The Using of Model Context. Input, Process and Products (CIPP) In Learning Programs Assessment.

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ABSTACT: *Assessment is one process to determine problem, choose relevant information, and collect and analyze information to report useful summary to decision maker. Evaluation model discussed in this topic was CIPP Stufflebeam's model. CIPP assessment's model selected because his effectiveness to get revenue formative and summative and to find decision and problem-solving ability. CIPP assessment's model may be made assessment whether before, during or after the project conducted. This very different with Stake's approach assume that researcher may make level current study implementation or during the programme running. CIPP assessment's model also be formed to satisfy programme mastermind and administration not just filling individual ' wish. Lastly CIPP is not designed to prove a decision but act as to improve where information derivative later can be made as a guide to planning something programme.*

Introduction

Assessment is one continuous process to determine method proposed applies in lesson by teachers and at the same time supervisor can give guidance and guide to them to overcome the shortage that exists. The assessment questionnaire and interview also should be used so that the feedback is total and real. This feedback result might be noted when conducting other courses at future time.

A few assessment techniques can be and have been used before to evaluate implementation of curriculum. It is observation, including interview with teacher, principal and subject pupils and subject teachers.

Assessment Models

Model is a conceptual about something activity can show association between variety involved element in that activity. With one model, evaluation activity was conducted with fuller and mean.

Below shows some valuation model common use. Among them was;

1. Rational Assessment Model

In this model often give emphasis to the productivity and accountability an activity. This model also often used to measure a student achievement and progress. This model ignore process dimension in implementing assessment. In implementing something study, this model often suggest question such as do successful students achieve an objective? Did successfully teachers carry out a job successfully?

To construct achievement test, Tyler outlines several procedures should be followed by namely:

1. Identify the objective of the education programme education that want to be carried out.
2. Describe every objective in behavior form and the contents.
3. Identify the situation which objective wants to be used.
4. Create the direction to representing situation.
5. Create the direction to find the record.

Tyler defines that assessment is a comparison between result is wanted with actual results. Tyler's approach gives attention to behavior measurement in some objective which is construct and also focus to learning outcome from lesson input. Tyler also doing some change in concept according to assessment. This change is developed in his definition of assessment original namely assessment in programme proposed to be made by comparing concept of programme by any relevant information to stabilize the programme planned. This including:

1. Assessment in implementation level.
2. Assessment in monitoring continuum in something programme.

According Tyler's assessment model (1950), researcher must be evaluate students behaviour change reason behaviour is wanted in education. Beside that, assessment must be made in final stage

This model, first step we must know objective of programme. After we know the visi of the program, goal achievement and measuring instrument signs identified. The findings will be compared with goal of the program and decision made on standard achievement achieved. According to Tyler, if the program is unachievable goal, this bring implication either implementation programme learning weak or those goals chosen unsuitable.

There are several weaknesses in objective behaviour model which is proven by Pophams (1969, 1973): Sullivan (1965) And MacDonald-Ross (1973) plucked from Sani 1992; Sharifuddin (1996); Habibah, (1996). Between that weakness was:

1. No consistent opinion on who should choose objective, or which objective should be selected (Stake, 1970 And Dressel, 1960).
2. Even though objective can be defined from implementation aspect, problem to get revenue measurement am far from who can be found (MacDonald-Ross, 1973).

3. Not all curriculum maker agree about necessary prescribe first objective (Atkin, 1963), Eisner (1967, 1969) And Stenhouse (1971).
4. Programme of course only perceives as an approach to set of goals, and both fill and involved learning experience will become route made towards achieving objective. This mean same objective can be achieved through some efforts and approach.

Two studies that has been implemented by referring to rational Tyler namely first in year 1934 in order to to evaluate an activity by forming Achievement Test. It accomplish at between the year 1929 and 1934 in Universiti Ohio in order to improve string rule and rate among university students. Tyler gives convergence to find information from illustrator from inside course objective aspect behaviour and table of contents form. Second study (sometimes is said as study eight-years) associated with `Progressive Education Movement' and give convergence whether curriculum need to be changed in high schools. This known as curriculum rational by Tyler.

2. Responsive Assessment Model

Stakes defines the assessment as a observation value relatively a few standards. Stakes (1967), had underlined a few responsive approach feature which are;

1. It more over programme activity from purpose (intent) programme.
2. Have relation between public to find information.
3. Perspective difference value among people to measured the success and failure of the programme.

