

Improving The Quality Of Programs, Processes And The Impact Of Village Assistance Based On The Cipp Model In Paud Services In Sukabumi District

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Article Info	Abstract
<p>Article History</p> <p>Received: April 29, 2021</p> <p>Accepted: July 27, 2021</p> <hr/> <p>Keywords : PAUD Service, CIPP Model, Quality of Programs</p> <p>DOI: 10.5281/zenodo.5140165</p>	<p><i>This study aims to evaluate the village assistance program in order to get an overview of efforts to improve, improve and develop PAUD services in Sukabumi Regency which have been carried out from 2015 to 2020. This study uses the CIPP model program evaluation method (Context, Input, Process, Product) developed by Stufflebeam, consisting of formative evaluation and summative evaluation. Formative evaluation includes context, input and process components while summative evaluation includes product components. This CIPP model is used to analyze in depth and thoroughly each component of the CIPP. Based on the results of the evaluation and discussion of the village assistance program in improving PAUD services in villages in Sukabumi Regency which refers to Permendesa PD TT Number 19 of 2020 concerning Amendments to Permendesa PD TT Number 18 of 2018 concerning General Guidelines for Assistance of Village Community by using the CIPP model, it can be concluded as follows: following: The context component that is evaluated includes aspects of a) policy, b) needs analysis, c) goals and d) targets related to the management of village assistance programs in PAUD services in Sukabumi district. Based on the results of the evaluation of the context component as a whole, it is categorized as "Very Good" with an average of 4.38. This shows that the context component in the implementation of village assistance programs in PAUD services in the village should be continued to support the improvement of PAUD services in Sukabumi Regency.</i></p>

Introduction

Rural development is an integral part of development as an effort to improve the quality of rural and community human resources through basic education services that are carried out in a sustainable manner based on their potential and abilities. This is in line with the direction of rural development in order to achieve development goals, namely realizing the life of rural communities that are independent, advanced, prosperous, and just. One of the important points of the Sustainable Development Goals (SDGs) in village development is increasing access and quality of basic education services in rural areas to cut the chain of social inequality. One indicator to see the absorption of access to education services in the village is the Human Development Index (IPM). From 1990 to 2017, Indonesia's HDI only increased by 0.16 points with the fourth fastest HDI growth in the world after Oman, China and Nepal. Unfortunately, the HDI is blunt in eastern Indonesia, especially in rural areas. The largest HDI contribution in Indonesia is still high in the western region with capital-intensive urban characteristics and supported by extractive industries with adequate infrastructure development. Meanwhile, in rural areas, education services are far behind due to limited public access to educational services. Development that is centralized in nature with all capital clustered on one industrial area basis, will create gaps in the education sector. The accumulation of capital in one industrial area will cause home market capital, which is a condition where equilibrium occurs only in certain markets, areas outside the market will be affected by scarcity, price increases and lead to vertical and even horizontal conflicts. The consequence of this centralization of the education sector will result in educational inequality or a knowledge of region bias.

The Gross Enrollment Rate (GER) for National Early Childhood Education (PAUD) is 41.18. This figure is quite alarming, considering that there are many programs implemented by the central government through the Ministry of Education and Culture, Ministry of Religion/Directorate General of Islamic Education, Provinces, and Districts/Cities. Based on data from the Ministry of Education and Culture and the Ministry of Religion in 2019/2020, the number of children receiving early childhood education services such as TK, RA, KB, TPA, and SPS was 7,873,572 children. Meanwhile, the number of children aged 3-6 years in Indonesia currently reaches 19,118,894 children. Some provinces that already have PAUD GER above 50.00, namely; DI Yogyakarta

Province (68.60), East Java Province (67.92), Gorontalo Province (58.64), West Nusa Tenggara Province (56.07), and Central Java Province (55.74).

In an effort to improve PAUD services, villages are given authority through budget allocations for education in the Village Budget, especially to support the PAUD program at the district/city level. Seeing the magnitude of village authority, in the provisions of Law Number 6 of 2014 concerning villages, article 112 paragraph (4) has regulated village assistance in the planning, implementation and monitoring stages of village development and rural areas. Furthermore, in Government Regulation 47 of 2015 concerning Amendments to Government Regulation Number 43 of 2014 concerning implementing regulations for the Village Law, it stipulates that the implementation of village community empowerment is carried out through mentoring in stages. Such assistance is the responsibility of the government and local governments in stages and assisted by professional assistants, empowering village communities and/or third parties. Operationally, the provision of assistance is directed at helping the community to have the knowledge, skills and attitudes to face rapid changes and be able to meet their needs independently. In this case the assistance is carried out for the benefit of the party being accompanied, not the interest of the person or party accompanying or seeking profit for their own interest.

