

CIPP evaluation model - The agreement of the five ministers: Arranging and organizing junior high school teachers

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ARTICLE INFO

Article History

Submitted:

8 September 2021

Revised:

25 November 2021

Accepted:

20 December 2021

Keywords

agreement of the five ministers; CIPP; junior high school teacher

Scan Me:



ABSTRACT

This study aims to use a descriptive qualitative method to describe the program of the agreement of the five ministers implemented in Salatiga. Based on the findings, the implementation of the program to organize and arrange civil servant teachers in the city of Salatiga is still not going well. This issue prompted additional research into the process of leveling and rearranging teachers. Problems in the implementation of the ongoing program at the Salatiga Education Office were discovered with the assistance of CIPP. In terms of context, the implementation procedures are in line with the regional government's procedures in terms of vision and mission, objectives, and identification of needs and opportunities. The input is seen to be by the Mayor of Salatiga's decision, such as aspects of strategy, procedures, and teacher placement. However, the Education, Youth, and Sports Office does not manage funds because there is no allocation. The stages of the process have been running, including readiness identification and monitoring, mutation implementation, and discipline. The result stage demonstrates that while not all of them have achieved their goals, such as equal distribution of teachers in schools, they have done well in terms of benefits, impacts, and sustainability. As a result of the results obtained from the input and output aspects, the Salatiga government must allocate funds for the teacher transfer program for organizing and rearranging middle school teachers in Salatiga to run as expected.

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How to cite:

Wadu, D., & Ismanto, B. (2021). CIPP evaluation model - The agreement of the five ministers: Arranging and organizing junior high school teachers. *Jurnal Penelitian dan Evaluasi Pendidikan*, 25(2), 185-196.

doi:<https://doi.org/10.21831/jpep.v25i2.43730>

INTRODUCTION

Teachers are members of the teaching staff who are known as educational spearheads. As a result, it can be stated that the teaching staff is the primary pillar in improving educational quality. According to [Guerrero \(2017\)](#), the teaching staff is at the forefront of improving educational quality. According to [Hightower et al. \(2011\)](#), equal distribution of teaching staff, "even distribution on civil servant teachers," is one way to improve educational quality. The same thing was revealed in the writing of [Rosser and Fahmi \(2016\)](#), that equitable distribution of teachers is one way to improve the quality of education. They believe that one of the factors contributing to the decline in educational quality is the lack of teacher distribution. "Indonesian teachers are poorly distributed between schools, especially between schools in urban and rural areas while improving education quality, remain high" ([Rosser & Fahmi, 2016](#)).

The Central Government has made enormous efforts to improve the quality of education. According to the contents of article 31, paragraph 1 of the 1945 Constitution, all Indonesian citizens have the right to receive educational services. In Article 34/3 of [Law of Republic of Indonesia No. 20 of 2003 on National Education System](#), it is emphasized: "Compulsory education is the responsibility of the state, held by educational institutions of the Government, Regional Government, and the Community".

The distribution of teaching staff within the district/city region is the primary job of the City Government in the field of education related to teaching staff and education staff. As a result, the state is obligated to provide facilities for all educational activities in collaboration with the City government. One of the most crucial things is organizing and arranging for sufficient teachers. It is extremely obvious in article 24/3 of [Law No. 14 of 2005 of Republic of Indonesia about Teachers and Lecturers](#) that the City Government is required to aid teaching staff in implementing Government initiatives. Furthermore, to carry out the process of organizing and distributing teaching staff, the city government must assign and, as specified in Article 7 paragraph 3 of the Joint Regulation of the Five Ministers on the organization and distribution of civil servant teaching staff. According to [Ismanto \(2014\)](#), the issue of funding is a state duty that must be met by the Governor, Regent, and Mayor, as well as Indonesian residents. “Education funding is the responsibility of the state-assisted by the Governor, Regents, and Mayor along with the Community.” The state is aided by governors, regents, mayors, and Indonesian citizens, who must provide finances since financing is the most crucial component in implementing education ([Agustina & Ismanto, 2018](#)). As a result, the city government attempts to enact rules that ensure the process of organizing and equalizing teaching staff to increase and equalize access and boost educational quality.

