

Jurnal Kepemimpinan Pendidikan | JKP UHAMKA



Journal of Leadership In Education

EVALUATION OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE MANAGEMENT PROGRAM IN IMPROVING THE QUALITY OF EDUCATION

Bustanul ARIFIN957-965

THE EFFECT OF INFRASTRUCTURE AND WORK ENVIRONMENT ON PRIVATE MADRASAH TSANAWIYAH TEACHERS' PERFORMANCE IN CENTRAL JAKARTA

Muhammad Alvin GEOVANI966-972

EVALUATION OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT CIKAMPEK SELATAN PUBLIC ELEMENTARY SCHOOL

Yoga DWIPUTRA, Connie CHAERUNNISA, RISMITA973-979

EVALUATION OF THE IMPLEMENTATION OF CATALYST SCHOOL SD PANCA BHAKTI IN KECAMATAN MAKASAR JAKARTA TIMUR

Ari SETIYOWATI980-987

EVALUATION OF THE IMPLEMENTATION OF THE AL-QUR'AN TAHFIDZ PROGRAM AT EMIISC ELEMENTARY SCHOOL, EXCELLENT METROPOLITAN INTEGRATED ISLAMIC SCHOOL JAKARTA

Isma'il Shiddiq ZAMROJI, Abd. Rahman A. GHANI, ISTARATININGTIAS988-998

EVALUATION OF CHARACTER EDUCATION PROGRAM AT SDN TANJUNG DUREN UTARA 02 JAKARTA

Ummi Widya ASTUTI999-1004

EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT KLENDER 13 STATE ELEMENTARY SCHOOL, EAST JAKARTA

Exabella HANDAYANI1005-1011

EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT SDN DEWI SARTIKA CIPTA BINA MANDIRI, SUKABUMI CITY

Paramadita Khalifa GARWAUTAMI1012-1021



p-ISSN 2086-2881

e-ISSN 2598-621X

URL : <https://journal.uhamka.ac.id/index.php/jkp>

Volume 7, No. 2, July - December 2024, page 957 – 1021

JURNAL KEPEMIMPINAN PENDIDIKAN (JKP UHAMKA)

- EVALUATION OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE
MANAGEMENT PROGRAM IN IMPROVING THE QUALITY OF EDUCATION
Bustanul ARIFIN.....**957-965**
- THE EFFECT OF INFRASTRUCTURE AND WORK ENVIRONMENT ON PRIVATE
MADRASAH TSANAWIYAH TEACHERS' PERFORMANCE IN CENTRAL JAKARTA
Muhammad Alvin GEOVANI **966-972**
- EVALUATION OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT CIKAMPEK
SELATAN PUBLIC ELEMENTARY SCHOOL
Yoga DWIPUTRA, Connie CHAERUNNISA, RISMITA**973-979**
- EVALUATION OF THE IMPLEMENTATION OF CATALYST SCHOOL SD PANCA
BHAKTI IN KECAMATAN MAKASAR JAKARTA TIMUR
Ari SETIYOWATI.....**980-987**
- EVALUATION OF THE IMPLEMENTATION OF THE AL-QUR'AN TAHFIDZ
PROGRAM AT EMIISC ELEMENTARY SCHOOL, EXCELLENT METROPOLITAN
INTEGRATED ISLAMIC SCHOOL JAKARTA
Isma'il Shiddiq ZAMROJI, Abd. Rahman A. GHANI, ISTARYATININGTIAS**988-998**
- EVALUATION OF CHARACTER EDUCATION PROGRAM AT SDN TANJUNG DUREN
UTARA 02 JAKARTA
Ummi Widya ASTUTI**999-1004**
- EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL
PROGRAM AT KLENDER 13 STATE ELEMENTARY SCHOOL, EAST JAKARTA
Exabella HANDAYANI.....**1005-1011**
- EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL
PROGRAM AT SDN DEWI SARTIKA CIPTA BINA MANDIRI, SUKABUMI CITY
Paramadita Khalifa GARWAUTAMI.....**1012-1021**

Jurnal Kepemimpinan Pendidikan (JKP) with registered number ISSN 2086-2881 (print), ISSN 2598-621X (online) is a scientific journal published by Post Graduate School Education Administration Programme, Muhammadiyah University Prof. Dr. Hamka, Indonesia. This English version journal first published in 2018 and associated with Ikatan Sarjana Manajemen Administrasi Pendidikan Indonesia (ISMAPI).

The aims of this journal publication is to support the dissemination and sharing of ideas for research in the field of Education and strategic objectives through scientific papers, add sources of references and encourage research in the field of Education. This journal broad scope provides a platform to publish primary research and non-research (review articles) in areas of:

1. Administration in Education
2. Early Childhood
3. Educational Leadership
4. Gender, Sexualities and Cultural Studies
5. Inclusive Education
6. Motivation and Learning
7. Professional and Higher Education
8. Teacher Education and Research Innovation
9. Technology and Learning

Each submitted article will be reviewed by at least two reviewers. During this post pandemic time we encourage safety and health to researchers at all times. We also thank researchers for supporting JKP UHAMKA. This full paper consists of 8 articles published at December 6th 2023.

Editor in Chief

Ihsana El Khuluqo, University of Muhammadiyah Prof. DR. HAMKA
(*SCOPUS ID: 57212304891*, *ORCID ID: <https://orcid.org/0000-0002-8860-4508>*,
SINTA ID:258523, *GOOGLE SCHOLAR ID: -uYkr2EAAAAJ*)

Board of Editors

Dr. Hj. Istaryatiningtias, M.Pd. , University of Muhammadiyah Prof. DR. HAMKA

Dr. Musringudin, M.Pd. , University of Muhammadiyah Prof. DR. HAMKA

Dr. Rismita M.Pd. , University of Muhammadiyah Prof. DR. HAMKA

Reviewers

Prof. Udin Syaefuddin P.hd. , Universitas Pendidikan Indonesia (UPI), Indonesia

Prof. Dr. Imron Arifin M.Pd. , Universitas Negeri Malang (UNM), Indonesia

Dr. Suyatno M.Pd. , Universitas Ahmad Dahlan Yogyakarta (UAD), Indonesia

Assoc. Prof. Dr. Hamid Bustami , Universiti Utara Malaysia (UUM), Malaysia

Dr. Nurul Wahida Azid Aziz , Universiti Utara Malaysia (UUM), Malaysia

Editorial office: Education Administration Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA. Address: JL Warung Buncit Raya, No. 17, Jakarta Selatan, DKI Jakarta, Indonesia Post Code 12540. Tel +62 21 7918 4063. Email: jkp@uhamka.ac.id. or [jkpuhamka@gmail.com](mailto:jkp@uhamka@gmail.com).

The editor receives written contributions that have never been published in other media. Manuscripts are typed on double-spaced HVS quarto paper for approximately 15 pages, in the format listed on the back page ('instructions for prospective JKP Authors'). The incoming script is evaluated and edited for the uniformity of formats, terms and other procedures.

REQUIREMENTS

PUBLICATIONS FORMAT OF JKP UHAMKA

1. Jurnal Kepemimpinan Pendidikan is open to the scientific community in the field of education. Manuscripts are written research reports, policy development reports, current educational administration issues, and original book reviews, attached to it that have not been published in other publishers.

2. Manuscripts are sent to the Editor's address as many as 2 (two) copies of hardcopy and must be accompanied by softcopy with *.Doc files on CD or via e-mail. With A4 paper size and margin format on four sides 2 cm apart, font Times News Roman size 11 (Except for titles with font 14 and abstract 10), spasis 1.5, page numbers written in the lower left corner, ranging from 10-18 pages including tables, graphs, diagrams, photos, images and bibliography.

3. Journal manuscripts are written in Indonesian and/or English, at least containing:
 - **TITLE:** (no more than 14 words, with a size of 14 pt)
 - **AUTHOR NAME:** The name of the author without a title can be written by more than one person, placed under the title with the agency and email address below. The authors' names should follow the format of First Name LAST NAME (e.g., Ihsana El KHULUQO) – i.e., first (given) name before last (family) name, and the last name be fully capitalized.
 - **ABSTRACTS:** are written in Indonesian and/or English no more than 200 words.
 - **KEYWORDS:** set of English keywords are both formatted in bold type. The keywords should be chosen to be suitable for both an index of the proceedings and for electronic search.
 - **INTRODUCTION :**(contains justification of the importance of research carried out, research problems and briefly illustrates the theoretical review of the research conducted, and the novelty produced by this research essence).
 - **RESEARCH METHODS**
 - **RESEARCH RESULT**
 - **FINDINGS AND DISCUSSION** (analysis of research results and theoretical suitability)
 - **CONCLUSIONS AND SUGGESTIONS**
 - **REFERENCES**

4. Inclusion of formulas, tables, graphs, diagrams, photos, images with provisions as following:

Formula: The formula is typed using MS Equation and given a number (at in brackets) on the right side.

Table: Numbers and table names are placed in the middle, above the table box

Graphs, diagrams, drawings: Numbers and names are placed in the middle below the object.

5. The completeness of the substance of the text is examined by the competent reviewer in accordance with the journal manuscript with the original editor's expertise field.

6. All parts of the script, in the discussion section, tables and graphs, must be made in the black and white method (not color or grayscale). If needed, images can be presented in grayscale, but not color.

7. Softcopy of article file submitted to jkp submission system also sent to E-mail:
jkp@uhamka.ac.id or jkpuhamka@gmail.com.

Jurnal Kepemimpinan Pendidikan (JKP) with registered number ISSN 2086-2881 (print), ISSN 2598-621X (online) is a scientific journal published by Post Graduate School Education Administration Programme, Muhammadiyah University Prof. Dr. Hamka, Indonesia. This English version journal first published in 2018 and associated with Ikatan Sarjana Manajemen Administrasi Pendidikan Indonesia (ISMAPI).

The aims of this journal publication is to support the dissemination and sharing of ideas for research in the field of Education and strategic objectives through scientific papers, add sources of references and encourage research in the field of Education. This journal broad scope provides a platform to publish primary research and non-research (review articles) in areas of:

1. Administration in Education
2. Early Childhood
3. Educational Leadership
4. Gender, Sexualities and Cultural Studies
5. Inclusive Education
6. Motivation and Learning
7. Professional and Higher Education
8. Teacher Education and Research Innovation
9. Technology and Learning

Each submitted article will be reviewed by at least two reviewers. During this post pandemic time we encourage safety and health to researchers at all times. We also thank researchers for supporting JKP UHAMKA. This full paper consists of 8 articles published at June 6th 2022.

Editor in Chief

Ihsana El Khuluqo, University of Muhammadiyah Prof. DR. HAMKA
(*SCOPUS ID: [57212304891](#), ORCID ID: <https://orcid.org/0000-0002-8860-4508>,
[SINTA ID:258523](#), [GOOGLE SCHOLAR ID: -uYkR2EAAAAJ](#))*

Board of Editors

Dr. Hj. Istaryatiningtias, M.Pd. , University of Muhammadiyah Prof. DR. HAMKA

Dr. Musringudin, M.Pd. , University of Muhammadiyah Prof. DR. HAMKA

Dr. Rismita M.Pd. , University of Muhammadiyah Prof. DR. HAMKA

Reviewers

Prof. Udin Syaefuddin P.hd. , Universitas Pendidikan Indonesia (UPI), Indonesia

Prof. Dr. Imron Arifin M.Pd. , Universitas Negeri Malang (UNM), Indonesia

Dr. Suyatno M.Pd. , Universitas Ahmad Dahlan Yogyakarta (UAD), Indonesia

Assoc. Prof. Dr. Hamid Bustami , Universiti Utara Malaysia (UUM), Malaysia

Dr. Nurul Wahida Azid Aziz , Universiti Utara Malaysia (UUM), Malaysia

Editorial office: Education Administration Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA. Address: JL Warung Buncit Raya, No. 17, Jakarta Selatan, DKI Jakarta, Indonesia Post Code 12540. Tel +62 21 7918 4063. Email: jkp@uhamka.ac.id. or jkpuhamka@gmail.com.

The editor receives written contributions that have never been published in other media. Manuscripts are typed on double-spaced HVS quarto paper for approximately 15 pages, in the format listed on the back page ('instructions for prospective JKP Authors'). The incoming script is evaluated and edited for the uniformity of formats, terms and other procedures.

REQUIREMENTS

PUBLICATIONS FORMAT OF JKP UHAMKA

1. Jurnal Kepemimpinan Pendidikan is open to the scientific community in the field of education. Manuscripts are written research reports, policy development reports, current educational administration issues, and original book reviews, attached to it that have not been published in other publishers.

2. Manuscripts are sent to the Editor's address as many as 2 (two) copies of hardcopy and must be accompanied by softcopy with *.Doc files on CD or via e-mail. With A4 paper size and margin format on four sides 2 cm apart, font Times News Roman size 11 (Except for titles with font 14 and abstract 10), spasis 1.5, page numbers written in the lower left corner, ranging from 10-18 pages including tables, graphs, diagrams, photos, images and bibliography.

3. Journal manuscripts are written in Indonesian and/or English, at least containing:
 - **TITLE:** (no more than 14 words, with a size of 14 pt)
 - **AUTHOR NAME:** The name of the author without a title can be written by more than one person, placed under the title with the agency and email address below. The authors' names should follow the format of First Name LAST NAME (e.g., Ihsana El KHULUQO) – i.e., first (given) name before last (family) name, and the last name be fully capitalized.
 - **ABSTRACTS:** are written in Indonesian and/or English no more than 200 words.
 - **KEYWORDS:** set of English keywords are both formatted in bold type. The keywords should be chosen to be suitable for both an index of the proceedings and for electronic search.
 - **INTRODUCTION :**(contains justification of the importance of research carried out, research problems and briefly illustrates the theoretical review of the research conducted, and the novelty produced by this research essence).
 - **RESEARCH METHODS**
 - **RESEARCH RESULT**
 - **FINDINGS AND DISCUSSION** (analysis of research results and theoretical suitability)
 - **CONCLUSIONS AND SUGGESTIONS**
 - **REFERENCES**

4. Inclusion of formulas, tables, graphs, diagrams, photos, images with provisions as following:

Formula: The formula is typed using MS Equation and given a number (at in brackets) on the right side.

Table: Numbers and table names are placed in the middle, above the table box

Graphs, diagrams, drawings: Numbers and names are placed in the middle below the object.

5. The completeness of the substance of the text is examined by the competent reviewer in accordance with the journal manuscript with the original editor's expertise field.

6. All parts of the script, in the discussion section, tables and graphs, must be made in the black and white method (not color or grayscale). If needed, images can be presented in grayscale, but not color.

7. Softcopy of article file submitted to jkp submission system also sent to E-mail:
jkp@uhamka.ac.id or jkpuhamka@gmail.com.

EVALUATION OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE MANAGEMENT PROGRAM IN IMPROVING THE QUALITY OF EDUCATION

Bustanul ARIFIN¹,
SDN Jelambar 08
bustanularifin03@gmail.com

ABSTRACT

Facilities and infrastructure are crucial in supporting the smooth learning process. The teaching and learning process can run effectively with adequate facilities and infrastructure. This study aims to analyze and evaluate the management of educational facilities and infrastructure to improve the quality of education. This research uses a qualitative approach with an evaluation method through the discrepancy model. The study was conducted at SDIT Daar El Khaer, Tigaraksa, Tangerang, involving 5 research subjects: the principal, the head of facilities and infrastructure, the school committee, students, and parents. Data were collected through observation, interviews, and documentation. The results show that the management of facilities and infrastructure complies with regulations and meets students' needs, although bureaucratic obstacles remain. Facilities and infrastructure that meet government standards account for only 50%-55%. Therefore, schools must focus on managing facilities and infrastructure effectively and streamline bureaucratic processes to meet students' needs according to official standards. This study recommends that the facilities and infrastructure program at SDIT Daar El Khaer be continued while adhering to the latest standards based on Government Regulation No. 57 of 2021 and Minister of Education, Culture, Research, and Technology Regulations No. 22 and 48 of 2023. The implementation must involve all relevant parties, including the school committee. The principal should oversee the implementation of facilities standards by the head of facilities. Schools need to evaluate bureaucratic obstacles, find solutions to improve efficiency, and continuously monitor and enhance their facilities according to regulations to improve educational quality.

Keywords: *Management, Facilities and Infrastructure, Education Quality*

INTRODUCTION

Education is an essential human need, serving as a pathway for individuals to achieve their

aspirations (Akareem & Hossain, 2012). Schools, as foundational institutions for education, were established to facilitate the teaching and learning process (Akhiero, 2011). The successful implementation of learning in schools is supported by four key components: curriculum, teachers, students, and facilities and infrastructure. The quality of education in a school is directly correlated with how effectively these components are utilized. Schools receive accreditation ratings—ranging from good to excellent—based on evaluations by authorized bodies such as the Indonesian National Accreditation Board. If these components fail to meet the required standards, accreditation is denied. To enhance educational outcomes, institutions are expected to manage resources effectively and continuously improve the quality of education (Lynch et al., 2019).

In the current era of industrial transformation, where adaptability across various sectors is essential, education systems must emphasize quality, particularly in facilities and infrastructure, which are among the most critical elements. This shift is occurring globally, impacting both developed and developing nations. Facilities and infrastructure serve as enablers for the teaching and learning process, influencing educational quality and determining its success (Akhiero, 2011; Herwan et al., 2018).

The presence of well-maintained facilities and infrastructure significantly contributes to the success of educational activities. Effective management of these resources plays a pivotal role in supporting and enhancing the quality of education (Wagner, 2010). High-quality facilities can improve teacher welfare, enhance student learning outcomes, and contribute positively to the surrounding community. Furthermore, students benefit greatly when they can directly access and utilize these resources, resulting in a more engaging and enjoyable classroom environment (Ngwaru & Oluga, 2015; Vincent, 2012). Thus, well-maintained school facilities become a crucial factor in enhancing a school's appeal to the community (Alkadri et al., 2018).

Facilities and infrastructure not only create a positive learning environment but also influence school performance. Key aspects, such as location, furniture, and equipment, significantly contribute to educational quality (Ayeni & Adelabu, 2011). Investment in these areas positively impacts the performance of students and staff. Optimizing the use of school facilities can lead to better academic achievements and overall school performance (Green & Turrell, 2005).

Educational facilities encompass tools and equipment used in teaching and learning activities, including classrooms, furniture, and learning aids. Meanwhile, infrastructure refers to complementary elements that indirectly support these activities, such as access roads, school grounds, and gardens. Adequate facilities and infrastructure enrich learning experiences, facilitate curriculum implementation, and improve educational outcomes (Sulasteri et al., 2021; Souck & Nji, 2017). Poor facilities, however, can hinder classroom activities and even pose risks to students (Ugwulashi, 2017).

The management of school facilities and the physical learning environment includes essential aspects such as water, sanitation, classrooms, libraries, and laboratories. These factors not only support learning but also influence the public perception and credibility of educational institutions (Marmoah et al., 2019). Teachers require adequate learning resources to fulfill their roles effectively. Schools with more comprehensive facilities can better support educators, enhancing the overall learning experience.

Challenges in optimizing facilities often stem from outdated resources, highlighting the need for professional management. School members must prioritize the readiness and maintenance of educational facilities to ensure smooth teaching and learning activities (Siregar & Aziza, 2021). Proper design and maintenance can significantly improve productivity, with the primary goal being to keep resources in optimal condition through cost-effective methods (Ershadi & Shemirani, 2020). Regular maintenance ensures that facilities remain functional and continue to support educational processes (Kuuskorpi & Gonzalez, 2011). For instance, the efficiency of vocational school tools improved from 60% to 87% after optimization, demonstrating the substantial impact of effective management (Tazkia & Suherman, 2016).

Enhancing educational facilities is a central component of the United Nations' Sustainable Development Goal 4a.1 (SDG 4a.1), which seeks to increase the proportion of schools with access to:

(a) electricity; (b) internet for educational purposes; (c) computers for teaching and learning; (d) infrastructure and resources for students with disabilities; (e) safe drinking water; (f) gender-separated basic sanitation facilities; and (g) basic handwashing facilities, as outlined by the WASH indicator definitions (Petilo, 2024; PSA, 2023). Educational institutions play a crucial role in creating an optimal environment that supports effective learning and teaching. This requires adaptability to evolving instructional practices and organizational structures, while addressing the dynamic, interconnected, and community-focused aspects of modern education. Facilities are essential for schools, functioning both as enablers of performance and as foundational elements that sustain the educational institution.

Several factors influence learning outcomes, which can be categorized into internal and external factors (Bandono & Samino, 2015; Hamalik, 2011; Mahmud, 2001; Slameto, 2010; Syah, 2013; Ruhjana & Aeni, 2019). Among the external factors are educational facilities and infrastructure. Educational facilities refer to resources that directly support the learning process, such as classrooms, books, libraries, and laboratories. On the other hand, educational infrastructure comprises elements that indirectly aid education, such as school gardens and playgrounds (Burhanuddin, 2005; Mulyasa, 2011). While facilities and infrastructure significantly impact learning success, data from the Education Data Centre (Dapodik – Data Pokok Pendidikan) for the 2017/2018 academic year (Kemendikbud, 2017a) revealed a high level of damage to educational facilities, particularly classrooms, alongside suboptimal student learning outcomes, as reflected in the high rate of grade repetition. These challenges persist in many areas, underscoring the need for initiatives to enhance primary school students' learning effectiveness and reduce the psychological burden of grade repetition.

SDIT Daar El-Khaer Tigaraksa, Tangerang is a private educational institution established in 2014 and officially commenced operations in March 2015 under the management of the Daar El-Khaer Foundation. Based on the author's experience as a parent/guardian from 2017 to 2020, the school has met minimum standards, such as adequate classrooms according to educational levels, a functional UKS (school clinic), a library, and fields for ceremonies and sports activities.

However, preliminary research at SDIT Daar El-Khaer Tigaraksa Tangerang shows that as of 2024, the facilities and infrastructure management program still follows the same pattern. Unfortunately, many facilities and infrastructure indicators are either unavailable, damaged, poorly maintained, or not utilized properly, hindering the learning process. According to Fernandez et al. (2023), this situation may result from a lack of systematic approaches to address infrastructure repair needs while considering resource limitations. Suggested solutions include using grouping procedures, multi-criteria utility functions, and optimization components.

Minimum standards for educational facilities and infrastructure are regulated in Government Regulation No. 57 of 2021 and the Minister of Education, Culture, Research, and Technology Regulations No. 22 and 48 of 2023. Mandatory facilities include classrooms, libraries, laboratories, teachers' rooms, administrative offices, places of worship, counseling rooms, school clinics (UKS), restrooms, storage rooms, canteens, and sports areas. However, not all educational institutions are equipped with adequate facilities.

The government and schools continue striving to improve educational facilities to help students achieve their full potential. Limitations in the availability and quality of facilities often pose challenges in delivering education. Schools must prioritize completing and maintaining their facilities to provide optimal support.

To address these issues, an evaluation of the facilities and infrastructure management program at SDIT Daar El-Khaer Tigaraksa Tangerang is necessary. This evaluation aims to assess the implementation of facilities and infrastructure management, identify obstacles encountered during the process, and determine areas that need improvement to enhance the quality of education provided by the school.

METHOD

This study employed an evaluation research design using a qualitative approach, adopting the discrepancy evaluation model to assess and evaluate the implementation of standards for facilities and infrastructure at SDIT Daar El-Khaer Tigaraksa, Tangerang. The discrepancy model utilizes a comparative technique to analyze the gap between existing indicators and their implementation, yielding results in the form of findings or recommendations rather than innovations, with a focus on alignment and appropriateness.

The subjects of this evaluation study include the following:

1. Principal: The principal will be interviewed to clarify the standards for facilities and infrastructure, supported by verification against Government Regulation Number 57 of 2021 on Facilities and Infrastructure, as well as Ministerial Regulations of Education, Culture, Research, and Technology Numbers 22 and 48 of 2023.
2. Head of Facilities and Infrastructure and Educational Staff: Interviews will be conducted to explore the design, implementation, and documentation of facility and infrastructure standards, along with the systematic application of these standards in line with the aforementioned regulations. This includes detailed data on school equipment and service provisions.
3. School Committee: The committee will be interviewed regarding the design, implementation, and completeness of facility and infrastructure standards data.
4. Students and Parents: Surveys and interviews will be conducted to gather data on the completeness and implementation of facility and infrastructure standards as perceived by students and their parents.

This methodological approach ensures a comprehensive evaluation of facilities and infrastructure at the school, covering both regulatory compliance and stakeholder perspectives.

FINDINGS AND DISCUSSION

Penelitian ini menggunakan teknik evaluasi discrepancy untuk melihat dan mengevaluasi penerapan standar sarana dan prasarana di SDIT Daar El-Khaer Tigaraksa, Tangerang. Discrepancy Evaluation Model (model evaluasi kesenjangan) yang dikembangkan oleh Malcolm M. Provus pada tahun 1971; merupakan salah satu model yang dapat dipergunakan untuk mengevaluasi suatu program. Model evaluasi ini menekankan pada pandangan adanya kesenjangan di dalam pelaksanaan program, dimana evaluator mengukur adanya perbedaan antara yang seharusnya dicapai dengan yang sudah riil dicapai di setiap komponen program. Model evaluasi discrepancy terdiri dari empat tahap yaitu tahap desain, instalasi, proses dan produk pembanding. Setelah mendapatkan data dan melakukan verifikasi dan validasi, maka akan terlihat kesesuaian atau terjadi ketimpangan antara program yang telah ditentukan dengan kondisi di lapangan.

Management Design of Facilities and Infrastructure at SDIT Daar Al-Kaher Tigaraksa Tangerang

Based on the results of interviews at the verified design stage related to the evaluation of educational facilities and infrastructure management at SDIT Daar El-Khaer Tigaraksa Tangerang with the discrepancy evaluation model, the author found that the process of determining facility and infrastructure standards was carried out in a limited meeting with the teacher council without involving the committee. In addition, the legal basis still uses the same standard, not following the latest legal standards for facilities and infrastructure, namely the regulation of the Minister of Education and Culture, Research and Technology Number 22 and 48 of 2023 (Interview results, December 2, 2023).

