Evaluation of PAUD (Early Childhood Education) Accreditation Program in Serang City

Avaliação do Programa de Acreditação PAUD (Educação Infantil) na Cidade de Serang

Evaluación del Programa de Acreditación PAUD (Educación Infantil) en la Ciudad de Serang

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Abstract

This research is aimed to increase the effectiveness of Early Childhood Education through evaluation of accreditation programs. By evaluating the PAUD accreditation program, it can be seen the overall phenomena of the evaluation which is principally for improvement in early childhood education, as well as to determine the success rate of the PAUD accreditation program in Serang City. This research approach is an Evaluation Research approach, the approach used descriptive approach. The qualitative approach creates a complex picture, examines the words, detailed reports and views of the respondents and conducts studies on natural situations. Evaluative research are the evaluative programs with using case studies method, this research are program evaluation with using **CIPP** (*Context, Input, Process, Product)* model which developed by Stufflebeam. The results shows that (1) evaluation on the context evaluation to good category, (2) the implementation of process evaluation are in the

category enough (3)evaluation on the program preparation (input evaluation) part of most of them are at the Good category leveland (4) evaluation of the results and benefits of program activity implementation (Product Evaluation) is at the Good category level. Evaluation of PAUD Accreditation Program using the CIPP method, Based on the results of the previous evaluation, this study concluded that there are 14 (fourteen) aspects that have a "Good" value, namely aspects of facilities and infrastructure resources, human resource support, support for facilities and infrastructure, identification of scheduling programs, assessments, program outputs, and program outcomes of PAUD accreditation results are proposed, maintained and implemented.

Keywords: Program evaluation; PAUD accreditation; CIPP model; National education standards.

Resumo

Esta pesquisa tem como objetivo aumentar a eficácia da Educação Infantil por meio da avaliação de programas de acreditação. Ao avaliar o programa de credenciamento PAUD, pode-se ver o fenômeno geral da avaliação, que visa principalmente a melhoria na educação infantil, bem como determinar a taxa de sucesso do programa de credenciamento PAUD na cidade de Serang. Esta abordagem de pesquisa é uma abordagem de Pesquisa de Avaliação, a abordagem utilizada abordagem descritiva. A abordagem qualitativa cria uma imagem complexa, examina as palavras, relatórios detalhados e opiniões dos entrevistados e realiza estudos sobre situações naturais. Pesquisa avaliativa são os programas avaliativos com o uso do método de estudos de caso, esta pesquisa é a avaliação do programa com o uso do modelo CIPP (Contexto, Entrada, Processo, Produto) desenvolvido por Stufflebeam. Os resultados mostram que (1) avaliação sobre a avaliação de contexto para categoria boa, (2) a implementação de avaliação de processo está na categoria suficiente (3) avaliação sobre a preparação do programa (avaliação de entrada) parte da maioria deles estão na categoria Boa O nível de categoria e a avaliação (4) dos resultados e benefícios da implementação da atividade do programa (Avaliação do Produto) estão no nível de categoria Bom. Avaliação do Programa de Acreditação PAUD utilizando o método CIPP, Com base nos resultados da avaliação anterior, este estudo concluiu que existem 14 (quatorze) aspectos que têm um valor "Bom", nomeadamente aspectos de instalações e recursos de infraestrutura, suporte de recursos humanos, apoio para instalações e infraestrutura, identificação de programas de agendamento, avaliações, resultados de programas e resultados de programas de acreditação PAUD são propostos, mantidos e implementados.

Palavras-chave: Avaliação do programa; Acreditação PAUD; Modelo CIPP; Padrões nacionais de educação.