According to the Ministry of Administrative and Bureaucratic Reform policy, it is critical to enhancing the performance of Civil Servant teachers in schools by rearranging and organizing civil servant instructors. Thus, the government has made rules that regulate the technical implementation of organizing and rearranging civil servant teachers through the five ministers such as the Minister of Education, the Minister of Administrative and Bureaucratic Reform, the Minister of Home Affairs, the Minister of Finance, and the Minister of Religion with No.: 05/X/PB/2011, SPB/03/M.PANRB/10/2011, 48 of 2011, 158/PMK.01/2011, and No.11/2011 regarding organizing and rearranging civil servant teaching staff. During the eight years from the stipulation of the five ministers’ joint regulation, implementation has not yet had an influence on enhancing the educational quality or demonstrated conformity between implementation and the goals to be attained ([World Bank, 2008, 2010](#)).

This is demonstrated by various articles covering research on arranging and organizing civil servant teachers, which have yet to produce beneficial effects, or, are still ineffective ([Pisani, 2013](#)). The government-mandated student-teacher ratio is not in conformity with reality; therefore, the ratio of teachers in cities is greater than the ratio of students to teachers in villages ([McKenzie et al., 2014](#)). Furthermore, [Wijayanti and Sutapa \(2015\)](#) found a lack of 282 civil servant teachers for ten subjects at the junior high school level in their study. Even if we ignore the age of the teachers, 222 junior high school teachers will retire in the next ten years, for a total of 222 teachers in the Purbalingga district. This suggests that the Purbalingga district government’s efforts are still not being maximized. There are still schools, particularly junior high schools that have an excess and/or a lack of teachers. In addition, a research by [Rindarti \(2018\)](#) reveals that the implementation of policies to organize and arrange civil servant teaching staff at senior high school in DKI Jakarta is not working optimally.

According to the data collected from the Salatiga Education Office, several junior high schools still have an excess and/or a lack of civil servant instructors. Moreover, according to the results of interviews with the Head of Division of the junior high school level, the schools that still lacked teachers, particularly in science subjects, were SMPN 2 Sidorejo, which lacked one civil servant teacher, and SMPN 10 Salatiga city, which lacked two civil servant teachers. Additionally, the Head of Division of the junior high school level noted that there were still shortages and/or benefits of civil servant instructors in schools, particularly at the junior high school level. As a result, there is a chasm between the norms agreed upon by the five ministers and the implementation of current projects, particularly in Salatiga. Therefore, it is possible to infer that local governments’ aspirations to increase the quality of education through the organization and distribution of teachers are still not being met or are out of step with reality.

There is a mismatch between the ideal conditions intended for in the teacher management and distribution program and the actual implementation/conditions. Based on information from the preceding study, it is possible to conclude that the beginning circumstances are still the same as they were before the joint regulation of the five ministers was implemented. Even though a joint regulation of five ministers was issued and the program was implemented, local governments' attempts to improve education quality through structuring and distribution programs for civil servant teachers have not been able to be expanded. As a result, the researchers are highly interested in researching the implementation of organizing and distributing civil servant teaching staff at the junior high school level, particularly in Salatiga City, using the CIPP model. This model is a Stufflebeam development model that can observe four parts of an educational program: the program's background, input, process, and outputs. The purpose is to identify and lighten any obstacles that may impede program execution. This concept is intended to enhance the implementation of ongoing projects.

CIPP Evaluation Model

The CIPP evaluation model is a model that evaluators use to examine four aspects of a program, such as context, input, process, and product. According to Stufflebeam, the context aspect tries to examine and determine what is required, what difficulties occur, and chances for decision making; the inputs evaluated include alternative strategies, program planning, infrastructure availability, providing financing, and attaining goals. Process, namely looking at the planning process in terms of easing the tasks of program implementation members and assisting in the interpretation of the results; whereas product evaluation is to identify and evaluate short and long term things to facilitate program implementation in order to facilitate good products/results and measure the importance of success in efforts to fulfill goals that have been set from the beginning (Stufflebeam, 2007). Furthermore, Hamdi et al. (2020) support that with the use of CIPP, they can view in detail the program's implementation so that they may explain program activities in depth and notice the difficulties encountered that might limit the sustainability of the current program. In terms of context, it can see roughly what needs the program has. This can give the proper way/strategy for the program's lengthy viability in terms of input. From a process perspective, it can assist program implementers in providing the correct interpretation. In terms of results, this may also be used to assess the program's performance, making it easier for program implementers to prepare ahead of time.