At this design stage, the author evaluates that there is a discrepancy in determining the design of educational facilities and infrastructure standards at SDIT Daar El-Khaer. Therefore, based on the

consistency value and paying attention to the correlation value to the determination of educational facilities and infrastructure standards, the author analyzes pragmatic values so that they can be applied in the real world, as a follow-up to the evaluation of the determination of educational facilities and infrastructure standard designs, namely as follows:

- a. In the process of determining the standards of facilities and infrastructure at SDIT Daar El-Khaer, the school committee should be involved as one of the stakeholders in determining policies and programs in the school.
- b. Changing the legal basis used with the latest legal standards for facilities and infrastructure, namely the regulation of the Minister of Education and Culture, Research and Technology Number 22 and 48 of 2023.
- c. Providing socialization to all stakeholders regarding the latest legal basis used as the standard for facilities and infrastructure and the purpose of using the legal basis.

Installation of Facilities and Infrastructure Management at SDIT Daar Al-Kaher Tigaraksa Tangerang

Based on the results of the interview at the installation stage that has been verified regarding the evaluation of educational facilities and infrastructure management at SDIT Daar El-Khaer Tigaraksa Tangerang with the discrepancy evaluation model, the author found that periodic monitoring of the process of implementing facility and infrastructure standards was only carried out by the head of the division without involving other parties. The principal only received reports from the head of the facilities and infrastructure division. The standards of facilities and infrastructure are not in accordance with the needs of teaching and learning activities at SDIT Daar El-Khaer. In fact, some facilities and infrastructure are not yet available at SDIT Daar Daar El-Khaer, such as the absence of a computer lab, a ceremonial field that is not large enough, and facilities for the disabled that have not been fulfilled (Interview results, December 2, 2023).

Based on the meaning of the research stated above and the author's attention to the standards for managing educational facilities and infrastructure, at this installation stage the author evaluates that there is a discrepancy in the implementation of the standards for educational facilities and infrastructure at SDIT Daar El-Khaer. Therefore, based on the consistency value and considering the correlation value towards the determination of educational facilities and infrastructure standards, the author analyzes pragmatic values so that they can be applied in the real world, as a follow-up to the evaluation of the implementation of educational facilities and infrastructure standards, namely as follows:

- a. Periodic monitoring of the implementation of educational facilities and infrastructure standards is carried out not only by the head of the division but also involving the principal.
- b. There needs to be a lot of improvement to the facilities and infrastructure at SDIT Daar El-Khaer to support the teaching and learning process at the school.
- c. There needs to be fulfillment of the need for adequate facilities and infrastructure according to government regulation standards and the provision of facilities and infrastructure for the disabled.

Facilities and Infrastructure Management Process at SDIT Daar Al-Kaher Tigaraksa Tangerang

Based on the results of interviews at the verified process stage related to the evaluation of educational facilities and infrastructure management at SDIT Daar El-Khaer Tigaraksa Tangerang with the discrepancy evaluation model, the author found that the results of interviews with the head of the facilities and infrastructure division and educators were that reports on the need for facilities and infrastructure were carried out per semester in stages starting from teachers to the head of the division and then reported to the principal. The needs reported by educators per semester to the head of the facilities and infrastructure division such as laptops, teaching tools, and cleaning tools (classroom needs). Not all of the recorded needs reports could be met due to bureaucracy and the priority of primary

needs (Interview results, December 2, 2023).

In the process of procuring facilities and infrastructure carried out by the head of the facilities and infrastructure division, educators did not know and only used them. The committee was also not involved in submitting facilities and infrastructure or in procuring goods. Procurement of facilities and infrastructure should be done by submitting a Budget Plan (RAB) by the teachers and then approved by the principal. Procurement of facilities and infrastructure can support the quality of learning because if the school facilities and infrastructure are adequate, the learning process will run well and an effective and efficient learning process will be created. (Fathurrochman, 2021).

Based on the meaning of the research stated above and the author paying attention to the standards for managing educational facilities and infrastructure, at this process stage the author evaluates that there is a discrepancy in the completeness of the standards for educational facilities and infrastructure at SDIT Daar El-Khaer. Therefore, based on the consistency value and paying attention to the correlation value to the completeness of the standards for educational facilities and infrastructure, the author analyzes pragmatic values so that they can be applied in the real world, as a follow-up to the evaluation of the process stage of the standards for educational facilities and infrastructure, namely as follows:

- a. In the process of submitting needs and procuring facilities and infrastructure at SDIT Daar El-Khaer, the school committee and educators should be involved as one of the stakeholders in determining policies and programs in the school.
- b. Adjustment of the number of facilities and infrastructure with the needs that have been submitted so that the learning process can run smoothly because it is well facilitated and proper.
- c. Simplification of bureaucracy to make it easier to submit needs and procure facilities and infrastructure at SDIT Daar El-Khaer.
- d. Procurement of facilities and infrastructure is a top priority in the school program in order to improve the quality of education and the comfort of teaching and learning (Hanifa, 2022)

Comparative Products of the Implementation of Facilities and Infrastructure Management at SDIT Daar Al-Kaher Tigaraksa Tangerang

Based on the results of the checklist carried out by educators, school committees, parents/guardians of students, and students in grades 5 and 6 at SDIT Daar El-Khaer at the comparative product stage that has been verified related to the evaluation of educational facilities and infrastructure management with the discrepancy evaluation model, the author found that there is a discrepancy between the standards of facilities and infrastructure and their implementation at SDIT Daar El-Khaer. The results of the study showed that the percentage of non-compliance of facilities was 44% to 50% and the percentage of non-compliance of infrastructure was 42% to 50%. Meanwhile, the conformity of facilities to their implementation was 50% to 56% and educational infrastructure was 48% to 56%. This proves that most of the facilities and infrastructure at SDIT Daar El-Khaer do not comply with the legal standards set by the government. Learning facilities are absolute media that can support learning interests, the lack or absence of learning facilities directly has created conditions for children to be lazy to learn.

The components of educational facilities in this study include computers / laptops, infocus / projectors, whiteboards, student benches and tables, teacher benches and tables, textbooks, musical instruments / crafts, sports equipment, demonstration equipment, electricity, and wifi networks. While the infrastructure components include school land, school-owned buildings, rooms consisting of classrooms, library rooms, laboratory rooms, principal's rooms, teachers' rooms, administration rooms, health rooms, worship rooms, sports fields, canteens, toilets, and halls / specific rooms (Mufadal, 2003).

The suitability of facilities and infrastructure is based on the Regulation of the Minister of Education and Culture, Research and Technology No. 22 and 48 of 2023 concerning Standards for

Facilities and Infrastructure for Early Childhood Education, Elementary Education Levels, and Secondary Education Levels, Article 1 paragraph 1 states that the standards of facilities and infrastructure are the minimum criteria for facilities and infrastructure that must be available in educational units in organizing education. And the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023 concerning Appropriate Accommodation for Students with Disabilities in Formal Early Childhood Units, Elementary Education, Secondary Education, and Higher Education (Permendikbudristek, 2023)

The implementation of facilities that are not in accordance with the government's standard legal references that occurred at SDIT Daar El-Khaer includes the incompatibility of facilities with the needs of certain paths, levels, and types of education, not paying attention to the need for adequate accommodation for students with disabilities. As with the fulfillment of educational needs in general, the fulfillment of educational rights for people with disabilities also has various obstacles/barriers, both in terms of regulations, inadequate budget allocation, school infrastructure, teaching staff resources and also in terms of the families of people with disabilities themselves. (Lestari, Sumarto and Isdaryanto, 2017)

Meanwhile, the inconsistency of infrastructure at SDIT Daar El-Khaer with the established legal standards is that the land area cannot accommodate educational facilities and infrastructure considering the projected number of students and study groups, does not yet have green open space to support the learning process and ecological functions, there is no security in the form of hazard warnings, evacuation routes and access that can be easily reached and equipped with clear directions, there is no accessibility including facilities for people with disabilities, several rooms also do not meet the standards, namely the library and laboratory rooms. There is no computer laboratory and large field that can support student activities. The teacher's room and administration room are also not equipped with equipment and supporting equipment for management activities and administrative services that are in accordance with the needs of the education unit. The shape and area of the sports field have not been adjusted to the needs and characteristics of the school. And it has not been equipped with equipment in accordance with the curriculum of the education unit. The toilets are not in accordance with the needs of people with disabilities. With the fulfillment of educational facilities and infrastructure for people with disabilities, they will have the same opportunity to be equal to other humans and no longer be marginalized (Nisa, 2019). Good facilities and infrastructure can create a pleasant atmosphere for both teachers and students, so that learning achievement can increase and educational institutions can also improve the quality of their learning, because the facilities are adequate for all learning processes (Julita, 2020). Inappropriateness or lack of educational facilities and infrastructure will hamper the learning process, thereby reducing students' interest in learning, which results in a decrease in the quality of education at the school. Completeness of facilities and infrastructure as one of the supporters of educational success. Therefore, to improve the suitability of facilities and infrastructure at SDIT Daar El-Khaer, the recommendations that can be made are:

- a. Involve all stakeholders (principal, head of facilities and infrastructure, treasurer, educators, and committees in the planning and procurement process of facilities and infrastructure.
- b. Prepare reports on the need for facilities and infrastructure based on the budget and make it a top priority in the school program.
- c. Conduct periodic monitoring in the implementation of the use of facilities and infrastructure. Record needs and repair any damage to facilities and infrastructure that are less than adequate.
- d. Renew the socialization of legal standard references for facilities and infrastructure in accordance with Government Regulation Number 57 of 2021 concerning National Education Standards, Article 25 paragraph 1 and Regulation of the Minister of Education, Culture, Research, and Technology Number 22 of 2023 concerning Standards for Facilities and Infrastructure for Early Childhood Education, Elementary Education Level, and Secondary Education Level, Article 1 paragraph 1 states that the standards for facilities and infrastructure are the minimum criteria for

facilities and infrastructure that must be available in educational units in organizing education. As well as the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023 concerning Appropriate Accommodation for Students with Disabilities in Formal Early Childhood Units, Elementary Education, Secondary Education, and Higher Education.

CONCLUSION

The evaluation of the implementation of facilities and infrastructure management is categorized into four components: design, installation, process, and comparative product evaluation against established standards. Based on the findings and analyses presented in the preceding chapters, the conclusions are as follows:

1. Design Stage:

The design of facilities and infrastructure management is determined through limited meetings involving relevant stakeholders, excluding the school committee. The management practices follow the same provisions as in previous years, with no significant changes over time.

2. Installation Stage:

Monitoring of the installation or implementation of education facility standards is entirely conducted by the head of facilities and infrastructure, with no direct involvement from the principal.

3. Process Stage:

The process stage focuses on the regulation of facilities procurement. While facilities and infrastructure management has been implemented, there are bureaucratic challenges that hinder the approval process for certain facility requests, leading to some unmet proposals.

4. Comparative Product Stage:

The final stage of this evaluation assesses the outcomes of facilities and infrastructure management against the standards outlined in Government Regulation Number 57 of 2021 and Ministerial Regulations Number 22 and 48 of 2023. It was found that approximately 50% to 55% of the facilities and infrastructure align with these regulations. This indicates that the proportion of compliant and non-compliant facilities is relatively balanced, with only minor differences observed.

Overall, the findings highlight areas for improvement in the design, monitoring, and implementation of facilities and infrastructure management to better align with regulatory standards and address identified barriers effectively.

REFERENCES

- Akareem, H. S., & Hossain, S. S. (2012). Perception of education quality in private universities of Bangladesh: A study from students' perspective. *Journal of Marketing for Higher Education*, 22(1), 11–33. <https://doi.org/10.1080/08841241.2012.705792>
- Akhihiero, E. T. (2011). Effect of inadequate infrastructural facilities on academic performance of students of Oredo local government area of Edo state. Paper Presented at The Nigerian Academic Forum.
- Alkadri, H., Ningrum, T. A., Santoso, Y., & Afriansyah, H. (2018). Essentiality of management of facilities and infrastructure toward a number of students of early years institution. *Proceedings of the International Conference of Early Childhood Education (ICECE 2017)*. <https://doi.org/10.2991/icece-17.2018.18>
- Ayeni, A. J., & Adelabu, M. A. (2011). Improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in Ondo State, South-West, Nigeria. *International Journal of Research Studies in Education*, 1(1), 62–68. <https://doi.org/10.5861/ijrse.2012.v1i1.20>
- Bandonu, W. A., & Samino. (2015). Pengelolaan Sarana Dan Prasarana Di Sekolah Dasar Negeri 01 Tohudan, Karanganyar. *Profesi Dasar*, 2(1), 41–48.

- Ershadi, M. M., & Shemirani, H. S. (2020). Simulation and optimization for improving performance of maintenance. *Facilities*, 39(5/6), 256–276. <https://doi.org/10.1108/F-08-2019-0083>
- Green, D., & Turrell, P. (2005). School building investment and impact on pupil performance. *Facilities*, 23(5/6), 253–261. <https://doi.org/10.1108/02632770510588655>
- Hamalik, O. (2011). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Herwan, H., Aswandi, A., & Chiar, M. (2018). The role of school committee in supporting the fulfillment of education facilities and infrastructure. *JETL: Journal of Education, Teaching and Learning*, 3(2), 282. <https://doi.org/10.26737/jetl.v3i2.763>
- Kuuskorpi, M., & Gonzalez, N. C. (2011). The future of the physical learning environment: School facilities that support the user. *CELE Exchange* 2011/11. OECD. <https://www.oecd-ilibrary.org/docserver/5kg0lkz2d9f2en.pdf?expires=1639646540&id=id&accname=guest&checksum=D21122688EF70D86E45CBC9456EE8B68>
- Lynch, D., Smith, R., Yeigh, T., & Provost, S. (2019). A study into 'organisational readiness' and its impacts on school improvement. *International Journal* <https://doi.org/10.1108/IJEM-07-2017-0181>
- Mahmud, D. (2001). *Psikologi Suatu Pengantar*. Jakarta: Dependikbud.
- Marmoah, S., Adela, D., & Fauziah, M. (2019). Implementation of facilities and infrastructure management in public elementary schools. *AL-Tanzim : Jurnal Manajemen Pendidikan Islam*, 3(1), 102–134. <https://doi.org/10.33650/al-tanzim.v3i1.507>
- Ngwaru, J. M., & Oluga, M. (2015). Educational infrastructure and resources for sustainable access to schooling and outcomes: The case of early literacy development in southern Tanzania. *Africa Education Review*, 12(1), 88–108. <https://doi.org/10.1080/18146627.2015.1036570>
- Petilo, J. T. (2024). Educational Facilities Cross Evaluation in Compliance with Sustainable Development Goals (SDG) 4. A. 1. Online Submission.
- PSA. (2023). *SDG INDICATOR*. Philippine Statistic Office. Retrieved June 7, 2023, from <https://openstat.psa.gov.ph/Featured/National-Database-on-Child-Poverty/Sustainable-Development-Goals-Goal-4>
- Ruhyana, N. F., & Aeni, A. N. (2019, April). Effect of Educational Facilities and Infrastructure in Primary Schools on Students' Learning Outcomes. In *Elementary School Forum (Mimbar Sekolah Dasar)* (Vol. 6, No. 1, pp. 43-54). Indonesia University of Education.
- Siregar, N., & Aziza, S. (2021). Optimization of facilities and infrastructure management in improving the quality of learning. *Jurnal Tarbiyah*, 28(1), 30. <https://doi.org/10.30829/tar.v28i1.905>
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: Rineka Cipta.
- Souck, E. N., & Nji, G. (2017). The effects of school facilities on internal efficiency: The case of selected bilingual secondary schools in yaounde centre. *World Journal of Research and Review (WJRR)*, 4(4), 41–48. <https://www.neliti.com/id/publications/262822/the-effects-of-school-facilities-on-internal-efficiency-thecase-of-selected-bil>
- Sulasteri, S., Nur, F., & Suharti, S. (2021). The effect of computer laboratory facilities and learning interest on students' learning outcome. *Kreano: Jurnal Matematika Kreatif-Inovatif*, 12(1), 97–106. <https://doi.org/10.15294/kreano.v12i1.27735>
- Syah, M. (2013). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya.
- Tazkia, S. R., & Suherman, A. (2016). Optimizing practice tools facilities to achieve competency demands for vocational high school students. *Journal of Mechanical Engineering Education*, 3(2), 263. <https://doi.org/10.17509/jmee.v3i2.4560>
- Ugwulashi, C. S. (2017). Educational facilities: Appropriate strategy for school safety management in rivers state, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 6(2). <https://doi.org/10.6007/IJARPED/v6-i2/2933>
- Vincent, J. M. (2012). California's K-12 educational infrastructure investments: Leveraging the state's role for quality school facilities in sustainable communities. A policy research report to the California Department of Education. Center for Cities & Schools.
- Wagner, D. A. (2010). Quality of education, comparability, and assessment choice in developing countries. *Compare: A Journal of Comparative* <https://doi.org/10.1080/03057925.2010.523231>

THE EFFECT OF INFRASTRUCTURE AND WORK ENVIRONMENT ON PRIVATE MADRASAH TSANAWIYAH TEACHERS' PERFORMANCE IN CENTRAL JAKARTA

Muhammad Alvin GEOVANI

SMP Maarif

alvingeovani87@gmail.com

ABSTRACT

Teachers' performance can be influenced by limited educational facilities and infrastructure, such as small classrooms, insufficient learning equipment, and inadequate facilities. The lack of access to technology, like computers and multimedia devices, can hinder the use of diverse teaching methods and innovations. Additionally, an unsafe work environment and poor building conditions can negatively impact teachers' well-being and performance. This study aims to examine: 1) The impact of infrastructure on the performance of private Tsanawiyah Madrasah teachers in Central Jakarta, 2) The effect of the work environment on teacher performance, and 3) The relationship between infrastructure and the work environment. The study uses a quantitative approach. The population consists of 184 teachers from Tsanawiyah Madrasah in Central Jakarta. Using the Slovin formula, the sample size was determined to be 124 teachers. The findings show that: 1) Infrastructure facilities (X1) account for 41% of the impact on teacher performance (X3), with the remaining 59% influenced by factors not explored in this study. 2) The work environment (X2) accounts for 45.4% of the impact on teacher performance (X3), while 54.6% is influenced by other factors. 3) Infrastructure facilities (X1) account for 67.9% of the impact on the work environment (X2), with the remaining 32.1% influenced by other factors not examined in this study.

Keywords: *Infrastructure, Work Environment, Teacher Performance*

INTRODUCTION

In Indonesia, efforts to consistently improve the quality of education are closely coordinated with initiatives to enhance educational facilities and infrastructure. According to the National Education System Law, every educational institution (both formal and non-formal) is responsible for providing the resources necessary for students to achieve their full academic, personal, social, and emotional potential.

The principal of a school has the responsibility to establish and nurture a supportive culture that enhances effectiveness in all aspects of school activities. A positive school culture or climate plays a significant role in influencing student learning outcomes. The school principal is accountable for cultivating this culture during the learning process (Sembiring, 2020; Lian & Artanti, 2020). In recognizing the importance of culture in shaping the learning environment, cooperation among all school members—including the principal, teachers, and staff—is essential. It is evident that the creation of such a culture is a collective responsibility and must be approached with dedication and loyalty.

The strategy developed in the implementation of integrated quality management within educational institutions positions these institutions as service providers, or in other words, as service industries. Educational institutions should deliver services that meet the expectations of their "customers" (students and their families), and thus, must adhere to quality standards. This perspective highlights the importance of all components of the educational system—input, process, and output—not just a focus on individual aspects of education. This approach also extends to the fulfillment of learning facilities and supporting infrastructure. In addition to the provision of these resources, it is crucial that proper management, in line with national standards, is implemented to fully support the learning process. The low quality of education in schools is often attributed to strategic areas that require strengthening, including policies regarding the quality of infrastructure, teachers, school management, work environment, and other factors.

Teachers' performance in the classroom is a critical factor in achieving educational goals (Marphudok, et al, 2020; Gunawan, 2019). As the central figures in education, the quality of teacher performance directly impacts student outcomes. Several factors influence teachers' performance, such as: (1) salary, (2) infrastructure, (3) physical work environment, and (4) leadership.

Teachers' performance is often influenced by limitations in educational facilities and infrastructure, such as narrow classrooms, lack of learning equipment, and inadequate facilities. Insufficient access to educational technology, such as computers and multimedia devices, can hinder the use of varied teaching methods and innovations in the learning process. Additionally, unsafe work environments and poor building conditions can have a negative impact on teachers' well-being and performance. Poorly maintained or inadequate building conditions, such as insufficient ventilation and lighting, create an environment that is not conducive to learning.

The Private Tsanawiyah Madrasah in Central Jakarta, based on preliminary studies, faces several challenges. These include teachers who struggle to optimize classroom learning and limited use of learning facilities. The available infrastructure is insufficient, with no science laboratory, disorganized parking areas, and inadequate classrooms. This leads to the splitting of classes into morning and afternoon shifts and results in unengaging teaching methods, which ultimately affects teachers' performance. However, some teachers continue to carry out their duties effectively.

Teachers' performance refers to the assessment and evaluation of how a teacher fulfills their duties and responsibilities in the educational environment. Several aspects influence teachers' performance, such as classroom skills, relationships with students, collaboration with colleagues, and their impact on the growth and progress of the school. Teachers' performance has a direct and significant impact on classroom learning activities, encompassing the various ways teachers facilitate and influence students' learning processes.

As the front line of education, teachers' performance in the classroom is a key factor in achieving educational goals. Students' success in school is directly influenced by how well teachers perform their tasks. To address existing issues, serious attention must be given to improving educational infrastructure and the work environment. Enhancing these aspects will not only improve teachers' well-being but also have a positive impact on the overall quality of education.

Nevertheless, many instructors still fall short of expectations in managing their classrooms. The National Accreditation Board for Schools and Madrasahs (BAN-SM) reviewed data from 2020 and 2021 to assess school and madrasah performance. A decline in performance was noted in 22.6% of

schools and institutions. The state of school facilities and the surrounding environment has also been examined by Sri Sumiyati, a student from IAIN Samarinda.

Of all the factors influencing teachers' performance, only 25.9% are directly related to teachers' work. Other variables, such as school leadership, income, and personal attributes like knowledge, skills, talent, self-confidence, motivation, and dedication, contribute to 74.1%. This includes the abilities of managers and leaders to inspire, guide, and assist educators in their work. Contextual factors (situations), such as external pressures and changes, as well as trust and closeness with teammates, team cohesion, and the support and enthusiasm from colleagues, all play a role in how well an organization (school) performs.

Good teacher performance is achievable when educational facilities support teaching innovations. Spacious classrooms, equipped with modern tools and technology, allow teachers to apply creative and interactive teaching methods. Adequate facilities also create a comfortable and conducive learning environment for students.

Teacher effectiveness can be enhanced in a supportive and cooperative workplace. Positive relationships between staff, students, and parents create a pleasant work atmosphere and boost morale. This also supports collaboration among teachers to share ideas and effective teaching experiences.

By providing supportive facilities and a conducive work environment, a school can create the conditions that enable teachers to perform at their best and positively impact students' learning experiences.

Based on observations conducted by researchers in several high schools, some teachers fail to implement lesson plans during instruction, while others do not have lesson plans at all, relying only on textbooks. This reflects a profile of teachers whose performance remains low, with teaching approaches that are monotonous and lack sufficient preparation.

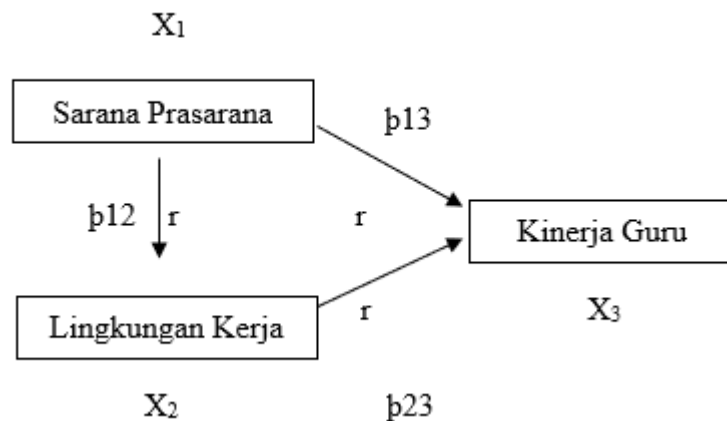
Teachers continue to use very simple teaching preparations, fail to fully utilize the curriculum references required, and are inconsistent in implementing lesson plans (RPP). This affects the teaching process, as many teachers still dominate the class with verbal instruction and rely on their past experiences over time, without embracing new methods, teaching media, or modern assessment systems. Many still teach by rote, without adequate planning.

Another challenge is that, while schools may have completed their infrastructure, its benefits are not fully realized by the teachers, leading to suboptimal teacher performance. Teachers continue to rely on conventional learning media. This issue is further supported by interviews with teachers from a high school in Pedamaran district, who noted that although the infrastructure is largely complete, the facilities, especially for learning activities, are not fully utilized (Kusumaningrum. Et al, 2019; Kusumaningrum. Et al, 2017; Gunawan, & Sulistyoningrum, 2016). The limited teaching time and the high demand for learning aids mean teachers predominantly use textbooks during the learning process.

In addition to facilities and infrastructure, the work environment also significantly affects teacher performance. A conducive work environment fosters professional attitudes and actions that align with teachers' responsibilities and roles (Gunawan, 2011; Kusumaningrum. Et al, 2017; Gunawan. Et al, 2018; Nursalina. Et al; 2021). A positive work environment enhances teachers' ability to perform their duties effectively, while a poor environment can hinder their performance, limiting their ability to maximize educational outcomes.

METHOD

In this study, the method used is a causal survey with a path analysis approach. The distribution of instruments in the form of questionnaires to collect data on the influence of facilities and infrastructure (X1) and work environment (X2) on teacher performance (X3) of Madrasah Tsanawiyah in Central Jakarta. The design of the research problem constellation is depicted as follows:



Description:

X1: Facilities and Infrastructure

X2: Work Environment

X3: Teacher Performance

p13: Effect of X1 on X3

p23: Effect of X2 on X3

p12: Effect of X1 on X2

This study investigates the problem by utilizing current information from a population and is a type of quantitative research that uses descriptive analytical methodology. In an effort to get a comprehensive picture of the factors that influence infrastructure (X1), workplace (X2), and educator effectiveness (X3). Research that uses a design is known as quantitative research. The purpose of this study is to collect quantitative numerical data from a specific population or sample using validated instruments that represent the dimensions and indicators of variables (Wirawan, 2012: 152). This research is characterized by causal research with the aim of identifying changes in a component that are related to changes in one or more other variables, (Suryabrata, 2013: 24).