Resumen

Esta investigación tiene como objetivo aumentar la efectividad de la Educación Infantil a través de la evaluación de programas de acreditación. Al evaluar el programa de acreditación PAUD, se pueden ver los fenómenos generales de la evaluación que son principalmente para mejorar la educación de la primera infancia, así como para determinar la tasa de éxito del programa de acreditación PAUD en Serang City. Este enfoque de investigación es un enfoque de Investigación de Evaluación, el enfoque utilizado es un enfoque descriptivo. El enfoque cualitativo crea una imagen compleja, examina las palabras, informes detallados y puntos de vista de los encuestados y realiza estudios sobre situaciones naturales. La investigación evaluativa son los programas evaluativos con el método de estudios de casos, esta investigación es la evaluación del programa con el uso del modelo CIPP (Contexto, Entrada, Proceso, Producto) desarrollado por Stufflebeam. Los resultados muestran que (1) evaluación en el contexto evaluación a la categoría buena, (2) la implementación de la evaluación del proceso están en la categoría suficiente (3) evaluación en la preparación del programa (evaluación de entrada) parte de la mayoría de ellos están en la buena nivel de categoría y (4) la evaluación de los resultados y beneficios de la implementación de la actividad del programa (Evaluación del producto) se encuentra en el nivel de categoría Bueno. Evaluación del Programa de Acreditación PAUD mediante el método CIPP, Con base en los resultados de la evaluación anterior, este estudio concluyó que hay 14 (catorce) aspectos que tienen un valor "Bueno", a saber aspectos de instalaciones y recursos de infraestructura, apoyo de recursos humanos, Se proponen, mantienen e implementan el apoyo a las instalaciones y la infraestructura, la identificación de programas de programación, las evaluaciones, los productos del programa y los resultados del programa de los resultados de la acreditación de PAUD.

Palabras clave: Evaluación de programas; Acreditación PAUD; Modelo CIPP; Estándares educativos nacionales.

1. Introduction

The low quality of education in Indonesia is still being studied by various parties. Various efforts have been carried out, especially by the Ministry of Education and Culture,

such as improving the quality of teachers, distributing books and learning tools, developing curriculum, improving facilities and infrastructure to improve the quality of learning (Sathe, 2003). Therefore, improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective and efficient manner in the development process (Sukardi, 2011).

Related to the quality of education to reaches to achieve it cannot be separated from the various factors that accompany it. In general, the quality of education is caused by various factors, both internal and external factors (Speer & Tapp, 1976). Internal factors include the quality of the teaching and learning process (regarding facilities, quality and number of teachers, teaching methods, curriculum and school management), while external factors are more caused by the role of parents and society in supporting quality education development (Asmani, 2011).

All of the factors above, one of the factor related to achievement of quality in education is about teacher performance factors, so it ill able to creates a positive work climate. The improvement of education quality is an integration process with the process of improving the quality of human resources itself (Stufflebeam & Corin, 2014).

The effort of quality of education nationally is one of the programs which are being implemented by the government. This effort is directed so that every educational institution always strives to guarantee the quality of its services to interested parties (Guttentag, 1976). Service quality is a guarantee that the implementation process of education in school according to what should happen and in accordance with what is expected. If every education unit always strives to provide quality assurance continuously, it is hoped that the quality of education nationally will continue to increase (Stufflebeam, 2002).

The accreditation process is implementing in periodically and openly with the aim of assisting and empowering education units to be able to develop their resources in achieving national education goals. Using a comprehensive accreditation instrument developed based on established quality standards, it is expected that the school quality profile can be mapped for the benefit of improving school quality by various interested parties (Kementerian Agama RI, 2008).

One way the government can provide an evaluation of educational activities is by implementing school accreditation (Boruch et al., 1983). The process of accreditation and evaluation of all aspects of education is strived to ensure the implementation of quality education services and empowers the evaluating schools so that education graduates are produced in accordance with established standards, meaning that the evaluated party,

educational administrators, principals, teachers, and students in a unit education can feel that evaluation activities can provide information on various strengths and weaknesses, and provide clear directions to achieve better quality (Ansyar, 1989).

Accreditation as an assessment process on the eligibility and school performance are activities that are comprehensive in photographing the real conditions of the school compared to the predetermined standards (Kumano, 2001). Obtained that the comprehensively information, the accreditation result is very useful as input material for compile the school's strategic plan for a period of four years and an annual operational plan, referring to the school's strategic plan and operational plan. The four-year cycle of schools again conducts self-evaluation and external evaluation by assessors as part of school accreditation activities (Alkin, 2010).

Early Childhood Education PAUD implements through 3 paths: first, formal education paths in the form of Kindergarten (TK), Raudatul Athfal (RA) or other forms of the equivalent; Second, the non-formal education pathway is in the form of Playgroup (KB), Child Care Park (TPA) or other equivalent forms and third, the informal education path is in the form of family education or education organized by the environment (Fitzpatrick et al., 2011).

Implementation of accreditation of non-formal education programs and units which have large population, including in various types and functions, needs supports and active participation from regional government. Quality assurance of education and is the systemic and integrated activities by educational units or programs, organizers of educational units or programs, local governments, governments, and the community to raise the level of intelligence of the nation's life through education (Posavac & Carey, 2010).