The CIPP evaluation model is defined by Stufflebeam as an activity carried out intending to learn about the evaluation of Context, Input, Process, and Product, where each aspect is a process of specifying, defining, and explaining the information obtained by measuring and statistics so any data obtained can be collected, organized, analyzed, and synthesized intending to assist implementers or evaluators. The CIPP evaluation model is linear, which implies that the input is always preceded by context; the process is always preceded by input; and the product is always preceded by the process (Wirawan, 2012). The four components of the CIPP evaluation model are: evaluating context, evaluating input, evaluating process, and evaluating the product. The CIPP model may help get more in-depth information on data collecting, give detailed illustrations, and depict actual conditions in terms of current or finished programs (Hamdi et al. (2020), As a result, the evaluator must evaluate these four characteristics while evaluating the program to determine the effectiveness of an activity up to the point of accomplishing the predetermined goals.

Context Evaluation

Context evaluation is primarily concerned with answering the following questions: (a) why was the program created? (b) is it true that the implementation is following the vision and mission? (c) what is the program's goal? (d) have the planned activities satisfied the needs?

Based on the aforementioned questions, it is possible to conclude that the major emphasis of the evaluator in context evaluation is the identification of where an activity/program comes from when making decisions, including (a) recording/noting the vision, mission, and the purpose of the activity; (b) determining why the need arises; (c) analyzing if the activity's aims satisfied the needs; (d) recognizing talent/potential and probability to satisfy the needs of the activities performed; (e) gathered all data pertaining to the background of the needs and the potential to satisfy the needs; (f) interviewing the activity's leader to discuss issues that may arise as a result of the activity's difficulty.

Input Evaluation

The input aspects of the objectives are: (a) to what degree have the activity's aims been met successfully? (b) is the input good or bad? (c) the origin of the input; (d) expenses incurred; (e) parties taking part in the program; (f) determining how far the program's quality has progressed. The input aspect is carried out to identify and analyze the capabilities of all supporting factors to implement the chosen program. Meanwhile, what users can evaluate on the input aspect, include: (a) identifying and monitoring the expenses of activities/programs; (b) evaluating the suggested activity strategy execution in terms of human resources, machines, materials, and money; (c) determining the sufficiency of funding for activity implementation; (d) the criteria are used to assess the adequacy of the activity strategy.

Process Evaluation

The process aspect is carried out with the aim of (a) knowing the time of implementation of activities; (b) knowing the procedure for carrying out the activity; (c) determining if actions were completed within the timeframe given; (d) recognizing the flaws in the actions carried out. The process aspect focuses on defining the activity process, whether or not the activity was completed, and data on improvement activities. Every continuous activity will be monitored and recorded in the running program to identify any problems that may arise throughout the activity. The following are how consumers evaluate the process aspect: (a) conducting interviews with activity leaders, users, and persons involved in ongoing activities; (b) recording or documenting the problems, events, expenses, and allocations as they occur during activities.

Product Evaluation

The product aspect is carried out with the following goals in mind: (a) knowing how far the aims have progressed; (b) being aware of the maximum and minimum activities; (c) knowing to what extent users are satisfied with the activity; (d) knowing that the activity has been carried out following the schedule; (e) recommending that the activity should be stopped or continued. The goal of the product element is to measure, implement, and make decisions based on activities such as whether the objectives have been met in accordance with program expectations. Furthermore, the goal of the product aspect is to quantify the effects/impacts of activities and analyze the performance of activity targets based on predetermined categories (Mulyatiningsih, 2011; Sugiyono, 2013).

The Agreement of the Five Ministers

This mutual agreement of the five ministers is a policy or education rule (Siswantari, 2013). According to Arwildayanto et al. (2018), educational rules or educational policies are formed from educational science, a practical science, namely a unit of educational theory and practice to regulate human life and educational services with the goal of educating humans.

As a result, the Agreement of the Five Ministers may be described as a state policy designed to address people's concerns and service requirements in the sphere of education with the goal of educating people. The Agreement of the Five Ministers was there because there were issues or concerns, particularly in the sector of education, mainly the issue of uneven distribution of teachers in Indonesia (Rosser & Fahmi, 2016). As a result, this regulation was implemented on January 2, 2012, and it is still running today. The Minister of Education, the Minister of Administrative and Bureaucratic Reform, the Minister of Home Affairs, the Minister of Finance, and the Minister of Religion were the five ministers who agreed on this policy.

