

Evaluation of the CIPP Model for Education and Training Program at the National Archives Indonesia (ANRI)

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ABSTRACT

Lack of training and implementation effectiveness require proper evaluation and monitoring. This study aims to evaluate education and training programs at the National Archives of the Republic of Indonesia (ANRI). The type of evaluation used is the CIPP method. The results of the evaluation research stated that education and training at the National Archives Institute had good results. The evaluation of the context, inputs, programs, and products in the implementation of training at the ANRI institution had good results. All evaluation bases require continuous attention so that the evaluation results for the next program will still produce a good category.

INTRODUCTION

The objectives of archiving education and training have been stipulated in Article 18 of Government Regulation Number 28 of 2012, which aim to: a. improve knowledge, expertise, skills, attitudes, and the spirit of dedication to be able to carry out office duties in the field of archives; b. creating archival human resources that meet competency requirements in the field of archiving; and c. creating a common vision and mindset dynamics in carrying out tasks in the field of archives. The level of achievement of these goals is very important to see and evaluate, whether the goals have been achieved, and what obstacles exist in achieving these goals (Suardipa, I. P., & Primayana, 2020).

Currently, the objectives in Government Regulation Number 28 above have not been fully implemented, and this is evidenced by data from the results of a preliminary survey conducted to find out what problems exist in achieving these objectives with the CIPP component approach (Context, Input, Process, Product), to alumni of education and training in 2020 with the following results: 3 1. There were 32% of education and training alumni who stated that the Archives Training Program had not met the needs for competency development, had not provided completeness and understanding of training policies and training regulations, and had not yet led to conformity with the aims and objectives of the training. 2. There were 31% of education and training alumni who stated that the number of lecturers and education and training managers was not sufficient, the training center's organization was not up to standard, and the training manual was not yet available. 3. There were 33% of education and training alumni who stated that the implementation of training, monitoring and supervision had not been carried out properly, as well as assessment, reporting and follow-up of education and training had not been carried out. 4. There were 37% of education and training alumni who stated that the results of the training program had not increased the training participants' archiving competence, had not improved the performance of archivists and organizational performance, and had not increased community satisfaction related to archival services.

The results of the preliminary survey stated that there were problems in the implementation of archival education and training related to achieving its goals. The existence of these problems is the background for choosing the theme of Archives Education and Training, and the need for further research to find out the causal factors and how to solve the problem (Kusumawardhani, 2011). Research on Archives Education and Training is also something interesting and quite a lot has been researched from the aspect of Education management.

THEORETICAL REVIEW

Education and Training Center

In the Elucidation of Article 19 Paragraph (2) of Government Regulation Number 28 of 2012 it is explained that what is meant by "archivist functional education and training" is education and training in the context of appointment and ranking of archivist functional positions. As for "archiving technical education and training" is education and training in the framework of increasing competence and professionalism to occupy positions related to

functions and duties in the field of archiving. Archivist functional education and training is one of the conditions for occupying the Archivist Functional Position. 10 The curriculum for education and training for archivist functional is in accordance with Article 20 Paragraph (6) of Government Regulation Number 28 of 2012, referring to the competency standard for archivist functional positions. Meanwhile, the curriculum for archiving technical education and training is in accordance with Article 21 Paragraph (5) of Government Regulation Number 28 of 2012, referring to competency standards in positions whose functions, duties and responsibilities carry out archival activities. The two curricula are in the annex to ANRI Head Regulation Number 25 of 2016. In ANRI Head Regulation Number 25 of 2016 Articles 6-9 it is stated that Archivist Functional Training is carried out using andragogy learning methods combined with other learning techniques which include classroom learning carried out by providing theory and practice in the form of lectures, debriefings, discussions, simulations, practice, and case studies, as well as learning outside the classroom through field orientation activities and work practice in the field (archiving internships in each workplace)) to apply the theory that has been obtained during learning in class.