Although the institutions of Early Childhood Education PAUD in Serang cityare experiencing rapid growth, but do not have permits. Of the 451 in the city of Serang, 37 PAUD institutions do not have a permit. Meanwhile, 414 institutions have obtained new permits, and only 32 PAUD have been accredited, for formal 15 institutions and non formal 17.

From the background of the problems above and from the observations of researchers on PAUD accreditation in Serang City, it turns out that according to the researchers' observations, it has not gone as expected. Many PAUD institutions that have not been accredited in their management do not yet have technical requirements that must be met by PAUD education providers. Therefore it is necessary to make efforts to evaluate the PAUD accreditation program in Serang City, Banten Province.

This research aimed to improve the effectiveness of early childhood education through evaluation of accreditation programs. By evaluating the PAUD accreditation program, it can be seen the overall phenomena of the evaluation of the PAUD accreditation program which is principally for improvement (to improve) in early childhood education in Serang City, as well as to determine the success rate of the PAUD accreditation program in Serang City.

2. Literature Review

2.1 Early Childhood Education

National Education Standards which related to which includes other targets, namely the program as the scope of the PNF institution which consists of; life skills education program (life skills),youth education programs (youth organizations, scouting, sports, red cross, training, nature lovers, leadership, and entrepreneurship), women's empowerment education programs, equality education programs (Package A, Package B, and Package C), and education and training programs work (Sudjana & Ibrahim, 2004).

The components that must be evaluated (assessed) in school accreditation include; 1) content standard 2) process standard 3) Graduate competence standard 4) Education Standards and Education Personnel, 5) Facilities and Infrastructure Standards, 6) Management Standards, 7) Financing Standards, and 8) Education Assessment Standards (Prihatin, 2011).

The categories for processing grades are as follows: A with a final score above 85 ($85 < N < 100$), for rank B with a final score above 70 to 85 ($70 < N < 85$) and for rank C with a final score of more or less. Equal to 56 to 70 ($56 < N < 70$) while the school that is judged to be less than 56 ($N < 56$) then the school is declared not accredited (Arikunto, 1988).

2.2 Evaluated Programs

Evaluation target aimed to determine the success of a program. As it stated by Ansyar that "evaluation has one main objective, namely to determine the success or failure of a program" (Ansyar, 1989).

In implementing program evaluation as follow:

Student is a subject receiving lessons. Every student has emotional intellectual skill, and the different social. Generally, this is the things that exist in students have an effect on

learning success. While education strategy referring to how the teacher regulates the presentation time, method selection, approach selection and other.

2.3 Selected evaluation model: *CIPP* model

a. Context Evaluation

Evaluation has mission to serve rational/basis to determination of educational goals, context evaluation to try separate problems from unwanted needs in educational settings. Context evaluation related with analysis of strength and weakness problems from the certain object that will be or are currently running (Suharto, 2007).

b. Input Evaluation

Input evaluation is including personal analysis which related to the how to use the available resources, strategic alternatives that must achieve a program. The benefits of input evaluation to guide the program strategy selection in specify the procedural planning. Information and data that collected can be used to determine the sources and strategy within the existing limitations (Eleanor, 1978).

c. Process Evaluation

Process evaluation is the evaluation that evaluation that is designed and applied in the practice of implementing activities. Daily activity records are important because for making decision to determine the strengths and weaknesses or the program is associated with the output it finds (Brinkerhoff et al., 2008).

d. Product Evaluation

Product evaluation is the description collection and *idquo: judgement outcomes & idquo*; in the relationship with context, input and process, then interpreted the price and service that given. Evaluation product is evaluation measures the success of achieving goals (Alwasilah, 2008).

Development of the type of program evaluation *CIPP* model has emphasized cooperation and familiarity between the assessment team, managers and decision makers about the program. Every form of evaluation which has been described emphasizes the three main tasks performed, there are: 1) examine all types of information that needed by decision maker. 2) Obtained information. And 3) Synthesize information in such a way, it can be

maximally utilized by decision makers. According to (Stufflebeam et al., 2003) **Stufflebeam** *CIPP* model evaluation program has is linear, it means that input evaluation should be preceded by context evaluation; process evaluation must be preceded by evaluation of inputs.

