

## Evaluation of the Full Day School Program Using the CIPPO Method at MI Muhammadiyah Tanjungsari

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### Abstract

*This research aims to evaluate the full day school program at MI Muhammadiyah Tanjungsari, Tersono District, Batang Regency. This research uses the CIPPO program evaluation model (context, input, program, product, outcome). This research evaluation is a type of qualitative research, which makes it easier for researchers to carry out fieldwork with various realities. The results of this research show that every aspect of the evaluation shows good results, so it can be said that this program was implemented well by the stakeholders*

**Keywords:** evaluation, full day school program, CIPPO

### A. Introduction

The phenomenon of the full day school program that has begun to spread in various educational institutions in Indonesia has become a matter of care for its usefulness. In Indonesia, public or private schools that have implemented full day school or full-day school approximately 3.8% of 265,904 schools, or 6,997 schools in Indonesia. And for Central Java, 1.7% of the schools out of 31.197, or 1.835 schools have implemented full day school (Chahya Triana Della, 2019). The implementation of this full day school program is not without a foundation, of course there is a basis for strengthening some schools implementing this full-day school program. This policy according to its regulations is contained in the regulations of the Minister of Education No. 23 of 2017 (Kholily, 2017). The understanding of the concept of full day school must be understood as a science and also a basic concept of a school program, in order to be a scientific and school program that is clear both the basis and the goal.

Full day school is a teaching learning process that takes place from 6:45 to 3:00 p.m. with a break every two hours (Wicaksono, 2018). The emergence of education with full day school learning programmes is expected to be an alternative that can meet the demands of education today. The consequence of the full day school program is the level of satiety that must be overcome during school learning activities (Wahyuli & Ildil, 2020). The implementation of the full day school policy must be balanced with the creativity of the entire stakeholder in managing the teaching learning activities in the school environment. This reality is supposed to be a positive support force for educational institutions that will implement full day school programmes faced by poor conditions of student activity after school returns if they do not get full day schools programmes.

The full day school was originally created in the early 1980s in the United States to be applied to kindergarten schools, which eventually extended to primary and upper secondary schools.

The pros and cons of this program are becoming a new color and history for education in Indonesia, flanked by the various arguments that build such pros and cons. The police are more focused on psychological perspectives, according to the psychologists who aligned the full day school program policy. Based on the experimental psychological studies of modern psychologists, that dividing the learning time or exercise over a certain period of time by the time of rest, will help in accelerating the learning process and consolidating it in memory (Siregar, 2017). There's a good full day school program and a good way of thinking that builds.

Despite the pros and cons of this program, this program in Indonesia is a response to the realization of 18 values of character education that are the source of religion, Pancasila, culture and national educational goals namely: religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, appreciation of achievement, friendly/communicative, peaceful love, passion for reading, caring for the environment, social care, responsibility (Depiyanti, 2014). It became an interesting thing for researchers when full day school programs were combined with programs based on religious science such as tartil, tajwid, hafalan and murojaah of the holy verses of the Qur'an. The program has been running since 2020 in MI Muhammadiyah Tanjungsari, Tersono district, Batang district.

## **B. Methods**

This type of research is field research using qualitative research methods, that is, looking at various real phenomena in life and trying to present them in word or sentence form and create a comprehensive and in-depth picture. Presenting detailed facts in the form of descriptions becomes one of the mandatory activities in qualitative research methods (Fadli, 2021). Data types use primary and secondary data. Data collection techniques using methods of interviews, observations and documentation. The validation technique of the data is triangulation, that is, by comparing the data results with other sources outside the temporary data results.

The participants who participated in the evaluation activities were the head of the school of MI Muhammadiyah Tanjungsari MR. Mohammad Ulfi, S.Pd.I. Head of school who bears the responsibility of the ideals and hopes of school for better yet it is appropriate to evaluate the program that is running, as a sustainability. Deputy head of Nur Hidayah's mother's school, S.Pd.I, Eli Fatmawati's Mother's curriculum field, deputy TU Riqza Rachman, S.Pd.I, the participants played a role in helping researchers to gather accurate information and data and the reality of the situation. The outcome of this evaluation becomes a specific forward-looking reference to the leaders to take a policy.

