

Evaluation of Islamic Full Day School Programs: Evaluation of Context, Input, Process, and Product of School Programs

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ABSTRACT

This study aims to evaluate of Islamic Full Day School Programs by using the CIPP model (Context, Input, Process and Product) which is focused on the context of the program in Integrated Islamic Elementary School Harapan Bunda Purwokerto and Islamic Elementary School Istiqomah Sambas Purbalingga, both of which are excellent schools in Banyumas Residency. The data were collected through interviews from teachers and stakeholders, and observation. The results showed that the two schools have developed the vision, mission, and objectives of the school. They also had implemented stages more than standard process of school programs. Besides that they have gained achievements at regional, provincial, and national levels.

Keywords: *Evaluation, Full Day School, CIPP Model, Learning*

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Introduction

The report of the UNDP survey on Human Development Index (HDI) year 2018 shows that Indonesia's position is in the 116th rank from 189 countries listed, while the neighboring countries are far above it, Malaysia is in the 57th rank, Singapore is in the 9th, Brunei Darussalam is in the 39th, the Philippines is in the 113th, Thailand is in the 83rd, and Timor Leste is in the 132nd. Indonesia is listed in the third category of HDI namely "Medium Human Development" (those in the ranks from 113th to 151th), above that is the category of "High Human Development" (from 60th to 112th ranks), and the highest category of the index is "Very High Human Development" (from 1st to 58th ranks). Even though this latest data indicates a slight improvement of Indonesia's rank from the previous report, *e.i.* from the 124th rank to the 116th, Indonesia still has to work extra hard to be equal with Thailand, Malaysia, and especially with Singapore. The low quality of human resources is one of the factors in the introduction of Full Day School idea (hereinafter referred to as FDS), not to mention the busyness of the parents, which reduces the intensity of their supervision of their children, and the bad effect of

the Internet which occupies most of the children's after-school time for playing online games.

In principle, the implementation of FDS in Indonesia is not merely to increase the learning hours and the amount of material as efforts to create a better quality of Indonesia's human resources, but also to set a condition in which students are habituated in deepening and enriching the subjects (Oktamiati, H., & Putri, 2013). The implementation of FDS has both positive and negative sides. The positive side is that students get more time to study at school and avoid uncontrolled socializing and harmful activities while the negative side is that the students could feel bored, and that could eventually cause stress. Stress at school can occur because of the demands that must be fulfilled by the students at school like complying with the school's strict rules. As formal educational institutions, schools certainly have norms, values, regulations, demands that students must obey, however when the regulation is too many, that could cause stress.

Etymologically, the term Full Day School comes from the English language, they are full, day, and school (Echols & Shadily, 1996). Full Day School means studying at school for the whole day, the learning activities are carried out for a full day.

Meanwhile, terminologically, or in the broad meaning, FDS is an education system that implements full-day teaching and learning activities by integrating an intensive teaching system, namely by increasing learning hours for deepening the materials and developing students' talents and creativity.

The learning activity is carried out from morning to evening, *e.i.* from 6:45 a.m. to 3:00 p.m., the total learning period is approximately 8 hours per day which includes the breaks and any additional after-class activities (extracurricular). This description indicates that the definition of FDS is not only limited to lengthening the learning hours, it is more complex than that, it includes all students' activities at school, both inside and outside the classroom.

Baxter stated that evaluation is a process of describing, searching, and providing information that is very useful for decision-makers in determining alternative decisions (Walden & Baxter, 2001). Evaluation is defined as a process or activity of collecting data or information, to be compared with the criteria, as a basis for decision making (Attree, 2006).

The evaluation of the FDS program is intended as an activity to collect information on the performance of the programs that have been compiled and implemented to assess how each component of FDS learning is functioning. The aim is to determine how far the program achieves its objectives, and carry out follow-up activities to make a policy or a decision whether or not the program should be stopped, revised, continued, or disseminated.

FDS program raises pros as well as cons in the community (Baharun & Alawiyah, 2018). Some people do not fully understand the concept of FDS, others are worried that FDS will eliminate the existence of *Madrasah Diniyah*, which has existed for years in many regions, some others are worried that their children will not be able to assist them in the house. As additional information, *Madrasah Diniyah* is a non-formal Islamic religious education system that is generally held in the afternoon or

evening, the students who study in madrasah are those who study in the formal schools in the morning. The idea of implementing FDS in formal schools which will extend students' learning hours will cause them to return home late and eventually prevent them from participating in the learning activities at *Madrasah Diniyah*. *Madrasah Diniyah* has played a major role in increasing students' religious knowledge and understanding in Indonesia for a long time.