With this way, responsive assessment can be used. This approach was a system to sacrifice a few facts in measurement with able hope to increase the consumption of findings to individuals or to the programme itself. Many planners more preordinate stress notice of information, use objective test, determine a programme and research report standards. This evaluation gives less effect in formal communication if it is compare to the ordinary communications.

Model based more on what ordinary human make to evaluate a thing. They will watch and then will act. To carry out this evaluation, researcher has to make more work to be sure individual chosen understand of what should be done. They also need to make organised planning and find and arrange people to observe the flow of the program. With their help, researcher will provide chart, shooting, finding purposes, and make graph.

It has four major phases in this model.

1. Involving assessment beginning and compilation. He suggests researcher and client make negotiation on assessment contract such as evaluation

objective, truth, and secrecy guarantee. Stake holder was individual involved in that assessment and they have the right to seek their consent and issues that related with evaluation process.
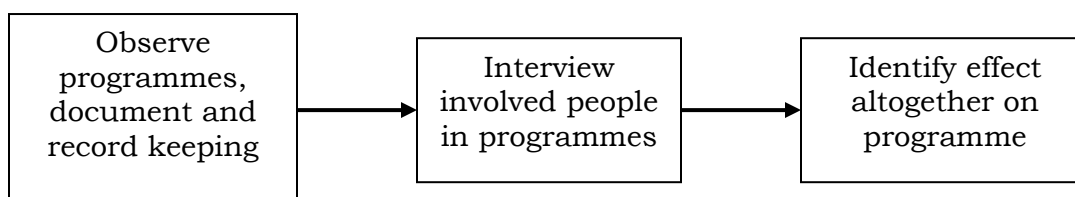
2. Second phase was to identify acceptance (concern), issue and value from stakeholder. Facts obtained through interview and questionnaire.

3. Third phase gather information has related by necessity, issue, value that identified by stakeholder. Researcher could also get data and information like descriptive on which matter assessed and standards used to made judgements. Information that need can be gathered through several ways namely observation, naturalistic, interview and standardization trial.

4. Final stage is preparing a report on results and proposal. Case study format often used to making this report. This report contained several issues and acceptances that are identified by stakeholder. This model proposed researcher in make negotiation with stakeholder make consideration and proposals is based on information.

Between year 1960 and early 1970, models by Stake (1967) And Stufflebeam (1968; 1971) already much influence world of valuation. According to the opinion by Stake (1967), assessment encourages to focus to the products. Assessment should no longer consider complex and dynamic education nature.

3. Free Objective Assessment Model

Scriven (1972) introduce free objective assessment concept (free goal evaluation). This model emphasizing more to how want reduce prejudice (bias) with do not inform to the programmes researcher. Researcher must be and attend the programmes and investigate his result altogether. This model consider consumer as major audience. To use this model in questions shaped assessment such often asked `What the result was of conducted that programmes. Through this model, he wants researcher measure the effect which found from programmes compared to consumer need and not compare its with organizer objective.

Figure below show the procedure to use this model.

Observe programmes, document and record keeping → Interview involved people in programmes → Identify effect altogether on programme

4. Information Assessment (Illuminative)

Parlet and Hamilton (1972) also introduce Information assessment concept (illuminative) to study innovation of programmes: see ways of how it carried

out, way-it influenced by various education situation when is applied and its impact on assignment academic experience and result pupil. This type of assessment covered interaction between lesson and situation system learning environment.

5. Valuation Model Inequality (Discrepancy)

This assessment model formed by Steinmetz. He defines assessment as tool to made judgements (judgement) on lack and advantage of something object is based on inequality information (Discrepancy) between standards (Standard) and Achievement (performance). This model also is attributed use formative approach and it oriented system analysis. Standards can be gauged with answer questions such as what which occurred. While overreaching over what which actually happened. Researcher could only assist by way form and explain the roles are played by standards and achievement.

Researcher must skilled in doing about process want to be studied. Assessment in this model does not necessarily quantitative; researcher can accept one belief from standards and achievement aspect as factor.

In this assessment model, much of the information derivative is different and it can be grouped at some of the ways:

1. Assessment design determines stability of the programme.
2. Input assessment- aimed to help management by ensuring source of necessity enough.
3. Evaluation process- ensures activity planned run smoothly and had quality live up to.
4. Assessment production- determine in levels of achievement something those results planned achieved.