Based on the 2018 PPMD Directorate General of the Ministry of Villages Report, the total number of village assistants, especially Village Local Facilitators (PLD) who are tasked with assisting villages as many as 9182 people who have junior high school qualifications or the equivalent is 104 or 0.53% of the total PLD. While those who have high school qualifications or the equivalent are 9078 or 46.58%. This condition certainly affects the quality of assistance provided to the community. To see the importance of evaluating the village assistance program in an effort to improve PAUD services in Sukabumi district, a preliminary survey was carried out by filling out questionnaires to 30 (thirty) respondents consisting of PAUD supervisors, PAUD school principals, village heads, and village assistants within the Dinas. PMD Sukabumi district. Reference of questions based on the components of context, input, process and product. In addition to the preliminary survey, interviews were also conducted with several respondents to obtain testimonials on the implementation of village assistance programs related to PAUD services from the PMD office, education office and HIMPAUDI in Sukabumi district. Based on the results of the preliminary survey, there were several problems identified in the village assistance program in basic education services (PAUD) in Sukabumi Regency, including:

1. Most respondents (67%) stated that the village assistance program in the aspect of village assistance recruitment procedures which was carried out centrally by the Ministry of Villages PDDT was not in accordance with the qualifications and needs of PAUD development. In general, the recruited assistants are not in accordance with the position with educational background, there is no provision of procedures for PAUD assistance and there are still multiple positions;
2. Most of the respondents (63%) stated that the implementation of guidance and supervision carried out by the District Coordination Team and the District PMD Service for village assistance programs in PAUD services was not optimal because of the distance to the location which was quite far, administrative burden and coverage of the working area wide;
3. Most respondents (67%) stated that village governments tend to prioritize the use of Village Funds for infrastructure development. Likewise, there is still limited financial support from the provincial government, especially for the development of PAUD programs;
4. The majority of respondents (83%) stated that there is weak coordination between sectors in the regions in the provision of PAUD services in the village, especially in the distribution of authority between the center, regions and villages as well as work units or implementing agencies, both DPMD and the Education Office;
5. Most respondents (67%) stated that the village development plan was not in accordance with the needs of PAUD development. It is still found that the activity plans that have been set in the Village RKP and Village Budget are less than optimal in supporting the development of PAUD. In addition, there is still a lack of understanding of PAUD facilitators and managers regarding program development procedures in accordance with applicable regulations;
6. Most of the respondents (63%) stated that there was still misalignment between the assessment system carried out by the district PMD Office on the performance of the assistants in implementing the PAUD mentoring program and the assessment system carried out by the education office regarding the implementation of PAUD;
7. Most respondents (70%) stated that the PAUD assisted still did not meet the PAUD National Education Standards (SPN) that had been set by the government. This is due to limited operational funding, qualifications of educators and education staff as well as supporting infrastructure facilities that can be provided by the village government and the community;

8. Most of the respondents (63%) stated that the public's awareness of sending their children to PAUD is still low due to economic limitations, and understanding of the importance of early childhood education is still low;
9. Most of the respondents (57%) stated that the village facilitators implemented did not provide benefits because they had not been able to directly influence the increase in community participation and the quality of PAUD services in the village.

Based on the results of the preliminary survey, various problems were found regarding the existence of village assistants who have not been able to serve all villages, especially in encouraging the quality of PAUD services in the village, the low quality of village assistants due to the recruitment system that is not in accordance with the specified competencies, there is no match between the plan and the need for PAUD development in the field, as well as the unpreparedness of the local government in managing and controlling village assistance activities in improving the quality and access of PAUD services for the community from the center to the village. Therefore, village assistance programs related to the implementation of PAUD in Sukabumi Regency need to be evaluated to obtain empirical information that will be taken into consideration in making decisions for the improvement and sustainability of the program. In addition, it is necessary to study in depth to find out what factors influence the success of the village assistance program in PAUD services in Sukabumi Regency. In general, this study aims to evaluate the village assistance program in order to get an overview of efforts to improve, improve and develop PAUD services in Sukabumi Regency which have been carried out from 2015 to 2020. The implementation of this program has never been evaluated thoroughly, so the results of the program evaluation This is expected to provide input from the Ministry of Village, PDPT and the Village Community Empowerment Service of Sukabumi Regency to improve the implementation of village assistance programs in the implementation of PAUD services in the future.