SD IT Harapan Bunda Purwokerto Banyumas and MI Istiqomah Sambas Purbalingga are primary schools that have implemented FDS. The classes begin at 6.45 and end at 15.30, the total learning period is 9 hours and 15 minutes. Despite the long learning hours, and the location is on the outskirts of Purwokerto and Purbalingga, the two schools have got many interests from the students and parents. This statement is proven by a large number of study groups at each level in the two schools, there are 3 groups at each level at SD IT Harapan Bunda and 8 groups at each level at MI Istiqomah Sambas since 4 years ago.

Several studies on FDS have been conducted by many researchers before. Namely, Mochamad Syaichudin, with the research title: "Evaluative Study of the FDS Curriculum Implementation in Classroom Learning Process (case study at SD Islam Salman Al Farisi, Bandung City). The focus of this research is to evaluate the ability of teachers to develop learning programs, as well as their ability to implement them (Syaichudin, 2013). Aji Sujudi, with the research title: "The Management of FDS Program at Madrasah Ibtidaiyah Negeri Wonogiri" described the planning and implementation of FDS at Madrasah Ibtidaiyah Negeri Wonogiri (Sujudi, 2012). Hudatul Umam Habibi, with the research title: "The Strategic Management of the FDS Program at MTsN Model Kebumen 1" used a qualitative paradigm with a phenomenological approach in discussing the application of strategic management of the FDS program at MTsN Kebumen 1, this research found the supporting and inhibiting factors of the FDS program at MTsN

model 1 Kebumen 1 (Habibi, 2012). Wahidun with the research title "the Management of Integrated Curriculum Development with the FDS System (Case Study at SDIT Luqman Al-Hakim Yogyakarta)" broadly discussed the stages of planning and organizing integrated curriculum development with the FDS system at SD IT Luqman Al-Hakim Yogyakarta (Wahidun, 2008), this study applied qualitative methods and inductive way of thinking. Finally, Rofita with the research title: "The Application of FDS Learning Program at SD IT Salsabila 3 Banguntapan Yogyakarta" explained that the FDS learning program applied to the school was seen to be successful because the predetermined learning objectives have been achieved (Rofita, 2016).

This research is different from the researches mentioned above. This research is focused on how to evaluate the attainments of the FDS learning program at SDIT Harapan Bunda and MI Istiqomah Sambas by referring to the CIPP evaluation model of Stufflebeam.

The word "evaluation" comes from the English language: evaluation. The word is absorbed into the vocabulary of Indonesian terms to preserve the original word with a slight adjustment of the Indonesian pronunciation to become "evaluasi". Jabar stated that evaluation is to find out and decide the amount or value (Arikunto & Jabar, 2014).

Shinkfield stated that evaluation is a process of providing information that can be taken into consideration to determine the worth of the objectives that are set to be attained, to help in taking decisions, and to help increase understanding of a certain phenomenon (Stufflebeam & Shinkfield, 2007). Another definition is put forward as stating that evaluation is an activity of looking for valuable things about something, it includes finding useful information in assessing the existence of a program, a production, a set of procedures, and alternative strategies used to achieve the pre-determined objectives (Worthen & Sanders, 1998). A very well-known expert in program evaluation, Stufflebeam, stated that

evaluation is a process of describing, searching, and providing information that is very useful for decision-makers in determining alternative decisions (Avdulaj, 2013). Evaluation is a systematic application of scientific methods to assess the design, implementation, improvement, or results of a program (Moscoso et al., 2013). From the aforementioned definitions of evaluation by some experts, it can be concluded that evaluation is a process carried out by a person or group of people to find out how successful is a program. The success of the program itself can be seen from the impact or results achieved by the program.

Wirawan stated that a program is an activity set to implement policies for an indefinite period of time (Wirawan, 2016). In general terms, "program" can be interpreted as "plan". If "program" is directly related to "evaluation", the term "program evaluation" is defined as a unit or series of activities which is the realization or implementation of a policy, which takes place in a continuous process, and occurs in an organization that involves a group of people. Jabar stated that a program is a plan that involves various units containing policies and a series of activities that must be carried out within a certain period of time (Arikunto & Jabar, 2014). From several opinions regarding the definition of "program", it can be concluded that a program is an activity that involves many people, planned within a predetermined time, and takes place continuously. The program referred to in this discussion is a learning program.