Hopefully, descriptive techniques will produce data, which can then be processed and analyzed to draw conclusions. The entire population studied will be the target of the findings.

The population of the study was 184 teachers of Madrasah Tsanawiyah Central Jakarta with a sample of 124.

A questionnaire was used as a means of collecting information for this study. Giving a group of people a series of predetermined written questions and asking them to fill them out is known as a questionnaire. Closed and indirect surveys were used, which implies that respondents provide previously known responses. The following information can be obtained from this survey method: Facilities and Infrastructure (X1) and Work Environment (X2) in this study were used to identify Teacher Performance (X3) of Madrasah Tsanawiyah in Central Jakarta using an indirect questionnaire filled out by teachers and school leaders. Furthermore, a scoring weight table was created for the Teacher Performance instrument assessment using a Likert scale. With five alternative answers, namely: very good (SB), good (B), quite good (C), not good (TB) very bad (STB). This study includes three variables to be collected, the influence of facilities and infrastructure, work environment and teacher performance.

FINDINGS AND DISCUSSION

The Influence of Facilities and Infrastructure (X1) on Teacher Performance (X3)

The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t-count

of 9,203 are significant at 0.001. Because the t-count is greater than the table ($9,203 > 1,979$) the significance does not exceed 5% ($0.001 < 0.050$) then H_a is accepted H_0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.410. This shows that 41% of Facilities and Infrastructure (X1) have an impact on Teacher Performance (X3), while the remaining 59% are influenced by other factors not examined in this study.

In line with the research found by Dyah Fauziana (2017) teacher performance has been positively influenced by the facilities and infrastructure in schools. This can be interpreted that infrastructure can have a positive effect on the performance of teachers at Private Middle Schools in Central Jakarta. In terms of infrastructure and teacher performance, Nopi (2022) strengthens it. Educators whose classrooms have adequate resources will outperform their colleagues whose classrooms lack these resources. Thus, efforts to improve teacher performance can be carried out by providing infrastructure facilities that support learning and to improve teacher performance, especially the performance of teachers at Private Middle Schools in Central Jakarta.

The Influence of the Work Environment (X2) on Teacher Performance (X3)

The results of the t-test calculation of the Work Environment variable (X2) with a t count of 10,082 are significant at 0.001. Because the t count is greater than the table ($10,082 > 1,979$) the significance does not exceed 5% ($0.001 < 0.050$) then H_a is accepted H_0 is rejected, it can be said that the Work Environment (X2) has a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.454. This shows that 45.4% of the Work Environment (X2) has an impact on Teacher Performance (X3), while the remaining 54.6% is influenced by other factors not examined in this study.

In line with research found by Rifa Elfita, Zulhaini, Ikrima Mailani (2019) the Work environment has a strong impact on teacher performance. This means that the work environment can have a positive impact on teacher performance, especially on the performance of teachers at Private Junior High Schools in Central Jakarta. The influence of the work environment on teacher performance is reinforced by Fauzia Agustini (2011) "the work environment of an organization is the nature of the work environment or psychological environment in the organization that is felt and considered by teachers to be able to influence their attitudes and behavior towards their work." Thus, a good work environment will improve teacher performance and provide a positive impact.

The Influence of Facilities and Infrastructure (X1) on the Work Environment (X2)

The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t count of 10,064 are significant at 0.001. Because the t count is greater than the table ($10,064 > 1,979$) the significance does not exceed 5% ($0.001 < 0.050$) then H_a is accepted H_0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on the Work Environment (X2). The results of the R Square calculation are 0.679. This shows that 67.9% of Facilities and Infrastructure (X1) have an impact on the Work Environment (X2), while the remaining 32.1% are influenced by other factors not examined in this study. In line with research conducted by Bella Saphira (2014) that facilities and infrastructure greatly affect the working environment conditions it is necessary to adjust the facilities and infrastructure that is done regularly or adjust the surrounding circumstances. This means that facilities and infrastructure can provide positive things to the work environment, especially to the work environment of teachers of Private Middle Schools in Central Jakarta.

CONCLUSION

In this chapter, the author will analyze and explain the research results, then draw conclusions from the findings. The following are the conclusions of the findings of this study:

1. The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t count of 9,203 are significant at 0.001. Because the t count is greater than the table ($9,203 > 1,979$) the significance does not exceed 5% ($0.001 < 0.050$) then H_a is accepted H_0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.410. This shows that 41% of Facilities and Infrastructure (X1) have an impact on Teacher Performance (X3), while the remaining 59% are influenced by other factors not examined in this study.
2. The results of the t-test calculation of the Work Environment variable (X2) with a t-count of 10,082 are significant at 0.001. Because the t-count is greater than the table ($10,082 > 1,979$) the significance does not exceed 5% ($0.001 < 0.050$) then H_a is accepted H_0 is rejected, it can be said that the Work Environment (X2) has a significant positive impact on Teacher Performance (X3). The results of the R Square calculation are 0.454. This shows that 45.4% of the Work Environment (X2) has an impact on Teacher Performance (X3), while the remaining 54.6% is influenced by other factors not examined in this study.
3. The results of the t-test calculation of the Facilities and Infrastructure variable (X1) with a t-count of 10,064 are significant at 0.001. Because t count is greater than the table ($10.064 > 1.979$) is significant not exceeding 5% ($0.001 < 0.050$) then H_a is accepted H_0 is rejected, it can be said that Facilities and Infrastructure (X1) have a significant positive impact on the Work Environment (X2). The result of the R Square calculation is 0.679. This shows that 67.9% of Facilities and Infrastructure (X1) have an impact on the Work Environment (X2), while the remaining 32.1% are influenced by other factors not examined in this study.

REFERENCES

- D. E. (2018). Pendampingan penulisan artikel ilmiah bagi para guru sekolah menengah pertama. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 1(2), 128-135.
- Gunawan, I. (2011). Evaluasi Program Pembelajaran. *Jurnal Pendidikan*, 17(1).
- Gunawan, I. (2019). *Manajemen Pendidikan: Suatu Pengantar Praktik*. Bandung: Alfabeta.
- Gunawan, I., & Sulistyoningrum, R. T. (2016). Menggali Nilai-Nilai Keunggulan Lokal Kesenian Reog Ponorogo Guna Mengembangkan Materi Keragaman Suku Bangsa Dan Budaya Pada Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 3(01).
- Gunawan, I., Triwiyanto, T., & Kusumaningrum,
- Kusumaningrum, D. E., Arifin, I., & Gunawan, I. (2017). Pendampingan pengembangan perangkat pembelajaran berbasis Kurikulum 2013. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 1(1).
- Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2017). Problematika Pemberdayaan dan Pengembangan Sumber Daya Manusia di Sekolah Menengah Pertama Berbasis Pesantren. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 2(2), 139-150.
- Kusumaningrum, D. E., Sumarsoso, R. B., & Gunawan, I. (2019). Budaya Sekolah dan Etika Profesi: Pengukuran Pemberdayaan Sumber Daya Manusia Sekolah dengan Pendekatan Soft System Methodology. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 2(3), 90-97.
- Lian, B., & Artanti, P. (2020). The Influence of Principal's Leadership and work motivation. *International journal of Progressive Science and Technologies (IJPSAT)*. Vol. 2 No. 2.
- Marphudok, Lian, B., & Fitria, H. (2020). Pengaruh Lingkungan Kerja dan Motivasi Kerja terhadap Kinerja guru SMA di Kecamatan Muara Padang. *Jurnal Intelektual: Keislaman, Sosial dan Sain*. Vol. 9, No1.

- Nursalina, B., Lian, B., & Eddy, S. (2021, July). Influence of School Infrastructure and Work Environment on the Performance of High School Teachers. In International Conference on Education Universitas PGRI Palembang (INCoEPP 2021) (pp. 955-957). Atlantis Press.
- Sembiring, H. (2020). Pengaruh Motivasi Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada Bank Sinarmas Medan. *Jurakunman* Vol.13, No. 1, Januari 2020.

EVALUATION OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT CIKAMPEK SELATAN PUBLIC ELEMENTARY SCHOOL

Yoga DWIPUTRA¹, Connie CHAERUNNISA², RISMITA³

SD Al Hikmah Indonesia¹, Universitas Muhammadiyah Prof. DR. HAMKA³

yogadwiputra241078@gmail.com¹, zusconnie@uhamka.ac.id², rismita@uhamka.ac.id³

ABSTRACT

This research aims to evaluate the implementation of inclusive education at SD Negeri Cikampek Selatan 1, Cikampek District, Karawang Regency. A qualitative descriptive approach using the CIPP (Context, Input, Process, Product) evaluation model was employed. Data was collected through interviews, observations, and documentation from teachers, the school principal, and the school committee. The context evaluation shows that the school has the required permission and guidelines for inclusive education, serving children with mild to moderate special needs. The input evaluation reveals inadequate special facilities, modified curriculum, uneven special training, and no special assistant teachers. The process evaluation indicates that teachers' competencies in handling special needs students are good, with individual handling, funding from BOS funds, and no further monitoring from relevant authorities. The product evaluation shows that the academic and non-academic achievements of special needs children are average, with 8 students being served. Based on the findings, the evaluation recommends: 1) Context: Ensure a legal basis, supported by an Inclusive School Implementation Decree; 2) Input: Conduct assessments during student admissions to categorize prospective special needs students; 3) Process: Modify the curriculum to meet the needs of special needs students; 4) Product: Provide additional life skills for special needs students to meet their needs.

Keywords: *Inclusive Education, Evaluation, CIPP Model, Elementary School, Implementation*

INTRODUCTION

Education plays a vital role in developing high-quality human resources (Idris et al., 2012; Indrawati et al., 2021). However, ensuring quality education remains a persistent challenge that is frequently debated. The primary issue in educational development is ensuring both high-quality and equitable education (McLaughlin et al., 2016; Sayed & Motala, 2012; Valiandes, 2015). Inclusive education is seen as a potential solution to address these concerns, aiming to provide equal educational

opportunities for all children, including those with special needs. Research has shown that inclusive education fosters greater recognition and appreciation of diversity (Block et al., 2015; Evmenova, 2018). In an inclusive setting, student differences are no longer viewed as obstacles but as valuable potentials.

In many developed countries, inclusive education has been widely adopted, offering children with special needs improved chances to attend local schools (Armstrong et al., 2011; Forlin, 2013; Kozleski et al., 2015; Rofiah et al., 2020). The integration of special needs students into general schools requires careful consideration. Studies indicate that students with special needs in inclusive schools often achieve better learning outcomes compared to those in special schools (Bačáková & Cimpairment, 2013; Gül & Vuran, 2015). Therefore, inclusive education has positive benefits for students with special needs. However, its implementation, particularly in preschool education, still faces numerous obstacles (Rochmansjah, 2020; Siron & Mulyono, 2018). One significant issue is the lack of parental involvement at the preschool level, which hinders the optimal implementation of inclusive education.

Indonesia has been advancing inclusive education since 2000, with the government launching a pilot project in 2002, which has led to approximately 1,500 children attending mainstream schools to date. The goal of inclusive education is to ensure access to education for all children, without exception. As a nation committed to respecting and fulfilling the rights of people with disabilities, Indonesia is expected to implement inclusive education. This is supported by Law No. 20 of 2003 on the National Education System (Chapter 5, Paragraph 1), Government Regulation No. 17 of 2010 on the management and implementation of education (Chapter 130, Paragraph 2), and the Regulation of the Minister of Education No. 70 of 2009. Inclusive education in Indonesia aligns with the UNESCO and INDONESIA PLAN, emphasizing that educational policies in the 21st century should be diverse and designed to prevent social disparities. Essentially, inclusive education is a strategy to ensure education for all, including children with special needs.

According to 2019 data, Indonesia has 1.6 million students with disabilities, but only 18% of them are enrolled in inclusive education (Saleh, 2019). Several factors contribute to this, including limited school infrastructure, a shortage of teachers trained in special education, negative societal attitudes toward children with disabilities, and a lack of understanding about inclusivity among parents (Yaqien et al., 2018; Susilawati et al., 2023).

Elementary School of Cikampek Selatan 1 is located at Jalan Jenderal Ahmad Yani No. 58, Sentul, Cikampek Selatan Village, Cikampek District, Karawang Regency. This school has approximately 656 students, ranging from grade 1 to grade 6, supported by 22 teachers. SD Negeri Cikampek Selatan 1 is an inclusive education provider, with several students with special needs, each having distinct characteristics. The school also has regular teachers appointed as special assistant teachers (GPK).

Based on interviews with teachers and the school principal, several challenges were identified in the implementation of inclusive education at this school, including: a) Lack of special instructors and supervisors; b) Teachers in the inclusive school do not fully meet the qualifications to provide special education services to students with limitations or other needs; c) Teachers have not yet developed the skills to design learning that meets the needs of students with special needs; d) The school does not have an Individualized Educational Program (IEP) for each student with special needs; e) There is no additional curriculum tailored to the needs of students with special needs; f) Learning materials and supporting technology are inadequate; g) Facilities that cater to students with special needs are still lacking, such as the school building, access routes, and learning spaces that are difficult to reach; h) Most teachers continue to use similar teaching methods as those for regular students, without considering the limitations and needs of students with disabilities.

This school has not yet equipped itself with the appropriate facilities and infrastructure based on an assessment of students with special needs, although each student with special needs has been scheduled to receive assistance from a special assistant teacher. However, in serving students with

special needs, individualized learning services are not the only focus. Other facilities and infrastructure aspects also require attention, particularly in planning, implementing, and evaluating classroom learning.

The study found that some teachers struggle to plan lessons that suit the needs of students with special needs. The training provided was felt to be insufficient and not well understood in terms of planning, implementation, and evaluation. Although there were efforts to modify the curriculum, adjust lesson plans (RPP), and syllabi, these had not been optimally implemented by the teachers.

Another issue is classroom management, where one teacher handles 32 students, including one or more students with special needs, making it difficult for the teacher to effectively deliver the lesson. The evaluation given is also not fully tailored to the needs of students with special needs, as the exam questions are still based on the same format used for regular students, without adequate adjustments. Additionally, accessibility remains an issue, especially for students with mobility limitations, as there are no ramps or accessible toilets to support their mobility within the school environment.

Based on these findings, this study aims to evaluate the planning, implementation, and evaluation of learning outcomes at SD Negeri Cikampek Selatan 1. The research intends to identify whether there are gaps in the implementation of the inclusive education program at this school in serving students with diverse needs.

METHOD

This research employs a qualitative descriptive technique to evaluate the program through an evaluation approach. The qualitative approach is a strategy that heavily relies on an information paradigm based on an advocacy/participatory perspective, a constructivist view, or both. This method utilizes research techniques such as case studies, narrative research, phenomenological, ethnographic studies, grounded theory research, and so on. Program evaluation also falls under this category. The techniques in this study use the formative and summative evaluation model developed by Stufflebeam, known as the CIPP evaluation model. Evaluation research is essential for planning, improving, and testing the implementation of an activity. The context, input, and process components all fall under the evaluation format, while the final assessment takes into account the product elements. This approach offers a comprehensive examination of fundamental elements. Furthermore, the research uses program evaluation techniques with the CIPP (Context, Input, Process, Product) model by Stufflebeam to organize the assessment. This method is one of many research methodologies previously discussed.

In relation to the use of the inclusive education program evaluation research at SD Negeri Cikampek Selatan 1, Karawang, using the CIPP model (Context, Input, Process & Product), the output of this assessment is intended for decision-making regarding the program and can provide clear recommendations for education stakeholders and other related parties. This will help improve the implementation of inclusive education and make it more effective and sustainable, ensuring the continued success of the inclusive education program at SD Negeri Cikampek Selatan 1.

FINDINGS AND DISCUSSION

Based on Context Evaluation

Context evaluation of the implementation of the inclusive program at SD Negeri Cikampek Selatan 1 includes the background, objectives of inclusive education, collaboration with other agencies, and student acceptance.

The results of the study indicate that SD Negeri Cikampek Selatan 1 implements an inclusive program based on the appointment of the Karawang Regency Education, Youth and Sports Office. In addition, the school also serves children in the surrounding area who are categorized as ABK, but their

parents have not realized the importance of sending them to SLB. This school was appointed as the implementer of the inclusive education program in Cikampek District.

This finding is in accordance with Permendiknas No. 70 of 2009 article 4 paragraph 1 which states that "the district/city government appoints at least one elementary school and one junior high school in each district to organize inclusive education that is required to accept students with special needs."

Schools benefit from the trust and appreciation of the community, especially parents of ABK. The purpose of implementing the inclusive program at SD Negeri Cikampek Selatan 1 is to equalize access to friendly and fair education without discrimination, and to enable children with special needs in the surrounding environment to attend school like normal children of the same age. This is in accordance with Permendiknas No. 70 of 2009 article 3 paragraph 1, which states that students with physical, emotional, mental, social disabilities, or who have the potential for intelligence and/or special talents have the right to participate in inclusive education at certain educational units according to their needs and abilities.

The permit to implement the inclusive program already exists because the school was appointed by the office, but the school has not yet received a decree stating that it is a school that organizes the inclusive program. To support the program, the school collaborates with SLBN Karawang to provide guidance in serving children with special needs. This finding is in accordance with the Directorate of PKLK Elementary Education Development in 2012 and Permendiknas No. 70 of 2009 article 11 paragraphs 1-5.

In accepting new students, the school does not conduct a selection process. The ABK who are accepted are generally still able to follow lessons or teacher's instructions, are independent, confident, and can follow the learning process with normal children. Currently, there are 8 ABK consisting of 1 low vision child and 7 slow learner children.

Based on Input Evaluation

Input evaluation of the implementation of the inclusive education program at SD Negeri Cikampek Selatan 1 includes facilities and infrastructure, curriculum, and human resources.

This school still relies on existing facilities and infrastructure, which are used by both regular and special needs students. The availability of facilities and infrastructure is still limited and inadequate, such as special rooms or classes to serve special needs students.

The curriculum used is the national curriculum that is adjusted to the needs of special needs students. The school makes modifications starting from learning materials, learning media, assessments, to additional study hours, remedial, or special guidance outside school hours. This is in accordance with Permendiknas No. 70 of 2009 article 7 which states that the curriculum used is a curriculum at the education unit level that accommodates the needs and abilities of special needs students according to their talents, interests, and potential.

However, almost all teachers at the school have never received workshops, training, socialization, or special training to improve their competence in dealing with special needs students. This finding is inconsistent with the Regulation of the Minister of National Education Number 70 of 2009 Article 10 paragraph 3 which states that "district/city governments are required to improve competence in the field of special education for educators and education personnel in educational units that organize inclusive education." Meanwhile, SD Negeri Cikampek Selatan 1 does not yet have a special assistant teacher (GPK) with a background in special education or extraordinary education. Handling of ABK is carried out by class teachers, which is not optimal due to their limited abilities.

Based on Process Evaluation

The process evaluation of the implementation of the inclusive education program at SD Negeri Cikampek Selatan 1 includes learning, services for children with special needs, financing, and monitoring.

The learning process shows that teachers do not yet have sufficient competence. Teachers prepare lesson plans, provide materials and teaching materials to children with special needs using the same curriculum and materials/teaching materials as regular students. Teachers make adjustments (modifications) by lightening the material and providing additional services to children with special needs. Evaluation is carried out to determine the level of ability or achievement achieved by children with special needs after undergoing the learning process.

Furthermore, in terms of financing, the school has not received special funds to serve and assist children with special needs. So far, schools have used BOS funds to meet the needs of implementing inclusive programs. This is not in accordance with PP Number 48 of 2008 Chapter V Article 51 paragraph 2 which states that the government, local governments, and the community should contribute to the financing of inclusive education to make it more effective.

There has also been no direct monitoring from the office, even though the school really needs monitoring and assistance for the implementation of inclusive programs. This finding is not in accordance with Permendiknas No. 70 of 2009 article 12 which states that "the government, provincial government, and district/city government carry out coaching and supervision of inclusive education in accordance with their authority." 4. Based on Product Evaluation

Product evaluation of the implementation of the inclusive education program at SD Negeri Cikampek Selatan 1 seeks to assess the impact of student achievement and obstacles to the implementation of the inclusive program.

Considering the acceptance of ABK which has been running since 2018, the impact of the implementation of the program can be seen from the development and achievements of ABK. Most ABK have academic development below average or standard. In this case, ABK have not been able to achieve the standard value according to their KKTP so that some have not moved up a class.

Meanwhile, the non-academic development of ABK is quite good. There are ABK students who are good at drawing, although they have never won a competition. Overall, ABK's achievements, both academic and non-academic, have developed quite well.

Community support in the form of enthusiasm for sending ABK children to school at SD Negeri Cikampek Selatan 1 greatly helps the implementation of the inclusive program to be better. However, there are various obstacles in the implementation of this program, such as the absence of expert special assistant teachers, inadequate facilities and infrastructure, funding that only relies on BOS funds, and limited teachers in handling ABK.

The school has made several efforts to overcome these obstacles, such as appointing a general teacher as a GPK teacher and establishing cooperation with other agencies or institutions to handle ABK. With this inclusive program, it is hoped that schools can participate in the success of 9-year compulsory education for all school-age children.

The results of this study are expected to provide benefits for program development at SD Negeri Cikampek Selatan 1 and other schools throughout Indonesia, as well as assist schools, teachers, and the Education Office in improving the quality of inclusive education programs.

CONCLUSION

Based on the results of the research that has been conducted, the following are conclusions related to the evaluation of the context, input, process, and product of the implementation of the inclusive program at SD Negeri Cikampek Selatan 1:

1. Context

SD Negeri Cikampek Selatan 1 implements an inclusive program with the appointment of the Karawang Regency Education, Youth, and Sports Office. This school plays a role in equalizing access to education for children with special needs (ABK) in its environment. However, the school does not yet have an official decree as the organizer of the inclusive program and still faces obstacles in cooperation with related agencies.

2. Input

The facilities and infrastructure available are still limited and inadequate to support the inclusive program. The curriculum has been adjusted to the needs of ABK, but teachers have not received special training and the school does not have special assistant teachers who are competent in handling ABK.

3. Process

The learning process has been adjusted to the needs of ABK, but in terms of financing, the school has not received special funds and only relies on BOS funds. Monitoring from related agencies is also not optimal, so the school feels the need for further assistance and supervision.

4. Product

The academic achievement of ABK is still below standard, but non-academic development is quite good. Community support for inclusiveness in schools is very positive, although there are still obstacles in implementation that need to be overcome.

REFERENCES

- Armstrong, D., Armstrong, A. C., & Spandagou, I. (2011). Inclusion: by choice or by chance? *International Journal of Inclusive Education*, 15(1), 29–39. <https://doi.org/10.1080/13603116.2010.496192>
- Bačáková, M., & Cimpairment, A. (2013). Continuing professional development (CPD) as a means to reducing barriers to inclusive education: research study of the education of refugee children in the Czech Republic. *European Journal of Special Needs Education*, 28(2), 203–216. <https://doi.org/10.1080/08856257.2013.778108>
- Block, K., Gibbs, L., Macfarlane, S., & Townsend, M. (2015). Promoting appreciation of cultural diversity and inclusion with the Stephanie Alexander Kitchen Garden Program. *Journal for Multicultural Education*, 9(1), 2–9. <https://doi.org/10.1108/JME-01-2014-0007>
- Evmenova, A. (2018). Preparing Teachers to Use Universal Design for Learning to Support Diverse Learners. *Journal of Online Learning Research*, 4(2), 147–171. <https://files.eric.ed.gov/fulltext/EJ1184985.pdf>
- Forlin, C. (2013). Changing Paradigms and Future Directions for Implementing Inclusive Education in Developing Countries. *Asian Journal of Inclusive Education*, 2(1), 19–31. https://ajiebd.net/wp-content/uploads/2016/08/chris_forlin_final.pdf
- Gül, S. O., & Vuran, S. (2015). Children with Special Needs' Opinions and Problems about Inclusive Practices. *TED EĞİTİM VE BİLİM*, 40(180). <https://doi.org/10.15390/EB.2015.4205>
- Idris, F., Hassan, Z., Ya'acob, A., Gill, S. K., & Awal, N. A. M. (2012). The Role of Education in Shaping Youth's National Identity. *Procedia - Social and Behavioral Sciences*, 59, 443–450. <https://doi.org/10.1016/j.sbspro.2012.09.299>
- Indrawati, Sudarwati, N., & Siyono. (2021). The Role of Education Out of School in Human Resources Development. *Indonesian Journal of Education and Learning*, 4(2), 486. <https://doi.org/10.31002/ijel.v4i2.3868>
- Kozleski, E. B., Yu, T., Satter, A. L., Francis, G. L., & Haines, S. J. (2015). A Never Ending Journey: Inclusive Education Is a Principle of Practice, Not an End Game. *Research and Practice for Persons with Severe Disabilities*, 40(3), 211–226. <https://doi.org/10.1177/1540796915600717>
- McLaughlin, T., Aspden, K., & Snyder, P. (2016). Intentional Teaching as a Pathway to Equity in Early Childhood Education: Participation, Quality, and Equity. *New Zealand Journal of Educational Studies*, 51(2), 175–195. <https://doi.org/10.1007/s40841-016-0062-z>
- Rofiah, N. H., Sudiraharja, D., & Ediyanto, E. (2020). the Implementation Inclusive Education: Implication for Children With Special Needs in Tamansari Elementary School in Yogyakarta. *International*

Journal of Educational Management and Innovation, 1(1), 82.
<https://doi.org/10.12928/ijemi.v1i1.1517>

- Sayed, Y., & Motala, S. (2012). Equity and 'No Fee' Schools in South Africa: Challenges and Prospects. *Social Policy & Administration*, 46(6), 672–687. <https://doi.org/10.1111/j.14679515.2012.00862.x>
- Susilawati, S. Y., bin Mohd Yasin, M. H., & Tahar, M. M. (2023). Influencing factors of inclusive education for students with hearing impairment. *Pegem Journal of Education and Instruction*, 13(2), 119-125.
- Valiandes, S. (2015). Evaluating the impact of differentiated instruction on literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness. *Studies in Educational Evaluation*, 45, 17–26. <https://doi.org/10.1016/j.stueduc.2015.02.005>

Article

EVALUATION OF THE IMPLEMENTATION OF CATALYST SCHOOL SD PANCA BHAKTI IN KECAMATAN MAKASAR JAKARTA TIMUR

JURNAL KEPEMIMPINAN PENDIDIKAN

2024, Vol. 7(2)PAGE 980-987

©Author, 2024

p-ISSN 2086-2881

e-ISSN 2598-621X

Ari SETIYOWATI

SD Panca Bhakti Kecamatan Makasar Jakarta Timur

arsetiyme@gmail.com

ABSTRACT

This study evaluated the Implementation of the Catalyst Schools Program at SD Panca Bhakti, Makassar District, East Jakarta, using the Stake evaluation model. The purpose of this study is to identify the effectiveness of the program in improving the quality of education and identify supporting and inhibiting factors in its implementation. The methods used are qualitative methods with Case Study approaches, Phenomenology and descriptive investigation. Data was collected through in-depth interviews, observations, and document analysis. The results of the study show that the implementation of the Catalyst Schools Program at SD Panca Bhakti Makassar District, East Jakarta has had a positive impact on increasing student learning motivation and learning quality. And the improvement in the quality of Education can be seen from the Education Quality Report Card. Where there is an increase in value every year. However, there are several obstacles that need to be overcome, such as the limitations of facilities and infrastructure, as well as the understanding that is still diverse among teachers regarding the new curriculum. Based on antecedent, transaction, and outcomes evaluations, recommendations are given to improve and improve the implementation of this program in the future. This research is expected to be a guideline to improve the quality of Catalyst Schools at SD Panca Bhakti, Makassar District, East Jakarta, in particular and surrounding schools in general, with an emphasis on improving human resource management, increasing the use of learning media, and adjusting learning methods.