2.4 Evaluation Criteria

Evaluation of the PAUD accreditation program in Serang City using specific criteria as a measure of program success by referring to SMART, there are: *Specific, Measurable, Attainable, Realistic,* and *Time related* (Doran T George, 1981) There are:

1. Specific, referred to the specific things to be corrected/improved or enhanced.
2. Attainable, referred to the ability to implementing the activity with by utilizing the available resources.
3. Measurable, referred to the success quantity indicator or determining the parameters of the success measure.
4. Realistic, referred to the realistic or not the goals to be achieved with the resources and capabilities that are owned.
5. Tim-relate, referred to the on the determination of the working time frame in achieving the stated goals and objectives.

3. Methodology

The Research field for Evaluation PAUD Accreditation Program is in Serang, Banten Province. While the Research Time and Schedule is carried out for approximately 6 months from the date the research proposal is approved.

3.1 Research approach

This research is used evaluation research, related with the research focus, so in this research the approach that used is descriptive approach. Approach is the primary approach uses a knowledge paradigm based on a constructivism view or an advocacy / participatory view or both. This approach uses a narrative, phenomenological, ethnographic, study grand theory or case study and program evaluation strategy to enter this area (Miles & Huberman, 2013).

The qualitative approach creates a complex picture, examines the words, detailed reports and views of the respondents and conducts studies on natural situations. Descriptive data is in the form of written and oral data from respondents and observed behavior. Qualitative research is carried out in natural conditions and researchers are key informants who already have theoretical provisions and insight into the object being evaluated (Hasan, 2009).

Evaluative research is program evaluation with using case study, the aims of this research examine the certain phenomenon in times and activities (programs, event, process, institutions) and making the accurate opinion related to the analyzed object characteristic.

In this evaluation will implements the data mining intensively then analyze with analyzed carefully at each stage. In this research used the formative and summative evaluation method developed by CIPP evaluation model. Formative evaluation including the context components, input, and process while summative evaluation related to the product component (Arikunto & Jabar, 2010).

From the description of the research approach that has been described above, the researcher hereby uses a program evaluation research method with the CIPP (Context, Input, Process, and Product) model developed by Stufflebeam. In organizing the implementation of evaluation, the steps is including (a) determine the information which needed based on the formulation and purpose of evaluation, (b) determining the source of information based on the required information (c) determining the technique of collecting information according to the type and source of information (d) determining the instrument for gathering information, and analyzing data according to the information collected.

3.2 Research Design
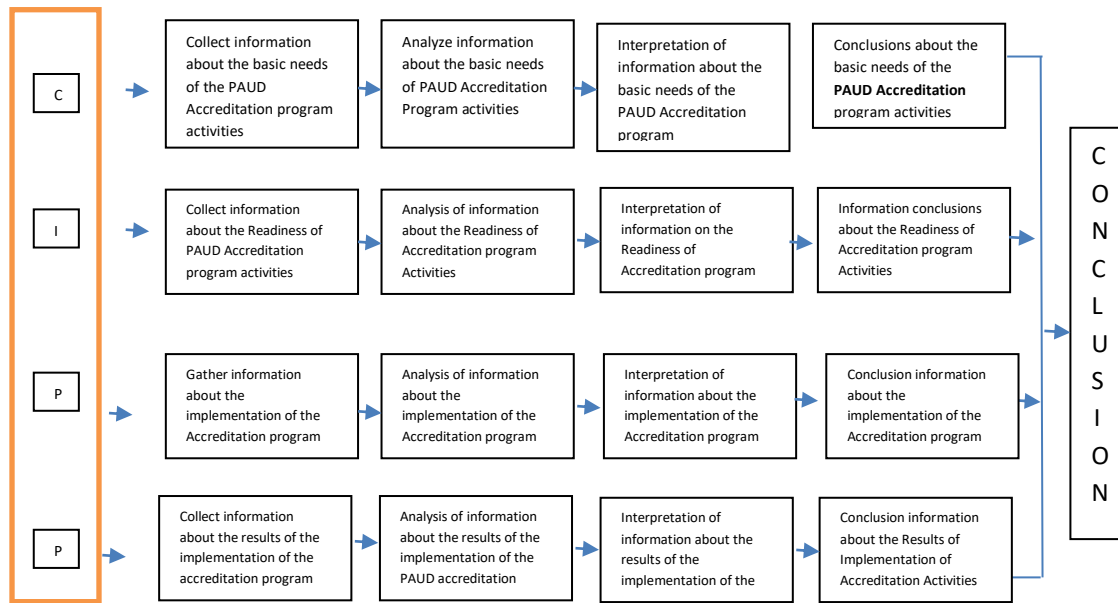
Source: Authors.

The research instruments developed to explain the data described through interview guidelines, documentation and observation:

1. Sample and information

    Sample collection and information in this research is implementing by purposive sampling. Kindergarten in Serang, Banten province chooses as sample and informant.