Program evaluation especially in education according to Tyler is a process to find out whether the objectives of education have been realized (Tyler, 1942). Hayes suggested that program evaluation is a systematic method for collecting, analyzing, and using the information to answer basic questions about the program, it is also a systematic process that determines the quality of a school program and how it can be improved (Lusky & Hayes, 2001). Paulson defined program evaluation as a process for examining a program

based on certain value standards to make the right decisions (Paulson, 1970). From some of the above definitions, the researcher agrees with Ibrohim on that program evaluation contains testing activities for facts to obtain decision-making materials (Sudjana & Ibrohim, 2004). Furthermore, evaluation of educational programs is a process of describing, collecting, and presenting information that is useful for determining alternative decisions in school education, this definition of educational program evaluation shows that through program evaluation educators manage the program and leaders of the administering institutions obtain various information about several alternative decisions relating to the educational program being evaluated.

Methodology

This study applies the evaluative method with a mixed-methods approach (qualitative and quantitative). The qualitative data are responses and opinions of the principal, teachers, students, education staff, and parents to the interviews while the quantitative data are the results of the questionnaire in the form of scores. The data collection techniques and instruments used are as follow:

- a. Interviews, this technique is used to collect the data from the headmasters, vice-headmasters, teachers, and students.
- b. Questionnaire, this technique is used to collect the data from teachers and school students.
- c. Observation, this technique is used to collect the data related to learning activities, both inside and outside the classroom.
- d. Documentation, this technique is used to collect the data related to school documents, especially regarding student and teacher.

Results and Discussion

1. The component of *Context*

The components of the context being evaluated are the vision, mission, and objectives in implementing the FDS program. The results of interviews with the respondents could be

concluded that there is substantial correspondence between the objectives, mission, and vision of SDIT Harapan Bunda therefore it can be used as a guide in carrying out the FDS activities. Likewise with the purpose of MI Istiqomah Sambas which is the elaboration of the vision and mission of the school. Once again, it can be concluded that the objectives, visions, and missions of the two schools are in harmony, they are interconnected and intertwined in realizing students' achievement and moral. Herein lies the success of the two schools which can align educational goals with their vision and mission so that educational activities run well and with a structured plan to educate students' achievement and morale. This is in line with Taylor's opinion that full day school is an alternative to various models for overcoming educational problems, both in terms of achievement and moral issues (Taylor, 2010).

2. The Component of Input

a. Human Resources

1) Headmaster

Based on the results of the interviews with some teachers and education personnel (staff), the headmaster of SDIT Harapan Bunda and MI Istiqomah Sambas have good personality competencies, managerial competencies, and entrepreneurial competencies. The headmaster of SD IT Harapan Bunda, however, has not been able to create innovations that are useful for school development and does not yet have an entrepreneurial sense in utilizing school products and services as sources of learning for the students. Meanwhile, the headmaster of MI Istiqomah Sambas is able to manage the school's cooperative business well, as shown by the growing development of stationery and photocopying shops in the school, some of the advantages of this cooperative are being able to provide breakfast and lunch to all teachers and education personnel at the school. Furthermore, the headmasters of SD IT Harapan Bunda and MI Istiqomah Sambas have good supervision competency as shown by their ability in setting programmes for academic supervision in order to improve the teachers'

professionalism. Both headmasters also possess good social competency, an essential competence to be leaders of schools, it is proven by the following details: a) they are able to cooperate with other parties for the benefit of their schools b) they are able to participate in the community’s social activities; and c) they have social sensitivity towards other people or groups, for instance, the headmaster of SD IT Harapan Bunda made a policy of dismissing Saturdays with the aim that the students could spend special time with the family, and the teachers could meet their family and play a role in society.