Keywords: *Catalyst Schools Program, Stake evaluation model, Quality of education*

INTRODUCTION

Education is a fundamental aspect of shaping the future of any nation, and ensuring quality education for all students is a critical goal. In Indonesia, the government continuously seeks ways to improve the education system, one of which is the Catalyst Schools Program, aimed at enhancing the quality of education through various interventions. SD Panca Bhakti, located in the Makassar District of East Jakarta, is one of the schools participating in this initiative. The Catalyst Schools Program is

designed to improve teaching quality, student learning motivation, and overall educational outcomes. However, despite the positive intentions and objectives of the program, its implementation faces various challenges.

The effectiveness of the Catalyst Schools Program in SD Panca Bhakti has been a topic of concern, particularly in terms of its impact on student learning outcomes and the overall school environment. While there have been improvements in student motivation and educational quality, there are still obstacles that hinder the optimal implementation of the program. These obstacles include limitations in school infrastructure, inadequate teacher understanding of the new curriculum, and a lack of sufficient support for teachers in adapting to the changes introduced by the program.

The variation in the implementation of the Catalyst Schools Program has led to differing results, with some areas showing significant progress while others lag behind. This raises important questions about the factors that contribute to the success or failure of the program. Therefore, it is essential to evaluate the implementation of the Catalyst Schools Program at SD Panca Bhakti to identify both the supporting factors that have contributed to its success and the inhibiting factors that have hindered its full implementation.

This study aims to address these concerns by evaluating the effectiveness of the Catalyst Schools Program in improving the quality of education at SD Panca Bhakti, Makassar District. By using a comprehensive evaluation model, this research will assess the implementation process, identify the challenges faced, and provide recommendations for improving the program in the future. Ultimately, the findings are expected to contribute to enhancing the quality of education not only at SD Panca Bhakti but also at other schools participating in the Catalyst Schools Program in East Jakarta and beyond.

METHOD

The method used in this evaluation is qualitative evaluation research using the Stake model which describes 3 categories of data: (1) Antecedent, which is any condition that exists before the teaching and learning process that can affect the results. (2) Transaction interactions that occur between students and teachers, students and students, and students and learning resources. (3) Outcomes are the results of the program. This evaluation model emphasizes on 2 main matrices in its description, namely descriptions (descriptions) and considerations (judgments). The depiction is carried out at each stage of Antecedent (introduction, i.e. initial conditions that may have an impact on the outcome), transaction (process), and outcomes (outcome). The data from the description is compared with the standard to see the conformity and then considered. The use of this type of evaluation model is based on making assessments about the program being evaluated and the ease of evaluation is carried out by comparing data in the field with standards so that an overview is obtained that shows the actual situation compared to the standard.

FINDINGS AND DISCUSSION

Based on Context Evaluation

Context evaluation of the implementation of the inclusive program at SD Negeri Cikampek Selatan 1 includes the background, objectives of inclusive education, collaboration with other agencies, and student acceptance.

Evaluation Findings:

1. Preliminary Stage (Antecedent):

- a. Students' Conditions: Students showed increased learning motivation after the implementation of the Driving School Program, but there were some who still had difficulty adapting to the new learning approach.
 - b. Teachers' Conditions: There is variation in teachers' understanding of the new
 - c. curriculum, with most teachers still struggling to understand the Problem-Based Learning (PBL) and Project-Based Learning (PjBL) approaches. Facilities and Infrastructure: Limited infrastructure is one of the obstacles in the implementation of the program. Technological facilities are not adequate to support innovative learning.
 - d. Facilities and Infrastructure: Limited infrastructure is one of the obstacles in the implementation of the program. Technological facilities are not adequate to support innovative learning.
2. Transaction Stage (Transaction):
- a. The implementation of PBL and PjBL approaches has gone well in some cases, but there is still confusion among learners, especially in the early grades, regarding the concept of project-based learning.
 - b. Authentic Assessment: Project-based assessments and authentic assessments are not optimal. Teachers still find it difficult to apply performance assessments, portfolios, and observation methods in the student evaluation process.
3. Outcomes Stage (Outcomes):
- a. Improving Learning Quality: The Driving School Program has shown a positive
 - b. impact on improving the quality of education, especially in terms of students' motivation to learn and the quality of learning, which is reflected in the improvement in the Education Quality Report Card. Supporting and Inhibiting Factors:
 - c. Supporting and Inhibiting Factors: Several supporting factors were found such as student enthusiasm and support from the principal. However, the main obstacles are limited facilities, lack of technological support, and diverse understanding among teachers regarding the new curriculum.

Implementation evaluation is research, so the data collection method used in the implementation evaluation is the same as the data collection method in the research. The types of methods of labeling are interviews, observations, tests, documentation and inventory. In this study, the interview method will be used, because the source of the data is human as explained by Arikunto & Jabar, if the data collected comes from humans in the form of opinions, then it can be revealed by the interview method because the object of the data source is in the form of activities, the observation method is also used. (Arikunto & Jabar, 2018)

The Stake Countenance model emphasizes to evaluators to make decisions/judgments about the program being evaluated correctly, accurately and completely. Stake shows that the description on one side is different from the judgment or judgment. In this model, data on Antecedent (Input/context), Transaction (Process) and Outcomes (Product) data are not only compared to determine the gap between what is obtained and what is expected, but also compared with absolute standards so that the usefulness of activities in a program is clearly known.

Meanwhile, according to Musringudin, there are several objectives of program evaluation, including: (1) Measuring the influence of the program on the community. (2) Assess whether the program has been implemented according to the plan. (3) Measure whether the implementation of the program is in accordance with standards. (4) The program has been carried out in accordance with the standards that have been determined. (5) Program evaluation is expected to identify and find the dimensions of the program that is running and not running. (6) Program staff development. (7) Comply with the provisions of the law. (8) Program accreditation. (9) Measuring cost effectiveness and cost-efficiency. (10) Making decisions about the program. (11) Accountability. (12) Give back to the

program leaders and staff. (Musringudin, 2020).

This model is oriented to decision-making on each aspect by measuring the focus of evaluation which is then summarized in a matrix. Based on the flow of this Stake model, the researcher formulated the following research design: Description of the evaluation model for the implementation of the Independent curriculum in Driving Schools at SD Panca Bhakti, Makassar District, East Jakarta as follows:

1. Guidelines for the Implementation of the Driving School Program based on Permendikbudristek No. 262/M/2022(Permendikbudristek, 2022a)
2. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 Learning Outcomes (Keputusan Kepala BSKAP No.008, 2022)
3. Decree of the Head of BSKAP No.009/H/KR/2022 of 2022 concerning the Dimensions, Elements, and Sub-Elements of the Pancasila Student Profile in the Independent Curriculum.(Keputusan Kepala BSKAP No.009, 2022)
4. Permendikbudristek No. 16 of 2022 concerning Process Standards (Permendikbudristek, 2022b)
5. Permendikbudristek No. 21 of 2022 concerning Assessment Standards (Permendikbudristek, 2022c)
6. Permendikbudristek No. 5 of 2022 Graduate Competency Standards ((Permendikbudristek, 2022a))
7. Permendikbud No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. (Permendikbudristek, 2007)
8. Sarpras Guidelines based on Permendikbudristek Nomor 22 tahun 2023 (Permendikbudristek, 2023)
9. Guidelines for Learning and Assessment of Early Childhood, Primary and Secondary Education 2022(Kepala Badan Standar, 2022)
10. Permendikbud No. 12 of 2024 on the Curriculum in Early Childhood, Primary and Secondary Education Levels.(Permendikbudristek, 2024)

Tabel 1 : *Evaluation Model with Stake's Countenance Model*

STAKE LEVEL	Description matrix		Judgement matrix	
	Intent	Observation	Standards	Judgement
Antecedent	Students	Condition of Students	Preparation, student activities	Giving consideration to the results of the interview
	Guru	Condition of Teacher's	Teacher competency standards based on Permendikbud No. 56 of 2022	
	Understanding the Curriculum	Understanding the Curriculum	Understanding of the Independent curriculum based on the 2022 Early Childhood, Primary, and Secondary Education Learning and Assessment Guidebook	
	Infrastructure	Condition of Infrastructure	Regulation of the Minister of Education, Culture, Research, and Technology Number 22 of 2023 concerning Facilities and Infrastructure Standards	Giving consideration to the results of observations
	Learning planning	Conditions of learning planning	Regulation of the Minister of Education, Culture, Research, and Technology Number 16 of 2022 concerning Process Standards	

<i>Transaction</i>	Implementation of learning	Implementation of learning	Early Childhood, Primary and Secondary Education Learning and Assessment Guide 2022	Giving consideration to the results of observations and interview results
	Authentic assessments	Implementation of authentic assessments	Assessment Standards of Permendikbudristek Number 53 of 2023 article 26 paragraph 1	
<i>Outcomes</i>	Assessments Result	authentic assessments Result	Independent Curriculum Assessment Standards are based on Permendikbud No. 21 of 2022	Giving consideration to the results of observations

Overall, the results of the evaluation indicate that the implementation of the Driving School Program at SD Panca Bhakti has had several successes, especially in improving student learning motivation and learning quality. However, key challenges related to infrastructure, teacher understanding, and technology application need to be addressed to achieve more optimal results.

(Data-Driven Planning) in 2023 and 2024.

EDUCATION QUALITY REPORT OF PANCA BHAKTI ELEMENTARY SCHOOL

Identifikasi				
Masalah	Capaian 2023	Skor	Capaian 2024	Skor
<i>Indikator level 1 yang ingin Anda intervensi</i>				
A.2 Kemampuan numerasi	Kurang (39,29% siswa sudah mencapai kompetensi minimum)	39,29	Baik (76,19% peserta didik sudah mencapai kompetensi minimum)	76,19
D.1 Kualitas pembelajaran	Sedang	65,18	Sedang	63,77
A.3 Karakter	Baik	53,19	Baik	57,44
A.1 Kemampuan literasi	Baik (71,43% siswa sudah mencapai kompetensi minimum)	71,43	Baik (80,95% peserta didik sudah mencapai kompetensi minimum)	80,95

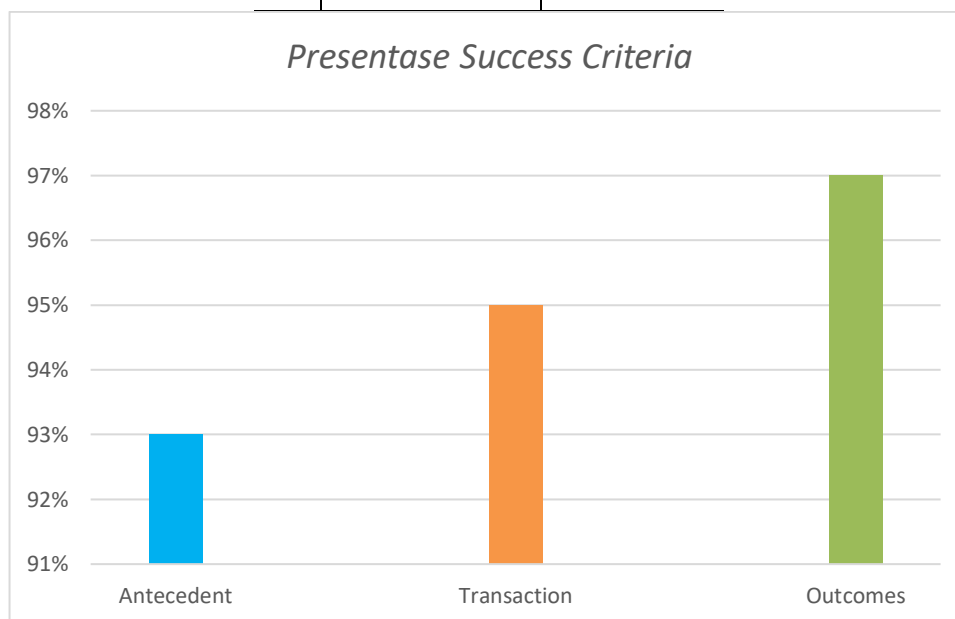
Picture 1: SD Panca Bhakti Quality Report Achievement Score

Source: National Assessment Statistics Data, Education Report, Ministry of Education, Culture, Research, and Technology

In the results of the above findings after the study, it was found that the percentage of success in the Evaluation of the Implementation of Driving Schools at SD Panca Bhakti, Makassar District, East Jakarta, where the success rate was dominated by the results of the implementation of the Driving School which achieved the highest percentage of 97% (Outcomes), followed by the success of the learning process (Transaction) of 95% and finally from the preliminary success criteria (Antecedent) of 93%. It is illustrated in the table below as follows:

Tabel 2 : Stake's Countenance Model Percentage
Stake Level Percentage

No	Section	Length %
1	Antecedent	93%
2	Transaction	95%
3	Outcomes	97%



Picture 2: Success Criteria Percentage Graph

Source: Interview Results with respondents in the Evaluation of the Implementation of the Panca Bhakti Elementary School Mover Program

The discussion of evaluation with the Stake Countenance Model in this document outlines some key findings related to the implementation of the Driving School Program at SD Panca Bhakti, Makassar District, East Jakarta. The Stake Countenance Model emphasizes descriptions and judgments that are carried out in three stages: antecedent, transaction, and outcomes. Evaluation Discussion: Antecedent Stage: Description: At this stage, the initial conditions assessed include the readiness of students, teachers, and facilities and infrastructure in the school. One of the problems identified is the limitation of facilities and infrastructure such as technological facilities that are not optimal. The conditions of students vary, some are ready to take part in project-based learning, but some still have difficulty adapting. Smith, T., & Johnson, R. (2019).

"Challenges in the Implementation of School Programs: A Review". This journal highlights various challenges faced by schools, including the condition of students, teacher competence, curriculum understanding, infrastructure, and learning planning. Their findings show that adequate support from all stakeholders is critical to the success of the program. (Smith, 2019) Consideration: This condition is considered not to be in accordance with the ideal standards expected in the Driving School Program. Teachers' lack of understanding of the new curriculum, including the Problem-Based Learning (PBL) and Project-Based Learning (PjBL) approaches, is a significant obstacle. Diverse understandings reduce the effectiveness of the program. Process Stage (Transaction): Description: In the learning process, PBL and PjBL models are applied as the main methods. However, at this stage,

some teachers and students have difficulties, especially in understanding the concept of project-based learning. Learning has not fully run as expected, especially in terms of the use of innovative technology and learning media.

“Effects of project-based learning on academic achievement: A meta- analysis” oleh Stojadinović Miloš N. (Department of Psychology, Faculty of Philosophy, University of Niš, Serbia). Project-based learning (PjBL) is considered an alternative to traditional transitive instructional approaches. This study aims to synthesize empirical findings about the effect of PBL on academic achievement. The results justify further research on the concept of PBL and find the optimal implementation method for this instructional approach. (Stojadinović et al., 2021)

Consideration: Evaluation at this stage shows that the implementation of learning is still not optimal. The use of authentic assessments such as observations, portfolios, and performance assessments has not been implemented optimally by teachers. This obstacle is caused by the limited ability of teachers and lack of technological support. Outcomes:

Description: The results of the implementation of this program can be seen in the improvement of the quality of education, especially in terms of student learning motivation and improvement in education quality scores, which is shown through the Education Quality Report which has improved every year. However, challenges remain in terms of sustainable and authentic assessments. Consideration: Despite the improvement in the quality of learning, the evaluation results are not completely satisfactory. Obstacles in the implementation of the program, especially related to assessment, limited facilities, and teacher competence, hinder the achievement of better results. However, the positive impact on student motivation shows that the program has potential if those barriers can be overcome.

The evaluation with the Stake method emphasized that although the implementation of the Driving School Program at SD Panca Bhakti showed positive results in several aspects, especially in improving learning motivation and learning quality, there are several significant obstacles that need to be addressed. Lack of understanding of teachers, limited infrastructure, and suboptimal use of technology are the main focuses that must be improved so that the program can run more effectively in the future. This evaluation also provides important considerations that more intensive mentoring is needed for teachers, increased access to technology, and advanced training in the use of project-based learning methods and authentic assessments.

CONCLUSION

Based on the evaluation with the Stake Countenance Model, the implementation of the Driving School Program at SD Panca Bhakti, Makassar District, East Jakarta, showed several important findings:

1. Readiness and Initial Understanding: This program has a positive impact in increasing student learning motivation and learning quality. However, there are limitations in facilities and infrastructure, as well as teachers' understanding of the curriculum and project-based learning approaches (PBL and PjBL) that are still diverse.
2. Learning Process: The implementation of Problem-Based Learning (PBL) and Project-Based Learning (PjBL) has not run optimally due to the lack of teacher understanding and student readiness. Authentic assessment is also not optimal, with difficulties in applying observation, portfolio, and performance assessment methods.

Outcomes: The improvement in the quality of education can be seen from the Education Quality Report, which shows an increase in grades every year. However, some challenges, such as limited facilities and teacher understanding, need to be overcome to achieve more optimal results.

REFERENCES

- Arikunto, S., & Jabar, C. S. A. (2018). *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis Bagi Mahasiswa dan Praktisi Pendidikan (II)*. Bumi Aksara.
- Keputusan Kepala BSKAP No.008. (2022). Salinan SK BSKAP Capaian Pembelajaran (Obsolete) Pada Anak Usia Dini, Jenjang Pendidikan Dasar, Kebudayaan, Riset, Dan Teknologi.
- Keputusan Kepala BSKAP No.009. (2022). Salinan SK BSKAP No.009/H/KR/2022 Tentang Dimensi Elemen dan Sub Elemen Profile Pelajar Pancasila pada Kurikulum Merdeka.
- Musringudin, G. A. R. A. P. D. (2020). *Modul Pembelajaran Evaluasi Program Pendidikan*.
- Permendikbudristek. (2007). Permendikbudristek No 16 Tahun 2007.
- Permendikbudristek. (2022a). Permendikbudristek No 5 Tahun 2022.
- Permendikbudristek. (2022b). Salinan Permendikbudristek No 16 Tahun 2022 ttg Standar Proses.
- Permendikbudristek. (2022c). Salinan_Permendikbudristek No_21 Tahun 2022_ Standar Penilaian Pendidikan.
- Permendikbudristek. (2023). Permendikbudristek No 22 Tahun 2023.
- Permendikbudristek. (2024). Permendikbudristek No 12 tahun 2024.
- Smith, T. , & J. R. (2019). *Challenges in the Implementation of School Programs: A Review. .*
- Stojadinović, M. N., Ristanović, D. P., & Milan, S. (2021). Effects Of Project-Based Learning On Academic Achievement: A Meta-Analysis. *Zbornik Instituta Za Pedagoska Istrazivanja*, 53(2), 261–279. <https://doi.org/10.2298/ZIPI2102261S>

EVALUATION OF THE IMPLEMENTATION OF THE AL-QUR'AN TAHFIDZ PROGRAM AT EMIISC ELEMENTARY SCHOOL, EXCELLENT METROPOLITAN INTEGRATED ISLAMIC SCHOOL JAKARTA

Isma'il Shiddiq ZAMROJI¹, Abd. Rahman A. GHANI²,
ISTARYATININGTIAS³

SD EMIISc Jakarta¹, Universitas Muhammadiyah Prof. DR. HAMKA^{2,3}

Ismail.albukhori.10@gmail.com¹, rahman_ghani@uhamka.ac.id², iis_ningtias@uhamka.ac.id³

ABSTRACT

The research evaluates the implementation of the Tahfiz Al-Qur'an 3 Juz Mutqin program at SD EMIISc Jakarta using the CIPP evaluation model, which includes Context, Input, Process, and Product aspects, and applies a qualitative approach. Data collection was conducted through in-depth interviews with school stakeholders such as the principal, tahfiz coordinator, halaqoh teachers, and administrative staff, as well as through documentation and observation. The collected data was analyzed using the Miles and Huberman model, involving data reduction, data presentation, and conclusion drawing. The findings reveal that the context evaluation focuses on the program's philosophical foundation, mission, objectives, the process of vision and mission formulation, and the urgency of implementing the program. The input evaluation assesses leadership, the tahfiz curriculum, halaqoh teachers, student readiness, funding, and infrastructure support. The process evaluation examines planning, program execution, assessment standards, and monitoring activities. Lastly, the product evaluation measures outcomes such as the results of tahfiz exams, as well as academic and non-academic impacts on students. Overall, the evaluation concludes that the implementation of the Tahfiz Al-Qur'an 3 Juz Mutqin program at SD EMIISc Jakarta is effective and aligns well with the set evaluation standards, reflecting its success in achieving its goals.

Keywords: *Halaqah, Talaqq,; Juz Mutqin, Tahfiz Al-Qur'an.*

INTRODUCTION

One of the activities that can be done in order to study the Qur'an is memorizing the Qur'an. Which is a noble activity in the sight of Allah Ta'ala. The activity or activity of memorizing the Qur'an is not like memorizing books or vocabulary, because in it it is required to pay attention to the makhorijul huruf (where the letters come out), the law of tajweed and tartil (reading it not too fast and not too slow)

in reading the Qur'an. Memorizing the Qur'an is presenting and reading it by heart through the tongue, consistently maintaining what is memorized, maintaining and preventing it from being forgotten and neglected (Al-Dausary, 2022).

One way to maintain the sustainability of the Qur'an is to memorize it, because maintaining its sanctity by memorizing it is a commendable work and a noble deed, which is highly recommended by the Prophet. Many of the Prophet and his companions memorized the Qur'an. Until now, the tradition of memorizing the Qur'an is still carried out by Muslims in the world.

Preserving (keeping) the Quran is done by memorizing it so that it remains in the heart. To preserve memorization, a strong will and high istiqamah are needed. (Supriono & Rusdiani, 2019) In the process of memorizing the Quran, someone who memorizes the Quran makes efforts and attempts to store information in the form of verses and letters that are memorized using the five senses such as sight, hearing and touch. The activity of memorizing the Quran as mentioned above is a form of maintaining the authenticity and purity of the Quran. In practice, the Quran is easy to memorize. Even millions of people can memorize the Quran from toddlers to the elderly. Regarding the ease of learning to memorize the Quran, Allah Ta'ala says:



“Indeed, We have made the Qur’an easy to learn. So is there anyone who will learn?” (Al-Qamar: 17)

Abdur Rauf (2009) commented on the verse above, citing the opinion of commentators, that Allah Ta’ala has made it easy for everyone to interact with the Qur’an for every human being who wants to learn it. Including memorizing the Qur’an, we believe in the guarantee of Allah Ta’ala, if we believe, it means that 50% of the capital to memorize the Qur’an is already in our hands. The rest is our effort and patience and mujahadah (hard work) to transfer the verses of Allah Ta’ala to our hearts.

Of the many educational programs in schools, one of the programs implemented in schools is the tahfiz Al-Qur’an program. The tahfiz Al-Qur’an education program among Indonesian Muslims has been around for a long time and has developed in many educational institutions such as Islamic boarding schools, elementary, middle and high schools, and even several Islamic universities. In practice, the Al-Qur’an memorization program in Indonesia is still simple and does not have a good and structured program. In addition, not all of them use the right method so that the results are not as expected.

In several Islamic Educational Institutions, the Al-Qur’an memorization program has also used the right method and curriculum and also has a target of graduates according to the program that must be achieved when they graduate. The goal is for the output of students to be students who have good morals (good morals), manners, are pious, knowledgeable and become hafidz of the Al-Qur’an. To find out the problems in learning tahfizul Qur’an (memorizing the Al-Qur’an), an evaluation model is needed. The evaluation model for learning tahfizul Qur’an is needed to reveal obstacles to learning in the classroom whose output can improve the quality of learning tahfizul Qur’an in the classroom.