2. The Research Instrument Grid

    Data collection, grids and instruments were validated by expert promoters and co-promoters so that they represent the whole problem, especially in the evaluation of the PAUD Accreditation Program in Serang City.

4. Result and Discussion

4.1 The result of PAUD Accreditation Program evaluation

PAUD accreditation program evaluation in Serang Banten Province as the basic implementation of PAUD Accreditation as follows:

1. Programs evaluation implementation with using model of "*Context, Input, Process and Product*" (Stufflebeam & Corin, 2014), which is evaluation on the

components of a programs, which including context component (consist of aspects of the Assessment of Needs, Goals, Targets, Policies), input component (consist of strategy and target, work procedure, organization structure, the Budget/Financial Support, Partnerships), the process component (which consist of the program identification aspects, Scheduling, Assignment, Implementation and Assessment), and Product components (consisting of Program Input and Output aspects).

2. PAUD Accreditation program of component, which including: The objectives of the activities to be achieved, the activities taken in achieving the objectives, the rules to be followed and the procedures to be followed, the estimated budget needed, and the implementation strategy (Stufflebeam & Shinkfield, 1985).

3. The evaluation to the CIPP component implement on the data and information which obtained through the interview method to informant and competent sources, and then the data / information is assessed using a Rating Scale that moves from the lowest value of 1 to the highest value of 5 (Walbesser et al., 1968).

Entirely of this research gives the description related to the result of PAUD Accreditation program evaluation of every component with aspects can reported as below:

4.1.1 Evaluation Results of the Context Component

The evaluation result on the context component from the implementation of the PAUD Accreditation program in Serang Banten Province related to the aspects of the analysis of needs, objectives, targets and policy bases.

a. Evaluation Results on the Aspects of Needs Analysis

Based on the answer description of the interviewee from an official source at the Head of BAN PAUD and PNF Banten Province, stated that the aspects of the needs analysis (need assessment) program evaluation of the PAUD accreditation program in Serang City mean that the category of assessment is "Very Good", means the evaluation criteria in the needs analysis is mostly fulfilled, namely the program rolled out to meet the needs of the objectives to be achieved from the PAUD accreditation program (Zainul & Nasution, 2001).

b. **Results of Evaluation of Policy Foundation Aspects**

The finding on the field shows that the policy related the PAUD accreditation program formulated as with the formulated in accordance with the applicable rules. The criteria related with the policy basis shows that the PAUD accreditation program is formulated in accordance with the applicable regulations in the Regulation of the Minister of Education and Culture of the Republic of Indonesia and meets the legality of the legislation. The findings from the program policy evaluation are the policy related with the PAUD Accreditation referred to:

1) Law Number 20 of 2003 concerning the National Education System (Sisdiknas) is explicitly stated in Article 60 Paragraph 2; "Accreditation of educational programs and units is carried out by the Government and / or authorized independent institutions as a form of public accountability."

2) Government Regulation Number 13 Year 2015 concerning Second Amendment to Government Regulation Number 19 Year 2005 National Education Standards (SNP) which are used as the basis for determining variables, indicators and assessment items in the accreditation assessment instrument. In addition, the government also issued *Permendikbud* Number 13 of 2018 concerning the National Accreditation Board for *Madrasah* Schools and the National Accreditation Board for Early Childhood Education and Non-formal Education.

3) *Kepmendikbud* Number 011/P/2018 concerning the Appointment of Members of the National Accreditation Board for Schools/*Madrasah* and the National Accreditation Board for Early Childhood Education and Non-formal Education for the Period 2018-2022. BAN PAUD and PNF are tasked with preparing policies and accreditation mechanisms as well as making technical guidelines as technical guidelines for the implementation of accreditation assessments. BAN PAUD and PNF are independent institutions tasked with implementing accreditation for PAUD and PNF. Furthermore, BAN PAUD and PNF report the results of accreditation to the government as a reference for quality mapping and planning for improving the quality of education in the future.

Based on the description from the interviewee Head of BAN PAUD and PNF Banten Province, part of the description stated that the basic aspect of the policy for the PAUD Accreditation program in the City of Serang the average category of the assessors is "Good", it means that the evaluation criteria in the basic of policy is

fulfilled which is the formulated program in order the education development and set with the with the applicable laws and regulations.