Method

This study uses the CIPP model program evaluation method (Context, Input, Process, Product) developed by Stufflebeam, consisting of formative evaluation and summative evaluation. Formative evaluation includes context, input and process components while summative evaluation includes product components. This CIPP model is used to analyze in depth and thoroughly each component of the CIPP, namely:

- a) The components of the context of the village assistance program in PAUD services in Sukabumi Regency include an evaluation of policies, needs (needs assessment), goals, and targets of the village assistance program;
- b) The input components of the village assistance program in PAUD services in Sukabumi Regency, include the readiness of the available resources in implementing the program, strategies and targets, work procedures, organizational structure, human resources, infrastructure support, monitoring and evaluation and budgeting;
- c) The process component of the village mentoring program in PAUD services in Sukabumi Regency includes program implementation which includes the preparation stage which includes understanding the concept of village assistance and the legitimacy of the companion team, recruitment and selection of companions, observations in the implementation of mentoring tasks, monitoring and document studies of village assistants who assessed, supervised, reported to the Village Community Empowerment Service (DPMD), analysis of results and follow-up of village assistance programs in PAUD services;
- d) The product component of the village assistance program in PAUD services in Sukabumi Regency, includes village assistance activities and their impact on improving PAUD services in the village, especially in carrying out daily tasks of facilitating community, learning, mentoring and/or other tasks.
- e) In regulating the implementation of the evaluation, there are several stages that must be passed including: (a) determining the information needed based on the formulation of the problem and research objectives, (b) determining the source of information, (c) determining the information collection technique, (d) determining the instrument to collect information and (e) data analysis according to the information collected.

Research design

Based on the problem focus and the research framework, the research design used in the evaluation of village assistance programs in PAUD services in Sukabumi Regency. The design of this study describes the interrelationships between the components of CIPP and the operational steps that must be taken by researchers. After obtaining information about the aspects that will be evaluated in each component, the researchers then carried out field research to collect data related to the actualization of the criteria embodied in the village assistance program related to PAUD services in Sukabumi Regency through interviews, documentation and

observations. Furthermore, the data obtained at the time of data collection in the field were sorted according to the criteria for analysis. The results of the data analysis were then concluded to determine the achievement of the village assistance program implemented in Sukabumi Regency related to the implementation of PAUD services in the village.

Data Collection Instruments

The research instrument is a tool used to obtain information about the things that you want to know in the research. This research instrument makes the researcher as an instrument (qualitative) mainly supported by other instruments (quantitative) in order to obtain accurate data. Sugiyono (2016:372) explains that the instrument in qualitative research is the researcher himself. Therefore, researchers as instruments must be validated by the readiness of researchers who then go into the field. In the research of village assistance programs in PAUD services in Sukabumi Regency, the main instrument of data and information collection is the researcher himself. Therefore, researchers as instruments must be validated for their readiness to conduct research which then goes into the field (Sugiyono, 2016:372). This research instrument was developed to explain the data described through interview guidelines, documentation and triangulation.

Research Samples and Informants

Samples and informants in this study were taken by purposive sampling which is a sampling technique from data sources with certain considerations, so that researchers more easily explore the situation or object under study. Of the 381 villages and 47 sub-districts spread across Sukabumi District, nine sub-districts representing each region were selected, namely: the northern region, the central region, and the southern region as samples, taking into account that these sub-districts have the highest number of assisted PAUDs in each region and spread across evenly representing each area in Sukabumi district. While the PAUD sample selected for each sub-district was based on the largest number of students and recipients of educational assistance from the Village Fund. The nine PAUD selected as research samples are as follows:

The selection of informants as data sources in this study is based on the principle of subjects who master the problem, have data, and are willing to provide complete and accurate information. Informants who act as key sources of data and information (key informants) in this study are officials/apparatus of the Ministry of Villages PD TT, PMD Service, Education Office, village governments related to the implementation of village assistance programs in PAUD services in the village as well as other experts and assistants who located in Sukabumi Regency. In this study, the selected informants are shown in the following table:

Tabel1. Informan

NO	Informan	Total
1.	KN P3MD Community Development and Empowerment Ministry of Villages PD TT	1
2.	Directorate General of Early Childhood Education and Community Education	1
3.	Head of Head. Community Empowerment Department of PMD Kab. Sukabumi	1
4.	HIMPAUDI Sukabumi Regency	1
5.	Village Assistant	3
6.	Village government	3
7.	PAUD managers (principals and teachers)	3

Data analysis technique

The data analysis technique used in this study is interactive analysis (interactive of analysis) through the following stages: 1) conducting a data review, namely in the form of presenting the results of the data as a whole, both from the results of interviews and documentation, 2) data reduction, 3) compiling into units, 4) categorization, 5) checking the validity of the data, namely an effort to determine whether the incoming data meets the research requirements or not, so that if not, it can be refined, and 6) analysis and interpretation of data based on the theories and concepts used. Good data obtained through interviews or documentation are presented thoroughly, then the data needed are selected and grouped into information groups that have been compiled (Susanti, 2017:32).

Data analysis in the evaluation of village assistance programs in PAUD services in Sukabumi Regency can be done through the stages of the Miles and Huberman model in Sugiyono (2008: 125) as follows:

1. Data Reduction (data reduction). The data obtained from the field is quite large so that this data is called data collection (data collection) and then data analysis is carried out with data reduction. Reducing data is summarizing, choosing the main things and focusing on the things

that are important and discarding the unnecessary. It aims to provide a clear picture, so that it will make it easier for researchers to collect further data. Research data that must be reduced include data from interviews, documentation, and observations;

2. Data Display (presentation of data). After the data is reduced, the next step is to present the data. Presentation of this data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. This aims to make it easier to understand every aspect that is evaluated;
3. Conclusion Drawing/Verification. In this step the researcher draws conclusions and verification. Initial conclusions are still temporary and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

Result And Discussion

Context Component Evaluation Results

Evaluation of the context component (Context) of the village assistance program in Sukabumi Regency includes: policies, needs analysis, goals and targets, fostering the management of basic social services, developing village economic enterprises, utilizing natural resources and appropriate technology, developing village infrastructure, and empowering rural communities in accordance with statutory regulations. The policy for implementing village assistance programs is one of the elaborations of government policies related to the implementation of Law Number 6 of 2014 concerning Villages and the provisions of Article 131 paragraph (1) of Government Regulation Number 43 of 2014 concerning Implementing Regulations of Law Number 6 of 2014 concerning Villages, Where village assistance is one of the government's efforts in carrying out community empowerment actions through assistance, organization, direction and village facilitation. Therefore, it is necessary in the implementation of government village assistance through the Ministry of Villages PDPTT which is formulated in accordance with the rules and provisions of the applicable legislation.

Based on the description of answers from official sources at the Secretary for Village Community Development and Empowerment of the Kemendesa PDPTT and the Head of Community Empowerment at the Sukabumi Regency Village Community Empowerment Service, stated that the basic aspects of the village assistance program policy were in the "Very Good" category (score 5.00). This means that the evaluation criteria in the policy basis have been met, namely the program is formulated in order to support the empowerment of rural communities and in accordance with the provisions of applicable laws and regulations.

Evaluation Result of Input Component

Evaluation of the input components of the village mentoring program in Sukabumi Regency includes organizational structure, program tools, program procedures and mechanisms, human resources, program support facilities, recruitment procedures for assistants, guidance and supervision systems, and budget. Based on field findings and information from village assistance program managers at the Directorate General of Village Community Development and Empowerment of the Ministry of Villages PDPTT that the organizational structure of village assistance programs from the central to village levels refers to Government Regulation of the Republic of Indonesia Number 43 of 2014 concerning Implementation Regulations of Law Number 6 Article 128 of 2014 concerning Villages states that: 1) The government and local governments carry out empowerment of village communities with assistance in stages according to needs; 2) Village community assistance is technically carried out by district/city regional work units and can be assisted by professional assistants, village community empowerment cadres, and/or third parties; 3) Camat or other designations coordinate the assistance of village communities in their area.