According to Musringudin et al. (2020) Evaluation is a very important part of every activity or program. Evaluation can be said to be a form of control over the implementation of programs or activities carried out by institutions or by individuals. In this case, evaluation has a strategic role that can contribute to the success of a program. Of course, if the evaluation is carried out correctly following the established evaluation procedures. In this study, the evaluation model applied in implementing the evaluation of the Al-Qur’an memorization program at SD EMIISc Jakarta is the CIPP Evaluation Model (context, input, process and product). According to Stufflebeam & Shinkfield (2007), the core concept of the CIPP model is symbolized by the abbreviation CIPP, which stands for context, input, process, and product evaluation. This is in accordance with the memorization program studied regarding decision making in planning programs that are implemented or held, in this case the memorization

program. Musringudin et al. (2020) explain the CIPP evaluation model, "The CIPP evaluation model is considered the most comprehensive framework compared to other models. One of the reasons is that CIPP contains aspects of Context, Input, Process, and Product as objects of evaluation." The uniqueness of this model is that each type of evaluation is related to the decision-making device concerning the planning and operation of a program. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each stage of the evaluation above (Mahmudi, 2011). Later, the results of the CIPP evaluation will explain whether the program that has been and is being implemented can be continued or improved for the progress of the Al-Qur'an memorization program at SD EMIISc Jakarta.

SD EMIISc Jakarta has one of the goals of loving the Qur'an, being able to read the Qur'an according to the rules of tajwid science, and memorizing the 3 juz of the Qur'an (28, 29, and 30). In this case, students are required to memorize 3 juz mutqin when they graduate from elementary school according to the target of the tahfiz program targeted by the school. In this case, SD EMIISc pays special attention to learning the Qur'an, especially learning to memorize the Qur'an.

However, in implementing the 3 juz mutqin tahfiz program at SD EMIISc Jakarta, not all targets set by the school can be achieved because the children's abilities vary. In addition, the teaching staff for tahfiz Al-Qur'an have different capacities and competencies, not all of which are standardized according to the wishes of the school, in this case related to teacher pedagogy. This has an influence on the achievement of student memorization. So an evaluation of the implementation of the program is needed to improve quality even better.

The research conducted is an evaluation research which aims to find, know and evaluate the success of the implementation of the 3 juz mutqin Al-Qur'an memorization program at SD EMIISc Jakarta. In addition, it is also to find out the Evaluation of the Implementation of the Context, input, process and product of the 3 Juz Mutqin Al-Qur'an Memorization Program Using the CIPP Model. This research has the use as a scientific contribution in building and developing science, especially in the evaluation of the Al-Qur'an memorization program at SD EMIISc Jakarta and all levels from kindergarten to high school under the auspices of the EMIISc Foundation. Other uses This research can be used to evaluate and improve the quality of the 3 juz mutqin Al-Qur'an memorization program that has been run by the school, finally this research is expected to provide a significant contribution to improving the quality of the Al-Qur'an memorization program at SD EMIISc Jakarta.

METHOD

Design

This study is an evaluation study based on the form of data studied. The evaluation model used by researchers in this study is the CIPP evaluation model (context evaluation, Input evaluation, process evaluation and product evaluation). Of the four words mentioned above in the abbreviation CIPP is the target of the evaluation, which is none other than the process component of a program activity. It can be said that the CIPP model is an evaluation model that views the program being evaluated as a system (Arikunto & Abdul Jabar, 2018). This model was developed by Daniel L. Stufflebeam in the 1960s. This CIPP evaluation method can be a guide to improving teaching and learning in schools. In addition, this method has a philosophy of learning by doing, namely an ongoing effort to identify and correct deficiencies and errors when conducting evaluations.

The purpose of using this evaluation model is to collect comprehensive and accurate information related to the implementation of the tahfiz program for students of SD EMIISc Jakarta which consists of four types of evaluations, namely; (1) context evaluation; (2) input evaluation; (3) process evaluation and (4) product evaluation.

A qualitative approach is used in this study with a descriptive analysis method. Qualitative

research is research that aims to understand the phenomena of what is experienced by the research subject, for example behavior, motivation, perception, actions and others holistically, and by means of description in the form of language and words, in a specific natural context by utilizing natural methods (Moleong, 2004). In line with the opinion above, the qualitative research method is a research method based on the philosophy of postpositivism, used to research natural object conditions, as opposed to experiments where the researcher is the key instrument, data collection techniques are carried out in a combined manner (triangulation), data analysis is inductive/qualitative, and the results of qualitative research emphasize more on meaning than generalization (Sugiyono, 2017).

This research was conducted for 6 (six) months. Starting with initial research in November 2023-January 2024, continued with intensive research in February to July 2024 which is located in DKI Jakarta, precisely in Kramat Jati which is the area where SD EMIISc is located.

Evaluation Subject

In this study, the evaluation subject is an external subject which is determined based on the criteria of informants or data sources as suggested by Spredley. In this study, there were 15 informants covering 3 source criteria, namely; School leaders (principal, vice principal and also head of Al-Qur'an tahfiz coordinator, female teacher coordinator and also female Al-Qur'an tahfiz coordinator), school administrators (Head of CS/Public Relations PPDB EMIISc, Head of Operations, School Treasurer, School Operator), and subject teachers (diniyyah/general).

In this study, the researcher also ensured the validity of the data obtained, in this case the researcher directly communicated one of which was through interviews with the leaders, managers and teachers at the school. SD EMIISc Jakarta itself is the object of evaluation research on the implementation of the 3 juz mutqin tahfiz program.

Data Collection and Analysis

The researcher conducted this research in stages and systematically. Data collection was carried out through in-depth interview techniques, observation and documentation. In this study, the researcher became a participant and was directly involved in the halaqah activities in the field of tahfiz at SD EMIISc Jakarta. Although the researcher was an insider, the observation stage was carried out as objectively as possible by observing naturally and as it is and also showing the actual situation without any deliberate attempt to organize or manipulate the data. The researcher was involved as a teacher of the Qur'an halaqah only, not a program coordinator either and taught a small portion of the hundreds of other students at SD EMIISc Jakarta and this was quite helpful in this observation process. The advantage is that the researcher participated in the observation and had direct involvement in various activities with the school, so that in some activities carried out, they did not escape the researcher's observation.

Next, at the data analysis stage, all data obtained through the results of interviews, observations, and documentation. All of the data was collected and combined to study the data while selecting data that was in accordance with the research, then a careful analysis was carried out until the data was written in a descriptive text and also a conclusion.

There are many ways to check and test the validity of data. Moleong (2004) stated that there are 4 criteria in checking the validity of data, namely: (1) the degree of trust/credibility test; (2) the transferability test; (3) the dependability test, and the last is the certainty test (confirmability). In this study, the researcher used a data credibility/trust test. The technique used is the triangulation technique, which can be interpreted as checking data from various sources in many different ways and times. In this study, there are 3 (three) ways taken to check data sources through triangulation, namely source triangulation, technique triangulation, and time triangulation (Sugiyono, 2017). Then for data analysis

using the steps explained by Miles and Huberman as quoted by Sugiyono (2017), namely data reduction, data presentation, and drawing conclusions.

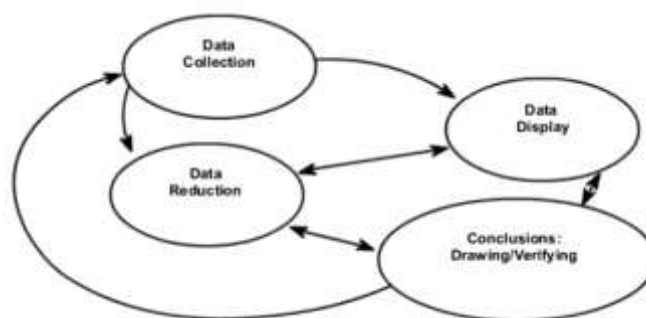


Figure 1: Miles & Huberman's (1994) Interactive Analysis Model

FINDINGS AND DISCUSSION

In implementing the tahfiz program for students, SD EMIISc Jakarta has a special program that focuses on memorizing the 3 juz mutqin Al-Qur'an. This tahfiz program is included in the lessons at school and the report card is also separate from other lesson reports. This tahfiz program is also included in the school curriculum. To obtain valid and accurate data related to the evaluation of the implementation of the tahfiz program 3 juz mutqin. The criteria for selecting achievement data or student tahfiz exam results are determined based on those who have completed this program intensively from the beginning of the school year to the end, in this case the researcher took data from the tahfiz program Al-Qur'an in the 2022-2023 Academic Year. The tahfiz program 3 juz mutqin at SD EMIISc Jakarta needs to be evaluated for its implementation to ensure the achievement of the program and to improve the quality of the program. The evaluation model used in this study is according to the method developed by Daniel L, Stufflebeam, namely the CIPP evaluation model (context, input, process and product).

Context Analysis

In the context evaluation, the evaluation results are divided into five evaluation aspects, namely, philosophical foundation, program foundation, program mission and objectives, the process of involvement in creating the vision and mission and the urgency of the 3 juz mutqin tahfiz program. The five evaluation aspects are in accordance with the evaluation indicators or criteria, namely, having a clear philosophical foundation, in accordance with the objectives of SD EMIISc Jakarta. Having a clear mission and program objectives and also being socialized to new students at the beginning of each new school year (usually at the MPLS event). This program has a very high urgency. The philosophical foundation is in accordance with and in line with the mission and objectives of SD EMIISc, namely to produce lovers of the Qur'an and Sunnah who master the science of sharia, love the Qur'an, can memorize the Qur'an according to the science of tajwid and memorize 3 juz mutqin with readings that are in accordance with the standards of tajwid science and practice in life and also teach others. The basis for this program policy also comes from the vision, mission and objectives of SD EMIISc. Related to the mission of this program, it is expected to produce lovers of the Qur'an who memorize 3 juz mutqin, especially memorizing it at a golden age at the age of children is clearly more strongly stored in the brain's memory.

By memorizing 3 juz mutqin, students will have a strong memorization. Students will also be enthusiastic to compete in memorizing the Qur'an because at SD EMIISc students who have completed 1 juz of memorization in tasmi' and then graduate will receive appreciation in the form of congratulations in the form of posters and will be announced in the parents' WhatsApp group, children

will also be more enthusiastic and motivated in memorizing. By memorizing the Qur'an, it is also hoped that students will also have morals in accordance with the Qur'an. Furthermore, related to the involvement in making the vision and mission, the leaders were invited and discussed for a deliberation regarding the Foundation's vision and mission, which after being agreed upon, was then passed down to the vision and mission of each level, after being fixed, it was then socialized by each level.

During the interviews and observations conducted by the researcher related to the philosophical basis, foundation of the program, mission and objectives of the program, the process of involvement in making the vision and mission and urgency of the 3 juz mutqin tahfiz program at SD EMIISc Jakarta, data was found that students and halaqah teachers knew about the philosophical basis, foundation of the program, mission, objectives and urgency of the 3 juz mutqin tahfiz program and also understood it. Even students were also motivated and competed in memorizing the Al-Qur'an. The philosophical basis, foundation of the program, mission, objectives and urgency of the 3 juz mutqin tahfiz program were always conveyed to parents and new students during the MPLS (school environment introduction period). To the halaqah teachers, the philosophical basis, foundation of the program, mission, objectives and urgency of the 3 juz mutqin tahfiz program were also always conveyed at the beginning of the semester when there were work meetings and upgrading events. The above point is always conveyed so that the halaqah teachers can continue to remember the above and always get motivation in teaching the Qur'an, because it can be a deed of worship that is worth a reward from Allah Ta'ala not only for students who memorize the Qur'an but also for the halaqah teachers who teach. So it can be concluded that the five aspects of context evaluation above have a very appropriate implementation. The research conducted by researchers at SD EMIISc Jakarta is in line with the research conducted by Aisah et al. (2021) in 2021, which provides a conclusion that the implementation of a policy/program will be successful if it begins with communication in the form of socialization.

Input Analysis

In the input evaluation in this study, there are several components, namely the leadership of the tahfiz coordinator, tahfiz curriculum, halaqah teachers, students, financing, and infrastructure. The leadership of the tahfiz coordinator who uses a democratic style and always prioritizes deliberation to find solutions to existing problems and to make decisions and even become a mediator and not selfish. The coordinator also always accepts suggestions and input from teachers. By using a democratic style, teachers will feel happy and comfortable in teaching. The tahfiz curriculum of 3 juz mutqin must achieve its target within 6 years. The first thing to consider is the recruitment of teachers who are competent in the field of tahfiz of the Al-Qur'an.

At SD EMIISc Jakarta, there are two Al-Qur'an learning materials, namely tahfiz and tahsin. For tahfiz, the talaqqi method is used, for tahsi there are the ummi and at-tibyan methods. In this case, the researcher focuses on studying the tahfiz program only. For the ratio of the halaqah, each teacher teaches 10-15 children. For the time of the halaqah itself, it is divided into two, there are morning and afternoon halaqah. For small classes (grades I-III) the time of the halaqah is in the morning at 07.45-09.15. While for large classes (grades IV-VI) the time of the halaqah is in the afternoon at 10.30-12.00. The place for the halaqah learning and teaching has been determined by the Al-Qur'an coordinator. The targets themselves have also been determined, including grades I-II around juz 30, grades III-IV around juz 29 and grades V-VI around juz 28. The details have also been written.

In this tahfiz program, if you want to increase the memorization juz, you must first pass the promotion test. The form of the test method is tasmi' (listening to memorization) in one sitting, memorizing 1 juz to each Al-Qur'an coordinator. Because for sons and daughters the tahfiz coordinators are separated. If the score is not below the kkm, which is 75, then it is declared a pass, if not then go back to smoothing it out and refining your memorization. Again, if you are ready, you can retest. For students who pass the juz promotion, congratulations or congratulations are given to the halaqah group.

Furthermore, in the evaluation of input, the halaqah teacher must have the creed of *ahlus sunnah wal jama'ah*, then have good morals/attitude that can be used as an example for students in both words and deeds. And the main thing is to memorize at least 5 juz with good memorization and have good *tahsin* of the *Al-Qur'an* and be good at *tajwid* and *makhroj* letters. What is no less important is that educators must have the spirit of educators for elementary school age children. In addition, the halaqah teachers are the spearhead in implementing this program to students. They must implement the SOP/standard standards that have been set, if implemented properly, God willing, the success of this *tahfiz* program can be realized and successful. The daily duties of the halaqah teachers are to help students memorize, *muroja'ah* and improve their reading. However, even though halaqah teachers have gone through the selection stage and met the criteria to be accepted, halaqah teachers have different capacities and competencies, not all halaqah teachers are standardized according to the school's wishes. Next, in terms of input, students at SD EMIISc Jakarta mostly come from the Jabodetabek area and around 30% come from around the school. New students have different previous educational backgrounds, this causes different abilities from students. SD EMIISc Jakarta also sets several standards that must be met by prospective new students, including knowing the *hijaiyyah* letters, being able to work on general questions taken from kindergarten questions such as reading, writing and arithmetic, and also the maturity of students in this case according to government recommendations, namely the age of seven years. Later they will be tested in writing, orally and interview. If these requirements are met, they can be accepted and pass the entrance test. This policy was made so that students can follow all programs at SD EMIISc Jakarta including the 3 juz *mutqin* *tahfiz* program and they do not have major difficulties. In memorizing the *Qur'an*, they also have no difficulty because they already understand and know the basics such as knowing the *hijaiyyah* letters. Then in terms of financing operational costs and activities/programs at SD EMIISc Jakarta which includes the 3 juz *mutqin* *tahfiz* program, the source is the student SPP managed by the school. The regulation of financing from income and expenses is also determined by the school. Then the second operational cost comes from the government, namely the BOS (School Operational Assistance) fund, which only received BOS funds this year. The BOS funds are used to meet the needs of facilities and infrastructure that support teaching and learning activities (KBM) in schools, so that activities in schools can run well.

Finally, in terms of facilities and infrastructure at SD EMIISc Jakarta, it is actually quite adequate. For daily learning in the classroom, it is sufficient, but based on the results of interviews and observations in the field, there are still shortcomings in the number of classes for *tahfiz* halaqah activities, the cause is because the number of halaqah participants is less between 10-15 people, because in one class it is divided into several halaqahs. So it does not match the number of local classes available, so there are several halaqahs that study outside the classroom such as in the library, in the classroom hallway, and in the school prayer room, this place is still quite safe and does not interfere with memorizing the *Qur'an*. So the local class for halaqah is not fully representative. For other facilities such as bathrooms, air conditioning and others are good. Based on the analysis above, the evaluation of the input of the *tahfiz* 3 juz *mutqin* program at SD EMIISc Jakarta can be concluded that it is implemented well, only the facilities and infrastructure are inadequate. In terms of facilities and infrastructure, in this case, there are still not enough classes for *tahfiz* circles, because there are several circles that do not study in class. With these limitations, the *tahfiz* field and all levels involved strive to achieve the program's objectives by utilizing existing facilities. This study is in line with research conducted by Mas et al. (2019) in their research concluded that the input component in the implementation of school programs is important for the continuation of a program. In the research, input itself includes leadership, curriculum, teachers, students, financing and facilities and infrastructure for the success of a program. Then Turmidzi (2021) explained in his research related to this input that input readiness is very necessary so that the process can run smoothly. Therefore, the high and low quality of input can be measured from the level of input readiness. The higher the input readiness, the higher the quality of the input.

Process Analysis

In the process evaluation research, there are four things, namely, implementation planning, implementation, assessment standards, and monitoring and evaluation. Implementation planning is always carried out at every annual work program meeting and also every month. In the learning activities of memorizing the Al-Qur'an using the talaqqi method. The assessment standards have also been set, so that teachers are uniform in their assessments. Monitoring and evaluation are also routinely carried out every month, even every day the halaqah teachers must write an online report on the progress of student learning (LPB).

Based on the documents found and direct observations in the field, implementation planning is always carried out routinely. The Al-Qur'an Coordinator makes a program implementation plan at the beginning of each semester which is then socialized to the halaqah teachers such as the halaqah implementation schedule, the target of the tahfiz program and also the methods used. The schedule for the tahfiz halaqah at SD EMII Sc Jakarta is divided into two sessions, namely the morning session for small classes (I-III) at 07.45-09.15, and the afternoon session for large classes (IV-VI) at 10.30-12.00. For small classes, the tahfiz lesson begins first, then the regular lesson, while for large classes, the lesson comes first, then the tahfiz halaqah. This activity is carried out from Monday to Friday. The teachers who teach the halaqah always accompany students in memorization and muroja'ah activities. All of these halaqah activities are carried out face-to-face at school. During the six years that students study at EMII Sc Elementary School, they have a target of memorizing 3 juz mutqin from the Al-Qur'an juz 30, 29 and 28. Details of the target are class I to memorize 24 Surahs juz 30 from An-Nas to As-Syams, class II to memorize 32 surahs juz 30 from An-Nas-Al-Muthafifin, class III to memorize 39 surahs juz 30 and 29 from An-Nas to Al-Insan, class IV memorized 46 letters juz 30 and 29 from An-Nas to Al-Haqqah, class V memorized 52 letters juz 30, 29 & 28 from An-Nas to Al-Munafiqun, finally class VI memorized 57 letters juz 30, 29 and 28 from An-Nas to Al-Mujadilah and The final total target for EMII Sc Jakarta Elementary School graduates is to memorize 3 chapters (30, 29 & 28) mutqin.

Next, the method used in memorizing the Al-Qur'an at EMII Sc Elementary School is the talaqqi method, where the halaqah teacher mentally recite or mentally recite the verses that will be memorized by students at the next meeting. If students' reading has been practiced in talaqqi, it can be more focused in accordance with the rules of the science of tajwid and the correct makhroj of the letters. The first talaqqi method, after students have talaqqi, they return to reading what the teacher has read. If the teacher sees that the reading is good then he is allowed to memorize independently. Then the second is the talaqqi method for those who cannot read the Al-Qur'an independently, usually class I and II cannot. So teachers do classical mentalaqqikan in their respective halaqah classes. So in talaqqikan without looking at the Al-Qur'an one verse is followed by students classically.

Teachers also always fill out online Tahfiz learning progress reports on Google Spreadsheet. Parents are also given a link to the progress in the WhatsApp group, so both parents and the tahfiz coordinator can always monitor. It is hoped that with this, both teachers and parents can work together for the success of the students' memorization targets. In addition, for students who have completed 1 juz of memorization, if they have mutqin and smooth submission with their respective halaqah teachers, then the halaqah teachers can register their students to take the 1 juz tasmi' exam which is tested by the tahfiz coordinator. This is a requirement to continue to the next juz. For the process itself, submitting 1 juz of memorization in one sitting. Based on the researcher's observations, the duration can be around 60 minutes, more or less, depending on the fluency of the memorization. If they successfully pass, students will receive appreciation in the form of congratulations in the form of posters that are shared in the WhatsApp group. For the test guidelines, there are also standard values that must be achieved to pass, a minimum score of 75 or jayyid murtafi' (good), which is assessed starting from fluency, tajwid and also makhroj or accuracy in reading letters. If the score is -26 from the total errors, a re-tasmi' will be carried out. In the assessment standards in this tahfiz program, there are already objective assessment

standards that have been set by the Al-Qur'an coordinator starting from daily assessments and semester exam assessments. So it can be concluded that it has good implementation. In the assessment, not only fluency but also, seen from the correctness of tajwid and makhroj letters. In addition, in the evaluation of the process in the aspect of monitoring and evaluation of its implementation, it is good in implementation. This is based on the researcher's interview with the head of the tahfiz coordinator and direct observation, monitoring is always carried out routinely every month. One of the things that is monitored is the report on the progress of the students' halaqah learning. From there, the development of students' memorization can be seen. Every semester there is also supervision, the tahfiz coordinator will enter the halaqah classes, to monitor the learning process in the classroom. As for the annual monitoring, there is an achievement form that must be filled out by the halaqah teacher to see the achievement of the target percentage. With this, the development and progress of the tahfiz 3 juz mutqin program can be known, even if obstacles are found, solutions can be found. Based on the analysis above, the results of this process evaluation research have very good implementation. According to Rahmanita et al. (2022) in his research said that the main function of process evaluation is to provide input that can help staff or managers run the program according to plan, or maybe modify plans that turn out not to be going well. In this case, SD EMIISc Jakarta in planning the implementation of the 3 juz mutqin tahfiz program always accepts input, criticism and suggestions if there are still shortcomings in the planning of the program implementation and will conduct an evaluation and make improvements to the re-planning if necessary. In addition, Fahma et al. (2021) explained that process evaluation is carried out to measure the extent to which the program implementation is carried out and the components that can be improved. With the above, it can be stated that the results of the process evaluation at SD EMIISc Jakarta were carried out very well and carried out effectively so that the implementation of the process in the tahfiz program could be achieved.

Product Analysis

The findings found by researchers in the aspect of the results of the tahfiz exam scores found that the results of the tahfiz exam in class I which had a target of 24 mutqin letters in Juz 30 achieved a success percentage of 99% for boys and 100% for girls. Then for class II which had a target of 32 mutqin letters in Juz 30 achieved a success percentage of 98% for boys and 96% for girls. While for class III which had a target of 39 mutqin letters in Juz 30 and 29 achieved a success percentage of 94% for boys and 96% for girls. Next in class IV which had a target of 46 mutqin letters in Juz 30 and 29 achieved a success percentage of 92% for boys and 96% for girls. Furthermore, in class V which had a target of 52 mutqin letters in Juz 30, 29, and 28 achieved a success percentage of 80% for boys and 94% for girls. Finally, for class VI which has a target of 57 mutqin letters in juz 30, 29 and 28, the male success percentage is 81% and the female success percentage is 91%.

From these data, we can see and conclude that the achievement of the target has not been fully successful, this is due to the different abilities of students in memorizing the Al-Quran and also the influence of tahfiz teachers who have different capacities and competencies, not all of which are standardized according to the wishes of the school, this has an influence on the achievement of student memorization. The target has not been fully achieved due to one of the reasons being the lack of parental role in monitoring children.

The next finding on the academic impact shows that students who have memorization that is in accordance with the target or exceeds the target set by the school have a significant impact academically. The reference is from the data obtained from the comparison of the scores of students who have memorization that is in accordance with the target or higher memorization and students who have low memorization below the target that was set late. In addition, students who have a lot of memorization also participate in MTQ or MHQ competitions outside of school, both at the fostered and sub-district levels and win, either 1st, 2nd and 3rd place. So there is also an academic influence in terms

of achievement in the competition.

This product aspect is influenced by several things, such as, student ability, student motivation in learning to memorize, student discipline both at school and at home, learning environment conditions, and teacher competency in teaching.

The results of this study explain that the achievement of program targets and objectives is running as expected even though the percentage of achievement is not all 100%. The academic impact can also be seen from the results of student exam scores, the results of several student achievements in competitions and appreciation from the school in the form of congratulations for students who pass the tasmil' juz increase exam. This is as the results of research conducted by Rahmanita et al. (2022) that the evaluation of the product of the Al-Quran reading program showed that the achievement of the program's targets and objectives was going well, as evidenced by the results of student achievement, routine hafidz graduations that were carried out and almost all students passed the learning/program achievement standards, and appreciation from parents for the program that was running made their children have the ability to read, write and memorize the Al-Quran. Finally, the findings on the non-academic impact show that students who have memorization that is on target or exceeds the target have an influence on the student's personality, so it can be concluded that the non-academic impact is with the memorization that students have. The non-academic impact is in the character, morals, good attitude of students towards friends, teachers and even to both parents. Students are also more diligent and disciplined in carrying out daily worship. They also always do activities that are positive and useful. It is also easier to understand many things. Students also have good and well-maintained speech. By constantly memorizing the Al-Quran, their intelligence will also increase. This is in accordance with the objectives of SD EMIISc Jakarta, namely being aware of carrying out worship, having good morals in daily life, loving the Qur'an and having basic leadership character. From the results of document analysis and interviews related to the evaluation of this product, a good evaluation decision was made in its implementation.