2) Teacher

Based on the results of the interviews with the teachers of SDIT Harapan Bunda, there are serious efforts by the school to bring in highly competent teachers to realize the learning process. All teachers of SD IT Harapan Bunda have met the standard qualification of teachers namely undergraduate education (sarjana strata 1/S1). Meanwhile, the teacher-student ratio when compared to the number of the whole students is 1:

10.4, meaning that on average one teacher assists 10 students. Besides, some teachers are also prepared to become assistant teachers for inclusive students. During the admission time, the school offers assistance services at a fee to the parents of prospective students with special needs, the assistance will be done by professional teachers. Several policies were implemented to optimize teacher performance, including; (1) teachers who comply with school’s discipline and have zero minutes of tardiness in 1 month are entitled to a bonus in the following month, (2) all teachers are entitled to a holiday allowance (THR) of 1 monthly salary, (3) the teachers' transportation fees will be cut down as the tardiness penalty, (4) teachers are not allowed to resign before completing the minimum contract, (5) the school provides morning snacks and lunch for teachers as the compensation for their long presence in the school. The following data of the teacher's opinion about the implementation of the FDS program are obtained through a questionnaire given to 10 teacher respondents at SD IT Harapan Bunda

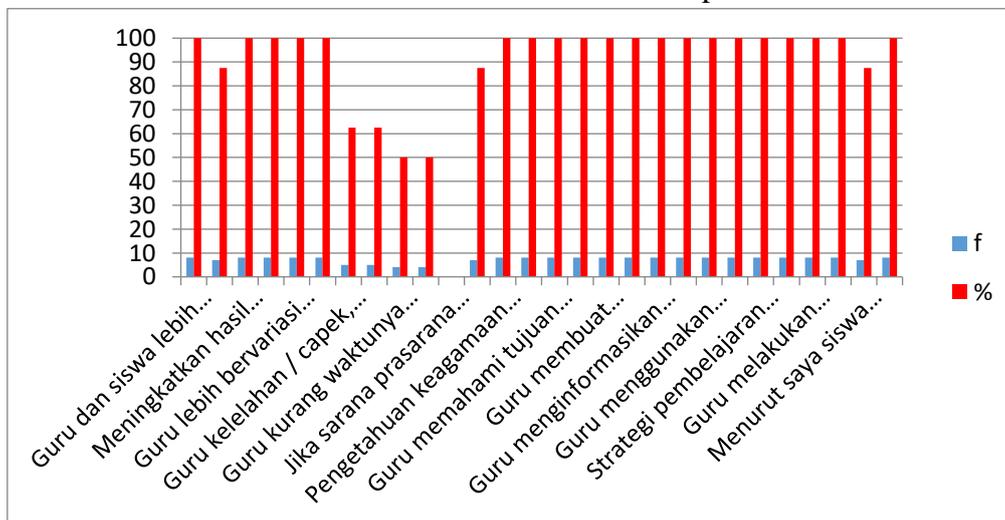


Figure 1 : Teachers respondents

Based on the above data, the teachers of SD IT Harapan Bunda thought that FDS had a positive effect on them. One of the weaknesses of the FDS programme experienced by the teacher is the reduced time for family care and socializing with the neighbors. The data from the questionnaires given to 10 teacher respondents at MI Istiqomah Sambas revealed that although on average the teachers answered agree (responded

positively) to the implementation of the FDS programme, some of them responded “disagree” to some statements in the questionnaire. The results showed that the teachers experienced fatigue so that it was difficult to spare time for self-improvement, the teachers experienced boredom because they face the students all day long, and the teachers felt that their time to take care of their own household was reduced. Nevertheless, even though

the teachers are aware of their current weaknesses, they strongly agree that teachers must have the prerequisite competencies to be professional teachers and get their duties done optimally.

3) Student

Every year, the number of students register to SD IT Harapan Bunda and MI Istiqomah

Sambas has been increasing. The selection of new students was carried out based on the age of the prospective students and interviews with the parents, especially to find out the extent to which the prospective students wanted to attend the two schools and whether the prospective students were categorized as having special needs or not.