In addition to professional assistants, there are Village Community Empowerment Cadres (KPMD), namely village community members who have the knowledge, willingness and ability to mobilize the community to participate in community empowerment and participatory development. KPMD acts as a cadre element in charge of providing services to the community in a professional, honest, fair, and equitable manner in carrying out state, government and development tasks. The role of KPMD includes: changers (enablers), intermediaries (mediators), educators (educators), planners (planners), problem solvers (problem solutions), technical implementers (technical roles). Meanwhile, KPMD's tasks include: 1) mobilizing and motivating the community, 2) helping identify community problems and needs, 3) helping to develop community capacity, 4) encouraging and convincing decision makers to really listen, consider and be sensitive to community needs, 5) help gain access to various services needed

In particular, the Ministry of Villages PDPTT has also formed a Human Development Cadre (KPM) which is organic in nature and plays a role in providing assistance to basic education services, especially PAUD. KPM are village residents who are selected through village deliberations to work to assist the village government in

facilitating the community in planning, implementing and supervising human resource development in the village. Referring to the KPM Handbook, that one of the tasks of KPM is to monitor 14 indicators of village services to the community, one of which is facilitating the organization of PAUD service packages, namely: 1) every parent/caregiver who has children aged 0 to under 3 years participates in parenting activities in PAUD services at least once a month, 2) every child aged 3-6 years actively participates in at least 80 percent of the PAUD service schedule.

Based on descriptions of answers from official sources at the National Secretariat, KN P3MD, the Directorate General of Village Community Development and Empowerment of the Ministry of PDPT Village and the Head of Community Empowerment of the Sukabumi Regency Community Empowerment Service, stated that the assessment of the organizational structure aspect of village assistance was categorized as "Very good" (5,00). This means that the evaluation criteria related to the organizational structure of village assistance have been met. Where the organizational structure formed by the Ministry of Villages PDPT is in accordance with the vision and mission of the village assistance program, the need for PAUD services and the distribution of authority at the central, provincial, district/city to village levels.

Evaluation Results of Process Components

The Ministry of Villages PDPT has published the SOP for Inter-Stakeholder Relations in the Implementation of the Village Assistance Program. This SOP is prepared to organize a clear flow of interaction and communication between internal parties in accordance with the positions, duties, authorities, and responsibilities that exist at various levels including the relationship between village assistance program managers and other program parties in order to build synergistic relations between the parties and between programs to run optimally. The SOP also regulates the procedures for managing village assistance programs related to internal parties, namely government institutions in stages (central, provincial, district/city, and village), and external programs, including community institutions.

Evaluation Results of Product Components

The village ministry of PDPT has set several achievement targets that must be met by village assistants in assisting the village government and the community in providing PAUD services. Each companion is required to achieve results (outputs) that must be met in accordance with a predetermined frame of reference. Each level of program implementation will carry out the task of coordinating PAUD services at the district level which is the main task of experts in the field of basic social services (TA PSD) assisted by Village Facilitators (PDP, PDTI), Village Local Facilitators (PLD), and Human Development Cadres (KPM). , with achievement targets that have been formulated in the terms of reference

Conclusion

Based on the results of the evaluation and discussion of the village assistance program in improving PAUD services in villages in Sukabumi Regency which refers to Permendesa PDTT Number 19 of 2020 concerning Amendments to Permendesa PDTT Number 18 of 2018 concerning General Guidelines for Assistance of Village Community by using the CIPP model, it can be concluded as follows: following:

The context component that is evaluated includes aspects of a) policy, b) needs analysis, c) goals and d) targets related to the management of village assistance programs in PAUD services in Sukabumi district. Based on the results of the evaluation of the context component as a whole, it is categorized as "Very Good" with an average of 4.38. This shows that the context component in the implementation of village assistance programs in PAUD services in the village should be continued to support the improvement of PAUD services in Sukabumi Regency. The conclusions for each aspect are outlined as follows:

- 1) The policy aspect of the village assistance program is in the "Very Good" category (score 5.00). This means that the evaluation criteria in the policy basis are mostly met, namely the program is formulated in order to support the empowerment of rural communities and in accordance with the provisions of the applicable laws and regulations;
- 2) The needs assessment aspect of the village assistance program in Sukabumi Regency is categorized as "good" (4.00), meaning that the evaluation criteria in the needs analysis of the village assistance program are quite relevant to improve access and equity of PAUD in each village;
- 3) The objective aspect of the village assistance program is categorized as very good (4.50). This means that the evaluation criteria in the objectives of the village assistance program have been met, where the goals set refer to the PAUD targets and targets, the achievement of SDGs and have been clearly and specifically formulated to improve basic education services in villages, especially PAUD;
- 4) The target aspect of the village assistance program in Sukabumi district is categorized as "good" (4.00). This means that the evaluation criteria in the village assistance program targets in PAUD services in Sukabumi district have been met, where the village assistance program targets are set according to the type and needs of PAUD services in the village.