CONCLUSION

Based on the data findings and also the discussion of the results of the evaluation of the implementation of the Al-Qur'an memorization program at SD EMIISc Jakarta which includes the stages of context, input, process and product that have been discussed, the conclusions in this study are as follows:

1. The evaluation results in the context evaluation are divided into five evaluation aspects, namely, philosophical foundation, program foundation, program mission and objectives, the process of involvement in making the vision and mission and the urgency of the 3 juz mutqin memorization program. The five evaluation aspects are in accordance with the evaluation indicators or criteria, so the five aspects of the context evaluation above can be concluded to have a very appropriate implementation.
2. The input evaluation in this study has several components, namely the leadership of the tahfiz coordinator, tahfiz curriculum, halaqah teachers, students, financing, and facilities and infrastructure. It's just that the facilities and infrastructure are not yet adequate. In terms of facilities and infrastructure, in this case, there are still not enough classes for the tahfiz halaqah, so the evaluation of the input of the tahfiz program 3 juz mutqin at SD EMIISc Jakarta can be concluded to be implemented well because of several components of the input aspect that are very good, but in terms of facilities and infrastructure are not yet adequate.
3. In the process evaluation research, it covers four things, namely, implementation planning, implementation, assessment standards, and monitoring and evaluation. Implementation planning is always carried out at every annual work program meeting and also every month. In the learning

activities of the Al-Qur'an tahfiz using the talaqqi method. The assessment standards have also been set, so that teachers are uniform in their assessments. Monitoring and evaluation are also routinely carried out every month, even every day the halaqah teachers must write an online report on the progress of student learning (LPB). The results of the research, this process evaluation was implemented very well because the four aspects of the process evaluation had been planned and implemented very well and correctly.

4. In this product evaluation research, the research covers three aspects, namely the results of the tahfiz exam, academic impacts and non-academic impacts. From the results of document analysis and interviews, it was determined that the product evaluation decision was in good implementation because the target had not been fully achieved 100% even though the academic and non-academic impacts had a significant impact or influence.

REFERENCES

- Abdur Rauf, A. A. (2009). Anda Pun bisa Menjadi Hafidz Al-Qur'an. Markaz Al-Qur'an.
- Aisah, H., Zaqiah, Q. Y., & Supiana, A. (2021). Implementasi Kebijakan Asesmen Kemampuan Minimum (AKM): Analisis Implementasi Kebijakan AKM). *Jurnal Pendidikan Islam Al-Affan*, 1(2), 128–135. <http://ejournal.stit-alquraniyah.ac.id/index.php/jpia/>
- Al-Dausary, M. (n.d.). Menghafal Al-Qur'an Adab dan Hukumnya. www.alukah.net.
- Arikunto, S., & Abdul Jabar, C. S. (2018). *Evaluasi Program Pendidikan: Pedoman Teoritis, Praktis Bagi Mahasiswa dan Praktisi Pendidikan: Vol. Edisi Kedua*. Bumi Aksara.
- Fahma, A., Mesiono, & Hadijaya, Y. (2021). Leading Class Program Evaluation in Improving the Quality of Education. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 7(02), 233–242. <https://doi.org/10.32678/tarbawi.v7i02.4923>.
- Mahmudi, I. (2011). CIPP: Suatu Model Evaluasi Program Pendidikan. 6(1). <http://www3>.
- Mas, S. R., Daud, N. K. P., & Djafri, N. (2019). EVALUASI PELAKSANAAN PROGRAM GERAKAN LITERASI SEKOLAH DI SEKOLAH DASAR NEGERI. *Jurnal Manajemen Dan Supervisi Pendidikan*, 4(1), 45–51. <https://doi.org/10.17977/um025v4i12019p045>
- Miles, & Huberman. (1994). *An Expanded Sourcebook: Qualitative Data Analysis, Second Edition (Second)*. SAGE Publications, Inc.
- Moleong, L. J. (2004). *Metodologi Penelitian Kualitatif Edisi Revisi*. Rosda.
- Musringudin, Ghani, A. R. A., & Priyono, D. (2020). *Modul Pembelajaran: Evaluasi Program Pendidikan*. CV. Media Sains Indonesia.
- Rahmanita, U., Bodhi, O., Sumanto, T., Lestari, D., Fatmawati, U., Bengkulu, S., & Kediri, I. (2022). PELAKSANAAN PROGRAM MEMBACA AL-QUR'AN DAN TAHFIDZ DI TK PERMATA BUNDA KOTA BENGKULU: STUDI EVALUASI METODE CIPP. *Jurnal Studi Islam, Sosial Dan Pendidikan*, 1(2), 24–34. <https://ejournal-insancendekia.com/index.php/HOME>
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation Theory, Models, and Applications (1st Ed)*. Jossey-Bass.
- Sugiyono. (2017). *Metode Penelitian: kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Supriono, I. A., & Rusdiani, A. (2019). Implementasi Kegiatan Menghafal Al-Qur'an Siswa Di Lptq Kabupaten Siak. *Jurnal Isema: Islamic Educational Management*, 4(1), 54–64. <https://doi.org/10.15575/isema.v4i1.5281>
- Turmidzi, I. (2021). Implementasi Supervisi Pendidikan Untuk Meningkatkan Mutu Pendidikan DI Madrasah. *Tarbawi*, 4(1), 33–49.

EVALUATION OF CHARACTER EDUCATION PROGRAM AT SDN TANJUNG DUREN UTARA 02 JAKARTA

Ummi Widya ASTUTI
SDN Tanjung Duren Utara 02
ummiwidyaastuti12@gmail.com

ABSTRACT

This study evaluates the implementation and success of the character education program at SDN Tanjung Duren Utara 02 Jakarta using the CIPP model (Context, Input, Process, Product). The research aims to identify strengths and gaps in the program while providing recommendations for improvement. Participants include the principal, teachers, and parents, with data collected through interviews, observations, and documentation, then analyzed descriptively and qualitatively. The findings indicate that the program has met most evaluation criteria but requires improvement. In the context stage, the program's vision, mission, and objectives have been effectively socialized, but the absence of a formal implementation team decree (SK) leads to varied understandings of roles and responsibilities. The input stage highlights a need for stronger principal supervision and improvements in facilities to support consistent program quality. In the process stage, teachers are encouraged to apply character values more consistently in both classroom and extracurricular activities. The product stage shows promising results in fostering character education among students, but limited monitoring and evaluation reduce the program's overall effectiveness in achieving its goals. Overall, the character education program is categorized as sufficient but requires further development. Recommendations include formalizing the program structure through an implementation team decree, increasing principal oversight, ensuring consistent application of character values, and conducting regular and systematic evaluations to optimize program outcomes.

Keywords: *Program Evaluation, Character Education, CIPP Model*

INTRODUCTION

Numerous studies have explored character education and its advantages (Farikah, 2019; Goss & Holt, 2014; Holtzapple et al., 2011; Marvul, 2012; Silverthorn et al., 2017), but limited research has focused on character education specifically in primary schools (Stephens & Wangaard, 2013). Most existing research, conducted at the elementary school level, highlights the benefits of implementing character education programs, including positive impacts on academics, attendance, and disciplinary outcomes. Effective school leadership plays a crucial role in ensuring the success of these programs. Several studies have emphasized the significance of effective leadership and outlined strategies for achieving it (Cansoy, 2019; Dunlap et al., 2015; Huff et al., 2018; Mombourquette, 2017; Sun et al.,

2016; Webster & Litchka, 2020). According to Huff et al. (2018), the actions and routines of school leaders significantly influence the success of schools, including the implementation of new initiatives.

Character education, though not universally defined, focuses on fostering positive character development within schools (Berkowitz & Hoppe, 2009). It has been linked to numerous benefits, such as reducing bullying and discipline issues, enhancing academic performance, improving attendance, lowering dropout rates, and creating a better school climate (Berkowitz & Hoppe, 2009; Berkowitz et al., 2012; Elias, 2010; Jeynes, 2017; Stephens & Wangaard, 2016; Stiff-Williams, 2010). Williams et al. (2003) found that character education provides not only immediate benefits for students during their school years but also lasting advantages throughout their lives. Pala (2011) further emphasized that character education is critical for the success of schools.

Although character education has shown significant potential, its benefits are often unrealized without strong school leadership (Cansoy, 2019; Dunlap et al., 2015; Huff et al., 2018; Mombourquette, 2017; Sun et al., 2016; Thornton et al., 2019; Urick, 2020; Webster & Litchka, 2020). Prior research has identified several key elements of effective school leadership, such as establishing a clear vision, utilizing data-driven approaches, maintaining consistent practices, demonstrating ethical leadership, and encouraging shared leadership. A well-defined school vision is particularly critical, as Thornton et al. (2019) suggested that it should articulate necessary changes within a school and connect these changes to broader system goals. Effective school leaders should align their actions with sound educational philosophies, involve stakeholders in improvement efforts, plan based on the school's culture, facilitate innovation, assess progress using diverse data sources, and celebrate achievements to promote ongoing growth (Mombourquette, 2017). Researchers (Cansoy, 2019; Dunlap et al., 2015; Mombourquette, 2017; Thornton et al., 2019) have consistently highlighted the benefits of a shared vision, including enhanced student outcomes, increased teacher satisfaction and retention, and greater stakeholder engagement.

Using data-driven approaches had significant implications for student learning, goal setting, teacher feedback, and instructional practices across schools (Huff et al., 2018; Mombourquette, 2017; Sun et al., 2016). Researchers identified data usage as a critical component for effective school leadership. Sun et al. (2016) highlighted that school leaders approach data differently from classroom teachers. The data analyzed by principals included standardized test results, attendance records, behavioral trends, teacher-generated formative assessments, student demographic information, best practice insights, and feedback from teachers. Effective leaders use this information to set school goals, enhance teachers' decision-making abilities, foster a data-driven culture within the school, and refine instructional methods (Sun et al., 2016). Additionally, the use of data was vital in the successful implementation and sustainability of new programs (Huff et al., 2018; Sun et al., 2016).

The importance of establishing consistent routines and practices by school leaders was also highlighted (Huff et al., 2018; Leithwood et al., 2020; Thornton et al., 2019). Leaders who maintained consistent practices helped minimize disruptions for staff during instructional time, ensuring a focus on teaching and learning. This was crucial because the quality and quantity of instructional time significantly impacted student achievement (Leithwood et al., 2020).

SDN Tanjung Duren Utara 02 Jakarta faces several challenges in implementing its character education program within the school environment. Despite having a strong vision and mission to develop students with noble character, piety, and environmental awareness, the program's execution in the field has not been fully optimized. The teaching staff at this school are bachelor's degree holders and possess adequate competence, yet consistency in instilling character values remains an issue. Furthermore, the involvement of teachers and parents in supporting this program has not been maximized, resulting in student behavior that still shows a lack of discipline and occasional non-compliance with school rules, both inside and outside the school environment.

To address these challenges, there is a need to enhance supervision and monitoring of program implementation, as well as foster closer collaboration between the school, teachers, and parents. Active

involvement from all stakeholders is crucial to ensure that character values are not only taught but also integrated into students' daily lives. Through these improvements, the primary goal of character education—producing a generation that excels academically and embodies noble values—can be achieved more effectively.

METHOD

The research design utilized in this study is a qualitative approach. According to Denzin and Lincoln (1994), qualitative research is conducted in a natural setting to interpret phenomena, employing various relevant methods. Ericson further explains that qualitative research aims to describe activities narratively, including the impacts of actions taken in everyday life (Anggito, 2018).

Thus, this study employs a qualitative approach to describe conditions or situations narratively, focusing on the process of implementing the character education program at SDN Tanjung Duren Utara 02 Jakarta. The study not only examines the program's implementation but also identifies gaps observed in the field when compared to the guidelines or criteria established for implementing the character education program. This approach facilitates a detailed understanding of the problems, enabling appropriate solutions and follow-up actions.

The researcher uses the CIPP (Context, Input, Process, Product) evaluation model to assess the extent to which the character education program at SDN Tanjung Duren Utara 02 has been implemented. Additionally, the evaluation aims to determine whether tangible results and positive impacts on educators (teachers) and students at the school have been achieved.

In this study, the researcher created criteria in determining the evaluation subjects, including: 1) Principal, this is because the subject is directly involved in making decisions on the implementation of the Character Education program; 2) Vice Principal, this causes the subject to become a manager in the implementation of the character education program; 3) Class teachers and subject teachers, this is because the subject is directly involved in the success of the implementation of the character education program; 4) Students, this is because the subject also feels and carries out the implementation of the Character Education program at SDN Tanjung Duren Utara 02 Jakarta; 5) Parents and school committees, this is because the subject also feels and carries out the implementation of the Character Education program at SDN Tanjung Duren Utara 02 Jakarta.

FINDINGS AND DISCUSSION

Context

At the context stage in this research, several components are included, including program profile, program regulation, history of Character Education program, and needs analysis. From the interview results, it was found that the school did not have a Decree for the Character Education program task implementation team, while the principal had provided socialization, mobilized all school residents to apply it in every school activity related to this Character Education program, but in the field there were still teachers who were not optimal in implementing it.

Input

Input in this study consisted of the principal, teachers, curriculum, parents of students, students, and facilities and infrastructure. The results of the researcher's observations found that educators or teachers as a whole had completed their undergraduate degrees and were in accordance with their competencies. Facilities and infrastructure were also quite supportive of the Character Education program, it's just that there were still rooms that needed more optimal maintenance.

Based on the results of research observations both in the classroom and outside the classroom, educators or teachers have implemented Character Education well for students, but have not implemented it optimally, such as when the bell rings to enter the class, there are still teachers who are late to enter the class, likewise during activities in the field, all students are present in the field but only a few teachers are new in the field, because educators or teachers are less disciplined, students also become indifferent to the values of discipline, it can be seen that there are still many students who have not come down and it can be seen that many are still in the canteen to eat and drink. The concern of the parents of students has mostly supported this Character Education program, there are even parents who think "yes it is very good so that students have better characters, especially in their attitudes and discipline", there are also parents who say "but the activities carried out or held by the school are often inconsistent, yes, recently there was enthusiasm but after a while the activities were no longer carried out", this is known from the results of interviews with teachers. There are still parents of students who do not understand how important it is to educate from the smallest things that can shape and build children from an early age, for example when a teacher reprimands a student for violating discipline but the parents do not accept their child being reprimanded, the parents assume that their child is being scolded, even though the reprimand is to help improve the character of the student to be more disciplined.

Process

The process in this study consists of several components consisting of intracurricular learning activities and extracurricular learning. The results of the research observation found that intracurricular activities in schools in the Character Education program have not been a priority in each subject and have not even run optimally, only as a habitual activity. Then, related to the supervision of the principal, the supervision of the Character Education program has not been carried out because there is no Decree from the Team of teachers who are assigned only routinely with regard to the teacher's picket schedule as a guideline for the Character Education program activity schedule has not become the main education and has not been comprehensive.

Results (Product)

The results of the process in this study include several elements, namely character values. Based on observations, interviews, and questionnaires, what has been done from the product aspect on the elements of religious character values, discipline, curiosity, communication, and caring for the environment has gone well, however, basically they still need guidance, direction and are always reminded because they are still in the development stage and are more likely to be influenced by the character education of their friends. Based on the description of the results above, the gap analysis can be described in the table below.

CONCLUSION

After conducting an evaluation analysis of the character education program at SDN Tanjung Duren Utara 02 Jakarta which has been described previously, using the CIPP model, gaps were found in the four evaluation stages as follows:

1. Context Stage, Most of it has been fulfilled well, from the program profile in the form of (Vision, Mission, and Objectives) is very clear and detailed, the program is in accordance with the needs of the community as evidenced by the increasing number of students who are enthusiastic in participating in every activity of the character education program. However, there is no Decree from

the Character Education task implementation team, which assumes that the school community already understands the school's vision and mission that have been socialized at the teacher council meeting and parent-teacher meeting held at the beginning of each semester. In fact, the program is the responsibility of all school residents to apply it.

2. Input Stage, Most of the input elements have been fulfilled well, such as teachers who have completed their undergraduate degree and are linear with their place of duty. Most have also run the Character Education program. However, the principal has not carried out supervision related to the program, and only a few teachers who design their learning have activities related to the Character Education program. For infrastructure, there is still a need for a lot of maintenance to be improved again. The Character Education Program also really needs support from parents so that schools can continue to improve this Character Education program well.
3. Process Stage, All aspects of the process have been fulfilled well but still need to be improved, especially in terms of character values. Likewise, teachers are expected to be more consistent in providing direction and guidance to students in instilling Character Education both in activities in and outside the classroom, in addition to guiding and directing, supervision is also needed both in terms of implementing monitoring, evaluation, and control of each student activity from when students arrive at school until students return home from school.
4. Product Stage, The product of the Character Education program at SDN Tanjung Duren Utara 02 Jakarta, the application of character values carried out both in and outside the classroom has obtained good results, as well as the development of Character Education both in and outside the classroom for each student at the school is getting better.

REFERENCES

- Berkowitz, M. W., Pelster, K., & Johnston, A. (2012). Leading in the middle: A tale of pro-social education reform in two principals and two middle schools. *The handbook of prosocial education*, 2, 619-626. <https://static1.squarespace.com/static/5c6c5f928d974068cfa15797/t/5c9cef247817f77c6b61d64e/1553788708649/LACE+case+study+on+pro-social+education.pdf>
- Berkowitz, M., & Hoppe, M. A. (2009). Character education and gifted children. *High Ability Studies*, 20(2), 131-142. <https://eric.ed.gov/?id=EJ870495>
- Cansoy, R. (2019). The relationship between school principals' leadership behaviors and teachers' job satisfaction: A systematic review. *International Education Studies*, 12(1), 37-52. <https://files.eric.ed.gov/fulltext/EJ1201517.pdf>
- Dunlap, J., Li, J., & Kladienko, R. (2015). Competencies for effective school leadership: To what extent are they included in Ed.D. leadership programs? *Educational Leadership and Administration: Teaching and Program Development*, 26, 14-26. <https://files.eric.ed.gov/fulltext/EJ1062258.pdf>
- Elias, M. (2010). Character education: Better students, better people. *Education Digest: Essential Readings Condensed for Quick Review*, 75(7), 47-49. <https://eric.ed.gov/?id=EJ873658>
- Farikah. (2019). Developing the students' character through literacy activities in a child-friendly school model. *Dinamika Ilmu*, 19(2), 187-196. <https://files.eric.ed.gov/fulltext/EJ1236089.pdf>
- Goss, S. J., & Holt, C. R. (2014). Perceived impact of a character education program at a Midwest rural middle school: A case study. *Education Leadership Review of Doctoral Research*, 1(2), 49-64. <https://eric.ed.gov/?id=EJ1105748>
- Holtzapple, C. K., Griswold, J. S., Cirillo, K., Rosebrock, J., Nouza, N., & Berry, C. (2011). Implementation of a school-wide adolescent character education and prevention program: Evaluating the relationships between principal support, faculty implementation, and student outcomes. *Journal of Research in Character Education*, 9(1), 71-90. https://link.gale.com/apps/doc/A284015981/EAIM?u=naal_sam&sid=bookmarkEAIM&xid=9d397e38
- Huff, J., Preston, C., Goldring, E., & Guthrie, J. E. (2018). Learning-centered leadership practices for

- effective high schools serving at-risk students. *Teachers College Record*, 120(9), 1–38. <https://doi.org/10.1177/016146811812000905>
- Jeynes, W. H. (2017). A meta-analysis on the relationship between character education and student achievement and behavioral outcomes. *Education and Urban Society*, 51(1), 3371. <https://doi.org/10.1177/0013124517747681>
- Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of “The four paths model.” *Educational Administration Quarterly*, 56(4), 570–599. <https://doi.org/10.1177/0013161X19878772>
- Marvul, J. N. (2012). If you build it, they will come: A successful truancy intervention program in a small high school. *Urban Education*, 47(1), 144–169. <https://doi.org/10.1177/0042085911427738>
- Mombourquette, C. (2017). The role of vision in effective school leadership. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 45(1), 19–36. https://cceam.net/wpcontent/uploads/2019/01/ISEA_2017_45_1.pdf#page=25
- Pala, A. (2011). The need for character education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23-32.
- Silverthorn, N., DuBois, D. L., Lewis, K. M., Reed, A., Bavarian, N., Day, J., Ji, P., Acock, A. C., Vuchinich, S., & Flay, B. R. (2017). Effects of a school-based social-emotional and character development program on self-esteem levels and processes: A clusterrandomized controlled trial. *SAGE Open*, 7(3), 1-12. <https://doi.org/10.1177/2158244017713238>
- Stephens, J. M., & Wangaard, D. B. (2013). Using the epidemic of academic dishonesty as an opportunity for character education: A three-year mixed methods study (with mixed results). *Peabody Journal of Education*, 88(2), 159–179. <https://www.jstor.org/stable/42001753>
- Stephens, J. M., & Wangaard, D. B. (2016). The “achieving with integrity” seminar: An integrative approach to promoting moral development in secondary school classrooms. *International Journal for Educational Integrity*, 12. <https://doi.org/10.1007/s40979-016-0010-1>
- Stiff-Williams, H. (2010). Widening the lens to teach character education alongside standards curriculum. *Clearing House*, 83(4), 115–120.
- Sun, J., Johnson, B., & Przybylski, R. (2016). Leading with data: An increasingly important feature of school leadership. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 44(3), 93–128.
- Thornton, B., Usinger, J., & Sanchez, J. (2019). Leading effective building level change. *Education*, 139(3), 131. <https://eric.ed.gov/?id=EJ1320691>
- Urlick, A. (2020). What type of school leadership makes teachers want to stay? *NASSP Bulletin*, 104(3), 145–176. <https://journals.sagepub.com/doi/10.1177/0192636520949682>
- Webster, K., & Litchka, P. (2020). Planning for effective school leadership: Teachers’ perceptions of the leadership skills and ethical behaviors of school principals. *Educational Planning*, 27(1), 31–47. <https://eric.ed.gov/?id=EJ1250500>
- Williams, D. D., Yanchar, S. C., Jensen, L. C., & Lewis, C. (2003). Character Education in a public high school: A multi-year inquiry into unified studies. *Journal of Moral Education*, 32(1), 3-33. <https://doi.org/10.1080/0305724022000073310>

EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT KLENDER 13 STATE ELEMENTARY SCHOOL, EAST JAKARTA

Exabella HANDAYANI

SDN Klender 13

exabellahandayani@gmail.com

ABSTRACT

Klender 13 State Elementary School, East Jakarta is one of the schools carrying out an evaluation of the implementation of Child Friendly Schools (SRA) to realize children's rights to good and quality education. This research aims to evaluate program implementation, strategies and the impact of implementing SRA at the Klender 13 State Elementary School, East Jakarta. This research uses a descriptive qualitative approach. The data collection techniques were obtained through observation, interviews and documentation studies. Next, the collected data was analyzed using the CIPP evaluation model analysis model which includes procedures for data collection, data reduction, data presentation, and drawing conclusions. Checking the validity of the data using triangulation. This research found the following results: (1) The SRA program at SDN Klender 13 was implemented by integrating all existing school policies, school programs and school activities. (2) The strategy for implementing the SRA program at SDN Klender 13 includes forming an SRA program implementation team, fulfilling SRA component indicators, carrying out monitoring and evaluation, and being responsive to the results of monitoring and evaluation of SRA program implementation. (3) The implementation of SRA has had an impact on SDN Klender 13 which includes changes in student character, increased student achievement both academic and non-academic, students feel more calm and comfortable physically and emotionally at school, there is an increase in teacher achievement and skills, communication is established and positive collaboration between teachers and parents, increasing madrasah achievements, and making the madrasah's reputation better known in the community.

Keywords: *Implementation, Child Friendly School Program, CIPP*

INTRODUCTION

Violence against children continues to occur in various educational settings, including both

verbal and physical abuse. This violence is perpetrated by both teachers and students within these institutions. In recent years, efforts have been made to address this issue through the development of a child-friendly school model, initiated by the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia/KPAI) in partnership with the Ministry of Women's Empowerment and Child Protection. Since 2016, this model has been implemented in numerous educational institutions across Indonesia, including both schools and madrasahs. By 2019, around 12,823 schools and madrasahs had adopted the child-friendly school model, spread across 238 districts and 34 provinces, ensuring that almost every city has examples of such institutions.

Despite the growing number of Child-Friendly Schools, the issue of violence in educational institutions has not been fully resolved. The implementation of the Child-Friendly Schools program has been evaluated, with many of the evaluations focusing on quantitative data. However, there have been fewer qualitative evaluations that explore the depth and effectiveness of the program's implementation. A qualitative evaluation aims to provide a more comprehensive understanding of how the program is being applied and whether it aligns with the core principles of the child-friendly school model.

Discrimination against children has become increasingly prevalent in society. Various cases of violence, bullying, and unfair treatment towards children highlight the urgent need to protect their rights. Ironically, schools, which are supposed to be the safest spaces for children, often become sites of physical and verbal abuse, perpetrated by peers or other members of the school community. The rising number of violence cases in schools emphasizes the critical need for the implementation of the Child-Friendly School (SRA) program.

In general, the evaluation of the Child-Friendly School program in educational institutions is carried out by an internal evaluation team established by the head of the child-friendly school committee at each school. This team is responsible for overseeing and assessing the implementation and sustainability of the program within the educational unit. Beyond internal evaluations, external evaluators from outside the school, such as madrasahs, are also involved in monitoring and evaluating the performance and achievements of the program. The Ministry of Women's Empowerment and Child Protection holds the authority to conduct quantitative evaluations, primarily focusing on assessing whether specific indicators of child-friendly schools have been met. However, this quantitative approach often lacks effective feedback for schools regarding which aspects need improvement. Furthermore, it fails to provide comprehensive and detailed insights into the implementation of the program, as many elements are not measurable through quantitative methods alone.

Research on child-friendly schools has been conducted by various scholars, exploring areas such as policy development (Kristanto, Khasanah, & Karmila, 2011; Nam & Nam, 2018; Saputro, 2018; Senowarsito & Ulumuddin, 2012), curriculum design and teaching methods (Damanik & Pakpahan, 2017, 2013, 2018; Dwi Cahyono, 2017; Farikah, 2019; Hajaroh, Rukiyati, Purwastuti, & Saptono, 2015; Leasa & Samallo, 2014; Maziah, Saemah, & Nooraziah, 2015; Novitasari, 2018; Šimunović, 2014; Widodo & Zumaroh, 2018; Zakiyah, 2017), program management (Firdaus, 2019; Muntari, 2014; Naeni Puspitasari, 2017; Subur, Qosim, & Nugroho, 2018; Sulistyowati, 2018), infrastructure and environmental support (Anwar, Malik, & Khizar, 2016; Godfrey et al., 2012; Nugroho & Haryati, 2017; Yulianto, 2016), and the implementation of child-friendly school initiatives in schools and madrasahs (Çobanoğlu, Ayvaz-Tuncel, & Ordu, 2018; Cross et al., 2012; Mahsun & Suwandi, 2019; Rofi'ah, 2013; Rohmana & Suyanto, 2019; Tokan, 2012; Utari, 2016). Additionally, literature-based studies on child-friendly schools have been conducted by several researchers, offering valuable theoretical insights (Miske, 2010; Rahmad, 2019; Rohmawati & Hangestningsih, 2019).

