



Evaluation of Community-Based Education Programs

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ABSTRACT From the beginning of the development of educational evaluation around the 1960s until now, evaluation figures have developed about dozens of evaluation models. These models are also based on the approach, forms and objectives of evaluation. These models are used to evaluate programs or activities in various aspects, be it in the fields of politics, economics, law, culture and education. Evaluation of educational programs is the process of description, data collection and submission of information to decision makers that will be used to consider whether the program needs to be improved, stopped or continued. The implementation of educational programs can be viewed from various points of view. These points of view include from the government as a policy maker, from the community as a user, from educators, for example in terms of program effectiveness. To determine the success of the educational program implemented, an evaluation is needed, called program evaluation. Because it specifically evaluates educational programs, it is often referred to as educational program evaluation. Program evaluation is a method to determine the performance of a program by comparing with predetermined criteria or goals to be achieved with the results achieved. The conclusion is how good the program we make is if there is no evaluation then the program, so an evaluation is needed whether the program is worth continuing or not Keywords: <i>Community, Education Program, Program Evaluation</i>			

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INTRODUCTION

Based on the objectives of national education contained in Law No. 20 of 2003 article 3, namely national education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life (Gusvita & Alon, 2021), aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Amirudin dkk., 2022). Efforts to achieve the above educational goals are not something easy, but optimal efforts are needed in the implementation of education in order to produce quality graduates (Abbott dkk., 2021). The quality and quantity of education carried out at this time will determine the availability of

human resources (HR) in the future. In order for education, especially in Indonesia, to run in accordance with its goals, at the end we conduct an evaluation.

In general, evaluation is defined as the process of systematic investigation of various matters to assess or make decisions and determine their usefulness and usefulness (Lumban Gaol dkk., 2023). Ralph W Tyler defines evaluation as a process of determining whether a goal has been realized or not (Yennizar dkk., 2022). Next Cronbach, Evaluation is the process of preparing information to make decisions (Afifah dkk., 2023). From the elaboration it can be formulated that evaluation is the process of searching for information about something to provide value or decision whether the goal has been met or not.

Therefore community-based education is actually an expression of liberating education or democratic education that emphasizes freedom in the educational process from centralization to decentralization (Makniyah & Khotimah, 2023), from government-oriented education to community-oriented education. So if it can be said that the rotation of the education model is as follows, at first the form of education was in the form of community-based education starting from the place, method, and device, with the presence of the State, education turned into institutionalized and then there was a power relationship that was considered to curb the education system (Yeltriana dkk., 2023), then the idea of liberating education emerged (Pathurohman dkk., 2023). One form is community-based education (Minarti dkk., 2023). Azzumardi Azra stated that Islamic education was in the form of community-based education at first, this education was in the form of *rangkang*, *dayah*, *meunasah*, *surau*, *pesantren*, *diniyah*, and in other forms.

So there is a need for evaluation in measuring the success of the program that we have implemented whether it runs according to the objectives or directions we program.

RESEARCH METHODOLOGY

The research approach used is qualitative based on post-positivism which means exploring or finding theories. The research method used is library research, which is literature-based research, in the process of collecting data researchers examine and analyze literature obtained from theories from books (Muhammadong dkk., 2023), the results of research on other scientific papers related to Community Characteristics in Education. The data analysis he used used descriptive critical analysis.

RESULT AND DISCUSSION

Evaluation

Evaluation is always associated with learning outcomes, but the concept of evaluation has a very broad meaning. According to Tyler, evaluation is a process that determines to what extent educational goals can be achieved (Asman dkk., 2023). According to Stufflebeam in Sudjana the formulation of educational evaluation is as follows: "Educational evaluation is the process of delineating (Nadya dkk., 2022), obtaining and providing useful information for judging decision alternatives". According to this formulation, educational evaluation is the process of describing, collecting and presenting useful information to determine alternative decisions.

According to Mugiadi in Sudjana explained that program evaluation is an effort to collect information about a program, activity or project (Rahmah dkk., 2022). This information is useful for making decisions, among others, to improve the program, improve follow-up program activities, stop an activity or disseminate the ideas underlying a program or activity. Whereas according to MacIcolm and Provus in Tayibnapis define evaluation as what differences exist with a standard to find out if there is a difference (Rohmalimna dkk., 2022). Based on several discussions about evaluation theory, it can be concluded that evaluation is an activity to collect information that is useful for making decisions and as a benchmark for the extent to which goals can be achieved.

Evaluation Models

According to Steele in Sudjana, the program evaluation model covers more than 50 types that have been and are being used in program evaluation (Dianovi dkk., 2022). Some models are theoretical designs prepared by experts, some are developed from field evaluation experience and some are concepts (Najeed dkk., 2022), guidelines and technical instructions for conducting program evaluation.

Program evaluation models can be grouped into six categories, namely:

An evaluation model focused on decision making. Program evaluation as input for decision making is used to answer the questions (Nopiana dkk., 2022): what types of decisions will be made on the program and what types of decisions will be taken during the preparation and implementation of the program.

Program evaluation model in this category is carried out to answer the following questions: which parts of a program are systemic should be evaluated (Hartini dkk., 2022), to what extent are they interrelated with each other and all form a whole? And the extent to which the system affects parts or the whole program.

Evaluation model of types / types of program activities The evaluation model that falls into this category focuses on finding answers to the following questions: what type of data is needed in program evaluation? And which types of activities are carried out in the program evaluation? This model includes the types of data types and types of activities used in program evaluation (Safitri dkk., 2022), and includes evaluation feasibility models, system role models, hierarchical models between processes and objectives and independent work continuity models.

This evaluation model helps program builders and evaluators to understand the program implementation process by answering the following questions (Ilham dkk., 2022): how to evaluate program implementation? What activities occur in the process of implementing the program? And what models are used in the evaluation of program implementation (Firman dkk., 2022). The six models included are appraisal model, data management, natural process model, monitoring evaluation, progress evaluation and transaction evaluation.

Evaluation models related to testing results as achievement of objectives are most often performed in almost all evaluation models (Anoum dkk., 2022). The differences can be categorized into models that prioritize learning outcomes (behavior change) and those

that focus on specific program objectives (Demina dkk., 2022). The models are the tylerian model, the learning evaluation model, the program special purpose model.

Evaluation model on program results and effects Evaluation of program results and influences is related to activities to determine the results of educational programs both anticipated and unanticipated, to assess direct / indirect program results and their consequences both beneficial and unfavorable. Some models are related to the nature of program results and some relate to procedures for testing program results.

So the purpose of evaluation is to obtain accurate and objective information about a program. The information can be in the form of the program implementation process, the impact / results achieved, efficiency, and the use of evaluation results that are focused on the program itself, namely to make decisions whether to continue, improve, or stop. In addition, it is also used for the purposes of preparing subsequent programs and formulating policies related to programs.

Community-Based Education

Community Education, Community education is also called by various terms, adult education, continuing education, social education, and non-formal education. In Indonesia itself known as PLS or extramural education since 1953 (Hikmah dkk., 2022), this was marked by the opening of the Social Pedagogic Department at the Pedagogic faculty of Gajah Mada University (UGM) and later this faculty broke away to become IKIP Yogyakarta.

Out-of-school education arises due to the failure of formal institutions to meet educational needs, both logistical and technical failures, especially in developing countries the need and access to education is needed so large but the number of formal institutions cannot keep up with the number of needs (Keshav dkk., 2022). That's why non-formal education emerged to meet educational needs and answer complex life challenges.

Albert H. Yee revealed about the phenomenon of lifelong education based on society from its psychological and cultural aspects (Kartel dkk., 2022). In his studies in America and Hong Kong resulted in a conclusion that the process of growth and nurturing is related to human development and it is influenced by the socio-cultural environment.

According to him, lifelong learning occurs in three stages, namely the early stage, the adolescent stage, and old age . The initial stage is the children's stage, at this stage the psychological mood of the child is "believe and disbelieve". In this stage, the family is considered to have a very important role. The next stage is the adolescent stage or the stage towards adulthood. In this stage the situation that befalls the individual is confusion to find identity and confusion of roles (Gabriela dkk., 2022). In this stage, in addition to the school family has a very important role. At a later stage, in his view, religion became a powerful influence. In the case of Hong Kong, it is said by him that the teachings of Confucius are considered to greatly influence the lives of individuals.

This teaching emphasizes the importance of moral education to achieve harmony in society as well as loyalty, obedience, compassion, responsibility, and brotherhood. Yukiko Sawano affirmed that in order to affirm lifelong education (Qureshi dkk., 2022). The Japanese state issued several policies including: the establishment of lifelong learning

councils at the district level, while the implementation of lifelong learning in Japan is: social education for leaders, development of volunteer activities, community circle activities, education for women, and extension programs. The government also made curriculum modifications at several school levels including; development of participants as a whole, emphasis on learners, development of deliberative learning, and appreciation of Japanese culture.

Adult Education, Adult education or adult education in the UK is commonly called education for adults. In the 1997 declaration of adult education in Hamburg adult education was defined as:

Adult education is a learning process that takes place formally or in any other form, in which people are perceived as adults by society in order to develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or change them in a direction more suitable to meet their own needs and those of their society.

P. Jarvis said that the provision of adult education is based on the creation of a democratic society. But he also reminded that society is made up of human beings who have individual traits, they are not passive recipients of culture.

As a result of major changes in the culture of society, the provision of adult education can help people to understand the processes taking place and help them to adapt and take their place in an ever-changing society.

Community-Based Education, Community-based education grows on the basis of the concept of lifelong education. This means that education is not finished only by learning

In formal school, moreover, the challenges and problems of life develop so quickly. Society must continue to learn to respond to these challenges. Community-based education assumes that people have the potential and nature to solve their own problems.

Community-based education stands on the principles of the community, by the community and for the community. From the community means that an education is carried out based on the needs needed by the community. By the community, it means that in the educational process, the community acts as a subject of education, not vice versa as an object of education. For society means that in education the community is included in that education in order to solve their problems as well.

Community-based education or called community-based education is also encouraged by the current development of democratization in all fields, including in the field of education. At least with community-based education educational problems such as discrimination, expensive education will be met.

In the Indonesian context, the 2003 National Education System Law states that:

"Education is carried out democratically and equitably, and is not discriminatory by upholding human rights, religious values, cultural values, and national diversity".

In verse 6 it is also affirmed that:

"Education is organized by empowering all components of society through participation in the implementation and quality control of education services".

Based on this law, education should be carried out democratically, autonomously and decentralized.

The interference of the dominant government will only plunge education into a political direction, because education can become a political tool by a regime in power. HAR. Tilaar also explained that the applicable educational curriculum is actually a means of indoctrination of a system of power, through the curriculum the ruler will try to make education a tool to maintain his power. Our educational curriculum can be called anti-reality. Our current educational curriculum is not based on the needs of learning citizens. The current educational curriculum does not depart from a reality of society where it will increasingly deprive students of the environment they are in.

The learning process in this model education usually occurs under the following circumstances: The learning process occurs spontaneously and naturally, learning by doing and experience-based learning, involves mental and physical activities, competency-based learning, Troubleshooting, takes place in active interaction in the environment, self-actualization, fun and intelligent, Productive. In terms of purpose, Community education aimed at career training, attention to the environment, basic education, religious education, handling health problems, and so on.

CONCLUSION

Community-based education is an educational model that has long existed. The crowds of education that are institutionalized in formal form today community-based education are actually needed with various advantages including; flexible, democratic, more aware of community problems, and various other advantages.

No matter how good the program that we make without evaluation, the program cannot be said to be good or run as expected, therefore from the presentation of the speaker there are many evaluation models that are in accordance with community-based education programs, so that with continuous evaluation, whether this program is worth continuing or not.

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