The input components evaluated include aspects of a) organizational structure, b) program equipment, c) program procedures and mechanisms, d) human resources, e) program support facilities, f) assistant staff recruitment procedures, g) guidance and control system, and h) budget related to the management of village assistance programs in improving PAUD services in Sukabumi district. Based on the results of the evaluation of the input components as a whole, it is categorized as "Good" with an average of 3.91. This shows that the input components in the management of village mentoring programs related to PAUD services in the village have been partially fulfilled and can be continued with some improvements in aspects of human resources, program support facilities, recruitment procedures for assistants, and budgets. The conclusions for each aspect are outlined as follows:

- 1) The organizational structure aspect of village assistance is categorized as "Very good" (5.00). This means that the evaluation criteria related to the organizational structure of village assistance have been met. Where the organizational structure formed by the Ministry of Villages PDTT is in accordance with the vision and mission of the village assistance program, the needs of PAUD services and the division of authority at the central, provincial, district/city to village levels;
- 2) Aspects of the village assistance program equipment in Sukabumi Regency are categorized as "Very good" (5.00), meaning that the program tools support the implementation of village assistance in basic education services (PAUD). This is indicated by the availability of program terms of reference and technical implementation guidelines as a reference for all stakeholders involved in the program at the central, regional and village levels;
- 3) Aspects of the procedures and mechanisms of the village assistance program in Sukabumi Regency are categorized as "Very good" (5.00), meaning that the program procedures and mechanisms have been established by the Ministry of Villages PDTT Number 19 of 2020 concerning Amendments to Permendesa PDTT 18 of 2019 concerning General Guidelines Village Community Assistance and Technical Guidelines for the Implementation of Integrative Holistic PAUD in PAUD Units serve as a working reference for all stakeholders involved in the program at the central, regional and village levels;
- 4) The human resource aspect of the village assistance program in Sukabumi Regency is categorized as "Enough" (3.33). This means that village assistance program resources in basic education services (PAUD) meet the qualifications ($\geq 50\%$ - 75%). Of these, it is more based on the general qualifications set for village assistant positions (PDP and PLD). It does not specifically describe the ability and experience to facilitate the development of PAUD;
- 5) The aspect of supporting facilities for village assistance programs in Sukabumi Regency is categorized as "Enough" (3.30). This means that the support for the village assistance program in the form of work

facilities, incentives and operational costs provided is only sufficient to meet the routine needs of assistant staff. While these facilities are not sufficient in providing PAUD assistance services;

- 6) Aspects of recruitment procedures for village assistants in Sukabumi Regency are categorized as "enough" (3.00). This means that the recruitment procedure for village assistants can be applied according to the guidelines that have been set. However, they have not been able to produce assistants that are in accordance with the qualifications and development needs of PAUD;
- 7) Aspects of the guidance and control system for village assistant staff in Sukabumi Regency are categorized as "Good" (4.00). This means that the guidance and control system becomes a reference for local governments and village governments in assisting basic education services at the village level. However, it has not been able to encourage the improvement of PAUD service performance in terms of quality and access to the community;
- 8) The budget aspect is categorized as "Less" (2.67). This means that the evaluation criteria related to budget allocation for basic education service needs, especially PAUD in the Village Budget are still low. Where the Village APB structure is still below 3 percent of the total Village APB to finance PAUD assistance.

Process components that are evaluated include aspects of a) coordination, b) preparation stage for program implementation, c) program implementation stage, d) program reporting, and e) program monitoring and evaluation related to the management of village assistance programs in improving PAUD services in Sukabumi district. . Based on the results of the evaluation of the overall process components, it is categorized as "Enough" with an average of 3.36. This shows that the process components in the management of village assistance programs related to basic education services in the village, especially in the implementation of PAUD have been fulfilled and can be continued with some improvements in aspects of program implementation, program reporting, and program monitoring and evaluation.

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