

Evaluation of Literacy Management Program in CIPP Theory Perspective (Context, Input, Process, and Product) in Group V Working Group Extraordinary Principal (K3-SLB) South Sulawesi

Agus Marsidi¹, Kasmawati², Bastiana³

Universitas Negeri Makassar, Indonesia^{1,2,3,4,5,6}

Email: agusmarsidi.pk@gmail.com

Abstract. Reading and writing is an activity that is no stranger to the eyes of society. The ability to read and human thinking ability will be further developed and developed if trained and developed through reading and writing, so that knowledge will increase and improve the quality of thinking, attitude and behavior, especially in the era of globalization and economy - industry 4.0. Therefore, reading becomes a basic human need in order to face the competition of life in all fields. Literacy is a complementary and supportive activity. Someone who wants to develop Literacy skills, must listen a lot, read, write and discuss. Thus the literacy internization program must complement the relevant supporting facilities and infrastructure.

The Ministry of Education and Culture made a literacy program, as stated in the Regulation of the Minister of Education and Culture Number 23 of 2015. One of the activities in the movement is the activity of 15 minutes reading non-textbooks before the study time begins. The literacy component as a capital for the formation of quality, productive and competitive human resources, character, and nationalist. To support the program from the Ministry of Education, the South Sulawesi region also makes various efforts to make the school literacy movement program run smoothly. This study uses the CIPP evaluation model (Context, Input, Process, and Product). The problem studied and the purpose of this research is to know the results of the management of literacy programs in Group V K3SLBSulawesi Selatan in the perspective of Context, Input, Process, and Product

The results of this study are as follows: (1) Contextual evaluation including the background of literacy program and school support for literacy program is (a) Background of literacy program in SLB Negeri K3S Group V Bone, Soppeng and Wajo formed so that students become accustomed to reading activities and writing because most students avoid the habit of reading and writing. Therefore, after the introduction of Literacy in 2009, in K3S Group V SLB of the city of Bone, Soppeng and Wajo have created a literacy program called Reading. In addition, with the existing literacy program, the students become creative and often participate in competitions. (b) School support, in this case the school with *suada* and *suakelola* meet the facilities and needs for literacy programs. The school has been socializing about the importance of literacy for students and parents.

(2) Evaluation of literacy program input in SLB Negeri K3S Gugus V Bone, Soppeng and Wajo includes students' interest in reading and writing as well as the completion of infrastructure facilities as supporters of literacy programs. (a) Literacy programs increase students' reading and writing interest compared to before the Literacy program. What else are the activities of the literacy program is currently being held various strategies, among others, to give gifts or awards to students, so that students' interest in reading and writing activities is also getting

better. (b) The equipment facilities provided by the school include, bookshelves in the library, classrooms and in every corner of the school, Collection of books for reading activities in the library, smart park for students, teachers, and staff. However, there are some facilities and infrastructure that are poorly maintained so that schools need to improve.

(3) Evaluation of the literacy program process includes the implementation of strategies and the use of facilities / capital / materials in real literacy activities. The thinking framework of the management function includes planning, organization, implementation and supervision. (a) The planning of literacy programs in SLB Negeri K3S Gugus V Bone, Soppeng and Wajo is the planning that is used as an activity plan in the school library starting from the five-year long-term program and its short-term program. In addition to these programs there are additional programs for the group of literacy ambassadors where the activities of socializing the literacy program to the classes, holding literacy ambassador meetings, competitions related to literacy, and visits to other schools. (b) Organizational structure in schools all school people are involved in supporting literacy programs. In SLB Negeri K3S Gugus V Bone, Soppeng and Wajo in addition to the library organization structure there is a group of literacy ambassadors consisting of students where the task of this group of literacy ambassadors oversees and assists literacy activities. (c) The process of implementing literacy in SLB Negeri K3S Gugus V Bone, Soppeng and Wajo is seen from the GLS (School Literacy Movement) guidebook at the SLB level there are three stages, namely the level of familiarity, development and learning. Starting from reading activities 15 minutes before the start of the lesson, reviewing the book, retelling it in front of the class until the competition of competitions related to the literacy program. (d) Supervision or controlling activities are held once a week where only to evaluate learners. And if there is a problem then the solution will be found immediately.

(4) Evaluation of products in literacy programs. The product or literacy program implemented in SLB K3S Force V Bone, Soppeng and Stead in both categories. As a result of the literacy program, students become creative, students 'visits to the library increase, students' work is varied and they also have achievements in the K3S SLB Group V Bone, Soppeng and Wajo districts. Based on the results of these observations and discussions, it is concluded that the Literacy management program at SLB in the CIPP Perspective (Context, Input, Process, and Product) at the Extraordinary Principal Working Group (K3SLB) in Bone, Soppeng and Wajo was successful.