In social reality, children are often viewed as smaller versions of adults. This perspective frequently leads to the neglect of their need for a safe and supportive environment, both emotionally and psychologically. As a result, children become vulnerable to acts of violence that harm them physically and mentally. This phenomenon is also evident at SDN Klender 13, East Jakarta, located in a densely populated area with predominantly low- to middle-income families.

Most students at SDN Klender 13 come from migrant families where parents work as traders or daily laborers. This situation limits parental supervision over their children, exposing them to a less conducive social environment. Consequently, negative behaviors such as the use of inappropriate language and disrespectful actions often arise, leading to incidents of bullying or verbal and physical violence.

Violence against children, known as child abuse, includes various forms of harmful treatment, whether physical, verbal, or emotional. According to data from the Indonesian Child Protection Commission (KPAI) and international organizations, the rate of violence against children in Indonesian schools remains alarmingly high. These forms of violence include physical, psychological, and even sexual abuse, often perpetrated by close individuals such as teachers, peers, or caregivers.

Given these conditions, SDN Klender 13 reflects the urgent need for a Child-Friendly School approach. This approach aims to create a safer, more comfortable, and supportive environment that fosters the holistic development of children. By implementing such measures, it is hoped that cases of violence can be minimized, allowing students to grow and thrive in a more positive setting.

METHOD

Program evaluation is very important to determine the level of effectiveness, provide useful information, and provide recommendations for policy makers to determine whether the program needs to be continued or stopped. In general, the main purpose of this evaluation is to assess the implementation of the Child-Friendly School Program (SRA) and provide useful input to improve the quality and effectiveness of the program.

This study uses a qualitative method that focuses on procedures that produce descriptive data in the form of written or spoken words from individuals or groups being studied. This method is useful for exploring and understanding the meaning given by individuals or groups related to the social or humanitarian problems being studied. In a qualitative approach, symptoms are considered holistic, that is, they cannot be separated, so that researchers do not only focus on certain variables, but on the entire social situation which includes aspects of place, actor, and activity that interact synergistically.

The evaluation model used in this study is the Context-Input-Process-Product (CIPP) model, developed by Stufflebeam and colleagues at Ohio State University. This model aims to collect accurate and comprehensive information, which is then used as a basis for consideration for schools to make decisions in improving and developing SRA programs in a better direction. This model was chosen because it is considered the most appropriate for describing problems in detail, from input to output produced.

The evaluation subject in this study is the students at SDN Klender 13 Jakarta Timur. This evaluation will focus on how the implementation of the Child-Friendly School (SRA) program impacts the students, in terms of behavior, social interactions, and academic achievement. The study will also assess how students respond to the teaching methods applied within the framework of the SRA program, as well as the positive effects that students experience from the child-friendly school environment. Aspects such as attendance, participation in activities, and improvements in discipline and student behavior will be the main focus of this evaluation.

FINDINGS AND DISCUSSION

The results of the researcher's observations found that the initial pioneering of the child-friendly school program at SDN Klender 13, which was felt to be something very new for the principal and all elements at SDN Klender 13 so that many changes were made, both additions and reductions, to policies based on child-friendly school indicators.

The condition of SDN Klender 13 before the existence of a child-friendly school can be said to

be a school that does not facilitate students to develop their potential and abilities in all things safely and comfortably. This is the basis for the desire to create a program that can and is able to grow the potential in children. The consequences of creating a child-friendly school program are not only making the school adequate, but also must be able to create an educational environment. This is as expressed by the principal and several educators at SDN Klender 13:

SDN Klender 13 is in an environment that is not educational even though there are boarding schools and so on around it, but factories and other home industries dominate the environment around SDN Klender 13, so that education becomes something additional or secondary. This is an obstacle to the creation of a child-friendly school program which in its foundation requires three pillars, namely schools, parents, and students.

The results of the researcher's observations found that the initial pioneering of the child-friendly school program at SDN Klender 13, which was felt to be something very new for the principal and all elements at SDN Klender 13 so that many changes were made, both additions and reductions, to policies based on child-friendly school indicators.

The condition of SDN Klender 13 before the existence of a child-friendly school can be said to be a school that does not facilitate students to develop their potential and abilities in all things safely and comfortably. This is the basis for the desire to create a program that can and is able to grow the potential in children. The consequences of creating a child-friendly school program are not only making the school adequate, but also must be able to create an educational environment. This is as expressed by the principal and several educators at SDN Klender 13:

SDN Klender 13 is in an environment that is not educational even though there are boarding schools and so on around it, but factories and other home industries dominate the environment around SDN Klender 13, so that education becomes something additional or secondary. This is an obstacle to the creation of a child-friendly school program which in its foundation requires three pillars, namely schools, parents, and students.

In the discussion section, the gap analysis of the implementation of the Child-Friendly School Program (SRA) at SDN Klender 13 will be divided based on four aspects of discussion in the CIPP evaluation model: Context, Input, Process, and Product. The following is a gap analysis based on the findings presented above:

1. Context:

Findings: The SRA program at SDN Klender 13 is relevant to the needs of the school environment that faces the problem of violence against children, both physical and verbal. The presence of children from families with lower-middle economic backgrounds adds to the urgency of this program.

Gaps: Although this program is very relevant, there are still challenges in the community's understanding of the importance of this program. Parental involvement in supervising children at home is still limited, so not all students get full support for their personal and character development at home and at school.

2. Input:

Findings: Existing resources, such as infrastructure and teacher support, are sufficient to support the implementation of the SRA program. However, parental involvement in supporting this program is not yet optimal.

Gaps: Although facilities and infrastructure are available, there is still a need to improve teacher training and parental involvement. Many parents work as traders and casual laborers, so their time to play an active role in their children's education at home is very limited. This is an obstacle in optimizing program implementation.

3. Process:

Findings: The program implementation process at SDN Klender 13 has been running well. Interactions between teachers and students are positive, and efforts to create a child-friendly environment are starting to show results. The activities carried out are quite effective in building a safe atmosphere for students.

Gaps: The main obstacles in the process are limited supervision from parents and several policies that have not been fully implemented firmly. Students are still influenced by a social environment that does not support positive behavior. There needs to be a more consistent policy and firmness in handling violence in schools.

4. Products:

Findings: The SRA program at SDN Klender 13 shows a positive impact on student behavior, such as reducing violence and increasing creativity and learning comfort. The learning environment is more supportive of child development.

Gap: Although positive impacts are visible, efforts are still needed to expand the space for children's creativity and increase their participation in school decision-making. The SRA program needs to be expanded to include more activities that can strengthen students' sense of responsibility for the environment and school facilities.

CONCLUSION

The following are the conclusions using the four stages of CIPP evaluation (Context, Input, Process, and Product) for the implementation of the Child-Friendly School Program (SRA) at SDN Klender 13:

1. Context: The Child-Friendly School Program (SRA) at SDN Klender 13 is very relevant and urgent to be implemented considering the challenging socio-economic conditions of the environment. With the majority of students coming from families with lower-middle economic backgrounds, as well as the high rate of violence experienced by children, the implementation of this program provides the right solution to create a safe, healthy environment that supports child development. However, a deeper understanding is still needed from the community and parents regarding the importance of their role in supporting this program.
2. Input: The available resources, both in terms of facilities and infrastructure, as well as support from teachers at SDN Klender 13, are sufficient to support the implementation of the SRA program. However, parental involvement in this process is still relatively low, which is caused by limited time and parents' ability to actively participate. Increasing training for teachers and the active role of parents is very much needed so that this program can run optimally.
3. Process: The implementation process of the SRA program at SDN Klender 13 went well. The interaction between teachers and students showed a friendlier and safer atmosphere, and the program has succeeded in creating a more positive atmosphere. However, the main challenge is limited supervision from parents and several policies that have not been implemented consistently. There is a need to increase parental involvement and strengthen policies and rules in schools to support the creation of a more child-friendly environment.
4. Product: The results of the implementation of the SRA Program at SDN Klender 13 showed a positive impact on changes in student behavior, such as reducing violence and increasing creativity and comfort in learning at school. However, these results still need to be improved with more programs that support the development of student potential more optimally, as well as involving students more in decision-making related to school policies. This program has succeeded in creating a more supportive atmosphere, but still needs further development to achieve more optimal goals.

REFERENCES

- Kristanto, Khasanah, I., & Karmila, M. (2011). Identifikasi Model Sekolah Ramah Anak (SRA) Jenjang Satuan Pendidikan Anak Usia Dini Se-Kecamatan Semarang Selatan. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 1(1), 38–58.
- Nam, H., & Nam, S. I. (2018). Child-Friendly City Policies in the Republic of Korea. *Children and Youth Services Review*. <https://doi.org/10.1016/j.childyouth.2018.08.033>
- Saputro, A. S. (2018). Implementasi Kebijakan Gerakan Literasi Sekolah di SMA Negeri 2 Bantul. *Prosiding Konferensi Nasional Ke-7 Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah 'Aisyiyah (APPPTMA)*, 82–93.
- Senowarsito, & Ulumuddin, A. (2012). Implementasi Pendidikan Ramah Anak dalam Konteks Membangun Karakter Siswa di Sekolah Dasar Negeri di Kota Semarang. *FPBS IKIP PGRI Semarang*, 6(1), 15.
- Damanik, H., & Pakpahan, S. (2017). Menyiapkan Bahan Ajar Sekolah Ramah Anak. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran) Kajian Dan Riset Dalam Teknologi Pembelajaran*, (9), 68–80. <https://doi.org/10.17977/um031v1i12014p068>
- Damanik, H., & Pakpahan, S. P. (2013). Pengembangan Bahan Ajar tentang Sekolah Ramah Anak pada Mata Kuliah Manajemen Berbasis Sekolah Prodi S1-PGSD Universitas Terbuka. Jakarta.
- Damanik, H., & Pakpahan, S. P. (2018). Pengembangan Bahan Ajar tentang Sekolah Ramah Anak pada Mata Kuliah Manajemen Berbasis Sekolah. *Jurnal Keluarga Sehat Sejahtera*, 16(31), 37–50. <https://doi.org/10.24114/jkss.v16i31.10172>
- Dwi Cahyono, R. S. (2017). Peran Guru dalam Penerapan Sekolah Ramah Anak di SD Muhammadiyah 16 Surakarta. *Skripsi Tidak Dipublikasikan, Universitas Muhammadiyah Surakarta*. Farikah, F. (2019). Developing the Students' Character through Literacy Activities in A Child Friendly School Model. <https://doi.org/10.21093/di.v19i2.1540>
- Hajaroh, M., Rukiyati, Purwastuti, L. A., & Saptono, B. (2015). Pengembangan Sekolah Ramah Anak di Kawasan Pesisir Daerah Istimewa Yogyakarta. Yogyakarta.
- Leasa, M., & Samallo, R. (2014). Learning Motivation of Students in Ambon Child-Friendly School , Moluccas. *Education*, 4(2), 41–45. <https://doi.org/10.5923/j.edu.20140402.05>
- Maziah, M., Saemah, R., & Nooraziah, J. (2015). Child-friendly Approches: Choosing the Best Educational Psychology Tool to Teach Healthy Behaviour for Kids. *Procedia - Social and Behavioral Sciences*, 191.
- Novitasari, A. R. (2018). Implementasi Pembelajaran dengan Konsep Ramah Anak di SD Muhammadiyah Program Khusus Kotta Barat. *Skripsi Tidak Dipublikasikan, FKIP Universitas Muhammadiyah Surakarta*.
- Šimunović, I. K. (2014). Service-Learning Program at University and It's Role in Building Child-Friendly Community. *Challenges in Building Child Friendly Communities: Proceedings of International Conference Zadar*, 17–31. Croatia.
- Widodo, & Zumaroh, S. (2018). Pendidikan Ramah Anak Berbasis Kurikulum Syariah di SD Muhammadiyah Program Khusus Kotta Barat Surakarta. *Edudeena*, 2(2), 173–179. <https://doi.org/10.30762/ed.v2i2.723>
- Zakiyah, S. N. (2017). Pengembangan Sekolah Ramah Anak Berbasis Edutainment di SD Muhammadiyah 1 Purlangga. *Tesis Tidak Dipublikasikan, Institut Agama Islam Negeri Purwokerto*.
- Firdaus, A. H. (2019). Manajemen Sekolah Ramah Anak di SDIT Nur Hidayah Surakarta Tahun Pelajaran 2018/2019. *Institut Agama Islam Negeri Surakarta*.
- Muntari, W. (2014). Manajemen Kesiswaan Model Sekolah Ramah Anak di SD Pangudi Luhur Servatius Gunung Brintik. *Seminar Nasional Evaluasi Pendidikan (SNEP) II*, 477484.
- Naeni Puspitasari, I. N. (2017). Menuju Sekolah Ramah Anak Holistik-Integratif Melalui Learning Organization. *MADRASAH: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2), 107–129.
- Subur, Qosim, M. N., & Nugroho, I. (2018). Implementasi Sekolah Ramah Anak dalam Membentuk Budaya Sekolah di SDN Geger Tegalrejo. *Prosiding Konferensi Nasional Ke7 Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah 'Aisyiyah (APPPTMA)*, (March), 353–357.
- Sulistiyowati, T. (2018). Manajemen Sekolah Ramah Anak dalam Mewujudkan Sekolah Berkarakter di SMKN 5 Yogyakarta. *Tesis Tidak Dipublikasikan, Universitas Sarjanawiyata Tamansiswa*.
- Anwar, M. N., Malik, A., & Khizar, A. (2016). A Success Story of Child Friendly School Program: The

- Comparative Analysis. *Gomal University Journal of Research*, December(IV), 65–76.
- Godfrey, E. B., Osher, D., Williams, L. D., Wolf, S., Berg, J. K., Torrente, C., ... Aber, J. L. (2012). Cross-National Measurement of School Learning Environments: Creating Indicators for Evaluating UNICEF's Child Friendly Schools Initiative. *Children and Youth Services Review*, 34(3).
- Nugroho, D. A., & Haryati, S. (2017). Prototipe Perpustakaan Ramah Anak di Madrasah Ibtidaiyah Al-Islam Balesari Kabupaten Magelang: Best Practice. *Jurnal Perpustakaan Pertanian*, 26(2), 68–76.
- Yulianto, A. (2016). Pendidikan Ramah Anak: Studi Kasus SDIT Nur Hidayah Surakarta. *AtTarbawi: Jurnal Kajian Kependidikan* <https://doi.org/10.22515/attarbawi.v1i2.192>
- Çobanoğlu, F., Ayvaz-Tuncel, Z., & Ordu, A. (2018). Child-Friendly Schools: An Assessment of Secondary Schools. *Universal Journal of Educational Research*, 6(3), 466–477. <https://doi.org/10.13189/ujer.2018.060313>
- Cross, D., Waters, S., Pearce, N., Shaw, T., Hall, M., Erceg, E., ... Hamilton, G. (2012). The Friendly Schools Friendly Families Programme: Three-Year Bullying Behaviour Outcomes in Primary School Children. *International Journal of Educational Research*, 53, 394–406. <https://doi.org/10.1016/j.ijer.2012.05.004>
- Mahsun, A., & Suwandi. (2019). Implementasi Sekolah Ramah Anak (SRA) dalam Mencegah Tindak Kekerasan terhadap Anak (Studi Kasus di MIN 3 Jombang). *Al Ta'dib*, 8(2), 112124.
- Rofi'ah, S. N. (2013). Implementasi Pendidikan Ramah Anak dalam Pembentukan Karakter Siswa Kelas Rendah SD Muhammadiyah Program Khusus Kota Barat Tahun Pelajaran 2013/2014. Skripsi Tidak Dipublikasikan, Universitas Muhammadiyah Surakarta.
- Rohmana, F. S., & Suyanto, T. (2019). Implementasi Program Sekolah Ramah Anak Sebagai Pengarusutamaan Hak Anak di MTsN 6 Jombang. *Kajian Moral Dan Kewarganegaraan*, 7(2), 646–660.
- Tokan, I. H. A. R. (2012). Implementasi Program Sekolah Ramah Anak di SD Inpres (Instruksi Presiden) Liliba Kota Kupang. Universitas Negeri Yogyakarta.
- Utari, R. E. (2016). Implementasi Program Sekolah Ramah Anak Di Sekolah Menengah Pertama Negeri 1 Tempuran Kabupaten Magelang. Skripsi Tidak Dipublikasikan, Universitas Negeri Yogyakarta.
- Miske, S. J. (2010). Child-Friendly Schools-Safe Schools. *International Symposium on Children at Risk and in Need of Protection in Turkey*, 24 April 2010. Turkey: Grand Assembly of Parliament Security General Directorate Ministry of National Education and UNICEF.
- Rahmad. (2019). Mewujudkan Madrasah Ibtidaiyah Ramah Anak. *Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy*, 357–366. Malang: Universitas Islam Negeri Maulana Malik Ibrahim.
- Rohmawati, N., & Hangestningsih, E. (2019). Kajian Program Sekolah Ramah Anak dalam Pembentukan Karakter di Sekolah Dasar. *Prosiding Seminar Nasional PGSD*, 225–229.

EVALUATION OF THE IMPLEMENTATION OF THE CHILD-FRIENDLY SCHOOL PROGRAM AT SDN DEWI SARTIKA CIPTA BINA MANDIRI, SUKABUMI CITY

Paramadita Khalifa GARWAUTAMI

SDN Nagrak Kota Sukabumi

paramaditatami@gmail.com

ABSTRACT

This study evaluates the implementation of the Child-Friendly School (SRA) program at SDN Dewi Sartika CBM, Sukabumi City, using the CIPP (Context, Input, Process, Product) model. The research uses a mixed-method approach, involving principals, teachers, facilitators, students, parents, school committees, and alumni parents as subjects. Data were collected through observation, interviews, questionnaires, and documentation. The findings show that the SRA program at SDN Dewi Sartika CBM effectively meets students' character education needs. At the context stage, the program's goal is to ensure students have the right to learn in a safe, comfortable environment, with qualified educators who understand children's rights and use child-friendly teaching methods. In the input aspect, the resources supporting the SRA program are evaluated to see if they align with the plan. The evaluation reveals that the school's vision, mission, and goals include the SRA program. The process evaluation shows that the SRA program has been integrated into the learning activities. Finally, the product evaluation indicates that the program has achieved its goals, based on interviews, documentation, and questionnaires. Recommendations include increasing awareness and socialization about the SRA program to ensure all school residents understand its importance. Educators and staff should participate in in-service training related to the program. Collaboration between the school and parents is needed to improve communication about students' behavior and character development both at home and school. Consistency in attitudes toward the SRA program among educators and staff is necessary to set a good example for students.

Keywords: *Evaluation, Child-Friendly Schools, Character Education*

INTRODUCTION

The Director of the Mental Health and Drug Abuse Prevention and Control at the Ministry of Health, Fidiensjah, stated that the most recent population census data shows that there are 79.5 million children in Indonesia, or about 30.1% of the country's total population. Children are defined as those under the age of 18. Of these, 62% (49 million children) experience verbal abuse, and 11% (8.75 million

children) face physical abuse at the hands of teachers, fellow students, and others in elementary, junior high, and senior high schools. These abuses range from being pinched, slapped, yelled at, insulted, stigmatized, to being injured by sharp objects (Adilah, 2020). One of the recent phenomena is violence against students. Violence is generally defined as an act by one individual toward another that causes physical and mental harm. In education, violence refers to actions that go beyond ethical norms and rules, including both physical abuse and harassment of individuals' rights.

Violence against students includes all forms of physical and mental abuse, sexual violence, neglect, and violence within schools that can be perpetrated by anyone, including school principals, teachers, supervisors, fellow students, or others. Forms of violence occurring in schools include hitting with bare hands or blunt objects, pinching, slapping, choking, verbally abusing with threats of violence, exposing students to the sun, and sexual harassment, among other violent acts that can lead to physical and mental harm to students.

Students are entrusted to us as a gift from God and must be protected because they possess inherent human dignity and rights. They are the future generation responsible for advancing the development of Indonesia. The future of the nation depends on students' ability to grow into healthy, educated, moral, and virtuous adults. To achieve this, care and guidance from parents and close relatives are essential. Every student has rights, including the right to receive an appropriate education that meets both their physical and spiritual needs. Students are the young generation who will inherit the nation's future, and all students have the right to a quality education. The progress of a country can be seen in the equal access to quality education for all its citizens.

According to the Government Regulation stated in the Child-Friendly School Guidelines (2015), the Law No. 35 of 2014 on the Protection of Students, Article 54, states: "(1) Students within the educational environment must be protected from physical, psychological, sexual violence, and other crimes committed by educators, education staff, fellow students, and/or other parties. (2) Protection as referred to in paragraph (1) must be carried out by educators, education staff, government officials, and/or the community." Students, both inside and outside the school environment, must be protected from various acts of violence committed by teachers, school management, their peers, and the surrounding community or other educational institutions. Therefore, it is prohibited for anyone in the school community to treat students in a discriminatory manner, including labeling and stereotyping in education.

Education can be understood as an institution responsible for determining the goals, content, system, and organization of education. The government also holds responsibility for ensuring the continuity of students' welfare in the family, school, and community environment. According to Law No. 20 of 2023 in Pristiwanti et al. (2022), "Education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation, and the state." Education is a planned and conscious effort aimed at creating a learning environment that allows students to feel safe, comfortable, and actively engaged in effective and efficient learning processes.

One place where students feel safe, comfortable, and can build their character is in a school environment that fosters safety. A learning environment that is active, enjoyable, effective, and efficient—created through positive interactions between teachers and students—will result in meaningful and quality relationships for the students. Therefore, the education system in schools must be developed and maintained as a safe and comfortable place for students to achieve high-quality educational goals, supported by all parties in the educational environment.

As a popular public elementary school, SDN Dewi Sartika CBM is committed to providing valuable education to students, their families, and their communities. The SRA program, through positive behavioral changes, aims to provide the best possible service to society. The school strives to create an environment that is safe, comfortable, clean, healthy, friendly, and enjoyable, directly

contributing to the realization of the school's vision, mission, and goals. The SRA program promotes a new paradigm by educating and guiding students to create a generation free from violence, fostering adult awareness, respecting rights, and protecting students from unwanted dangers, ultimately shaping the desired learners.

The researcher chose SDN Dewi Sartika CBM as the research location for several reasons, with the main one being that it is one of the schools in Sukabumi City that implements the SRA program. This program ensures students can learn in a pleasant atmosphere without feeling burdened. SDN Dewi Sartika CBM has designed the SRA program with various methods, such as lecture-based material explanation and enjoyable class management, supported by the cultivation of positive values by the principal and educational staff. This aligns with the research objectives.

METHOD

In this study, the paradigm used is the Mix Method, which combines both quantitative and qualitative approaches in a single study. According to Pane et al. (2021), "mixed methods are two or more methods taken from two different approaches, quantitative and qualitative, in the research conducted to obtain data used as empirical evidence to answer the research problems, as researchers believe the findings will be better, more complete, and comprehensive." Justan et al. (2024) adds that "the Mix Method paradigm combines two research methods, quantitative and qualitative, into one research activity, so that the data obtained will be more comprehensive, valid, reliable, and objective." Based on these opinions, it can be concluded that Mix Method research is a systematic paradigm used to find the truth in solving research problems by using both qualitative and quantitative methods based on empirical evidence, so that the data obtained is more complete, valid, reliable, and objective.

The researcher aims to evaluate the implementation of the Child-Friendly School (SRA) program at SDN Dewi Sartika CBM, whether it has been properly implemented and whether the program's objectives have been achieved. The researcher also intends to provide feedback and suggestions related to the SRA program.

The research design used is program evaluation design with the CIPP model, which stands for Context, Input, Process, and Product. These four components are the focus of evaluation in the program activities. The CIPP evaluation model was chosen because this approach views evaluation as a system and is deemed appropriate for evaluating the implementation of the SRA program at SDN Dewi Sartika CBM.

This study aims to measure the level of success in achieving the objectives of the SRA program, with data collected through observation, interviews, and documentation. The evaluation is conducted using the CIPP model in accordance with the established steps, which will result in conclusions regarding whether the SRA program should be continued, continued with improvements, or discontinued.

This research is conducted to evaluate the activities of the Child-Friendly School program at SDN Dewi Sartika CBM. In evaluating the SRA program, the researcher uses a qualitative approach. The goal of the qualitative approach is to understand the phenomenon experienced by the research subjects by describing it in words and appropriate language based on a specific concept and using various appropriate scientific methods. In qualitative research, the data collected is explained using words and language. Therefore, the qualitative approach in this study is descriptive.

The method used in this program evaluation research is an evaluative approach. According to Bhakti (2017), "Evaluation is an activity to determine whether the teaching and learning process has achieved the established goals or not; in other words, the success of the teaching and learning process cannot be known before the evaluation is conducted." Kurniawati (2021) also states that "Evaluation is the process of using information to assess how effectively a program has met students' needs, as well as activities carried out to gather information from a program that is implemented to be analyzed,

assessed, measured, and conclusions or decisions made." Based on the above opinions, it can be concluded that evaluation is a process to determine whether the objectives of the implemented program have been achieved or not, and to gather useful information for assessment. This research includes all activities of the SRA program implemented at SDN Dewi Sartika CBM.

FINDINGS AND DISCUSSION

The discussion on the findings being evaluated describes the achievement of the SRA program and the challenges faced, as explained in the theory of program evaluation, which is a tool or process to obtain information to assess the results, including the quality of program implementation, program goals, and to conclude whether the ongoing program aligns with expectations. The achievement of the SRA program is related to supporting factors that allow its implementation, while the challenges are the factors influencing the program's failure to meet its expected goals.