## **C. Results**

Full day is the MI Muhammadiyah Tanjungsari program since the beginning of 2017, it has been 7 years since it started. Based on Permendikbud No. 57 Year 2014 on Curriculum 2013 Basic School / Madrasah Ibtidaiyah and Perpres No. 87 Year 2017 on Strengthening Character Education (PPK) besides that also about School Day. In the hope of improving the quality even better, I will decide to adopt a full-day program. A comparative study of several schools that have already implemented full-day programmes is a preliminary step towards finding the initial form of the day programmes to be implemented.

MI Muhammadiyah Tanjungsari strives to accommodate all student abilities both academic, non-academic, and character education. Most of the guardians of the students of MI Muhammadiyah are parents who have busy work until afternoon for example just 07.00 – 15.00. The workload led parents to choose schools that implement full day school programmes in the hope that their children would be in a good learning environment. Instead of leaving his son at home uncontrolled and it's possible that he's just playing and having fun with his hp. Leaving time job opportunities, practice timing, get used to worship and socialize with peers.

Realizing that the teacher is a good example for his pupils, then MI Muhammadiyah Tanjungsari took courage for the teachers, especially the picket teachers to come first before the other teacher arrived at 6.45, then once came the teacher picket was obliged to stand in front of the gate and remove the pupils with gratitude. The scenery will be seen by the parents of the students who take their children to school by motorcycle, the impression that will be produced on the student that his teacher is friendly, that the impression will be generated on the parent of the student is that his child is in the right environment. Such examples indirectly teach students how to socialize well. The picket master also has the ultimate authority to go home to make sure that everything is safe and can be left home to each other.

The conscious efforts made by the school in improving its qualifications must have been with the permission of the Mohammedan Foundation and are under the responsibility of the Assembly. Muhammadiyah branch is fully supporting MI Muhammadiyah Tanjungsari in holding full day school program, even if other Muhammadiyah schools that are still in the neighborhood of the branch are wanting to hold full day School program then clearly will be supported. Muhammadiyah's support is in the form of money, energy and mind.

### Outcome 1

The interview data collected on the Full day program at MI Muhammadiyah Tanjungsari are summarized in the following table.

Table 1

No	Component	Data
1.	Purpose	Improving quality by optimizing a learning environment that can bridge all aspects of academic, non-academic and character education for students. In accordance with the vision of the firm in faith and taqwa, excellence in science and technology, achievement, and concern for the environment.
2.	Management	Prepare and manage human resources (teachers), prepare and manage facilities, prepare and administer methods, prepare and manage learning time, preparing and managing old students, socialization for prospective new students (target market)
3.	Human resources (teachers)	Provide teachers who will teach according to the needs of subjects, both academic non-academic, and character education
4.	Facilities	Provide facilities that can support the entire teaching activity to be more optimal
5.	Methods	The full day school learning method focuses the learning objectives on three aspects, namely cognitive, active, and psychomotor. Full day school innovation aims to create the quality of human resources, in this case students.
6.	Learning time	06.45 all picket teachers present, 07.00-07.15 joint prayers and apples in the morning, 07.15-09.00 study in class (academic), 09.00-09.30 break, 09.30-11.00 study at class (academic) 11.00-11.30 second break and regular worship. 13.00-15.00 13.00-15.00 non-academic learning and character education. 15.00 class completed.
7.	Student	Motivate students, provide school health services (UKS), respond well to student guardians, give students space to compete and not discriminate against any gender
8.	Target market	Advertising to the public by placing pamphlets, distributing brochures on social media, open places or public places and guiding students to follow various activities that are of a social nature in the community as an attraction.

## **D. Discussion**

### **Context evaluation of the full day program at MI Muhammadiyah Tanjungsari**

When viewed from the context of the policy base and the legal umbrella, the programmes and objectives show good and appropriate criteria. It means not violating the educational regulations of the government and is strong. There is one thing behind the decisions of schools and foundations, which is the addition of lessons to strengthen the values of religiousness and interest in students' talents. Indicators of the addition of such lessons are, tahsin, tajwid, tahfidzul Qur'an as values religustias and extra-culicular arts of dance, painting, calligraphy, Tapak Suci Putera Muhammadiyah (TSPM), marching band, volleyball and football as the development of interest talent students. The addition of such lessons to successfully realize the vision of MI Muhammadiyah Tanjungsari, to improve the quality of education, and to strive to have a higher value than the schools that exist in the district of Tersono.