### c.	Goal Aspect Evaluation Results

Based on the description from the interviewee Head of BAN PAUD and PNF Banten Province, stated that the aspects of the objectives of the PAUD Accreditation program in Serang City the average category of the assessment is "good", it means that the objectives formulated clearly to improve the quality of PAUD institutions.

### d.	Evaluation Results of Target Aspects

Findings in the field stat that the target of the PAUD BAN and PNF accreditation programs tasked with preparing accreditation policies and mechanisms as well as making technical guidelines as technical guidelines for the implementation of accreditation assessments. BAN PAUD and PNF are the independent institution worked to implements the PAUD and PNF accreditation. Next, BAN PAUD and PNF reported the accreditation report to government as reference for quality mapping and planning for improving the quality of education.

Related to the provisions of the target aspect criteria stated that the target of program is clear and in accordance with the types/groupings of the Educational Institutions' targets in the framework of ensuring the quality of education in accordance with predetermined criteria, the results of the evaluation are: The target of the PAUD Accreditation program is that PAUD institutions already have NPSN and meet the requirements in accordance with the provisions listed in the accreditation implementation guidelines.

Based on the description of interviewee stated that the target aspect of the PAUD accreditation program in Serang City the average category of the assessment is "good", meaning that most of the evaluation criteria in the program objectives have been met that the program objectives are clearly formulated according to the grouping of accreditation clumps and after they match the targets.

4.1.2 Input Component Evaluation Result

Input component evaluation from the implementation of PAUD Accreditation program in Serang including strategy, work procedure organization structure, resources aspect, support for infrastructure, budget support, monitoring evaluation and partnerships.

a.   Evaluation Results Of Strategy And Target Aspect

Based on the interviewee stated that aspects of the strategy and target of the PAUD accreditation program in the city of Serang the average category of assessment is "very good", it means that evaluation criteria in the program strategy and targets has fulfilled that strategy and target formulated clearly as the needs in ensuring the quality of PAUD quality.

b.   Evaluation Results of Work Procedure Aspects

Based on the interviewee stated that The Head of the PAUDNI Division in Serang City stated that the aspect of the work procedure for the PAUD accreditation program in the city of Serang the average assessment category was "Good" it means that the evaluation criteria in the program strategy and target has fulfilled and formulated clearly in accordance with Non-Formal Education clusters such as Kindergarten (TK), *Raudhatul Athfal* (RA), Playgroup (KB), Similar PAUD Units (SPS) and Child Care Parks (TPA), in accordance with statutory legality provisions.

c.   Evaluation Results Of Organization Structure Aspect

The organizational structure of the implementation of accreditation is contained in the Guidelines for the implementation of accreditation, which states that the organizational structure of the PAUD accreditation program in the city of Serang the average category of the assessment is "Good", meaning that the organizational structure in the program has been fulfilled that the organizational structure is clearly formulated in accordance with the types of unit fields. Education is in order to ensure the continuity of accreditation in accordance with the legality legislation.

d.   Evaluation Results Of Aspect Of Budget/Financial Support

Financial support is obtained from the program budget of the Serang City Education and Culture Office as outlined in the program policy for the Non-Formal and Informal PAUD Sector states that the budget/financial support aspect of the PAUD accreditation program in Serang City the average category of the assessment is "Enough", it means that the budget or financial support in those programs has fulfilled the budget/financial support formulated clearly with the types of purposes.

e.   Evaluation Results Of Partnership Aspect

Partnership aspect obtained from the Association of Indonesian Kindergarten Teachers (IGTKI) and BAN PAUD and PNF stated that the program partnership aspect of PAUD accreditation in Serang average category of the assessment is "enough", it means that the partnership support in those program has fulfilled that the partnership formulated clearly in accordance with collaboration.

f.   Evaluation Results Of Monitoring And Evaluation Aspects

aspects of monitoring and evaluation were obtained from supervisors who conducted monitoring during the implementation of the accreditation stating that the Monitoring and Evaluation Aspects of the PAUD accreditation program in Serang City mean that the assessment category is "Good", it means that the monitoring and evaluation in those program has fulfilled and clearly in accordance with the implementation.

g.   Evaluation Results Of Organization Aspect

Organizational aspects obtained from BAN PAUD and PNF Banten Province stated that Serang City is included in the target area of the National Accreditation Board for Early Childhood Education and Non-Formal Education which states that the Organizational Aspects of the PAUD accreditation program in Serang City the average category of assessment is "Good", it means that the organization aspect in those programs has fulfilled and clear in accordance with the implementation.

