Instructional Program Evaluation Model

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Abstract: One of the weaknesses in evaluating instructional program in the school at the present time is that evaluation activity is only based on assessment result of the students learning. The previous learning activity gets less attention in evaluation activity. Therefore, the result of learning assessment of social studies which is limited to assessment of the hard skills has not reached the assessment of the soft skills. To get more complete information about efficacy of instructional program requires an evaluation model which has more comprehensive evaluation. EKOP evaluation model (Instructional Quality and Output Evaluation) represents one of the alternatives which can be used to evaluate the instructional program. The components of EKOP evaluation model cover the assessment of instructional process in terms of instructional quality and assessment of the learning result which is called instructional output. Assessment of the instructional quality covers the assessment of the teachers' classroom performance, instructional facility, classroom climate, students' attitude, and students' motivation to learn. Assessment of the instructional output covers the assessment of the hard skills and assessment of the soft skills of students.

Key words: evaluation model, instructional quality, hard skills, soft skills

In relation to its goal, evaluation in education can be divided into two, namely macro and micro evaluation. The goal of macro evaluation is a general education program, that is the program planned to improve education. According to Djemari Mardapi, micro evaluation is often used at a class level. Therefore, the goal of micro evaluation is instructional programs in class (2000: 2). Teachers have a responsibility to develop and implement instructional programs in the classroom in the form of lesson plan.

Up to this period, evaluation of instructional programs is merely based on the assessment of students' instructional results, and it does not reach the assessment of the instructional process itself. The quality of instructional results cannot be separated from the quality of the instructional process. Assessment of instructional results in general is also only limited to aspects of hard skills (academic skills) not aspects of soft skills. It is, therefore, necessary to find an instructional program evaluation model providing more detailed information about quality of processes and instructional results. One of the models to consider is using EKOP model (Instructional Quality and Output Evaluation).

Model Of Instructional Quality And Output Evaluation (Ekop Model)

This model uses an approach of the evaluation of process and result. In this case, evaluation of the instructional process is called the evaluation of instructional quality. Assessment of instructional results is limited to instructional output, so this model is called a Model of Instructional Quality and Output Evaluation (EKOP Model). The use of the term output is based on the assumption that instructional results can be divided into two, namely outputs and outcomes. Output consists of hard skills (academic skills) and soft skills. Instructional outcome is a social achievement of the students in public or achievement in higher education. This model does not include an assessment of instructional outcomes. Assessment of instructional outcomes can be done by searching (tracer) alumni. EKOP model is a combination of (Context, Input, Process and Product) with Kirkpatrick's evaluation model with the reduction and expansion on some aspects of the evaluation. CIPP Evaluation Model is the most widely recognized and applied by evaluators. The concept of CIPP evaluation model was first developed by Stufflebeam DL in 1965 (Stufflebeam & Shinkfield., 1985). The evaluation model developed by Kirkpatrick, DL is known as Evaluating Training Programs: The Four Levels or Kirkpatrick's evaluation model. Evaluation of the training program includes four levels of evaluation, namely: reaction, learning, behavior, and result (Kirkpatrick. 1998). The assumption underlying the idea is that CIPP evaluation model can be combined with Kirkpatrick's model for evaluating the success of instructional programs; that is: First, the implementation of the CIPP model of instructional programs will run into difficulty because the teacher does not have a lot of options to determine the

context and input in designing the instructional programs, so it is better to simplify, in this case, only taking aspects of the process and the product. Output is regarded as a representation of instructional products. Second, there are various similarities between training programs, particularly in-house training program with classroom programs. Among the similarities are: a) the core or the focus of the training and instructional in schools is the same, namely the self-learning process of trainees and students, b) aspects of learning between training and learning activities at school is the same, namely the aspects of knowledge, attitudes, and skills.

Implementation of Kirkpatrick evaluation model in instructional programs should be combined because of differences in the characteristics of the learning activities in schools and the training programs. The differences between learning in training programs and learning in schools, among others lie in: first, characteristics of the participants. In the training program, trainees in general are people who already work making it possible to evaluate the extent to which trainees are able and willing to apply the attitudes, knowledge, and skills gained in training into the world of the original work. So is how the impact of training for organizations like increasing production, decreasing costs, adding profits, and so on. Although it is not easy to assess learning activities, it is still possible to assess. For schools, assessment of instructional outcomes in the classroom is hard to do. School is difficult to monitor and assess the extent to which students are able and willing to apply the knowledge and skills acquired in school learning activities into daily life after returning to the community. Likewise, teachers may assess how far the impact of the learning experience in schools either on student life or on student achievement on higher levels of education because in addition to requiring a long time to get to the impact assessment, it will also require much cost and effort. Second is focus on aspects of learning. In the training activities, learning activities are usually more focused on aspects of skills while learning activity focuses largely on cognitive and affective aspects, except for skills education (vocational education).