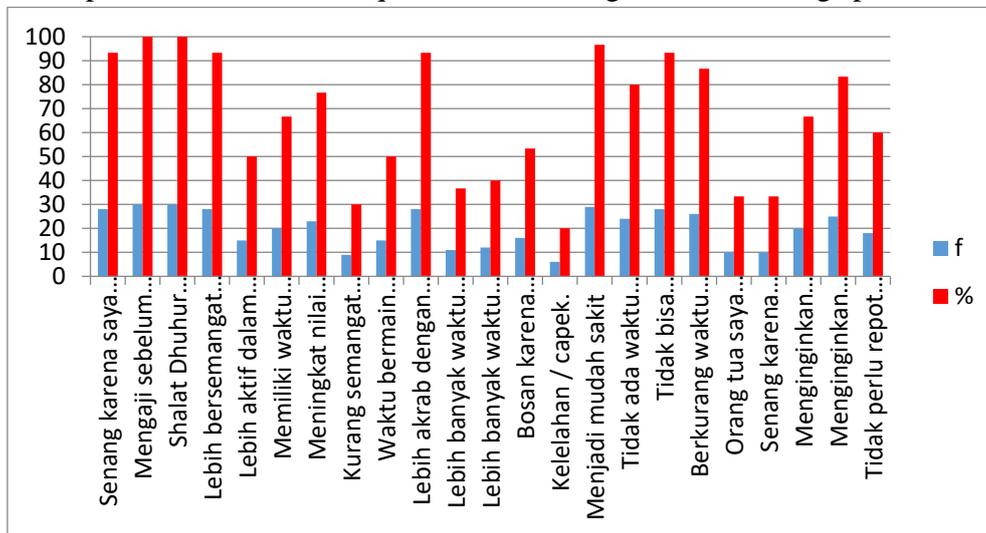


Figure 2: Students respondents

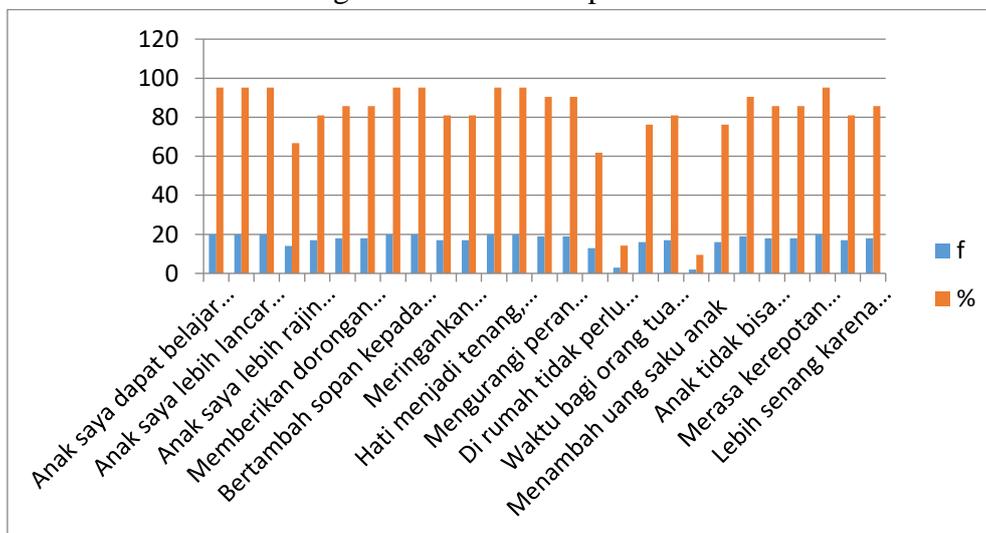


Figure 3: Parents respondents

4) Education Personnel

SD IT Harapan Bunda employs 9 educational staff, four of which work as administrative staff and five are in charge of the cleaning, tidiness, and security of the school, some of them also work in the kitchen preparing and serving the snacks and lunch for the teachers and administrative staff. Meanwhile, MI Istiqomah Sambas employs 18 education staff who are in

charge of administration, library, school health unit, security, and cleaning. Classroom cleanliness is the responsibility of every class teacher, the class teacher arranges for students to clean the classroom by making a cleaning schedule. The cleanliness outside the classroom, such as hallways, toilets, and courtyards, is the responsibility of the cleaning services outsourced by the school with a partnering company.

b. Curriculum and Material

The curriculum at SD IT Harapan Bunda is made based on the National Education Standards to support the attainment of national education goals. However, the school has the authority to compile their curriculum based on the students' needs, school's conditions, and the conditions of the area it is located. Meanwhile, the curriculum applied to MI Istiqomah Sambas is a combination of the curriculum of the Ministry of Religion and the Curriculum of the Ministry of National Education and is enriched with the curriculum set by the foundation. The curriculum consists of Islamic studies and general subjects. MI Istiqomah Sambas implemented an acceleration program for many years, *i.e.* from the academic year of 2001/2002 to 2013/2014.