6. Individual Evaluations Model

Assessment study may be eliminated at least early 1900 when testing movement started. Binet intelligence test produced in year 1904 and testing in group capable during in world war to two. Assessment this involved difference testing individual intelligence and achievement at school.

This type assessment also is used on teacher, administrator, and school staff. This type assessment more focused to individual difference and consideration measurement adopt with make comparison by one sets of standards shaped.

7. Valuation Model Contrary (Adversary)

This model has several link with valuation model responsive, this Model also get from procedure used by juries in court. The difference is that it take data widely, believe client evidence, and importantly is that it behave contrary

namely both decision derivative either positive or negative about something programme am encouraged.

This model has four levels:-

In first stage, to generate an issue widely. It can-do by involving researcher and programme implementation group (client, manager, fund and agency), to take into consideration those issues believed relevant. For example, is it necessary this programme is laid off and select several suitable new programme alternatives?

Second stage, involving reduction of some issue. Either of that way was holding respondent group will list some of the issues that they think important.

Stage three is developing two group assessors which opposite to support and contradict for that program. In that process, this group can use either interview, prepare a potential witness, and study the evaluation report that have already done and collect new data.

Last stage is prepared the pre-listening and formal listening session. In formal listening, from contradict group there will present all the concrete arguments and proves before one result of the program begin. The purpose of this presentation is to help one result to be performed.

This model has some problem such as a high cost to accomplish, time delay and maybe some condition of unfair decision in making result. These happen because one of the members from the group will be able to debate and argue the point. All elements in this model can be facilitate and appropriate with the survey where all the sources are limited.

8. Evaluation Model of CIPP

This article will focus on using evaluation model which represent by Stufflebeam (1971). CIPP's models newly build at the end of the years 60s to fulfill the evaluation demands which oriented to the objectives. KIPs model are used in Austin Texas lab and completely done in Dallas. In the assessment concept that represent by Stufflebeam, said that the assessment should be "collection of sciences information to decide result". The task of the evaluator is collect data, planning, analyses, prepare information to choose the alternative action and report. He also said that the action can be done in four parts which is about the result of environment (context), implementation (process) and result about input (product). His model also known as Context-Input-Process-Product (CIPP).

The main purpose of this evaluation is to relate the information, context, input and process with program product. It is also to indicate the availability of environment in order to achieve the goal and objective program. Besides,

this assessment was made to overcome a program and did not a direction for
proof some right things. This model is to encourage the growth and helps the
leader from responsibility and using the information and all the sources to
improve the process of the program. This evaluation runs while one program
still progress and it will be more on effectiveness and quality control.

Evaluation contexts also try to evaluate the premature conditions and
needs in a situation. This will produce the issues, exposure of problems and to
indicate the limits to create a program.

The main purpose of this evaluation is to measure, translate and
authenticate the progress of the program. Furthermore, the purpose of this
evaluation also to identify the weak and the strong of some object such as the
institution, the program, population/individual target and also to prepare the
indicator for changes. The results that have done will become the indicator to
fix the mission that already exists and to indicate changes. In this evaluation,
the appropriateness objective of Living skill on KBSM will be study.

Input evaluation will measure the effort of the system and input from the
strategies and the sources. This evaluation is use to arrange result and will be
use for guidance in choosing the program strategies and the changes that can
be done. The matters that will impress:

1. Planning the procedure and the expense that will be done to fulfill
    the demands.
2. The score of the uses that will be accept and have a potential to
    success into fulfill the demands.

At manage and evaluation process stage, the researcher will ensure the
processes while program still in progress. The purpose of this stage is to find
out the objective and mission. This respond must be alert from time to time to
control the program implementation. This evaluation will act as the monitoring
for a program that still in a progress.

The information about achievement is very important while the program still
in progress and also the summary of the program. The main objective of this
evaluation is to ensure how far one program can fulfill the demand of a group.

In this output evaluation phase, the main purpose is to corresponding the
information, contexts, input and process with input of the program. It is also
evaluate how an alteration of a program success. According to Stufflebeam,
every part of evaluation needs three types of activities which is accumulate all
the information together, organize the collection of all the information and
analyze the information using estimating and statistic. Next activity is report
the information that already analyze to the person who involve so that the
result can be done.

According to Stufflebeam, there are so many evaluations that have already
done to the evaluation of the program and it is able to plan without focus on the

use of the evaluation, information needed, and the purpose of the maintenance. So that, there are so many worth evaluation reports produced.