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This process has been running quite well, but its efficiency and effectiveness still needs to be evaluated. The Archivist Functional Training subject groups in the class consist of basic subject groups, core subject groups, and supporting subject groups (Ahissar, & Hochstein, 1997). The group of basic subjects contains basic knowledge related to the field of archiving that needs to be possessed by archivists to increase their professionalism and competence, including, among other things, national archival policy and introduction to archiving. The core subject groups are applied content and the main knowledge in the field of archiving, which archivists must have so that they are able to carry out archival activities according to their competence, including managing dynamic archives, managing static archives, fostering archives, and managing and presenting archives as information. Supporting subject groups contain applied knowledge and knowledge in the field of archiving that must be possessed by archivists as a support in facilitating the implementation of their work, including group dynamics and report writing. The Archivist Functional Training Curriculum is structured according to competence at the level of archivist position levels, in the form of comprehensively developing basic knowledge, skills and mastery of archiving theory required in carrying out their duties. In Article 17 of ANRI Head Regulation Number 25 of 2016 it is stated that Archives Technical Training is carried out using the andragogy learning method combined with other learning techniques which include classroom learning (classical) carried out by providing theory and practice in the form of lectures, question-and-answer, discussions, simulations, practice, and case studies, as well as learning outside the classroom through Field Orientation activities and practical work in the field (apprenticeship) to apply the theory that has been obtained during classroom learning. Requirements for Archivist

Functional Training Teachers include: having an education of at least a bachelor's degree or equivalent, having attended the Training of Trainers, being able to teach systematically, effectively and efficiently, and being competent in the archival material they are in charge of.

METHODOLOGY

This systems approach is also accompanied by an evaluative descriptive approach in the sense that it aims to provide an overview of natural social phenomena by processing data that is narrative in nature and does not use statistical techniques.

The method used in this study is the program evaluation method, which is a research method used to collect, analyze, and interpret information relevant to a program. This means that program evaluation is an effort to carry out research activities that are carried out carefully. Program evaluation is carried out using the CIPP Model (Context, Input, Process, Product) developed by Stufflebeam which consists of formative evaluation and summative evaluation. Formative evaluation includes context, input and process components while summative evaluation includes product components. This CIPP model will examine in depth and comprehensively the basic components of CIPP, namely:

- b. Evaluation of the Context component of the Non-Formal Education Program in order to improve, enhance and develop aspects of the needs, goals and objectives compiled by the ANRI Archival Education and Training Center.
- c. Evaluation of the Input component of the Archives Education and Training Program in order to improve, enhance and develop aspects of the structure, resources owned by the ANRI Archives Education and Training Center.
- d. Evaluation of the Process components of the Archival Education and Training Program in order to improve, enhance and develop aspects of procedure time, monitoring and Evaluation of the Education and Training Program conducted by the ANRI Archive Education and Training Center.
- e. Evaluation of the product components of the Archives Education and Training Program in order to improve, enhance, and develop aspects of the output and outcome of the implementation of the Archives Education and Training Program produced by the ANRI Archives Education and Training Center.

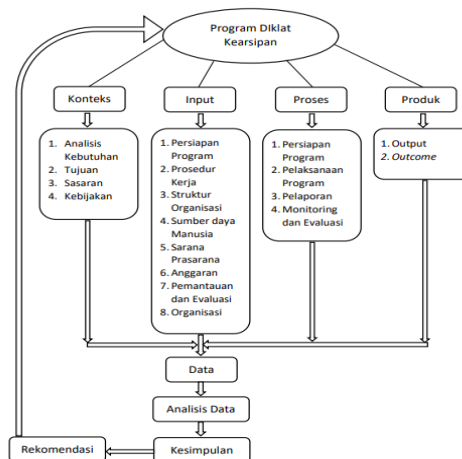


Figure 1. Desain Research of CIPP

This data analysis focuses on certain aspects according to the evaluation component of the CIPP model. In this program evaluation research, data analysis is evaluative using the Miles and Huberman model through the stages of data collection, data reduction, conclusion on drawing, data display, and conclusions. The stages of data analysis are carried out through the operational component analysis method.