c. Facility

The facilities and infrastructure at SD IT Harapan Bunda consist of school land, schoolyard, school building, headmaster's office, teacher room, administration office, classroom, library, school first aid room, kitchen, warehouse, learning media, textbooks, teacher's books, mosques/prayer rooms, ablution places, classroom lighting, air conditioning/fans in classrooms, bathrooms/toilets for teachers and students, sports areas, school gardens, dustbins, school gates, car parks, security guards, and canteen, while the room for the vice-headmaster is not yet available. Meanwhile, the facilities at MI Istiqomah Sambas include the headmaster office, teachers' room, library, classrooms (46 rooms), first aid room, prayer room/mosque, canteen, music room, computer laboratory, the foundation office, administration room, meeting room, financial office, convention hall, sports field, ceremonial yard, bathroom / WC (39 units), LCD (46 units), CCTV (16 units), radio/tape recorder, 24 inch TV, computer (24 units), laptop (8 units), band musical instruments (1 set), Tambourine (1 set), marching band instruments (1 set), sound system (4 units), motorbike (1 unit), federal bicycle (1 unit), table tennis court, photocopy machines (3 units), cutting machines, laminating machines, shredder

machines, camera (2 units), IT center, telephone, facsimile, 1 motorbike, and 2 cars.

d. Fund

Based on the results of the interviews with the headmasters of SDIT Harapan Bunda and MI Istiqomah Sambas, the funds to run the school come from 1) BOS funds from the regional government; 2) Funds from the community including a) the foundations; and b) the tuition fees paid by the parents. When this research was conducted, there is an increase in the cost of education at MI Istiqomah Sambas, the new fee was charged to the parents of new students, while the old students still paid the old amount. The elements that support the implementation of the FDS system are good scheduling, implementation of excellent learning strategies, supporting facilities to further improve the material that will be or have been given (Soapatty, 2014).

The Component of Process

The component of process in this research is the activities carried out by SD IT Harapan Bunda and MI Istiqomah Sambas in order to implement the FDS program successfully at the schools, including the following aspects:

a. School Management

In order to create good school management, SD IT Harapan Bunda and MI Istiqomah Sambas implemented several steps namely planning, organizing, actuating, and supervising. The educational planning comprised decisions taken to do some actions within a certain period of time (the pre-determined time frame) so that education becomes more effective, efficient, and eventually could produce quality graduates. The organizing was done in order to make the prepared plans run smoothly, also to make all programs in the school to run well. The actuating was done to make the step of "organizing" done in smaller units to realize the planning through the actuating step, in other words, all divisions of the organization were required to take actions according to the planning. Finally, supervising was done as a process of monitoring, assessing, and

reporting the attainment of the pre-determined objectives (planning) as corrective actions for further improvement.

b. Teaching Management

According to (Arikunto, 2013), to create effective teaching management in the classroom, teachers must carry out three important stages of teaching namely: 1) the Preparation stage; 2) Implementation stage; and 3) Closing stage. The three stages are found in the Learning Implementation Plan (RPP) that teachers make every time they carry out a class.

c. Teaching Implementation

Almost all classrooms at SD IT Harapan Bunda are semi-open spaces, where the side walls are only half-built, making all learning activities be seen from the outside. This semi-open space condition requires students to concentrate more on the lesson because the noise from other classes, especially the nearby ones, can be distracting. MI Istiqomah Sambas has been implementing ISO 9001: 2008 quality management system since 2010 with the certificate No. D004.1.104.1.11 received from an ISO certification body called Delta Pas Internasional. The certificate, which is valid for 3 years, was renewed in 2013 with certificate No. D004.1.104.02.14. MI Istiqomah Sambas implements "One System Management" meaning that the implementation of ISO 9001:2008 which is an international standard to the school's organization does not detach it from the regulation of the Indonesian government, the references in the preparation of the ISO 9001:2008 management system are based on regulatory requirements imposed by the Indonesian government.

According to Suharsimi Arikunto, to realize effective learning management in the classroom, teachers must carry out three important stages namely: a) preparation which is an activity carried out by the teachers before the teaching; b) teaching implementation; and c) closing.