How CIPP can be use in evaluation of effectiveness in a project.

Evaluation contexts

Evaluation "contexts" focus on environment which is the change will occur and problems will appear. The purpose of this evaluation is to identify the appropriate of the environment in order to achieve the mission and objective program. To test the effectiveness of the program Living skill as an example, "contexts" evaluation is the objective readiness of Living skill with KBSM philosophy. The objectives of Living skill was design by the purpose to fulfill the nation inspiration, problems that occur to the teachers of Living skill, the self-confidence of teaching and teacher actions depend on acceptance of changes. Among the objective that will be evaluated is:

1. Knowledge and development of the ability.
2. Creative element, innovative, attempt, honest, cooperate and practices the systematic work method, safe working habit, healthy and responsible.
3. Progress the job –do it-by self, maintenance and easy maintenance, also realize the potential to become an entrepreneur.
4. Domain profession that connected to the plantation sector, industrial and services.
5. Developing the thoughtful and practice for the basic principal of commerce and entrepreneur in order to produce a consumer that can act as a purchaser along with the value and ethic of the business.
6. Do a best action and able to ensemble herself into the situation where technology and society always change.
7. Develop the self managing skill and family orderly, tidy and society discipline.
8. Thrust in healthy recreation impulsive and execute the social work.
9. Assemble and process the information systematically and decide the worth answers.

In planning a program, teachers problem and confidence in teaching and the habit of the teacher towards changes must be consider because teachers is the important sources in order to determine the success of the program. According to Abdul Raof Dalip (1989), the success of the new syllabus depends on the competency of the teacher in order to implement it with dedication and courage. So that, teacher must comprehend and prepare about the curriculum innovatively from the view of the mission.

With the change of education programme at school, teachers should always connect curriculum to the needs of individual and family in community life. Teachers need to know student's background to identify their goals because

learning experience are extremely relevant with student life and enable them to get skill for life.

Input Evaluation.

Assessment "input" are focussed on the source involved in helping the achievement of programme goal and objective. Assessment "input" in this study was teacher skill and knowledge, equipment, workshop, facility, time schedule and teach allocation, principal financial allocation and role.

The effectiveness of teaching and learning depends on suitability in timetable compilation (Fowziah,1991). This is where skill and a person's knowledge of principal, senior assistants and inside afternoon supervisor principal situated in arranging time table so that it is suitable with teacher requirement which teaches the mentioned subject. With systematic timetable less problem occur to teachers especially from the smoothness teaching and learning process aspect.

Various reactions derivative on timetable. Among them was Mardevan (1990) which states that Living Skills timetable implementation is not suitable with practical i.e. teacher bring pupils to garden in time 12.00 afternoon while in agriculture practical. This unsuitable with actual agricultural practice. Teachers grumble because unsatisfactory schedule arrangement. In Living Skills subject, time allocations gave was four time one week which contains 160 minutes. Time distribution in one week in Living Skills are not uniform. This all depends on school administrator's self esteme . Majority of school distribute time 2+2, 3+1 and 4 periods continuously in same day (Fowziah (1991).

According to Mardevan (1990) and Fowziah (1991), in Living Skills implementation, learning time allocation is not enough because they were forced to complete with practical project. Pupils forced to bring back project at home and finally time use to revise at home has been used to finish up that project. According to Ramlah (1992), pupils sometimes forced to complete project work until two home week because time allocations used at school not enough to finish up that work. Planning should be made so that programme implementation can be done with more ordered and giving benefit to pupils (Sharifah, 1990).

Knowledge and teacher skill is an important factor in input dimension. As such Pendidikan Malaysia's ministry has have course in. Most of the programmes which operate aims to help teachers increase their ability so that they will be able to carry out their assignment without any problems. Mohd Nasir Yop Ahmad (1994) said course received by teachers needs to be suitable with lesson teach at school. According to Pusat Perkembangan Kurikulum's report (1992), teachers must fulfill their self with skill and good values knowledge and behave positively, in keeping with Living Skills requirement.

Harris BM.et (1969) education in service have rather following characteristics :It is a process to make changes within the context of organization so that it more planned and well received and the result later will positively change in teachers self wo attend that course.

In conclusion, education in service like those cited by Lipham and Hoeh (1974) plucked from Sani, (1992) held especially to delivery pedagogy subject methods and table of contents to teachers that follow time development.