The process of collecting evaluative data needs to be done with data reduction aimed at filtering, selecting and sorting the necessary data, compiling it into a rational and logical sequence, and linking it with related aspects in order to provide a sharper picture of the results of observations. After that, the process of drawing conclusions (conclusion) and verification is carried out to check the correctness of the data that has been interpreted and concluded. All existing data and analysis and interpretation have been carried out and checked again whether the interpretation given is appropriate, or it needs re-confirmation, needs improvement or supporting data is needed to strengthen. Data that has been collected, reduced and concluded needs to be presented (display). Presentation of data will be very helpful for researchers as well as for other people and display is a medium for explaining the object under study, namely the data that has been analyzed is presented formally in the form of a narrative or description of words in a scientific variety of languages and formally in the form of charts, tables, pictures or photographs. The result is a conclusion about the object under study.

The informants in this study were resource persons who were stakeholders in providing the information needed in accordance with the conditions in the field which included program planning, implementation, and results, consisting of the Head of the Education and Training Center, Widyaaiswara, training participants, and the training participants' direct superiors.

RESULTS

From the standard program components, the context in the table above is used as a comparison for evaluating the results of the interviews. The results of the interview can be seen in the following recapitulation table 1:

Tabel 1. Summary of Interview Results for the Context Component

No	Sub Component	Evaluator from
1	Need Analysis	Good
2	Program Objective	Very Good
3	Program Goal	Good
4	Policies	Good
	Conclusion	Good

Training needs analysis is a systematic investigation of performance descriptions to describe gaps, determine the causes of gaps and decide whether

training is a potential solution to address these gaps. From this understanding it is implied that not all performance gaps must be resolved or overcome by training. But there are many workarounds that can be done to address the performance gap. Only certain gaps must be overcome with training. This means that the needs analysis also involves rational considerations to determine training needs.

ANRI organizes types of education and training in archiving positions which consist of archivist functional education and training, and archival technical education and training. The purpose of archiving functional education and training is in accordance with Government Regulation Number 28 of 2012 in Article 20, namely to achieve the competency requirements of archivists to occupy archivist functional positions in accordance with statutory provisions. Meanwhile, the aim of archiving technical education and training is in accordance with Government Regulation Number 28 of 2012 in Article 21, namely to achieve the technical competency requirements in positions 60 who have functions, duties and responsibilities in carrying out archival activities. The results of interviews with the Head of the Center for Education and Training stated that the implementation of the archiving education and training program had clear objectives and had a legal basis, the point of which was to achieve the mission that had been set.

The implementation of the archiving education and training program has program objectives that are formulated properly and correctly, which include the educational objectives of archival functional training and the objectives of archival technical education and training. The program objectives have been disseminated internally and externally so that the set goals can be achieved properly.

The results of interviews with the Head of the Education and Training Center stated that the management of the archiving education and training program already has a policy based on a clear legal basis in the framework of accountability for archiving education and training.

Table 2. Summary of Interview Results for the Input Component

No	Sub Component	Evaluator from Pusdiklat
1	Program Preparation	Very Good
2	Work Procedures	Good
3	Organization Structure	Good
4	Human Resources	Good
5	Infrastructure	Good
6	Budget Monitoring	Good
7	Organization Conclusion	Very Good Good

The organizers of the archives training program have prepared the program well, based on the needs of the input sub-components which will later be processed in the learning process, both learning knowledge, learning skills, and learning attitudes. The implementation of the archives training program already has work procedures in the form of POB which are used in the preparation, implementation and evaluation processes.

The implementation of the archives training program already has a clear organizational structure even though it has undergone bureaucratic simplification, so that the structure becomes simpler and concise. However, the old functions still exist and are held by sub coordinators who do not appear in the organizational structure.

The implementation of the archives training program has been supported by sufficient human resources both in terms of number (32 people) and quality (qualifications and competence), and also expressed the need for additional staff in the future.



Figure 2. Structure of Organization

Table 3. Recapitulation of Interview Results for Process Components

No	Sub Components	Evaluator
1	Program Preparation	Good
2	Work Procedures	Good
3	Reporting Program	Good
4	Monitoring, evaluation	Good
	Conclusion	Good

The implementation of the archival training program has been carried out in preparation for the program based on the needs of the teaching and learning process in the training and education in order to maintain the quality of learning.