Keywords: Evaluation, Literacy, Context, Input, Process, and Product

INTRODUCTION

Reading and writing is an activity that is no stranger to the eyes of society. The ability to read and human thinking ability will be further developed and developed if trained and developed through reading and writing, so that knowledge will increase and improve the quality of thinking, attitude and behavior, especially in the era of globalization and economy - industry 4.0. Therefore, reading becomes a basic human need in order to face the competition of life in all fields.

Indonesian society is still dominant in the culture of speech due to the lack of interest in reading and writing. When compared to the culture of reading with the people of other countries, the Indonesian society is at the bottom. The research results of the Program for International Student Assessment (PISA) explain that the literacy culture (ability to read and write) of Indonesian society in 2012 was the second worst of the 65 countries studied in the world. Indonesia ranks 64th out of 65 countries. Vietnam actually occupies the top 20th position. Whereas students and students as the next generation of teenagers who are expected to prepare themselves to face problems in life including social problems, both that will happen in the future, especially in facing the era of globalization and economic competition industry 4.0. However, if reading and writing (Literacy) activities are still minimal it will have a bad impact on the future of the Indonesian nation. In the future, Indonesia will not be able to face competition with other nations in the world. Though many benefits can be taken from reading and writing. Not only does it add insight, but it can also bring its own results. Therefore, Literacy programs are very important to be developed in every type and strata of educational institutions.

Literacy is a complementary and supportive activity. Someone who wants to develop Literacy skills, must listen a lot, read, write and discuss. For synergies that support literacy skills, there must be a policy to address the factors that affect students' lack of interest in reading and writing, inculcate a culture of reading, unsupported environment and the way adolescents think that people who read a lot are less social (kuper), as a result, teenagers keep distance from books and reading activities, because they do not want to be considered less social. Therefore, literacy internization program by completing the facilities and infrastructure of its supporters.

In fact, the Ministry of Education and Culture has created literacy programs at every level and level of education with the hope of developing an interest in reading and writing for all students and in the community. Based on this, the Ministry of Education and Culture made a literacy program, as stated in the Regulation of the Minister of Education and Culture Number 23 of 2015. One of the activities in the movement is the activity of 15 minutes reading non-textbooks before study time begins. By involving all stakeholders in the field of education, from the central, provincial, district / city level, to the education unit. Involvement of external elements and public elements, namely parents of learners, alumni, society, business and industry are also important components in GLS. developed based on nine priority agendas (Nawacita) related to the duties and functions of the Ministry of Education and Culture, especially Nawacita numbers 5, 6, 8, and 9. The desired Nawacita items are (5) improving the quality of human life and Indonesian society; (6) increase people's productivity and competitiveness in the international market so that the Indonesian nation can move forward and rise with other Asian nations; (8) revolutionize the character of the nation; (9) strengthen diversity and strengthen Indonesian social

restoration. The four elements of Nawacita are closely related to the literacy component as a capital for the formation of quality, productive and competitive human resources, character, and nationalists.

Supporting the program from the Ministry of Education, the South Sulawesi region also made various efforts to make the school literacy movement program run smoothly. Under the leadership of the Governor of South Sulawesi with various efforts have been made to increase the reading interest and intellectual ability of students at all types and levels of education. The effort starts with increasing library facilities, employing employees who have been selected and strictly trained to become library staff. Hopefully with the efforts that the library in South Sulawesi has made alive, and more interesting. In 2014, South Sulawesi began to declare itself as a Literacy region. Then, every school in the province began to implement a literacy program was launched by the government. Including, the Extraordinary School that will be the place of this research.

Reviewing the initial purpose of the Ministry of Education and Culture in creating a literacy program is to develop an interest in reading and writing community, in this case, especially students. Therefore, it is necessary to evaluate to determine the success and effectiveness of the program. Evaluation is the activity of gathering information about the work of something, which is later used to determine the appropriate and accurate alternative in making a decision. In this evaluation of literacy can be used as a form of responsibility to the public or stakeholders on various aspects related to the implementation and results of literacy programs achieved. And without an evaluation, it is impossible to find accurate information about the advantages and disadvantages of activity literacy programs that have been implemented. Therefore, the evaluation process is carried out not just one aspect, but should be comprehensive. This is done to find out information or data that is accurate and comprehensive information about the weaknesses that need improvement, and the forces that need to be maintained so that the purpose of literacy programs are planned to be achieved either.

Evaluating literacy programs is the process of obtaining and presenting useful information to consider decision-making alternatives related to literacy programs. Evaluation is also defined as the process of collecting and presenting information about the object of evaluation, evaluating it with evaluation standards and the results used to make decisions about the object of evaluation. So evaluation is a decision-making process in the implementation of a program with the presentation of data and information in accordance with the object of evaluation itself. In the process of implementing a program, of course there are differences in evaluation. These differences occur due to differences in the purpose and objectives of a program. There are various models in evaluating. Here researchers use the CIPP evaluation model (Context, Input, Process, and Product). This model was developed by one of the evaluation experts, Stufflebeam, which was developed in 1971. Stufflebeam sees the

purpose of evaluation as the determination and provision of useful information to evaluate alternative decisions, assist audiences to assess and develop the benefits of educational programs or objects, and assist in policy and program development.

Similarly, the literacy program in the Lual Biasa School (SLB) also requires a more thorough evaluation. Because so far it has never been evaluated carefully and comprehensively, so the success and effectiveness of the literacy program has not been known for sure. Therefore, the researcher intends to conduct research as the beginning of this researcher's footsteps with the aim of evaluating the results of the Literacy Management Program at SLB in CIPP Perspective (Context, Input, Process, and Product) at the Extraordinary Principal Working Group (K3SLB) in Bone, Soppeng and Wajo

METHOD

The type of research in this study uses qualitative descriptive. This is explained in Moleong (2010, p. 4) states that "Qualitative research is" a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior ". Qualitative research focuses on the natural background holistically, positioning humans as a research tool, conducting inductive data analysis, more concerned with the process than the research results agreed upon by the researcher and the research subject Descriptive method was chosen because the research is related to is ongoing and with respect to current conditions. Nazir (2011) describes the descriptive method as follows:

The intended descriptive method is to explain current events. The purpose is to make a written, or systematic description and logical relationship between the phenomena studied. This is in line with the opinion of Sugiyono (2015) explains the meaning of qualitative research as follows: Qualitative research method is a research method based on the philosophy of positivism, used to examine the condition of objects that exist today, (as opposed to experimental) where the researcher is as a key instrument, sampling of data sources is done purposively and snowball, combining techniques with triangulation (combination), data analysis is inductive / qualitative, and the results of qualitative research emphasize more than generalization.

This method is suitable in this study because this study seeks to find a picture of a group of people to achieve the goals of the group, so that the phenomenon of the group can be revealed clearly and accurately. The data collection techniques in this study are questionnaires and interviews. Distribution of questionnaires was done to SMPLB students. As explained by Sugiyono (2011) that Interview is used as a data collection technique to find problems that need to be investigated, and also if the researcher wants to know things from the respondents in more depth. Questionnaires were also given to the Principal. In this prmrlian use likert scale four alternative answers. This likert scale is arranged in the form of a statement and is followed by a response option that indicates the level. The response options are SS (strongly agree),

S (agree), TS (disagree), and STS (strongly disagree). The scoring of likert scale answer choices depends on the nature of the statement. For statements that are positive the answer score is SS = 4; S = 3; TS = 2; STS = 1.

The subject in this research is the stakeholders of school literacy programs that can provide explanations or suber data and information needed in this study Arikunto (2010) explained that the research subject is a source of data in a study that can be obtained information. The subjects of this research are six SMPLB students, three principals, and three Pustakawan or teachers of each school. Data analysis techniques used to determine students' information literacy ability are based on the results of student questionnaires and supported by the results of interviews with teachers. Literacy ability category

RESULTS AND DISCUSSION

Based on the data analysis and interpretation of the results of this research on the evaluation of literacy programs in the perspective of CIPP theory (context, input, process, product) in SLB Negeri K3S Bone, Soppeng and Wajo can be concluded as follows: (1) Contextual evaluation including the background of literacy program and school support for literacy program is (a) The background of literacy program in SLB Negeri K3S Group V Bone, Soppeng and Wajo is formed so that students get used to reading and writing activities because most students avoid reading habits and write it. Therefore, after the introduction of Literacy in 2009, in K3S Group V SLB of the city of Bone, Soppeng and Wajo have created a literacy program called Reading. In addition, with the existing literacy program, the students become creative and often participate in competitions. (b) School support, in this case the school with suadana and suakelola meet the facilities and needs for literacy programs. The school has been socializing about the importance of literacy for students and parents.

(2) Evaluation of literacy program input in SLB Negeri K3S Gugus V Bone, Soppeng and Wajo includes students' interest in reading and writing as well as the completion of infrastructure facilities as supporters of literacy programs. The result is (a) Literacy programs increase students' interest in reading and writing compared to before the Literacy program. What else are the activities of the literacy program is currently being held various strategies, among others, to give gifts or awards to students, so that students' interest in reading and writing activities is also getting better. (b) The equipment facilities provided by the school include, bookshelves in the library, classrooms and in every corner of the school, Collection of books for reading activities in the library, smart park for students, teachers, and staff. However, there are some facilities and infrastructure that are poorly maintained so that schools need to improve.

(3) Evaluation of the literacy program process includes the implementation of strategies and the use of facilities / capital / materials in real literacy activities. The thinking framework of the management function includes planning, organization,

implementation and supervision. The result is (a) Planning literacy program in SLB Negeri K3S Gugus V Bone, Soppeng and Wajo is planning that is used as an activity plan in the school library starting from the five-year long-term program and its short-term program. In addition to these programs there are additional programs for the group of literacy ambassadors where the activities of socializing the literacy program to the classes, holding literacy ambassador meetings, competitions related to literacy, and visits to other schools. (b) Organizational structure in schools all school people are involved in supporting literacy programs. In SLB Negeri K3S Gugus V Bone, Soppeng and Wajo in addition to the library organization structure there is a group of literacy ambassadors consisting of students where the task of this group of literacy ambassadors oversees and assists literacy activities. (c) The process of implementing literacy in SLB Negeri K3S Gugus V Bone, Soppeng and Wajo is seen from the GLS (School Literacy Movement) guidebook at the SLB level there are three stages, namely the level of familiarity, development and learning. Starting from reading activities 15 minutes before the start of the lesson, reviewing the book, retelling it in front of the class until the competition of competitions related to the literacy program. (d) Supervision or controlling activities are held once a week where only to evaluate learners. And if there is a problem then the solution will be found immediately.

(4) Evaluation of products in literacy programs. The product or literacy program implemented in SLB K3S Force V Bone, Soppeng and Stead in both categories. As a result of the literacy program, students become creative, students 'visits to the library increase, students' work is varied and they also have achievements in the K3S SLB Group V Bone, Soppeng and Wajo districts. Based on the results of these observations and discussions, it is concluded that the Literacy management program at SLB in the CIPP Perspective (Context, Input, Process, and Product) at the Extraordinary Principal Working Group (K3SLB) in Bone, Soppeng and Wajo was successful.

REFERENCE

- Arif Surachman, Literasi Informasi Digital [Http://Www.Academia. Edu/7858500/Literasi Informasi Digital](http://Www.Academia.Edu/7858500/Literasi-Informasi-Digital) Di Unduh Pada Tanggal 8 Januari 2017
- Arikunto, Suharsimi. (2006). Metodologi Penelitian. Yogyakarta: Bina Aksara
- Azwardi (2016). Pemuda, Bahasa, dan Literasi. Harian Serambi Indonesia; Banda Aceh.
- Bawden, D. 2001. "Information and Digital Literacy: A Review of Concepts". Journal of Documentation, 57(2). Hlm. 218–259.
- Fransiska Timoria Samosir, Literasi Informasi Siswa S2 Pascasarjana Pada Layanan Digital Usu, (Medan, Fakultas Sastra Usu, 2010). Hlm.2, [Http://Repository.Usu.Ac.Id/ Bitstream/123456789/18563/6/Pdf](http://Repository.Usu.Ac.Id/Bitstream/123456789/18563/6/Pdf). Diakses 3 Januari 2017
- Gilster, P. 1997. Digital Literacy. New York: Wiley.

- Hague, Cassie dan Sarah Payton. 2010. "Digital Literacy Across the Curriculum: a Futurelab Handbook. United Kingdom" dalam <https://www.nfer.ac.uk/publications/FUTL06/FUTL06.pdf>, diakses pada 27 Januari 2017.
- Kementerian Pendidikan dan Kebudayaan (2016) Gerakan Literasi untuk Tumbuhkan Budaya Literasi, Biro Komunikasi dan Layanan Masyarakat, Jakarta
- Kern, R. (2000). Literacy and language Teaching. Oxford: Oxford University
- Lederman, N.G. 2014. Nature of science and its fundamental important to the vision of the next generation science standars. *Science & Children*, 8-10.
- Margono,(2004). Metodologi Penelitian Pendidikan, Rineka Cipta, Jakarta
- Martin, A. 2006. "Literacies for Age Digital Age" dalam Martin & D. Madigan (eds), *Digital Literacies for Learning*. London: Facet.
- Soejono, Abdurrahman,(2005) Metode Penelitian: Suatu Pemikiran Dan Penerapan, Cetakan ke 2 Rineka Cipta, Jakarta
- Sugiyono, (2014), Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif Dan R&D, Alfabeta, Bandung