EVALUATION RESEARCH ON NON-FORMAL EDUCATION

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Introduction

The emergence of non-formal education around the late 60s to early 70s as in their book Philip Coombs and Manzoor A., PH (1985) *The World Crisis In Education was* caused by the need for education that was so broad, especially in developing countries. Law Number 20 of 2003, Article 26 paragraph 1 explains that non-formal education is held for people who need educational services that function as substitutes, additions and or complements.formal education in order to support lifelong education. Paragraph 2 explains that non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills as well as developing professional attitudes and personalities. This education is considered capable of providing educational activities that meet the needs and interests that cannot be met by formal schools to be able to meet global demands in the world of work.

Figure 1. State Board Position Statement for Expanded Learning Opportunities

Education nonformal (Kamil, 2009) are all activities that are organized outside the school system established whether done individually or some have maintained an important part of broader activities, done deliberately to serve certain students to achieve learning goals. P Education non formal is every opportunity-where there is regular communication and targeted outside of school, and for someone to gain information, knowledge and training or guidance in accordance with the age and needs of life with the aim of developing the level of skills, attitudes and values that enable him become participants efficient and effective in his family environment and even his community and country. P Education non formal is knowledge, skills and attitudes aimed at systematic (with an emphasis on increasing skills) outside of formal schooling educational technology, with a structure time, space, resources and diverse learners but directed. (Marzuki, 2009).

Non-formal education can be a kind of education Kids Early Childhood (ECD), education of youth, education, empowerment of women, education, literacy, education, skills and job training. Equality education includes Package A, Package B and Package C, as well as other education aimed at developing students' abilities such as: Community Learning Activity Centers (PKBM), course institutions, training institutions, study groups, assemblies, studios , and so on. as well as other education aimed at developing students' abilities. There are various non-formal education units developed by the community today. Some are even familiar to the public, for example, course and training institutions. This institution functions to provide education for community members who need knowledge, skills, attitudes and life skills to develop themselves, develop their professions, work, try to be independent and or continue their education to a higher level.

Another non-formal education unit is a learning group (Kejar), which is a non-formal education unit consisting of a group of community members who share their experiences and abilities in order to improve their quality and standard of living. There is also the so-called Community Learning Activity Center (PKBM), which is a non-formal education unit that organizes various learning activities according to community needs on the basis of initiatives from, by, and for the community (DOUM).

B. Evaluation Research in Non-Formal Education

One of the studies developed in non-formal education is evaluation research . According to Arikunto (2007: 222) evaluation research can be interpreted as a process carried out in order to determine policies by first considering the positive values and benefits of a program, as well as considering the processes and techniques that have been used to conduct a research. According to Sukmadinata (2012: 120) evaluative research is a design and evaluation procedure in collecting and analyzing data systematically to determine the value or benefit *(worth)* of a practice (education). The value or benefit of an educational practice is based on the results of measurement or data collection using certain standards or criteria used in absolute or relative terms. While evaluation is an activity of collecting data or information, to be compared with criteria, then conclusions are drawn. This conclusion is referred to as the evaluation result (Arikunto, 2010). So the principle of evaluation research is to make decisions by comparing the data or information collected against the criteria, standards, or benchmarks used as a comparison for the data obtained. Evaluation research is a design or procedure in collecting and analyzing data systematically to determine the benefits of an educational practice. So it can be concluded that evaluation research is a systematic scientific procedure carried out to measure program results (effectiveness of a program) in accordance with the planned objectives, by collecting, analyzing, and reviewing program implementation which is carried out objectively.

In the non-formal education, e valuation of education is seen as an important tool in policy analysis, political processes, and program management. Regarding policy analysis, evaluation research provides important data about the costs, benefits, and problems of various alternative programs. Against the political process, the findings of the evaluation are used as a defense of certain laws and budgets. Useful as management accountability and helps managers make decisions related to program design, personnel and costs.

C. Evaluation Study Object

Educational phenomena that are the object of evaluation studies include the following:
1. Instructional Methods (eg, lectures, teaching, inquiry, linguistic approaches to reading instruction, manipulatives in mathematics instruction).
2. Curriculum Materials , (for example, curriculum materials in the form of textbooks, modules, multimedia packages, hardware, software, films, videos, tapes etc. Learning resources in the form of laboratories, workshops and libraries).
3. Programs , (eg, language arts programs, teacher education programs, school programs, science, social, math, skills programs).
4. Organizations (e.g., kindergartens, alternative schools, primary schools, secondary schools, higher education, vocational education, special education, etc.).
5. Educators (eg, teachers, counselors and administrators , teacher assistants, principals).
6. Students (eg, elementary school students, college students, gifted students, students with behavior problems).

The steps of evaluation research according to Sukmadinata (2012:133)
1. Clarification of the reasons for conducting the evaluation, explaining the reasons why the evaluation was conducted.
2. Choosing an evaluation model
3. Identify the parties involved
4. Determination of components to be evaluated
5. Identify evaluation questions
6. Develop evaluation designs and activity schedules
7. Data collection and analysis
8. Evaluation result report
9. Sampling technique

The sampling technique in this study uses probability sampling technique, which is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample member. There are various probability sampling techniques, namely simple random sampling, proportionate stratified random sampling, disproportionate stratified random, sampling area (cluster) sampling (Sugiyono, 2010:120).
10. Data analysis technique

According to Sukmadinata (2012:135) the data obtained were analyzed quantitatively and qualitatively. Quantitative analysis uses descriptive and inferential statistics, qualitative analysis uses qualitative narrative analysis. The results of quantitative analysis are in the form of tables, graphs, profiles, charts, maps (descriptive analysis), or in the form of average scores, correlation coefficients, regressions, differences, path analysis,

etc. Qualitative results are in the form of qualitative narrative descriptions of essential things.

D.Standards Of Education Evaluation

The Standard for Evaluations of Educational Programs, Projects, and Materials , was first published in 1981, and revised in 1994 under the title *Program Evaluation Standards* . This standard is of course in America. These standards were developed by the Joint Committee on Standards for Educational Evaluation. This standard covers 4 criteria: usability, workability, courtesy, and accuracy. Each is shown:

1. Usability standards

An evaluation has utility if it is informative, timely and useful to the people affected. The criteria are:

1. *User identification* . All users affected by the evaluation must be identified.
2. *Credibility of the evaluator* . Evaluators must be competent and trustworthy.
3. *Scope of information and selection* . The questions that must be answered in the evaluation must be relevant and responsive and can influence the audience or users.
4. *Assessment interpretation* . The basis for interpreting the results and for making judgments should be clearly delineated.
5. *Report clarity* . The audience involved should find it easy to understand the evaluator's report.
6. *Report distribution* . The evaluation report should be disseminated to all clients.
7. *Timeliness of making reports* . Evaluation findings should be reported in a timely manner.
8. *Impact evaluation* . The evaluation carried out can encourage appropriate actions for the users involved.
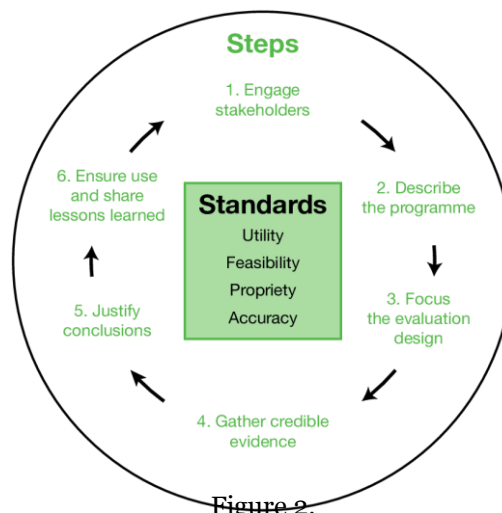

Figure 2.

Framework for programme evaluation in non formal education

2. Feasibility standards

Feasibility means that the evaluation design is appropriate to the setting in which the study is to be conducted, and the design is cost effective. The criteria are as follows: 1) *Practical procedures* . Evaluation procedures should be practical and disruption to the audience should be minimal. 2) *Political viability*. The evaluators must get the cooperation of the interest groups involved and must protect the group from things that can interfere with the evaluation process. 3) *Cost effectiveness* . The benefits generated by the evaluation must justify the resources expended.

3. Accuracy standards

Accuracy refers to the extent to which an evaluation study has produced valid, reliable, and comprehensive information about the entity being evaluated. The criteria include:

1. Identify the object. All relevant aspects of the entity being evaluated should be described.
2. Context analysis. All relevant aspects of the conditions surrounding the body being evaluated should be described.

3. Explained the purpose and procedure. A careful record of evaluation objectives and procedures should be kept.
4. Sources of information are maintained. Data sources should describe in detail the competencies that their adequacy can be assessed for.
5. Day of measurement. Various validated steps should be used in the data collection process.
6. Reliable measurement. Measures must have adequate reliability for their intended purpose.
7. Systematic data control. Human error in data collection should be minimized.
8. Analysis of quantitative information. Analysis of quantitative data in evaluation studies must be accurate and thorough, and should result in clear interpretations.
9. Analysis of qualitative information. Analysis of qualitative data in evaluation research must be accurate and thorough, and must result in a clear interpretation of conditions.
10. Conclusion justified. The conclusion of the evaluation should be based on sound logic and appropriate data analysis.
11. Reporting purposes. The evaluation report must be thorough and free from disturbing group biases.

E. Conclusion: Quantitative-Oriented Evaluation Research

Like educational research, educational evaluation takes a variety of forms. This is because evaluators over time have developed different goals for conducting evaluations, different philosophies, and different methodologies. These differences gradually led to the development of different formal models for evaluating. Evaluation research emphasizes measurement objectives, representative samples, experimental controls. and the use of statistical techniques to analyze the data. The model emphasizes the problem of establishing what is true and generally useful about the program being evaluated rather than concerned with individual symptom cases.

This quantitative-oriented evaluation model consists of the following: First, evaluation of the Individual. It focuses on measuring individual differences, and decisions are made by comparing individuals against a number of norms or criteria. This evaluation is still quite widely used (in America). Second, Objectives-Based Evaluation . Pioneered by Ralph Tyler in conducting curriculum evaluation around the 1940s. Tyler's view that the curriculum should be organized around explicit objectives and where success is measured by how well students achieve these goals. Malcolm Provus developed a discrepancy evaluation model that supports Tyler's model. In this model, a discrepancy is sought between the objectives of a program and the achievement of students' actual goals. The resulting information can be used as a guide for program management decisions. Another model that uses an objective-based approach is cost analysis. Used to determine (1) the relationship between the costs of a program and its benefits, (commonly called the cost-benefit ratio), or (2) the relationship between several interventions relative to the measurable effectiveness of the intervention in achieving cost-effectiveness. In planning a study on the achievement of students' instructional goals, one of the most important things to pay attention to is the measurement of the goals. It is very useful if this goal is expressed in terms of behavior, which means that program outcomes are expressed in terms of behavior that everyone can observe in the program participants. This type of objective, which is usually called a behavioral objective, usually has three components: a statement of program objectives as observable, behavioral; behavioral performance success criteria; and the situational context of the behavior can be established. There is also the CIPP model, developed by Daniel Stufflebeam and colleagues. CIPP is an acronym for the 4 types of educational evaluation involved in this model: context evaluation, input evaluation, process evaluation, and product evaluation. *Context evaluation* includes analysis of problems and needs in a particular educational setting. Needs are defined as discrepancies between existing conditions and desired conditions. *Input Evaluation* involves consideration of the resources and strategies needed to achieve the goals and objectives of a program. Input evaluation requires that evaluators have extensive knowledge of possible resources and strategies, as well as knowledge of research on effectiveness in achieving different types of program outcomes. *E valuation process* includes evaluation of data collection when a program has been created and run. *Product Evaluation* to determine the level at which the program goals are achieved.

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