h.   Evaluation Results Of Resources Aspect

Human Resources aspect obtained from the PAUD and PNF institutions of Banten Province that the implementation of accreditation is carried out by assigning PAUD assessors who have been given a letter of assignment to carry out accreditation in accordance with the accreditation implementation guidelines stating that the human resource aspect of the PAUD accreditation program in Serang City is "Good", it means that the human resources aspect of PAUD accreditation programs as has been according to need.

i.   Evaluation Results Of Aspects Of Facilities And Infrastructure

The aspects of facilities and infrastructure in the implementation of accreditation are obtained from the Educational Operational Assistance (BOP) provided by the Ministry

of Education and Culture which is channeled through the City District Education and Culture Office which states that the facilities and infrastructure aspects of the PAUD accreditation program in Serang City the average category of the assessment is "Good", it means that facilities and infrastructure aspect in those programs as has been according to need in PAUD accreditation programs.

4.1.3 Process Component Evaluation Result

The process component evaluation result matrix and the table recapitulation of interview results and process component documents. The results of the evaluation were obtained through a series of activities, namely interviews with informants based on the structure of the Process component research instrument, interview guidelines, a list of Process component interview questions, recording interviews with informants, and field notes on the results of document studies.

a.   Evaluation Result Of Program Identification Aspect

Description of answers from resource persons The Principal of the Kindergarten School of Serang City Guidance Identification aspect of the PAUD accreditation program stated that the identification aspect of the PAUD program in Serang City, on average, the category of assessment was "Good", meaning that the program identification criteria in implementing the PAUD program had mostly been met and had matching the target.

b.   Evaluation Result Of Scheduling Aspects

Description of answers from resource persons The Principal of the Kindergarten-Kindergarten School of Serang City Trustees in the scheduling phase of the PAUD accreditation program includes scheduling and scheduling systems in the PAUD program, stating that the aspect of scheduling the PAUD program on average the category of assessment is "Good", it means that the scheduling system in the PAUD program has according to need.

c.   Evaluation Result Of Assignment Aspects

Description of answers from resource persons The Principal of the TK Negeri Pembina Kota Serang Kindergarten for the aspects of the assignment of the PAUD

accreditation program in Serang City stated that the aspect of the assignment in the accreditation program in Serang City the average category of the assessment was "Less", it means that the assignment aspect part of the it means that the part of the assignment has been fulfilled in the division of teacher duties in the accreditation program.

d.   Evaluation Result Of Implementation Aspect

Description of answers from resource persons The Headmaster of the TK Negeri Pembina in Kota by dividing the work according to the interests and knowledge of the 8 PAUD standards that are mastered by each teacher. Mastery and fulfillment of standard 8 instrument documents become a reference in the implementation of accreditation stating that the aspects of implementing the accreditation program in Serang City mean that the category of assessment is "less", it means that the implementation criteria has fulfilled.

e.   Evaluation Result Of Assessment Aspect

Description of the answers from the resource person The Head of the Serang City Guidance Kindergarten School stated that the assessment aspect of the PAUD accreditation program was "good", it means that the evaluation criteria in the program appraisal phase part of it has been fulfilled.

4.1.4 Product Component Evaluation Result

Product component evaluation from the implementation of the PAUD program accreditation program in Serang City includes aspects of program input and output. The data research in the form of a process component evaluation matrix and a summary table of the interview results and process component documents. The evaluation result obtained through a series of activities, namely interviews with informants based on the structure of the Process component research instrument, interview guidelines, a list of Process component interview questions, recording of interview activities with resource persons, and field notes on the results of document studies.

a.   Evaluation Result Of Output Aspect

Finding in the field stated that the description from a interviewee for the Serang City Guidance Kindergarten School Committee stated that the output of the PAUD Registration Accreditation Program in Serang City the average rating category is "good", it means that the evaluation criteria in the part of output program has fulfilled.

In the output aspect found that half of it has fulfilled including from the implementation system, aspects of human resources, monitoring and evaluation and PAUD institutions participating in the accreditation. The implementation system is a factor that affects the output aspect because from the aspect of human resources it affects output because accreditation involves the principal and teachers who need knowledge regarding the accreditation instrument 8 standard PAUD monitoring and evaluation affects the output because the results of monitoring and evaluation can be used as a benchmark.

b.   Evaluation Result Of Outcomes Aspect

Findings in the field stated that aspects of the PAUD accreditation program outcomes assessment obtained that the complete data related to the accreditation result becomes the basic to the to carry out an analysis of the quality improvement of the institution, the results of the evaluation are:

1.   PAUD accreditation program not yet to improve the quality of the institution can be seen from the number of enthusiasts wishing to enter the Animo Kindergarten School has not increased.