Based on the evaluation of the SRA program, the context of the program at SDN Dewi Sartika CBM did not present significant issues. The aim of the SRA program at SDN Dewi Sartika CBM is to fulfill the educational rights of students, providing them with the right to learn in a safe and comfortable environment and creating a supportive educational atmosphere with qualified educators who understand children's rights to create child-friendly teaching methods and a clean and healthy school environment. The SRA program implemented at SDN Dewi Sartika CBM includes various positive activities aimed at providing the best service to students, with the school's desire to be a safe, comfortable, clean, healthy, friendly, and enjoyable place to learn.

To realize the SRA program, it has played many important roles in achieving the school's vision, mission, and goals. According to an interview with Mr. Abdul Sobur, the head of SDN Dewi Sartika CBM, he emphasized that every school must uphold the principle of fulfilling students' rights as children, with support provided by the school.

SDN Dewi Sartika CBM is one of the leading schools in Sukabumi City, appointed by the local government to be a pioneer in the SRA program. The school started implementing the child-friendly school program by involving educators in the In-House Training (IHT) held by the Sukabumi City Education Office in collaboration with the Women's Empowerment and Child Protection Office (DP3A), which was regularly held in 2018 and declared in 2019. The SRA program involved every school member, including the headmaster, educators, parents, and the school committee, in designing the program with activities that involve students. One of the reasons for involving all school members in the formation of the school's vision and the SRA program is to ensure its implementation according to the commitment agreed upon by all members of the school community.

In 2020, SDN Dewi Sartika CBM temporarily halted the SRA program due to the COVID-19 pandemic, which caused planned activities to be postponed. However, in 2022, after the pandemic subsided and lessons resumed as usual, SDN Dewi Sartika CBM held a re-declaration of the SRA program during its 22nd anniversary. The school is determined to re-implement the program to receive more attention and improvements.

Regarding the input evaluation, several findings answer how the SRA program can be implemented. Based on interviews with the program's facilitator coordinator, the program is designed in accordance with the SRA guidebook. After the Sukabumi city government appointed SDN Dewi Sartika CBM as a pioneer of the SRA program, the headmaster formed a team of teacher facilitators to participate in the development of activities and school facilities. SDN Dewi Sartika CBM ensured that the entire school community supported the program by conducting socialization for educators, parents, and students to make them aware of the program's objectives and support the activities held by the school.

One of the preparations for the SRA program was the use of a curriculum that supports student learning. Initially, the school used the 2013 curriculum in 2018, but in 2021, it transitioned to the

Merdeka Curriculum, which better aligns with the SRA program as it focuses on student-centered learning. SDN Dewi Sartika CBM also provided specific training for educators on the SRA program through offline and online IHT sessions organized by the relevant offices, including the Education and Culture Office and the Women's Empowerment and Child Protection Office (DP3A). Additionally, the school has counseling staff to bridge communication between educators and students, helping develop students' potential and address issues like bullying.

SDN Dewi Sartika CBM has adequate facilities and infrastructure, with a safe building that complies with educational standards. The school community, including the headmaster, school committee, parents, and students, contributed to the implementation of the SRA program. The school committee provided ideas and suggestions on additional programs that would benefit the students.

However, based on the input evaluation for the 2023-2024 academic year, SDN Dewi Sartika CBM has not yet conducted further IHT sessions on the SRA program. The lack of new innovations or updates, due to the ongoing development of new programs, has affected the readiness of new educators to understand the SRA program more thoroughly. This has led to a lack of innovation in SRA-related activities and limited integration of character education in students.

In the process evaluation, several findings indicated how the SRA program is implemented. Interviews revealed that SDN Dewi Sartika CBM facilitates safe school buildings, reducing disaster risks during learning. The SRA program strategy includes creating an open and comfortable learning environment for both educators and students, providing IHT to improve educators' knowledge on various issues, and conducting activities that promote active, creative, and respectful attitudes among students. The program ensures that students receive their rights to a quality education, with human and infrastructure management being crucial for achieving SRA goals.

Various activities under the SRA program, such as Dhuha prayers, welcoming students, anti-bullying socialization, character education in classrooms, and memorization harvests, have been implemented. SDN Dewi Sartika CBM also works to prevent dropout rates by establishing communication between parents and educators to resolve issues and ensure students stay in school. The school also enforces a smoke-free policy for students, educators, and staff, ensuring no smoking on school grounds.

The integration of self-health education and student health history reporting is also part of the SRA program. Although SDN Dewi Sartika CBM is an inclusive school, it has not enrolled students with special needs this year. Despite this, the school is considered a model for inclusive education in Sukabumi City.

In the product evaluation, documentation and survey results indicate that the SRA program has had a positive impact on student achievements. In 2022, students at SDN Dewi Sartika CBM received 104 awards across various competitions, while in 2023, the number increased to 178. The achievements included fields such as science, sports, modern dance, language festivals, FLS2N, storytelling, scouting, religious education, and more. Some students even reached the provincial and national levels.

To evaluate the program's product, a survey was distributed to 10% of the total student population, with 80 parents and 80 students completing the questionnaire. The survey results indicated that the character education implemented through the SRA program had a very positive impact on students. Based on these findings, the SRA program at SDN Dewi Sartika CBM has demonstrated significant improvements in character education and is considered highly successful. It should be maintained and further developed to continue enhancing student outcomes.

CONCLUSION

Based on the problem formulation and evaluation findings, the conclusion of the evaluation of the implementation of the child-friendly school program (SRA) at SDN Dewi Sartika CBM is as follows:

1. Evaluation Results on Context Aspect: The purpose of implementing the child-friendly school program is to fulfill the educational rights of students, ensuring they have the right to learn in a safe and comfortable environment. It also creates an environment with educators who are qualified and understand children's rights, leading to child-friendly teaching methods and a clean, healthy school environment. SDN Dewi Sartika CBM also prepared everything related to the SRA program, starting from the development of educator potential, the development of the school's vision and mission, socializing with students and parents, as well as the formulation and planning of SRA program activities.
2. Evaluation Results on Input Aspect: Regarding the development of the SRA program, the school management was specifically led by the principal, who appointed a teacher as a facilitator coordinator with a two-year term to be responsible for the SRA program. The coordinator and team were responsible for managing the facilities and activities related to the program. Several socialization activities were also conducted, including efforts to prevent bullying, violence in school, and the embodiment of good character education and habits like the 5S (Smile, Greeting, Welcome, Politeness, and Courtesy), both inside and outside the school. The curriculum used initially in 2018 was the 2013 curriculum, but it was replaced by the Merdeka Curriculum in 2021, which better supports the SRA program. SDN Dewi Sartika CBM provided special training for educators on the SRA program, both offline and online, through IHT sessions. The school also has counseling staff to assist communication between educators and students. The school infrastructure is in good condition, ensuring the safety of students. Based on the process evaluation, there were several findings regarding the implementation of the SRA program. Interviews revealed that SDN Dewi Sartika CBM provides safe school buildings, reducing disaster risks during the learning process.
3. Evaluation Results on Input Aspect (continued): SDN Dewi Sartika CBM's strategy was designed to create an open and comfortable learning environment for both educators and students. The school also conducted IHT sessions to help educators improve their knowledge on various issues. Good habits were formed in students to encourage active, creative, and respectful attitudes toward each other. The SRA program at SDN Dewi Sartika CBM ensures that students receive their rights to quality education. The management of human resources and facilities is crucial to achieving the goals of the SRA program. The program included various activities, such as Dhuha prayers, welcoming students, anti-bullying socialization, character education in the classroom, and memorization harvests.
4. Evaluation Results on Process Aspect: The evaluation of the SRA program's implementation at SDN Dewi Sartika CBM was conducted to determine the extent to which the program achieved its goals, based on academic and non-academic assessments. SDN Dewi Sartika CBM showed improvement in student learning, with the average score increasing from the first semester to the second semester. As for the number of awards, the documentation collected showed that students' achievements had a positive impact. In 2022, students received 104 awards in various competitions, and this number increased to 178 in 2023. The competitions in which students participated in 2023 were more successful, with some students reaching provincial and national levels. Based on the survey results from 10% of parents and students, the SRA program had a very positive impact on character education.
5. Evaluation Results on Challenges and Obstacles: Several challenges and obstacles were encountered during the implementation of the SRA program. The program was temporarily halted in 2020-2021 due to the COVID-19 pandemic, leading to the suspension of educational activities. Educators and educational staff had not yet received the latest materials related to the SRA program, meaning that new educators were not fully knowledgeable about it. Another challenge was the lack of student

engagement in SRA-related activities, as some students were not interested in participating. Additionally, students did not fully implement the SRA program at home.

REFERENCES

- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif*. Cv. Syakir Media Press.
- Adilah, R. Y. (2020). 49,2 Juta Anak Indonesia Alami Kekerasan Verbal Dari Orangtua Selama Pandemi. *Liputan6.Com*. <https://www.liputan6.com/news/read/4310391/492-juta-anak-indonesia-alami-kekerasan-verbal-dari-orangtua-selama-pandemi>
- Alfansyur, A., & Mariyani. (2020). Seni Mengelola Data: Penerapan Triangulasi Teknik Info Artikel Abstrak. *Historis : Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, 5(2), 146–150. <https://doi.org/10.31764/historis.vxiy.3432>
- Ali Fahmi, F., & Heru Ss, H. (2019). Pengaruh Layanan Informasi Dengan Media Film Terhadap Kewaspadaan Siswa Tentang Pelecehan Seksual Di Kelas Viii-C Smp N 1 Matesih Tahun Pelajaran 2018/2019. *Jurnal Medi Kons*, 5(2). <https://ejournal.unisri.ac.id/index.php/mdk/article/view/3183/2677>
- Ambiyar, & Muhandika. (2019). *Metodologi Penelitian Evaluasi Program*. Penerbit Alfabeta.
- Ambiyar, & Muharika. (2019). *Metodologi Penelitian Evaluasi Program*. Alfabeta.
- Ananda, R., & Rafida, T. (2017). *Pengantar Evaluasi Program Pendidikan*. Perdana Publishing.
- Arikunto, S. (2014). *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara.
- Ayu, N., & Torro, S. (2023). Analisis Program Sekolah Ramah Anak Dalam Upaya Pencegahan Perilaku Kekerasan. *Jurnal Ilmu Komunikasi Dan Sosial*, 1(3), 204–213. <https://doi.org/10.59581/harmoni-widyakarya.v1i3.1019>
- Azhari, & Situmorang, N. Z. (2019). Dampak Positif School Well-Being Pada Siswa Di Sekolah. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*. <http://seminar.uad.ac.id/index.php/snmpuad/article/viewfile/3436/766>
- Beno, J., Silen, A. P., & Yanti, M. (2022). Dampak Pandemi Covid-19 Pada Kegiatan Ekspor Impor (Studi Pada Pt. Pelabuhan Indonesia Ii (Pesero) Cabang Teluk Bayur). *Jurnal Saintek Maritim*, 22(2). <https://media.neliti.com/media/publications/274210-efektivitas-model-pembelajaran-cooperati-c33542b3.pdf>
- Bhakti, Y. B. (2017). Evaluasi Program Model Cipp Pada Proses Pembelajaran Ipa. *Jipfri: Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah*, 1(2), 75–82. <file:///C:/Users/User/Downloads/Admin,+Journal+Editor,+05.+Yoga+75+-+82.pdf>
- Darojat. (2015). Model Evaluasi Program Pendidikan. *Islamadina*, Xiv, 1–28. <https://media.neliti.com/media/publications/135691-id-model-evaluasi-program-pendidikan.pdf>
- Diamastuti, E. (2015). Paradigma Ilmu Pengetahuan Sebuah Telaah Kritis. *Jurnal Akuntansi Universitas Jember (Jauj)*, 10. <https://jurnal.unej.ac.id/index.php/jauj/article/view/1246>
- Ekawati, E. Y., & Iriani, A. (2020). Evaluasi Discrepancy Program Parenting Class Dalam Rangka Meningkatkan Hubungan Masyarakat. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 117. <https://doi.org/10.31004/obsesi.v5i1.525>
- Engriyani, E. (2022). Evaluasi Program Pendidikan Dan Pelatihan Menggunakan Model Kirkpatrick Pada Institusi Pemerintah Di Indonesia. *Jurnal Ilmiah Wahana Pendidikan*, Desember, 8(23), 683–692. <https://doi.org/10.5281/zenodo.7451683>
- Filadelvia, Y., Ibo, H., Bina, S., Keuskupan, I., & Samarinda, A. (2023). Implementasi Kebijakan Sekolah Ramah Anak Di Sekolah Dasar Katolik Kota Samarinda. *Jurnal Kateketik Pastoral*, 7(1). <https://ojs.stkpkbi.ac.id/>
- Fitri, A. N., Riana, A. W., & Fedryansyah, M. (2015). 9 Perlindungan Hak- Hak Anak Dalam Upaya Peningkatan Kesejahteraan Anak. *Prosiding Penelitian & Pengabdian Kepada Masyarakat*, 2. <https://jurnal.unpad.ac.id/prosiding/article/view/13235>
- Gilang, I. M., Nofanti, A., Ichlasul, N., & Zakaria, S. M. M. (2020). Konsep, Komponen, Dan Prosedur Evaluasi Model Cipp & Ciro. *Universitas Negeri Malang*. https://www.academia.edu/41855324/konsep_komponen_dan_prosedur_evaluasi_model_cipp_dan_ciro
- Gmelina Putrindi, E., Irdiyansyah, I., & Ikhsan, I. (2023). Evaluasi Pembelajaran Pada Sekolah Montessori

- Menggunakan Model Stake Countenance. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 4(1), 112–124. <https://doi.org/10.37985/Murhum.V4i1.166>
- Hadi, A. (2019). Pentingnya Pendidikan Karakter Dalam Lembaga Formal. *Jurnal Inspirasi*, 3(1).
- Hajaroh, M. (2018). *Pohon Teori Evaluasi Kebijakan Dan Program (Metode, Nilai Dan Menilai, Penggunaan)*. Foundasia, 1x(1). <https://journal.uny.ac.id/index.php/foundasia/article/download/26149/12336>
- Haryoko, S., Bahartiar, & Arwadi, F. (2020). Analisis Data Penelitian Kualitatif. Badan Penerbit Universitas Negeri Makassa.
- Hasibuan, W. F., & Astutik, A. (2018). Penyebab Wanita Karir Dewasa Madya Terlambat Menikah (A Late Merried Of Career Women). *Jurnal Kopasta*, 5(1), 1–8. www.journal.unrika.ac.id/jurnalkopasta
- Ikbal, M., Moeins, A., & Pragiwani, M. (2020). Pengelolaan Lingkungan Dalam Mewujudkan Sekolah Ramah Anak Di Sma Negeri 45 Jakarta. *Sekolah Tinggi Ilmu Ekonomi Indonesia*. <http://repository.stei.ac.id/1467/1/publikasi%20nasional%20indonesi%20a.pdf>
- Indrastoeti Jenny. (2020). Penanaman Nilai-Nilai Karakter Melalui Implementasi Pendidikan Karakter Di Sekolah Dasar. *Prosiding Seminar Nasional Inovasi Pendidikan*. <https://jurnal.fkip.uns.ac.id/index.php/snip/article/viewfile/8944/6505>
- Julkarnain Ahmad, M., Adrian, H., & Arif, M. (2021). Pentingnya Menciptakan Pendidikan Karakter Dalam. *Jurnal Pendais*, 3(1). <https://uit.e-journal.id/jpais/article/download/1033/777/>
- Jumari. (2020). Evaluasi Model Cipp Pada Program Sekolah Ramah Anak. *Prosiding Knpi: Konferensi Nasional Pendidikan Islam*. <https://conference.unisma.ac.id/index.php/knpi/1/paper/viewpaper/1016>
- Justan, R., Aziz, A., & Muhammadiyah Makassar, U. (2024). Penelitian Kombinasi (Mixed Methods). *Jurnal Ilmiah Multidisiplin*, 3(2). <file:///C:/Users/User/Downloads/253-263.pdf>
- Kaimuddin. (2018). Pembentukan Karakter Anak Melalui Lembaga Pendidikan Informal. *Jurnal Al-Maiyyah*, 11(1). <https://media.neliti.com/media/publications/285795-pembentukan-karakter-anak-melalui-lembag-cfae5928.pdf>
- Kurniawati, E. W. (2021). Evaluasi Program Pendidikan Perspektif Model Cipp (Context, Input, Process, Product). *Ghaitsa : Islamic Education Journal*, 2. <https://siducat.org/index.php/ghaitsa>
- Maharani, S., Mulyono, H., & Istiyati, S. (2021). Analisis Penerapan Sekolah Ramah Anak Dalam Membentuk Kenyamanan Di Sekolah Dasar. *Journal Universitas Sebelas Maret*, 7. <https://jurnal.uns.ac.id/jpi/article/view/53324>
- Maryati, R., Sukmawati, & Radiana, U. (2023). Evaluasi Program Sekolah Penggerak Menggunakan Model Context, Input, Process, Product (Cipp) Di Sma Negeri 5 Sungai Raya Kabupaten Kubu Raya. *Innovative: Journal Of Social Science Research*, 3(5), 238–249. <http://j-innovative.org/index.php/innovative/article/view/4852/3414>
- Mayarani, R., Astuti, I., & Afandi. (2023). Evaluasi Program Layanan Bimbingan Konseling Di Smp Negeri 1 Matan Hilir Utara Menggunakan Model Evaluasi Kirkpatrick. *Jiip (Jurnal Ilmiah Ilmu Pendidikan)*, 6(9), 7343–7347. <http://jiip.stkipyapisdampu.ac.id>
- Mubin, M. S. (2020). Pendidikan Karakter Menurut Ibnu Miskawaih Dan Implementasinya Terhadap Pembelajaran Masa Pandemi. *Reforma: Jurnal Pendidikan Dan Pembelajaran*, 9. <https://jurnalpendidikan.unisla.ac.id/index.php/reforma/article/download/319/259>
- Mufid, M. (2020a). Evaluasi Model Context, Input, Process And Product (Cipp) Program Baca Tulis Al-Qur'an Di Institut Agama Islam Negeri Pekalongan. *Quality*, 8(1), 1–14. <https://journal.iainkudus.ac.id/index.php/quality/article/view/6908/4608>
- Mufid, M. (2020b). Evaluasi Model Context, Input, Process And Product (Cipp) Program Baca Tulis Al-Qur'an Di Institut Agama Islam Negeri Pekalongan. *Quality*, 8(1), 1–14. <https://journal.iainkudus.ac.id/index.php/quality/article/view/6908/4608>
- Munthe, A. P. (2015). Pentingnya Evaluasi Program Di Institusi Pendidikan. *Scholaria*, 5, 1–14. <https://ejournal.uksw.edu/scholaria/article/download/13/12>
- Musringudin, Ghani, Abd. R. A., & Priyono, D. (2020). Modul Pembelajaran Evaluasi Program Pendidikan (R. R. Rerung, Ed.). *Media Sains Indonesia*.
- Nilamsari, N. (2014). Memahami Studi Dokumen Dalam Penelitian Kualitatif. *Wacana*, 2. <http://fisip.untirta.ac.id/teguh/?P=16/>
- Nurhayani, Yaswinda, & Adyna Movitaria, M. (2022). Model Evaluasi Cipp Dalam Mengevaluasi Program Pendidikan Karakter Sebagai Fungsi Pendidikan. *Jurnal Inovasi Penelitian*, 2, 2353–2363. <http://repository.upiypk.ac.id/2917/1/buku%20metodologi%20penel>

- itian%20evaluasi%20program-Muharika%20fix.Pdf
- Panduan Sekolah Ramah Anak. (2015). Kementerian Peberdayaan Perempuan Dan Perlindungan Anak.
- Pane, I., Avianti Hadju, V., Maghfuroh, L., & Akbar, H. (2021). *Desain Penelitian Mixed Method* (1st Ed.). Yayasan Penerbit Muhammad Zaini.
- Phillo, C., Arteja, H., & Rizqi, M. F. (2021). Perlindungan Hukum Terhadap Hak Anak Atas Pendidikan Pada Masa Pandemi Covid-19. *Law Review*, 20, 323–341. <https://doi.org/10.21831/jpa.v4i1.12345>
- Pradhana, S. K. A., & Roesminingsih, E. (2020). Implementasi Model Cipp Pada Pendidikan Dan Pelatihan Kepemimpinan. *Jurnal Inspirasi Manajemen Pendidikan*, 9(4), 898–907. <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/41644/35878>
- Pratama, F. F., & Mutia, D. (2020). Paradigma Kualitatif Sebagai Landasan Berpikir Pendidikan Kewarganegaraan. *Jurnal Kewarganegaraan*, 17(1), 51. <https://doi.org/10.24114/jk.v17i1.18701>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Sari Dewi, R. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling*, 4. <http://repo.iain->
- Purna, T. H., Viamita, C., & Dewi, S. R. (2023). Pentingnya Karakter Untuk Pembelajaran Dalam Meningkatkan Kualitas Pendidikan Di Era Digital. *Populer: Jurnal Penelitian Mahasiswa*, 2(1), 192–202. <file:///C:/Users/User/Downloads/Populer+Vol+2+No+1+Maret+2023+Hal+192-202.Pdf>
- Purnomo, P., & Palupi, M. S. (2017). Pengembangan Tes Hasil Belajar Matematika Materi Menyelesaikan Masalah. *Jurnal Penelitian (Edisi Khusus Pgsd)*, 20. <https://ejournal.usd.ac.id/index.php/jp/article/download/872/688>
- Qin, C., Cheng, X., Huang, Y., Xu, S., Liu, K., Tian, M., Liao, X., Zhou, X., Xiang, B., Lei, W., & Chen, J. (2022). Character Strengths As Protective Factors Against Behavior Problems In Early Adolescent. *Psicologia: Reflexao E Critica*, 35(1). <https://doi.org/10.1186/S41155-022-00217-Z>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan Dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2, 1–8. <https://journal.unismuh.ac.id/index.php/alurwatul/article/download/7757/4690>
- Rahmawati, F., & Supriyoko, K. (2021). Manajemen Program Sekolah Ramah Anak Dalam Upaya Pembentukan Karakter Siswa Di Man 4 Bantul Yogyakarta. *Media Manajemen Pendidikan*, 4(2). <http://jurnal.ustjogja.ac.id/index.php/mmp>
- Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33). <https://jurnal.uin-antasari.ac.id/index.php/alhadharah/article/download/2374/1691>
- Rohmawati, N., Hangestningsih, E., Program,), Pendidikan, S., & Sekolah Dasar, G. (2019). Kajian Program Sekolah Ramah Anak Dalam Pembentukan Karakter Di Sekolah Dasar. *Prosiding Seminar Nasional Pgsd*, 225–229. <https://jurnal.ustjogja.ac.id/index.php/sn-pgsd/article/view/4752>
- Rosalin, L. (2015). Panduan Sekolah Ramah Anak. *Deputi Tumbuh Kembang Anak Kementerian Peberdayaan Perempuan Dan Perlindungan Anak*. https://diskbud.patikab.go.id/download/file/juknis-Sekolah_Ramah_Anak_Safin_Presentasi.Pdf
- Saputra, W. N. E. (2019). Evaluasi Model Discrepancy: Salah Satu Model Evaluasi Program Konseling. *Insight: Jurnal Bimbingan Dan Konseling*. <https://journal.unj.ac.id/unj/index.php/insight/article/view/8822/8297>
- Sri Utami, A., Novita, P. A., & Musringudin. (2023). Evaluasi Program Sekolah Ramah Anak. *Jurnal Kajian Pendidikan Fkip Universitas Dwijendra*, 14(2). <http://ejournal.undwi.ac.id/index.php/widyaaccarya/index>
- Sugiono. (2015). *Metode Penelitian Pendidikan*. Alfabeta.
- Sumiharyati. (2019). Evaluasi Program In-Service Training Guru Smk Di Blpt Yogyakarta. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(2). <https://doi.org/10.21831/amp.v7i2.26654>
- Sunjono. (2023). Penerapan Model Countenance Stake Sebagai Alat Evaluasi Dalam Meningkatkan Kinerja Organisasi. *Innovative: Journal Of Social Science Research*, 3(2), 9278–9288. <http://j-innovative.org/index.php/innovative/article/view/1503/1095>
- Sutrisna, D., & Suhaeful, A. (2020). Pembelajaran Menulis Teks Laporan Hasil Observasi Dengan Menggunakan Model Experiential Learning. *Diglosia: Jurnal Pendidikan, Kebahasaan, Dan Kesusastraan Indonesia*, 4(2). <https://jurnal.unma.ac.id/index.php/di/article/view/2345/1926>
- Trivaika, E., & Andri Senubekti, M. (2022). Perancangan Aplikasi Pengelola Keuangan Pribadi Berbasis Android. *Jurnal Nuansa Informatika*, 16(1). <https://journal.uniku.ac.id/index.php/ilkom>
- Try Andreas Putra, A., Zarita, R., & Nurhafidah. (2021). Evaluasi Program Pendidikan Agama Islam

Menggunakan Model Evaluasi Cipp.

- Zawiyah : Jurnal Pemikiran Islam, 7(2). <https://Ejournal.Iainkendari.Ac.Id/Index.Php/Zawiyah/Article/View/3459>
- Utomo, S. B., Septia Atma, E., Loekmono, J. T. L., & Dwikurnaningsih, Y. (2023). Evaluasi Program Bimbingan Dan Konseling Berbasis Cipp Pada Masa Pandemi Covid 19. Jurnal Satya Widya, 39(1). <https://Ejournal.Uksw.Edu/Satyawidya/Article/View/7559/2492>
- Wahdah, M., & Mujiwati, Y. (2020). Penanggulangan Kekerasan Di Lingkungan Sekolah Melalui Implementasi Program Sekolah Ramah Anak. Jpe (Jurnal Pendidikan Edutama, 7(1). [Http://Ejurnal.Ikipgribojonegoro.Ac.Id/Index.Php/Jpe](http://Ejurnal.Ikipgribojonegoro.Ac.Id/Index.Php/Jpe)
- Wardefi, R., Hidayat, M., & Wiza, R. (2023). Pengurangan Perilaku Bullying Pada Sekolah Ramah Anak. Islamika, 5(2), 704–720. <https://doi.org/10.36088/islamika.v5i2.3154>
- Widodo, H. (2021). Evaluasi Pendidikan. Uad Press.



scan to visit JKP UHAMKA



Uhamka
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA