Increasing the Effectiveness of Caregiver Education Through Program Evaluation Using the CIPP Method

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Abstract

This study focuses on evaluating caregiver education in Indonesia using CIPP analysis, namely, Context, Input, Process and Product. In the following discussion, the language is translated into context, input, process and product or CIPP. So that later it is expected to be able to identify several aspects that can be used as input for stakeholders for the development of caregiver education. This evaluation research uses the CIPP approach to determine the effectiveness of the implementation of caregiver programs in Indonesia.The type of research used is descriptive evaluative, in which this research seeks to obtain various information on the implementation of caregiver education programs at SMK Darmawan and SMKN 8 Semarang. In this study the method of collecting data was through 3 ways, namely: 1) interviews, 2) documentation studies, 3) observation. In this research. Researchers use three ways; interviews with informants or resource persons who are considered competent in their field, Observation, in this study on site observation or observation at school by looking directly at all activities that are related to the process of caregiver education in educational units, next is documentation study, namely making validation of what the informants have explained about the program being implemented. In this research interviews were conducted with 5 informants according to their respective capacities according to Context, Input, Process and Product in CIPP sequentially. The need to open family caregivers does not refer to clear documents issued by the Ministry of Education and Culture. There were no definite documents regarding the need for caregivers quantitatively. In general, the vision of education can be properly reviewed. However, if we narrow it down to the opening of family caregivers, it is not specifically clear. It's just that the values of being knowledgeable, capable, creative, and independent are the basic things that must be the goals of family caregiver education, because they have to help the elderly properly. As already stated that the mission is a process that must be carried out to achieve the vision, the mission in opening the Carriver Family Card, although not implicitly mentioned in the educational mission, is to provide knowledge, skills and attitudes that are of global standard because there is indeed a need for caregiver workers. abroad quite a lot.

Introduction

At this time, Indonesia is entering a period of aging population, where there is an increase in life expectancy followed by an increase in the number of elderly people. (kemenkes.go.id). According to data from the Central Statistics Agency (BPS) the population of elderly people (elderly) over 65 years at this time (2020) is 16 million people. This number is 5.95% of Indonesia's total population of 270.2 million people. (www.bps.go.id). Seeing these conditions, the number of elderly people in Indonesia is almost the same as the number of elderly people in the G20 countries.

Furthermore, the Ministry of Health of the Republic of Indonesia (Kemenkes) made projections for the growth of the number of seniors in Indonesia as follows:

Table 1
Projected number of seniors in Indonesia (2010 – 2045)

No	Year	Number (people)	Percentage
1	2010	18.0 million	7,56%
2	2019	27.0 million	9,7%
3	2025	35.5 million	12,54%
4	2035	51 million	16,77%
5	2045	63.3 million	19,9%

Source: Ministry of Health, 2018 (kemenkes.go.id)

Data above shows that the number of seniors continues to grow as the population increases. This of course has an impact on the public and special facilities that must be provided. Senior-friendly services for transportation facilities, hospitals, restaurants, playgrounds, entertainment facilities must adapt to the needs of the elderly, and of course long-term programs are needed for the health, social, religious, and facilities of the elderly community so that their existence remains recognized. So that they remain independent, active, and productive individuals, without having to be a burden on the family.

The government, through the Ministry of Health in 2019, issued several special programs for the elderly including (a) Development of Puskesmas that provide health services for the elderly, (b) Development of Hospitals that have geriatric services with integrated teams, (c) Development of Long-Term Care (PJP) for the elderly and, (d) Strengthening families as caregivers. (www.kemkes.go)

Caregiver is a general term that refers to anyone who provides non-medical care for people who need additional help. This could mean family care, home care, or primary care in a senior living, or senior care, a community where seniors live, can live life to the fullest and to the best of their ability. Whether independent living or assisted living, short-term or long-term rehabilitation or skilled nursing care. In the context of aged care, a caregiver usually refers to homecare, performing personal duties or caregivers of the elderly.

Based on the results of interviews conducted in February 2021 with twelve (12) elderly respondents who were respondents and living in the Senior Living Rukun, it can be explained that the majority of seniors or seniors (the term used in the Rukun) feel comfortable living in an institution like the Senior Living Rukun because they have a variety of activities that are not boring because the activities are planned from day to day. Currently, caregiver human resources in Indonesia are still very minimal compared to the number of seniors there. This is very understandable because caregivers in Indonesia are relatively new professions. Based on a study conducted by the Ministry of Health in 2018, the need for caregiver resources in Indonesia continues to increase. This is because the number of elderly population is increasing while the number of caregivers is still small.

It is projected that in 2045 the need for caregivers will be around 3,500,000 people.

Increased from the need in 2036, namely 2,100,000 people. (www.kemenkes.go) If this is not handled wisely, it will cause problems. Hermanns and Smith (2012:4) explain the duties of a caregiver, "caregiver tasks identified include activities of daily living, instrumental activities of daily living, the amount of care provided, and direct and indirect care". The duties of a caregiver include activities of daily life, instrumental activities of daily life, the amount of care provided, and direct and indirect care. (Hermanns and Mastel-smith, 2012). This caregiver education program is a government program through the Ministry of Education and Culture of the Republic of Indonesia with a SMK level with a length of study of 4 years. Since it was first run in 2017, until now this education program has not shown a significant amount when it is related to the funds that have been spent by the government. Vocational High School (SMK) is a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP, MTs, or other equivalent forms. Schools at education level and type of vocational can be named Vocational High Schools (SMK) or Vocational Madrasah Aliyah (MAK), or other equivalent forms (National Education System Law No. 20 of 2003).In 2020 the government through the Ministry of Education and Culture issued a center of excellence (COE) program for caregiver vocational schools. Where the Ministry of Education and Culture provided assistance of Rp. 3,000,000,000 (3 billion rupiah) for each of the 10 SMKs which are used as centers of excellence for caregivers throughout Indonesia. (Sakarinto, 2020)

Research focus

This study focuses on evaluating caregiver education in Indonesia using CIPP analysis, namely, Context, Input, Process and Product. In the following discussion, the language is translated into context, input, process and product or CIPP. So that later it is expected to be able to identify several aspects that can be used as input for stakeholders for the development of the next caregiver education.

A. Research Questions (Research Question)

Based on the explanation above, the authors formulate several problems in this study. The formulation of the problem is:

1. How is the evaluation of the context in the implementation of caregiver education programs in Indonesia?
2. How is the input evaluated in the implementation of the caregiver education program in Indonesia?
3. How is the process evaluation in the implementation of the caregiver education program in Indonesia?
4. What is the evaluation of products (outcomes) in the implementation of caregiver education programs in Indonesia?

E. Novelty of Research

1. The competency of caregiver expertise and the caregiver profession in Indonesia is relatively new. The discipline of caregivers is currently only taught at the secondary school vocational education level,
2. Found new variables that have a positive and dominant influence in CIPP on increasing the effectiveness of caregiver education,
3. Generate optimal solutions in increasing the effectiveness of caregiver education

Method

This evaluation research used the CIPP approach to determine the effectiveness of the caregiver program in Indonesia. The type of research used is descriptive evaluative, in which this research seeks to obtain various information on the implementation of caregiver education programs at SMK Darmawan and SMKN 8 Semarang. Where the components that constitute the scope of this evaluation include context, input, process and product, which are used as indicators in evaluating the program. This research uses an evaluative design to find out the results of the evaluation of caregiver education programs using the CIPP evaluation model. In this study the method of collecting data was through 3 ways, namely: 1) interviews, 2) documentation studies, 3) observation. In this research. Researchers use three ways; interviews with informants or resource persons who are considered competent in their field, Observation, in this study on site observation or observation at school by looking directly at all activities that are related to the process of caregiver education in educational units, next is documentation study, namely making validation of what the informants have explained about the program being implemented. In this research interviews were conducted with 5 informants according to their respective capacities according to Context, Input, Process and Product in CIPP sequentially.

The first informant is related to the cotext which contains the vision and mission of the caregiver education program, program policies, program objectives and program objectives. The interview was conducted with Mr. Zulfikri Anas which was conducted face to face on June 20, 2022 and recorded via a camera recorder. Initially the interview was conducted with Mr. Wikan Sakarinto as Director General of Vocational Studies, but due to his busy schedule he was replaced by Mr. Zulfikri

Anas, who serves as Head of the Center for Curriculum and Teaching at the Ministry of Education, Culture, Research and Technology.

The second informant, Mr. Taufik Damardjati, was conducted online on June 8 2022 and recorded immediately. At the start of the plan, an interview will be conducted with Mr. Wardani Sugiyanto who serves as the Director of the Vocational High School. However, due to his busy schedule, he was replaced by Mr. Taufik Damardjati who served as Assessment Coordinator at the Ministry of Education, Culture, Research and Technology. The second interview contains input components consisting of human resources, caregiver program facilities and infrastructure and budget costs.

Subsequent interviews were conducted in the education unit in terms of the process which included plans for implementing the caregiver program, implementation of the caregiver program, monitoring and evaluation. The third interview was conducted at SMKN 8 Semarang on May 5 2022 with Mrs. Harti who served as the Principal through a tape recorder. Furthermore, the interview was conducted at Darmawan Sentul Vocational School which was conducted on July 7 2022 to the deputy head of the curriculum field, namely Mr. Agninjar Supardi through a tape recorder. The last interview was with Ms. Shayne who acts as activity supervisor at Rukun Senior Living Bogor. Rukun Senior Living is a caregiver user company that has become a partner in education units and is recommended by the Ministry of Education, Culture, Research and Technology. The interview was conducted on June 17 2022 via a tape recorder and contained product evaluation components, namely outputs and outcomes.

Result and Discussion

1. Discussion of the evaluation results of the context component

Warju (2016: 39) states "Context evaluation is used to give a rational reason a program or curriculum has to be implemented". From Warju's point of view, it is very clear that context evaluation provides rational reasons why a program or curriculum must be implemented. This also applies to this family caregiver. As discussed above, the context component in this study includes aspects of needs, vision, mission, goals, objectives, and policies. As a whole, the context component in the family caregiver program shows that the needs that form the basis for opening the family caregiver program are not clearly visible. Because what was used as the basis for opening this program was what was explained by the ministry of health. This is what causes family caregivers to not be strong in terms of needs. For this reason, the need value is 2 or less good. There are no official supporting documents issued by the Ministry of Education and Culture regarding the need to open caregiver KKs.

Meanwhile, for the specific vision of Family Care Caregivers, it draws from the broader vision of education, namely the realization of an education system as a

strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are capable and proactive in responding to the challenges of the ever-changing times. Judging from this vision, family caregivers as a relatively new thing in Indonesia must be able to answer the challenges of changing times where there are groups of people who really need caregiver services. The value of vision is given a number of 3 or good.

As for the mission, there is the fourth mission in the law on the national education system, which is to increase the professionalism and accountability of educational institutions as a center for cultivating knowledge, skills, experience, attitudes and values based on national and global standards. Based on this assessment, the value for mission 3 or good.For the purpose of opening a caregiver KK, it is absolutely not found implicitly in the official documents issued by the Ministry of Education and Culture. There is a general goal of national education which aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. For this reason, the value given is 2 or less good.The target of opening caregiver KKs is that there is no official document issued by the Ministry of Education and Culture. So it is not clear the target to be achieved. For that, the value is 2 or less good.Likewise with the policy of opening family caregivers. The policy of opening caregiver KK is the same as opening other KK so that educational units run caregiver KK based on independent interpretation. This is very possible because there are many families under the Ministry of Education and Culture. Based on the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture number 024/H/KR/2022 concerning the Concentration of Vocational High School/MAK Expertise in the Independent Curriculum, there are 10 Areas of Expertise, 50 Expertise Programs and 128 Families.

2. Discussion of Input Component evaluation results
Indiran and Wan Ramli (2013: 578) state that "Input Evaluation helps decision makers to assess plans for their feasibility and cost effectiveness for achieving planning objectives". Input evaluation helps policy makers, in this case the Ministry of Education and Culture, to assess the feasibility and cost-effectiveness of plans to achieve the planned goals. This means that the Ministry of Education and Culture in making decisions has already made a previous assessment regarding a program. Overall the input components starting from human resources have a clear program, although it does not implicitly mention KK caregivers, but KK caregivers can be included in human resource development programs, especially for teachers. For that, the value is 3 or good.Facilities and infrastructure, the government through the Ministry of Education and Culture has tried to help education units through various programs. Among them through the SMK Center of Excellence (PK). The assistance provided was large enough to enable them to procure practical tools and physical construction. However, this assistance has not been evenly distributed for schools designated as SMK PK. Depending on the assessment given by the Ministry of

Education and Culture which is not transparent. So the accountability is dubious. For this reason, the score is 3 or good. In terms of budget, the Ministry of Education and Culture has distributed a very large budget to assist education units in terms of school operational costs (BOS). So that all educational units with the BOS program can operate properly. For this reason, the value given is 4 or very good.

3. Discussion of Process Component Evaluation Results

Umam and Saripah (2018: 189) state, "Process evaluation aims to record every activity carried out during the training program. This is useful in assessing the implementation of process learning and ensuring the suitability of the curriculum with applied learning.The explanation above can be carried out as it was done in the SMKN 8 Semarang and SMK Darmawan Bogor education units, namely preparation, planning, implementation, learning activities, evaluation, and monitoring. The evaluation results that have been carried out show that the preparations made by the education unit must still be adjusted to the expectations desired by the Ministry of Education and Culture. From the results of the study conducted, the preparation carried out by the education unit has a value of 2, which means it is not good. Meanwhile, the planning aspect has a value of 2 meaning it is not good, there is still much that must be done by the education unit in planning caregiver KK. The next aspect is the implementation of the Family Care caregiver program which is carried out by the education unit. The implementation of the caregiver KK program, although it is still new, but its implementation is already good, meaning it has a value of 3. This can be seen from the implementation process and learning activities at the research locus. Everything has been going well. This is presumably because the family caregivers only need to do what other families in the educational unit have done.

For the monitoring and evaluation aspects, everything is in accordance with the expectations of the Ministry of Education and Culture. This is seen from the value achieved, namely 4 or very good. Evaluation starting from collecting grades in the middle and at the end of the semester is in accordance with the expectations of the Ministry of Education and Culture. Likewise with competency tests conducted by educational units. Even though the competency test is currently still being carried out by the world of work, it does not reduce the quality of students. Meanwhile the monitoring was carried out, getting help from the supervisor of the SMK. Collaboration between educational units and supervisors is very helpful in terms of improvements that must be made.

4. Discussion of Product Component Evaluation Results

Warju (2016: 39) explains, "Product evaluation measures and interprets the achievement of objectives". From the results of the study conducted by the researchers, it can be measured that the cragiver program is good. This can be seen from the results of the last evaluation, namely the product which consists of Output and Outcome. The output aspect, in this case students who become alumni, get a score of 3 which means good. Meanwhile, the outcome factor has a value of 4 or very good.The output aspect is considered good, because it is in accordance with the

expectations desired by the Ministry of Education and Culture. This is very reasonable because students get experience in the world of work which requires them to be able to apply all aspects of competency starting from knowledge, skills and good behavior. These three aspects are important in vocation. Especially Darmawan Vocational School, they have work partners in the Rukun Senior Living which is still in the same location as the school. Making it easier for students to carry out practical or field work practices and limited apprenticeships when students are active at school. Students are trained, both mentally and physically.

Conclusion

The need to open family caregivers does not refer to clear documents issued by the Ministry of Education and Culture. There were no definite documents regarding the need for caregivers quantitatively. This need is actually projected by the ministry of health which can quantitatively calculate the increase in the need for caregiver workers until 2045, namely around 3,500,000 people.. In general, the vision of education can be properly reviewed. However, if we narrow it down to the opening of family caregivers, it is not specifically clear. It's just that the values of being knowledgeable, capable, creative, and independent are the basic things that must be the goals of family caregiver education, because they have to help the elderly properly. As already stated that the mission is a process that must be carried out to achieve the vision, the mission in opening the Carriver Family Card, although not implicitly mentioned in the educational mission, is to provide knowledge, skills and attitudes that are of global standard because there is indeed a need for caregiver workers. abroad quite a lot. If it is juxtaposed with the aim of opening a caregiver KK, this educational objective is more general. There is no specific goal regarding family caregivers in the strategic plan of the Ministry of Education and Culture.

The target is the existence of a quantitative goal and benchmarks for performance success. When formulating goals it should be SMART, they are specific, measurable, oriented, realistic and timely or specific, measurable, action oriented, realistic and timeless. However, in reality there are no targets that lead to the opening of caregiver KKs. Meanwhile, if you look at the strategic plan from the Ministry of Education and Culture for 2020 – 2024, some of the educational targets are; 1) Increasing equity of quality education services at all levels, 2) Increasing the quality of learning and the relevance of education at all levels, 3) Strengthening the character of students, 4) Increasing the promotion and preservation of language and culture and 5) Strengthening participatory governance of education and culture , transparent, and accountable.

Policy is a series of concepts and principles that serve as guidelines and basis for planning in the implementation of an action. In this regard, there is no firm and straightforward policy regarding the opening of family caregivers. The policies taken follow the policies of the Ministry of Health, namely increasing the health status of the elderly. The general objective of the elderly health service policy is to

improve the health status of the elderly to achieve healthy, independent, active, productive and efficient elderly for families and communities. This is actually not the authority of the Ministry of Education and Culture, even from this policy it is not clear that the policy of opening caregiver KKs is not clear.

In general, there is no special program to improve the standard of caregivers for KK caregivers. However, for caregiver SMKs which are part of the SMK program developed as Centers of Excellence for Potential Migrant Workers Sector, the government designed apprenticeship programs and teacher competency certification which can be funded from the assistance provided related to the PK SMK program. . The striking difference is only in a few households which are considered saturated. The Ministry of Education and Culture through the Special Allocation Fund which is distributed to Regional Governments opens up opportunities for its utilization to meet the main and supporting facilities and infrastructure for family caregivers. What is quite special is considering that in 2020-2022 the government has a SMK development program as a Center of Excellence, several SMKs that have KK caregivers receive facilitation in the form of financial assistance which can be used to strengthen school facilities and infrastructure

The Ministry of Education and Culture as part of state administrators according to the mandate of the 1945 Constitution has a School Operational Assistance program that schools can use to finance SMK operations in accordance with applicable laws and regulations. In 2022, the minimum value is IDR 1,600,000 per student per year and will be transferred directly to the school's account.

The preparation aspect in carrying out caregiver family planning begins with the readiness of students in accepting new students, the need for skill competencies, curriculum, teachers are all well prepared. This can be seen from the results of interviews conducted at the research locus. Planning starting from the opening of the caregiver family head has been well planned, involving the world of work. Thus the learning tools developed are definitely in accordance with the needs of the world of work. In addition, the practice room for students is in accordance with the needs of the world of work. The caregiver KK curriculum has adapted to the needs of the world of work, therefore input from the world of work has been accommodated in the curriculum made by the education unit. The implementation of the caregiver KK learning process is adjusted to the plans that have been made by each teacher. Because the teacher is from the industry, sometimes the implementation of learning is carried out in the classroom and in the world of work. The teacher carries out all implementation according to the semester program and annual program guided by the learning tools that have been made before. The implementation of the caregiver KK program is carried out regularly with a schedule that has been prepared properly by the curriculum department, theoretical and practical lesson schedules have been prepared. Because it is supported by the world of work, the learning process focuses more on practice in the world of work. Maybe 80% practice and 20% theory.