Table 4. Recapitulation of Interview Results for Product Components

No	Sub Components	Evaluator from
1	Need Analysis	Good
2	Program Objective	Very Good
3	Program Goal	Good
4	Policies	Good
	Conclusion	Good

The implementation of the archiving training program has produced good output, but the number is still lacking compared to national needs, where the number of archivists in Indonesia has now reached 14 thousand. Meanwhile, the average training participant quota per year can only accommodate around 1150 participants

DISCUSSION

Regarding the program objectives, it has been stated above that the objectives of the archiving training program have been mandated in Law No. 43 of 2009 concerning Archives and in Government Regulation Number 28 of 2012 concerning Implementation of Law Number 43 of 2009 concerning Archives. Based on the results of interviews with the Head of Pusdiklat 103 Archives, it turns out that achieving the first goal is the most difficult, namely increasing knowledge, expertise, skills, attitudes, and the spirit of dedication to be able to carry out office duties in the archives sector. This is because it is related to being able to carry out the duties of a position in the field of archiving, in which in relation to this many have been trained in appointments but have not or have not been appointed as functional archivists. Although in the registration requirements there is a requirement in the form of a statement that if you have passed the training, the appointment will immediately be appointed as an archivist functional official (Blouin Jr, & Rosenberg, 2011).

Another problem related to achieving this goal is the placement of functional Archivists who are not in accordance with their competence and do work outside the archives field. For this reason, the researcher proposes to further optimize the process of monitoring graduates and establishing communication with the work units of graduates. This of course requires additional human resources for specific tasks in monitoring training graduates throughout Indonesia (Churiyah, et al 2020).

One of the biggest challenges that must be faced by the Archives Training and Education Center is technological innovation that continues to develop, in addition to the development of archival science. Therefore, the Archives Education and Training Center is required to continue to innovate and update its processes and operational efficiency to improve archival services and facilitation (Cresswell, K., & Sheikh, 2013). In theory, innovation is the application of new or significantly improved products (goods or services), or processes, new marketing methods, or new organizational methods in business practices, workplace organizations or external relations. Types of innovation that can be considered are as follows: a. Product innovation (goods/services) that is new or significantly

improved for its features or potential use; b. New or improved process (method) innovation; c. New marketing innovations with changes in product design or packaging, product placement, promotion or pricing of 109 products; d. Innovative application of new methods in business processes, workplace organization, or external relations

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The implementation of the program at the archives training center has been going well, in the form of implementing learning activities that begin with the opening, content, closing, and evaluation (Young, & Kim, 2010). In the implementation of the archiving training program, it turns out that the Archives Education and Training Center service announcement is as follows: We hereby declare that we are able to: 1. Provide education and training services quickly, precisely, and wholeheartedly; 2. Be friendly, transparent, polite and courteous in providing services; 3. Ready to respond to all complaints and dissatisfaction with the services provided; 4. Do not make illegal charges in providing services; 5. Do not accept gratuities in any form; 6. Make continuous improvements in providing services; 7. Respond to change. The motto of archival education and training services is "Steady" (serving, being accountable, professional).

The output produced from the archives training program is in the form of graduates or alumni who generally have increased competence in terms of knowledge, skills, and attitude aspects. Good graduates are graduates whose archiving competence increases and also influences the performance improvement of each individual.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation of the context, input, program and product in the implementation of training at the ANRI institution had good results. All evaluation bases require continuous attention, so that the evaluation results for the next program will still produce a good category. From the results of the program evaluation and according to the conclusions above, the results of the evaluation are good, so that the implementation of the archiving training program is feasible to continue with some improvements as stated in the

conclusion section, as an effort to increase the effectiveness of the archiving training program at ANRI.

FURTHER STUDY

This program evaluation can be a source that can be used for further evaluation research. Evaluation can be developed in other programs in ANRI.

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