The combination of CIPP model with Kirkpatrick evalution model focuses on two things, namely:

a. Level of evaluation. In CIPP evaluation model, there are four aspects of the existing program, the namely context, input, process, and product, while EKOP model is only performed on two aspects, that is process and product. According to Kirkpatrick, the term is reaction and learning levels; in this model is called instructional quality and instructional output.
b. Coverage of the instructional quality evaluation is expanded in comparison with the level of reaction. This expansion involves the addition of aspects assessed, which includes such aspects as: teacher performance in the classroom, instructional facility, classroom climate, students' attitudes, and students' motivation. Meanwhile, the output aspect includes hard skills (academic skills) and soft skills. Aspects of soft skills assessed depend on such aspects for each subject. For example, aspects of soft skills in social studies which are developed are personal skills, such as critical and creative thinking, decision-making skills, problem-solving skills, self-confidence, work ethic, and the forth; social skills, such as covering communication skills, ether in oral or in written forms and collaboration skills with others. Reaction in Kirkpatrick concept is included into the classroom climate. Input aspects, in spite of not being mutually exclusive as one of the evaluation aspects but represented in the instructional quality, namely the students' attitudes and motivation, can be assumed as one of the representations of input aspects in the concept of CIPP model. Accordingly, the EKOP model is simpler in implementation than CIPP and Kirkpatrick models without reducing the completeness of the information required in the evaluation of a program.

Components Of Ekop Model Evaluation

Instructional program evaluation of EKOP model has two main components, namely the instructional quality and instructional output (Eko Putro., 2012). The instructional quaity involves such aspects as: teacher performance in the classroom, instructional facilities, classroom climate, students' attitudes and motivation. Instructional output includes assessment of hard skills (academic skills) and soft skills. Such components can be realized in the form of the following chart:

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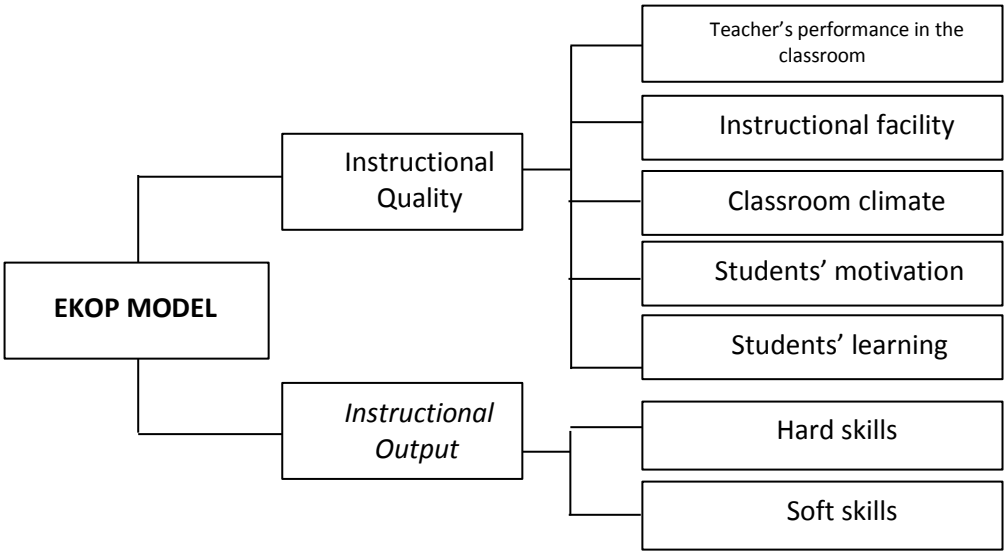

Components of Evaluation Model EKOP

Time And Respondents Of Evaluation

Evaluation of the instructional program can be conducted at the end of instructional program, either in the instructional program which is developed based on competencies or in the instructional program which is developed based on units of time (mid semester and final semester). For time and cost efficiency of program evaluation, the instructional program evaluation should be implemented in every final semester. Instruments of evaluation are distributed to respondents at the last meeting. Respondents of evaluation are students as one of the users in education service on the assumption that the instructional activity which is at the forefront of education is a form of service to the students as one of its consumers. There is a difference in the students' characteristics at all educational levels, so the EKOP model is more suitable for secondary schools to the upper and less suitable to use at the elementary school levels.

Conclusion

Evaluation activity of the instructional program which is only based on results of hard skills assessment is one of the weaknesses of the evaluation carried out during this time. To get a broader description of the success of instructional programs, the evaluation should include more comprehensive components, which is not only based on the assessment of instructional results, but also includes the assessment of the instructional activity process. Assessment of instructional output is not only limited to the hard skills, but also includes an assessment of the soft skills. EKOP Evaluation model is one of the alternatives that can be used by schools to evaluate the instructional program. Components of the EKOP evaluation model include assessment of instructional process packed with the term of instructional quality and assessment of instructional results packed with the term of instructional output. Assessment of the instructional quality includes an assessment of the teacher performance, instructional facilities, classroom climate, students' attitudes, and students' learning motivation. Assessment of instructional outputs includes an assessment of the students' hard skills and soft skills.

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