As a formal educational institution, of course the evaluation of students' progress is carried out periodically as material for reports to parents. We do an evaluation through a midterm assessment or PTS and a final semester assessment or PAS. To do this assessment is left to each teacher. But what has been done is theory and practice. For practice, we involve Rukun to assess. Even for the competency test, Rukun did it. Until now several improvements have been made by the Ministry of Education and Culture, especially specifically for caregivers. In fact, now a lot of assistance is given to schools so that these caregivers can progress. School supervisors make regular visits to see and check the learning process at school, not only the caregiver's family. All families in the school are the target of monitoring by the school supervisor. All monitoring instruments are used as input for improvement in all aspects that must be repaired. According to the informant, students are good because the education unit has prepared, planned, carried out the learning process in accordance with the program that has been made. In addition, the education unit environment supports the process of learning activities, so that all the developmental needs of students are well maintained. Including showing good behavior towards others by being self-conscious about helping one another, being sensitive to their social environment, taking the initiative to help others voluntarily without coercion. They have been able to grow a sense of awareness of environmental sustainability. In addition, students are able to increase self-awareness that diversity and religion can be carried out properly.

Students have a sense of responsibility, because responsibility is a person's awareness of his work both in the school, community or family environment. In addition, they know the importance of social and group life and how to interact properly according to the norms prevailing in society, so that it will affect their activities in carrying out their work assignments as workers, and familiarize these students to complete their work tasks effectively and productively. However, not all students immediately have a good work ethic, they can be given the opportunity to study the work environment and how to work well according to the culture and rules that apply in the work environment.Based on the description in the conclusion, there are several suggestions for improving and improving caregiver education programs in Indonesia. As already mentioned by Guba, "The purpose of evaluation is not to prove, but to improve," then Stufflebeam clarified again, "Evaluation's most important purpose is not to prove, but to improve. From these two experts, it can be concluded that the purpose of this evaluation is actually to improve, not to prove. So that things that are considered less can be repaired, therefore, there are some suggestions that can be used as improvements in the evaluation of this caregiver education program. The suggestions are:

The Ministry of Education and Culture actually makes an analysis of the needs of caregiver workers in collaboration with the relevant ministries to produce official documents that can be used as a benchmark for educational units in organizing learning. So it is on the basis of this need that the supply chain to the user can be arranged. This condition is very necessary to know the ideal conditions between the supply and demand of alumni. If this is done properly there will be no more bored households.

The goal of opening caregiver KKs is not followed by accurate evidence that can be used as a guideline for educational units to run caregiver KKs. When viewed from the targets that exist at this time, it is still general in nature. It is necessary to make an area of expertise coordinator to be more focused on managing the required educational process. This is of course for future improvement.The policy for opening family caregivers currently made still refers to the policy made by the Ministry of Health. It is necessary for the Ministry of Education and Culture to make a special policy for KK which is much needed. So that the education unit can make these policy derivatives more operational. Indeed, it has happened in PK SMK, but the implementation is still not optimal.In general, there is no specific program to improve the standard of caregivers for KK caregivers. Currently, teachers are still functioning in relation to health. Whereas family caregivers must also be able to handle non-medical activities such as elderly communication, elderly psychology which places more emphasis on psycho-social aspects. Until now, there is no special caregiver scholar.

There is no support for facilities and infrastructure that are in accordance with the needs of the world of work. Although there are only general. Massage therapy tools, special bathtubs for the elderly and special tools for the elderly with disabilities are not yet available. The actual process component did not find a very crucial obstacle. It's just that the completeness of the documents in the education unit must be considered. In addition, the limited conditions of the world of work are an obstacle, so that until now we are still focusing on one world of work, namely at the Senoir Living Rukun, which is located in South Sentul, Bogor Regency. For product components, it is already good in the realm of hard skills, it's just that it needs improvement in terms of soft skills such as self-confidence, teamwork, effective communication, problem solving, and critical thinking is still lacking. Not easy because it requires a very long process.
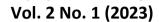
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