The teaching implementation (stage 2) consists of three stages, namely: introduction, core activity, and closing. The three stages are compiled

in the lesson plan and used as a guide for implementing the teaching. Within this framework (teaching implementation) there is a growing awareness of the importance of school-based management. The school-based management according to Briggs & Wohlsetter also needs to be based on the needs and interests of the students, and the needs of the teachers and the local community (Briggs & Wohlsetter, 2003).

3. The Component of Product

The component of product of the learning program at SD IT Harapan Bunda and MI Istiqomah Sambas is the learning outcomes of the schools. The learning outcomes lie in three domains, namely:

a. Cognitive domain: students have cognitive achievements, both academic and non-academic;

b. Affective domain

The affective domain is closely related to the development of morale, behavior, and character of the students at school, at home, and in society. The results of the parent's questionnaire stated that: a) FDS could change children's attitudes for the better; b) FDS could habituate children's daily worship; c) the result of FDS, children become more obedient to their parents; d) the parents' hopes of pious children have begun to realize; e) FDS could reduce uncontrolled socializing and games.

c. Psychomotor domain

d. Psychomotor achievements are those of verbal and nonverbal skills, and acting and movement skills. For example, a student receives a lesson about manners to others, especially parents, then he is supposed to be able of applying it in his life (Syah, 2011). The results of the questionnaire given to parents stated that; (1) FDS has improved the children's daily worship practices; 2) FDS has developed students' talents because they can participate in extracurricular activities that match their talents; 3) since the children are taught through real experiences, FDS has helped shape their life skills to support their daily activities in the family and community. Based on the above description, both SD IT Harapan

Bunda and MI Istiqomah Sambas already have very good products. This is in line with the research results of Nur Kholis et al., the antecedent impact of implementing the FDS program also shows very good results (Kholis et al., 2014).

Conclusion

In terms of context, SD IT Harapan Bunda Purwokerto and MI Istiqomah Sambas Purbalingga, have developed the vision, mission, and objectives of the madrasah / school. The vision, mission and objectives are reviewed and socialized so that they can be truly achieved. SD IT Harapan Bunda Purwokerto has been consistent with the vision, mission and goals of the school since its inception, while MI Istiqomah Sambas Purbalingga has evaluated and revised its vision, mission, and objectives both editorial and content. In terms of input, there are three components that significantly influence learning, namely; teacher resources, curriculum, and learning facilities and infrastructure. In the teacher aspect, it begins with a recruitment process in accordance with the needs and standards set. The selection process is carried out according to each standard. status as a teacher is still given after going through certain process stages. In terms of the process of SD IT Harapan Bunda Purwokerto and MI Istiqomah Sambas Purbalingga, they have met the standard process from the planning stage to the implementation in learning. Learning starts at the same time, namely 06.45 WIB and at the hour. However, there was a difference in the hours of returning home for students, SD IT Harapan Bunda left at 15.30 WIB while MI Istiqomah Sambas returned home at 16.00 WIB. In terms of output, SD IT Harapan Bunda Purwokerto and MI Istiqomah Sambas Purbalingga: students' cognitive, affective (spiritual and social attitudes), and psychomotor abilities achieve above average results for other SD / MI.

Recommendation

The recommendation from this evaluative research is as follow:

1. The learning facilities in the two schools need to be improved, particularly the facilities for the development of religious education such as prayer rooms/mosques and ablution places, as well as sports facilities and libraries;
2. The teachers' competence needs to be improved, especially in the field of selecting and developing more enjoyable learning strategies, so that even if students learn for a long duration, they can still enjoy the learning activities;
3. There needs to be an effort to observe and evaluate the assignments given to teachers so that they still have sufficient time for their family, considering that FDS requires teachers to work and spend extra time.

Research limitations

1. Due to limited funds, time and personnel, this evaluation research was only carried out at SD IT Harapan Bunda Purwokerto and MI Istiqomah Sambas Purbalingga, so that the results have not been able to represent all elementary schools or madrasah ibtidaiyah that have implemented the full day school program in Indonesia.
2. The data collection method is carried out by means of a questionnaire and interview, if the respondent answers the questionnaire or interview, is not open and does not understand the meaning of the statement items or the questions asked, the results are less accurate.
3. To evaluate a full day school program, ideally researchers should be able to identify indicators that are consistent with the components and objectives of the study. However, due to limited resources in terms of funds, time and manpower, the elaboration of components and indicators is deemed incomplete and comprehensive.

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