Junior High School Educator

According to Law No. 2 of 1989 of the Republic of Indonesia concerning the national education system, the teaching staff is educators who are particularly appointed based on their primary responsibility to educate, whereas for elementary and high school levels, they are commonly referred to as teachers, and for higher levels, such as universities, they are referred to as lecturers. The junior high school level is the next educational level that students must attend after finishing elementary school. According to Law of Republic of Indonesia No. 20 of 2003 on the national education system, the junior high school level falls within the category of basic education.

As a result, junior high school teaching staff are educators who work at the junior high school level teaching, training, studying, researching, supervising, and/or providing technical services. Junior high school teacher or junior high school teaching staff is a profession carried out by someone who has completed a Bachelor's Degree (*Strata 1*) in a certain subject, especially education, with the condition that they have a teaching license (*Akta IV*) and an S.Pd degree.

RESEARCH METHOD

Researchers collected all information on the distribution of civil servant teachers at the junior high school level in Salatiga from this investigation. The researchers conducted this research in Salatiga City's Education Office, with the research subjects being the head of the Salatiga Education Office, one supervisor of Salatiga Junior High School, one Salatiga Junior High School principal, and two Salatiga Junior High School civil servant teachers who have been transferred. The researchers chose the subjects to interview on purpose or with specific considerations and aims in mind. Researchers employed data analysis techniques, namely descriptive qualitative techniques, with the Miles and Huberman model, which comprised data reduction, data presentation, and conclusion drawing (Sugiyono, 2013). First, reducing is the process of combining and collecting information as needed based on the problem formulation; second, providing information acquired in the field and related presentations; and third, concluding is the process of confirming data based on the problem formulation.

Because the researchers employ the CIPP model, the evaluation indicators employed by the researchers are based on context, input, process, and product. Meanwhile, the researchers' instrument was based on the CIPP points, a questionnaire consisting of 25 questions was also based on the CIPP points. The researchers posed these questions to the head of Salatiga's junior high school, junior high school supervisors, and school principals. The researchers established a restriction for only validating the outcomes of interviews with the head of the junior high school, the supervisor, and the junior high school principal for junior high school teachers who were transferred.

A grid based on CIPP points is required when creating the questionnaire. In the context aspect, there are points of program vision and mission, program objectives, and identification

of needs and opportunities in the program. The input aspect has strategic points for program implementation, placement procedures, and program budget management. In the process aspect, there are points of identification of program implementation processes and procedures, program implementation, and supporting and inhibiting factors in the program. There are program achievement points, program benefits, program impacts, and program sustainability in the product aspect. These points are utilized to create indicators, which will subsequently be used as a reference for creating interview questions for research sources.

In terms of context, the researchers asked many questions to the Salatiga Education Office, particularly the head of the Salatiga Junior High School, about the vision and mission, program objectives, how to map civil servant teachers who experienced strengths and weaknesses in schools, cooperation between the department, principals, and teachers, and whether or not the results of the interview were in sync with the document data obtained. In terms of input, the researchers asked the head of the Salatiga junior high school, junior high school supervisors, junior high school principals, and civil servant teachers who were transferred about program implementation procedures, involvement during program implementation, socialization or debriefing from the office to school principals and civil servant teachers who were to be transferred, procedures for placement and location determination, as well as the sources and management of program implementation funds. In addition to the process aspect, the researchers asked the head of the Salatiga Junior High School, junior high school principals, and transferred civil servant teachers about the education office's readiness, monitoring implementation, the discipline of civil servant teachers in running the program, participation of principals and teachers, the education office's policies regarding absent teachers, as well as the supporting and inhibiting factors of the program. The final aspect is the product aspect, in which the researchers asked many questions to the head of the Salatiga Junior High School, junior high school principals, and transferred civil servant teachers about program achievements, benefits, impacts, and sustainability.

