (2) The protection referred to in paragraph (1) is carried out by educators, educational staff, government officials, and/or the community.

The results of the descriptive statistical research on the percentage of context aspects were obtained by the Very Good level category 81% - 100%; Good 61% - 80%; Fairly Good 41% - 60%; Less Good 21% - 40%; Not Good 0% - 20%

The research data for the evaluation of the child-friendly school program at SMK Negeri 1 Warureja in terms of the context aspect were obtained from the questionnaire instrument. Respondents in this study were school principals, vice principals, subject teachers. The context aspect questionnaire consists of 20 questions covering 82.61% of child-friendly school policies in the very good category and in accordance with the conditions in the field.

Based on these results it is clear that for the continuation of the child-friendly school program, schools need commitment from all parties. This school has a commitment to implement the principles of a child-friendly school. There is a process of awareness and support for members of the education unit to understand the Convention on the Rights of the Child. Have a commitment to create a smoke-free area by making billboards or appeals in every corner of the school. Have a commitment to realizing a drug-free area as outlined in the school rules and placing warnings in several corners of the school that are easy to see. Have a commitment to implementing

disaster-safe schools structurally and non-structurally. Ensuring that there is disaster risk reduction (DRR) in the learning process through regular and periodic maintenance of school facilities.

In the context evaluation, it was found that SMK Negeri 1 Warureja implements child-friendly schools not only with 6 child-friendly school components set by the government but also has components that are integrated into 8 national education standards, namely content standards and management standards.

The content standards in question are the basic framework and curriculum structure based on the concept of child protection, learning loads that take into account the age and ability of the child, curriculum content that integrates child protection and an educational calendar taking into account the best interests of the child. Meanwhile, the management standard is the implementation of school-based management as indicated by independence, partnership, participation, openness and accountability.

The results of the descriptive statistical research on the percentage of input aspects were obtained by the Very Good level category 81% - 100%; Good 61% - 80%; Fairly Good 41% - 60%; Less Good 21% - 40%; Not Good 0% - 20%.

The research data for the evaluation of the child-friendly school program at SMK Negeri 1 Warureja in terms of the input aspect were obtained from a questionnaire instrument. The input aspect questionnaire obtained a value of 85.23% in the very good category and very much in accordance with the conditions in the field.

Evaluation of inputs to the implementation of the child-friendly school program at SMK Negeri 1 Warureja is implemented on standard facilities and infrastructure, standards for educators and education staff, and school financing standards.

Facilities and infrastructure standards, minimum requirements regarding facilities include furniture, educational equipment, educational media, books and other learning resources, consumable materials. The minimum requirements regarding infrastructure are classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen rooms, installations and services, places to exercise, places of worship, places to play, places recreation.

Regarding child-friendly school facilities and infrastructure, Tenggara 2 Public Junior High School implements 13 indicators, namely: 1) The teacher involves children in arranging seats and class arrangements so that they are comfortable supporting the teaching and learning process; 2) The teacher involves children in choosing the color of the classroom walls according to school directives; 3) The teacher involves children in installing displays and setting up reading corners according to school directions; 4) Availability of sufficient cleaning tools and availability of adequate organic and non-organic waste bins in each class; 5) Availability of a place to wash hands along with liquid soap in front of the class; 6) The school does not provide an ashtray because the school implements a no smoking area; 7) Availability of clean water facilities such as drains and water reservoirs that flow smoothly; 8) Availability of sports equipment and school games, both traditional and public sport facilities; 9) There is a ban on selling cigarettes in the school environment; 10) There is an anti-smoking task force; 11) Availability of hygienic school equipment in the canteen, 12) UKS where the treatment rooms are divided between male and female students; 13) Separate toilets for girls and boys.

The results of the descriptive statistical research on the percentage of the process aspect were obtained by the Very Good level category 81% - 100%; Good 61% - 80%; Fairly Good 41% - 60%; Less Good 21% - 40%; Not Good 0% - 20%.

