

**STUDI EVALUATIF PELAKSANAAN PROGRAM PENDIDIKAN
TAMAN KANAK-KANAK (TK)
DI KECAMATAN SERIRIT**

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pelaksanaan program Pendidikan Taman Kanak-Kanak (TK) di Kecamatan Seririt ditinjau dari : (1) *contex*; (2) *input*; (3) *process*; (4) *product*; (5) *contex, input, process, dan product*; dan (6) kendala-kendala yang dihadapi dalam pelaksanaan program Pendidikan Taman Kanak-Kanak (TK) di Kecamatan Seririt. Penelitian dilaksanakan pada TK di Kecamatan Seririt menggunakan rancangan penelitian evaluasi dengan model CIPP. Pengambilan data dengan kuesioner yang diisi oleh 105 responden. Hasil penelitian menunjukkan pelaksanaan program Pendidikan Taman Kanak-Kanak (TK) di Kecamatan Seririt ditinjau dari: (1) *contex* berdasarkan skor T menunjukkan hasil positif (+); (2) *input* berdasarkan skor T menunjukkan hasil positif (+); (3) *process* berdasarkan skor T menunjukkan hasil negatif (-); (4) *product* berdasarkan skor T menunjukkan hasil positif (+); (5) *contex, input, process, dan product* pada Kuadran Glickman menunjukkan pelaksanaan program pendidikan Taman Kanak-Kanak (TK) di Kecamatan Seririt termasuk kategori efektif; dan (6) Kendala-kendala yang dihadapi dalam pelaksanaan program Pendidikan Taman Kanak-Kanak (TK) di Kecamatan Seririt antara lain: (a) Sulit memotivasi guru untuk membuat Rencana Pelaksanaan Pembelajaran Mingguan (RPPM) dan Rencana Pelaksanaan Pembelajaran Harian (RPPH) secara mandiri. Hal ini terjadi karena masih kurangnya pelatihan guru terkait penyusunan RPPM dan RPPH; (b) Sering terjadi kesenjangan antara perencanaan pembelajaran dengan proses pembelajaran dimana pembelajaran yang direncanakan guru belum memperhatikan kecukupan jumlah dan keragaman jenis bahan ajar serta alat permainan edukatif dengan peserta didik. Selain itu, jumlah dan keragaman jenis bahan ajar serta alat permainan edukatif di sekolah masih minim, khususnya untuk TK swasta; (c) Guru masih terkendala melaksanakan pendekatan saintifik di kelas TK yang meliputi kegiatan mengamati, menanya, mengumpulkan informasi, menalar, dan mengomunikasikan. Rancangan kegiatan pembelajaran dan proses pembelajaran masih cenderung berpusat pada guru.; (d) Pada kegiatan penutup pembelajaran guru masih jarang memperhatikan: kesimpulan sederhana dari kegiatan belajar, nasihat-nasihat yang mendukung kebiasaan baik; refleksi dan umpan balik terhadap kegiatan belajar; kegiatan penenang seperti bernyanyi, bersyair, dan bercerita; menginformasikan rencana pembelajarannya berikutnya; dan (e) Guru mengalami kesulitan dalam mendesain proses pembelajaran yang kontekstual.

Kata kunci: Evaluasi CIPP, Program TK

EVALUATIVE STUDY OF THE IMPLEMENTATION OF CHILDREN'S PARK EDUCATION PROGRAM IN SERIRIT DISTRICT

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ABSTRACT

The purpose of this study was to determine the implementation of the Kindergarten Education Program in Seririt District in terms of: (1) context; (2) input; (3) process; (4) product; (5) context, input, process, and product; and (6) obstacles encountered in implementing the Kindergarten Education Program in Seririt District. The study was conducted in kindergarten in Seririt District using an evaluation research design using the CIPP model. Retrieval of data with a questionnaire filled out by 105 respondents. The results showed the implementation of the Kindergarten Education (TK) program in Seririt District in terms of: (1) context based on T scores showed positive results (+); (2) inputs based on T scores show positive results (+); (3) processes based on T scores show negative results (-); (4) products based on T scores show positive results (+); (5) the context, input, process, and product in the Glickman Quadrant shows the implementation of the Kindergarten (TK) education program in Seririt District, including the effective category; and (6) Constraints faced in the implementation of the Kindergarten Education Program in Seririt District include: (a) It is difficult to motivate teachers to make a Weekly Learning Implementation Plan (RPPM) and a Daily Learning Implementation Plan (RPPH) in a manner independent. This happens because there is still a lack of teacher training related to the preparation of RPPM and RPPH; (b) There is often a gap between learning planning and the learning process where the planned learning of the teacher does not pay attention to the adequacy of the number and diversity of types of teaching materials and educational play tools with students. In addition, the number and diversity of types of teaching materials and educational game tools in schools are still minimal, especially for private kindergartens; (c) The teacher is still constrained from carrying out a scientific approach in the kindergarten class which includes observing, asking questions, gathering information, reasoning, and communicating. The design of learning activities and the learning process still tends to be teacher-centered; (d) In closing learning activities teachers still rarely pay attention: simple conclusions from learning activities, advice that supports good habits; reflection and feedback on learning activities; sedative activities such as singing, poetry and story telling; inform the next learning plan; and (e) The teacher has difficulty in designing contextual learning processes.

Keywords: CIPP evaluation, TK program