Aside from that, the researchers incorporated materials collected from the Salatiga Education Office, such as data on civil servant teachers transferred and transfer letters issued by the Salatiga Education Office to the teachers. These steps are carried out to make it easier for evaluators to detect faults and determine where the success of this program is going well. Furthermore, it can assist evaluators in providing recommendations if problems are discovered to address things that are deemed ineffective in program activities.

FINDINGS AND DISCUSSION

Findings

Context Evaluation

The context aspect includes the program's vision and mission, program objectives, need identification, and probabilities/opportunities in program implementation. The Salatiga Education Office's vision is *Hati Beriman yang Smart*, which is also the Mayor of Salatiga's vision. Meanwhile, one of the missions, which is comparable to the Mayor of Salatiga's purpose and is also an expansion of the five ministerial policy, is mission one, which is to “increase the quality of education services, generate reliable human resources, and preserve cultural values.” This has also been supported by interviews with the head of the Education Office, the head of the Salatiga Junior High School, and the results of documents that researchers can obtain through the Salatiga Education Office's official website, such as the Salatiga area sheet No. 4/2009 concerning educational implementation.

The objective of this program is to guarantee that civil servant teachers are distributed evenly. This goal is consistent with the goals of forming a five-ministerial policy on the equal

distribution of civil servant teachers. This was confirmed by the Salatiga Education Office's head of education, the Salatiga Junior High School's head of education, and website documents obtained from the Salatiga Education Office, such as a summary document of the Salatiga Education Office's organizational profile, which contains the objectives of the ongoing program.

The Salatiga Education Office first identifies before teachers are transferred by looking at the teacher needs of each school, identifying the age of teachers, and schools that need and/or have an excess of teachers. This was confirmed by the Salatiga Education Office's head, the principal of a junior high school in Salatiga, two teachers who had been transferred through interviews, and an excel document on the distribution of teachers who had been transferred obtained from the Salatiga Education Office.

Based on the findings of interviews, document studies, and observations with the head of the Salatiga education office, one supervisor of Salatiga junior high school, and two civil servant teachers at the Salatiga junior high school level who have been transferred, it is possible to conclude that the evaluation results on aspects of context, namely the program's vision, and mission, program objectives, identification of needs and opportunities from activities that have taken place and the results are good where the activities are suitable based on the documents and standards made.

Input Evaluation

The input/output aspects include program implementation strategies, procedures for placing, and managing funds/budgets. Based on the findings of interviews, document studies, and observations, it is possible to conclude that the evaluation results on the input aspect include program implementation strategies and procedures for placement, which have been going well where activities have been adjusted based on documents and standard standards. This is supported by the results of an interview with the principal of Salatiga Junior High School, who stated that:

During running the program, the things that the education office did before the teachers were transferred were formulating strategies such as socialization, collecting data on the needs of junior high school teachers in each school, conducting summons, and finally mutation.

Furthermore, documentation from the Salatiga Education Office about teacher transfer data and transfer letters issued by the Salatiga office head are appropriate documents to support the program's implementation from the input aspect. However, when it comes to handling finances on the input aspect, the Salatiga Education, Youth, and Sports Office has said unequivocally that the Salatiga government grants no funding for the transfer of civil servant teaching staff.

Process Evaluation

The process aspect includes identifying the procedure in which it will address the preparedness of the education office, school principals, and civil servant teachers in implementing the transfer of civil servant teachers and monitoring. The following aspect of the process discusses the program's implementation, which includes the implementation of the transfer of civil servant teachers, the discipline of the civil servant teachers who are transferred, and the steps taken by the service in dealing with civil servant teachers if there are problems; and the following aspect of the process discusses the elements that support and hinder program activities.

The Salatiga Education Office prioritizes the preparedness of transferred civil servant teachers. Teachers frequently express their dissatisfaction about being transferred. As a result, the solution devised by the Salatiga Education Office is to bring together teachers and the new

principal. The purpose is to foster relationships between teachers and principals in a new location for teachers who have been transferred. This was confirmed in interviews with the principals of Salatiga's junior high schools, the principal of SMPN 1 Sidorejo, the target of the teacher transfer, and one teacher with the initial SH who was transferred to SMPN 1 Sidorejo. Mrs. SH stated that “before I was transferred by the Salatiga Education Office, I was invited to the Office to speak with the Education Office and the principle of my future destination.”

The Salatiga Education office continued to supervise the transferred civil servant teachers through the principal and supervisor after the transfer. This is part of the routine monitoring that the Salatiga Education Office has established to ensure that the program runs properly. The findings of interviews with the principals of junior high schools around Salatiga, the principal of SMPN 1 Sidorejo, and one teacher with the initials SH who was moved to SMPN 1 Sidorejo supported this condition.

There are supporting and inhibiting factors in implementing the program, with the supporting aspects including enthusiasm, involvement, cooperation between the school and the department in providing data, and documentation required in the transfer program such as official notes and transfer letters. Meanwhile, the inhibiting factors are the delays in teacher data from schools to the office and also the preparedness of teachers and school principals throughout the service to plan meetings between teachers and principals for transfer purposes. This finding was supported by interviews with the principals of junior high schools throughout Salatiga, the principal of SMPN 1 Sidorejo which was the target of the teacher transfer, and one teacher with the initials SH who was transferred to SMPN 1 Sidorejo. The principal of SMPN 1 Sidorejo said that:

It is true that there is a bit of a problem in terms of data collection for civil servant teachers. The data owned by the school differs from the data owned by the office. This occurs because there is still a lack of usage of online media, requiring data to be supplied to the department manually. Regarding the summons for the service, it is difficult to schedule a meeting because many teachers are busy and cannot always attend the meeting.

According to the information obtained through the interviews, the process has been going well in the ongoing program. However, there is a delay in information about civil servant teacher data and school data where transfers are made. It is difficult to determine when to hold meetings between civil servant teachers and school principals.

Product Evaluation

Things that can be seen in the aspect of results or products include the program's results, the program's benefits, the impact of the program, and the sustainability of the program. The compatibility between the aims to be reached and the fulfillment of the demands of civil servant teachers at the junior high school level in Salatiga may be demonstrated in the program's successes. Based on observations, it appears that there are still schools in Salatiga that have a shortage and/or surplus of civil servant science teachers at the junior high school level. This is due to the retirement of civil servant teachers. These findings are based on interviews with principals of junior high schools throughout Salatiga, principals of SMPN 1 Sidorejo, and documents such as excel data for civil servant teachers transferred from the Salatiga education office, and data from the Central Statistics Agency indicating the ratio of teachers at the junior high school level of 1:14.

This program has the advantage of having a positive impact, such as coordinating and restructuring the distribution of civil servant teachers at the junior high school level in Salatiga. This was validated by interviews with the principals of Salatiga's junior high schools, the principal of SMPN 1 Sidorejo, and one civil servant teacher at the junior high school level. The principal of junior high school in Salatiga said that:

This program has been running for a long time, the Salatiga Education Office has carried out mutation activities according to applicable policies, but it is undeniable that there are still schools that lack subject teachers because there are teachers who have retired. Furthermore, the data possessed by the Office and the schools are still not synced, making it impossible for us to identify institutions that continue to lack or have advantages.

This program's influence can be recognized by meeting the needs of civil servant teachers at schools with shortages. For the teacher, it might boost performance and provide a new environment as well as experience. This was determined through interviews with the principal of SMPN 1 Sidorejo and one civil servant teacher.

Based on the findings of the interviews, it is possible to conclude that the evaluation of the aspects of the results or products, such as the results of achievements, program benefits, program impacts, and the program's sustainability, has gone well. However, certain effects have yet to be achieved, such as the fact that there are still schools facing shortages as a consequence of civil servant teachers retiring, leaving them unable to satisfy the demands of civil servant teachers. Furthermore, the program's sustainability is still ongoing because it has not yet attained its objective or the requirements established by the central government.

Discussion

In this research, context evaluation is a stage that must be properly defined since it will explain why a program exists or the background of the program's emergence. Researchers examine the background of the program's inception by describing aspects of the program's vision and mission, program objectives, identification of needs, and prospects for program implementation. The context stage, according to [Wirawan \(2012\)](#), is the identification stage, the evaluation stage, and the identification of the content or fundamental necessities of the program to be constructed. Besides, [Wirawan \(2012\)](#) and [Mulyatiningsih \(2011\)](#) state that identifying why the program might be elevated when making decisions in comparison to other apparent aspects is extremely significant in evaluating the context aspect. After reviewing the results, it is fair to conclude that the context evaluation was successful.

The second step involves evaluating the input, which includes identifying, assessing, and making decisions on objectives, priorities, resource capabilities, tools, materials, people, and funding to carry out the specified activities/programs ([Mulyatiningsih, 2011](#)). Furthermore, [Wirawan \(2012\)](#) adds that this input evaluation intends to identify issues, capital, and probabilities/opportunities to assist in defining and assessing the objectives, priorities, and benefits of activities/programs to satisfy the needs and desired goals. Following the findings, it can be stated that the evaluation of the inputs has been progressing well; nevertheless, the Salatiga Education Office has not gotten a budget allocation from the Salatiga government.

The following stage is process evaluation. This process evaluation attempts to determine whether or not the program is running. As a result, the purpose of this evaluation is to assist program implementation in accomplishing its primary goals and to assist program users in assessing and demonstrating the program's benefits ([Wirawan, 2012](#)). Meanwhile, process evaluation, according to [Mulyatiningsih \(2011\)](#), focuses on identifying program processes, program implementation, and program improvement data. According to the data provided, the process evaluation is in a good category; only in terms of the limiting factors are the difficulties for the department, but this is not a severe issue for the Education Office.

Furthermore, a research by [Rindarti \(2018\)](#) discovered problems from process aspects like monitoring, coaching, and supervision. As a result, this stage must be completed to have a good influence and the present program to be carried out following its objectives.

The evaluation of the results is the final stage of this evaluation. The goals of this aspect of the results are to measure, execute, and make decisions on results that have been accomplished as intended. Outcome evaluation, according to [Wirawan \(2012\)](#), tries to discover and

develop outputs and benefits to assess the program to produce intended results. According to Mulyatiningsih (2011), the evaluation of results attempts to measure the influence of the program and the performance of activity objectives based on standard results. The findings of this study reveal that the product evaluation is in a good category. However, the results are still not good since there are still flaws that must be continued.

Similarly, the findings a study by Wijayanti and Sutapa (2015) revealed that there were only 282 civil servant teachers for ten subjects at the junior high school level. Even if we ignore the age of the teachers, 222 junior high school teachers will retire in the next ten years, for a total of 222 teachers in the Purbalingga district. This means that government initiatives must be sustainable to meet the needs of civil servant teachers and provide an equitable distribution of teachers at the junior high school level.

CONCLUSION

In reality, based on the research findings, there are still issues, such as fund management in the aspect of evaluating inputs, because the Salatiga government does not distribute funding for teacher transfers to the Education Office. Moreover, there are still obstacles in the process aspect, such as delays in data for civil servant teachers and biographies of the school where the transfer is carried out and the schedule for determining the time to bring together the principal and the teacher who will be transferred. However, it is not a serious matter for the education office, while the category of achievement results continues to be insufficient to fulfill the demands of civil servant teachers in schools. The standard set by the government in the policies that have been implemented is for a teacher-student ratio of 1:20. However, in reality, the ratio of teachers to students in Salatiga is 1:14, indicating that the evaluation criteria have not been satisfied. As a result, this program must still be implemented to meet the ideal teacher's needs.

Using the CIPP evaluation model, it is possible to conclude that the Salatiga Education Office's program on the context component has been functioning well. Several issues went well in the input component, however, when it came to funding, the Salatiga Education Office specifically indicated that there was no allocation of funds connected to the teacher transfers in Salatiga. It was discovered throughout the process component that there were issues with teacher data at schools that were not in sync with the data at the Salatiga Education Office. Aside from that, the solution to increasing the preparedness of the transferred teachers by bringing teachers together with new principals is also an issue because many teachers and principals are busy, making it difficult to match the time. At the same time, other aspects of the process have been functioning properly. Meanwhile, the results component has gone well, it cannot be disputed that certain schools continue to lack subject teachers, while others have an oversupply of the subject teachers. This is due to the fact that many instructors have retired.

As a result, it can be stated that the implementation of the transfer of civil servant teachers in the Salatiga Education Office has been going well. However, it still has to be assessed and sustained to monitor it. The Salatiga government's educational objectives are met. Furthermore, a specific request for the Mayor of Salatiga is to grant funding for the Salatiga Education Office's implementation of the teacher transfer program. Based on these findings, it is very important to continue this research with the support of the CIPP model at a higher level, such as the provincial level, to collect precise cost management data.

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