### **Input evaluation of the full day program at MI Muhammadiyah Tanjungsari**

In terms of the curriculum used for the moment is an independent curricular. The local loads taught are Java, English, Arabic and Muslim. Human resources include the head of the school, the teacher, the educational staff are already in line with their respective backgrounds with their duties, functions and responsibilities. The degree, skill and skill of the human resources of the educator will be in direct proportion to the results obtained. Profile of MI Muhammadiyah Tanjungsari according to the data on achievement with the total number of teachers 11 consisting of 3 men, 8 women with PNS teacher status of 4 and 7 teachers with Non-PNS status.

Secondly, in terms of facilities, there are 11 classrooms with 9 classes in good condition and 2 classes in bad condition, 1 student health unit room in good state, 1 teacher room in well condition, 10 bathrooms in good shape, 1 ceremonial place in good conditions, 1 mushola in good health, 1 library in good care, 1 Avanza car in good quality, 1 set of band marching gear in good good condition, a set of volleyball equipment in good skick, 1 sets of soccer equipment in Good condition, one school gate in good standing and access to the school road in good order. The facilities and premises are used to support academic, non-academic and religious education with a total of 223 students.

Thirdly, there is no annual limit on the admission of new students. This situation will actually create two possibilities, the first possibility, if there is not a limit on new students, then, if the students who register exceed the existing number of classes then learning and the school environment will not be effective, the second possibility if there are no new candidates, then the teacher in this case does not have a definite goal in finding a new student, can even result in less enthusiasm by the school in promoting his school.

### **Process evaluation of the full day program at MI Muhammadiyah Tanjungsari**

On the process indicators include the schedule of activities, the implementation of the learning process and the evaluation of learning outcomes. The first phase is an eight-hour work schedule in one day. The second is the implementation of the education process, MI Muhammadiyah Tanjungsari uses a variety of methods, such as lectures, discussions, role-playing, experiments, equals, and mind mapping. The media used are books, al-quran, projectors, security tools, videos and images. The third is learning evaluation using authentic assessment, character evaluation, attitude evaluation and little academic evaluation.

### **Product evaluation of the full day program at MI Muhammadiyah Tanjungsari**

On product indicators cover talent and graduate interests. The talent of the students at MI Muhammadiyah Tanjungsari is to participate in various races as a search for achievement, trained with coaches suitable for their field and provided facilities as a form of responsibility. The race that followed was, the race between the MI level of accusation and so on, the inter-school Muhammadiyah level of primary school, a race planned by the people and a race held by the self-righteous. The competition was followed by academic and non-academic

competitions, namely mathematical competition, IPA, Islamic nasyid art, MHQ, creative video of HW camp, voly, painting, calligraphy, silat peak and marching band.

Interest in the talent of a well-defined student will flourish for the student. The Tafidz that is in MI Muhammadiyah Tanjungsari becomes a supply for the students who will continue education for their followers in the hostel. Such supplies do not rarely make it easier for students to receive scholarships for further education in the Hostel. The arts that are taught, such as dancing, nasyid, and calligraphy, give the student an enlightening experience, the student's feeling of interest and talent being channelled gives the student a sense of confidence to pursue the next level of education. The set of sports taught provides experience and picture if the student wants to retain him in the professional spectrum in the future.

### **Outcome evaluation of the full day program at MI Muhammadiyah Tanjungsari**

The outcome indicator contains the benefits of having a full day school program at MI Muhammadiyah Tangsungsari. The three benefits of a full day school program consist of benefits for students, benefits for parents, and benefits for institutions. Benefits for students give experience how to socialize with friends for 8 hours well, have a container to channel the interests of talents, avoid the bad influence of hp and social media. Benefit for parents, parents feel more secure because for the 8 hours his child is in a good environment with the condition of learning, have the hope that his talent interests are guided and well channelled, have children who can read al-Qur'an even tahfidzul Qur'an, children avoided the hassle of playing hp. Benefits to school institutions, have superior quality expectations, can explore interests talent students in good.

### **E. Conclusion**

In the context of the full day school program at MI Muhammadiyah Tanjungsari has been categorized as effective, as it corresponds to the existing legal basis. On the aspects of iput is still not effective because the comparison of the number of teachers male and female is not proportional, there is no limit to the quantity of potential new students applied. On the process aspect it can be said effective. On the product aspect it could be categorized effective. on the outcome process it could already be categorised effective, looking from the benefits that can be felt.

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