The evaluation research data for the child-friendly school program at SMK Negeri 1 Warureja in terms of the process aspect were obtained from a questionnaire instrument. The input

aspect questionnaire obtained a value of 83.66% in the very good category and very much in accordance with the conditions in the field.

Evaluation of the process of implementing the child-friendly school program in terms of 3 aspects. Namely implementing an annual child-friendly school action plan/program by optimizing all resources, making efforts to fulfill child-friendly school components and participating in training and mentoring.

Evaluation of the first process component is that SMK Negeri 1 Warureja implements an annual child-friendly school action plan or program by optimizing all resources. After the researchers conducted a documentation and observation review, this school had rules regarding child-friendly school discipline through school rules using positive and communicative language, there was two-way communication where students had no feelings of fear, embarrassment or stiffness in expressing opinions or reporting when they receive bad treatment, educators and education staff always motivate student learning, there is familiarity between fellow students and teachers and education staff. educators form the positive character of children through fostering character education.

Furthermore, receiving, greeting and greeting students who have just arrived in the morning, every morning the principal together with the teacher council together welcome their students with the 3S motto (smile, greet, greet). Learning is not only in the classroom but interspersed with learning outside the classroom, involving parents and other parties as information providers, guidance counselors and homeroom teachers become a place for students to vent both about lessons at school and about personal problems. Seeing this, the role of the BK teacher and homeroom teacher is very much awaited by all students. Furthermore, the national anthem is routinely carried out through the development of character education (singing regional songs and national songs).

Evaluation of the second process component is the fulfillment of the child-friendly school component. The component of fulfilling a child-friendly school implemented by this school is the existence of a child-friendly school nameplate or banner that has been installed on the front of the school. The room has sufficient lighting and good air circulation. Signs for safety, for example for motorized roads, pedestrians and gathering points if something happens.

Evaluation of the third process component is participating in training and mentoring by the PPPA Office. Disaster Risk Reduction (PRB) and Disaster Safe Simulation in collaboration with the Fire Department and disaster management. School Health Efforts cooperate with the nearest puskesmas and activities held by the education office.

The results of the descriptive statistical research on the percentage of product aspects were obtained by the Very Good level category 81% - 100%; Good 61% - 80%; Fairly Good 41% - 60%; Less Good 21% - 40%; Not Good 0% - 20%.

The evaluation research data for the child-friendly school program at SMK Negeri 1 Warureja in terms of the product aspect was obtained from a questionnaire instrument. The input aspect questionnaire obtained a value of 83.53% in the very good category and very much in accordance with the conditions in the field.

After analyzing the results of documents related to child-friendly schools, photos of activities and field observations, the researchers can conclude that SMK Negeri 1 Warureja meets the criteria as a child-friendly school. This school has fulfilled the 6 basic components of a child-friendly school, carried out habituation to students which was marked by the existence of school regulations that referred to child-friendly schools and this school made an impact on other schools.

4 Conclusions

Based on the discussion we know about; first, the concept of implementing a child-friendly school program at SMK Negeri 1 Warureja is in accordance with the child-friendly school policy contained in Law Number 23 of 2003 and Amendments to Law Number 35 of 2014 concerning Child Protection.

Second, in supporting the implementation of child-friendly school policies at SMK Negeri 1 Warureja, good and smooth communication, attitude and commitment of teachers and all residents, good coordination between the local government and the school and positive support from all school members, community members parents and local people.

Third, the level of effectiveness in achieving the implementation of the child-friendly school program at SMK Negeri 1 Warureja is very good.

Fourth, There are still obstacles encountered in the implementation of the child-friendly school program, namely the limited budget to support the development of facilities and infrastructure where the budget determination in BOS and BOP is focused on existing technical guidelines, and the limited number of teachers trained in CRC and child-friendly schools and overcrowding teacher activities so that the implementation of policies is not optimal in meeting the needs of children according to the maximum standards of child-friendly schools.

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