Process Evaluation

Assessment "process" focussed on process used to attainment of the objectives and goal of the program. This was necessary information known from time to time to control programme implementation. To this study assessment "process" was teachers teaching style and learning KH, teacher way evaluate project works and KH's course which followed by teachers.

Teaching and learning strategy suggested of Living Skills subject is based on learning through experience. Have been lots suitable teaching and learning suggested. This including practical work, project, demonstration, social work, role playing, brainstorming, and research to investigate. Hoped atmosphere created can provide student experience and confidence to link Living Skills knowledge with its skill and practice in daily life.

Even though programme to teach pupils should use various presentation method, several studies had pointed out quite staggering decision. Yarger 1977), found most teachers use same technique, namely lesson like lecture in his total no efficiently carried out. Fullan's Study (1992) also show too reliant teachers to several limited lesson strategy such as discussion, observation, pupil lecture and report, whereas activities outside classroom and use of laboratory less being benefited. Sharifuddin (1996) study strategy used by teachers in lesson do research that lecture and discussion technique they use has equivocal from learning outcome aspect because that techniques less suitable to train practical skill.

Besides using various delivery method, teacher should also make full use of their previous teaching experiences as one of the strategies to upgrade the result of the lesson. Result from Turner (1970) study, taken from Loh (1995), shows thatmost teachers states that one of the factors that effects their teaching is the chance to exchange thought and share experience with their collegue. Katz (1997) also reports that it is admitted by teachers that sharing their experience with friends from courses effects their daily presentation.

Product Evaluation

Product evaluation focus to the result of the program after it is finished. The evaluation of product in this study is the result of the change in students' behaviour and the achievement of Living Skills' objectives.

Students' behavior is also a factor that can distinguish the achievement of teaching and learning aims. Rummers and Gage (1987), taken from Rohaty (1990), states that attitude has influence that can patterned the classroom teaching.

Ramlah (1993) states that there are four behavior process which influence learing: integration, difference, surpise and acceptance. These four processes can distinguish whether the student can adapt to the teaching and learning.

These statement clearly shoes that behaviour plays a role in influencing aims achievement in teaching. Many study show students' behaviour as a factor that influence the achivment of a subject. Studies about the behavior of students towards the Living Skills subjects are very few. However, there are several studiesabout the influence of behavior and its relationship eith the academic achievement in several subject. A study carried out by Taha (1997), taken from Normawati (1992), about the environment of marriage and students' academic achivment proved tahat students' positive behavior or attitude have close relationship with positive achivment.

As for now the effect of Living Skills towards students is unknown. Study conducted by Azizi (1992) states that most students that enroll agriculture subject in vocational schools did nor have interest to continue or further thaeir study in that area. They also states that they prefer jobs that did not relate with agriculture. This shows that the subject that they learn did not succeed in changing their attitude to carry on in this field of subject.

In Living Skills subjects, up until now there are no study about the effect of this subject towards students from the aspect of the application of knowledge and skills achived or gain in daily life. In Azizi (1992) study states that most agriculture vocational school students did not use the knowledge and skills in agriculture for domestical use at home. Nasir (1993) states that by studying the effects of teaching and learning Living Skills, teachers will know whether the objective of subjects is achived or not. The objective of Living Skills is to train students to be independent and also can use the subject they have learnt for home use. From this, information regarding the effectiveness can be obtained.

Conclusion

From the study survey and the literature that had been gathered from several researcher, the subject is suitable to be observe when doing research for the effectiveness of the program in Living Skills study. The aspects includes participants background, principle's role, the effectiveness of the scholl, financial, learning equipment and facilities, the effectiveness of the course and the way teachers handle teaching and learning in classroom. This includes to distinguish the level of skill and knowledge among teachers that had finished their course. The CIPP evaluation Model is used to evaluate the value of effectiveness of the program in Living Skills subject and it is also an important aspect in this study. Then the decision is made whether it is effective or not. If

not the program must be improvised after distinguising the source of weakness for the program.

If compared with other evaluation model, CIPP which contains context, input, process and product can conduct a study using the four dimension or using combination in CIPP dimension. This depends to the need of the program. CIPP Evaluation Model focused more on information gathering for easier decision making. This information can be a guide to enhance a program whether in planning, arranging, implementation and production stage. The result for the decision will be made whether the program should be contimued, improvised, increased or terminated.

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