2.   Process of the education is not yet improved to the student development aspect value cannot seen more well developed seen from the learning outcomes that are not in accordance with the STPPA (Standard for Child Development Achievement Level).

Based on the answer description from interviewee School Committee, Most of the answers stated that the outcome aspect of the accreditation program in the city of Serang the mean of the assessment category was "good", meaning that the evaluation criteria in program outcomes had been met.

In the outcome aspect, there are several things that have not been fulfilled, including the results of the implementation of the PAUD accreditation program from the standard of facilities and infrastructure, there has not been any addition of facilities and infrastructure in accordance with the needs of accreditation standards and has not been fulfilled.

5. Conclusion and Suggestion

5.1 Conclusion

PAUD accreditation program evaluation used CIPP method based on the previous evaluation result, so in this research taken several conclusions as below:

1.   programs that overall have a "Good" score category so that the PAUD Accreditation Program is proposed to be continued, maintained, and implemented the PAUD accreditation program.

2.   Based on the assessment result on 20 evaluation aspects it obtained that 3 aspects evaluated has "very good" which is aspects of the analysis of the need for PAUD accreditation, policy on the PAUD accreditation program and aspects of the strategy and targets for PAUD accreditation to be continued, maintained and implemented.

3.   Found that 14 aspects has "good' value namely the aspects of facilities and infrastructure resources, human resource support, support for facilities and infrastructure, identification of scheduling programs, assessment, program outputs, and program outcomes of PAUD accreditation results, it is proposed, maintained and implemented.

4.   Found that 1 aspect stated that has "enough" namely the budget/financial support aspect, (input component), must be improved and improved.

5.   Found 2 aspects has "less" namely the aspects of assignment and implementation of PAUD accreditation. Therefore, the implementation of the PAUD accreditation program in the City of Serang can be continued with improvements in several aspects that are declared sufficient and lacking.

6.   Aspects which have "very good" and "good" is proposed to be maintained or developed, and aspects that have a value of "Sufficient or Less" are recommended to be reviewed and corrected immediately.

The conclusion in details of the implementation of PAUD accreditation program in Serang based on the component and aspect which the evaluated aspects are listed that context component from the implementation of the PAUD program in Serang City, Banten Province, the needs analysis aspect shows the "Very Good" category and the objectives, targets and policies aspects show the "Good" category, as it explained below:

1. Context component

a. Needs analysis is good; the score is "Very Good" with an assessment (5).

b. The Objectives that receive an assessment (4) in the "Good" category.

c. Target that received an assessment (4) in the "good" category.

d. Policy that received an assessment (5) in the "very good" category.

2. Input component

a. Strategy and target has a good score (5), category "Very Good".

b. Work procedure that received an assessment (4) category "good".

c. Organization structure that received an assessment (4,5) category "good".

d. Budget/Financial Support is of good value (3), category "Enough"

e. Partnership that received an assessment (4,5) category "good".

f. Monitoring and Evaluation has good scores (4) in the "Good" category.

g. The organization has good grades (4), the "Good" category The program has been fulfilled and is clearly in accordance with the implementation.

h. Resources that received an assessment (4) "good" category PAUD service institutions both formal and non-formal in Serang City.

i. Facilities and infrastructure that received an assessment (4) "good" category to the Education and Culture Office of Serang City, PAUDNI Sector.

3. Process component

a. Program identification that received an assessment (4) "good" category.

b. Scheduling received (4) "good" category.

c. The assignment receives an assessment of (3) "Enough".

d. The administration received an assessment (3) in the "Enough" category.

e. Assessment received an assessment (4,5) "good" category.

4. Product component

a. Output program received an assessment (4) "good" category.

b. Output program received an assessment (4) "good" category.

5.2 Suggestion

Referred to the conclusion related the implementation of PAUD accreditation program in Serang with CIPP evaluation model, found 3 aspects "Enough", namely aspects of budget/financial support (input component), implementation and assignment aspects (Process component) that require follow-up because not all the criteria for these aspects have been

fulfilled. From this research expected can help to gives alternative solutions to problems that arise in the PAUD accreditation program so it can gives the positive feedback for the accreditation agencies and policy makers. Follow-up is made by touching all components with their aspects but emphasis is given to those aspects that need improvement.

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