

Evaluation of the Local Content Learning Program for Local Language in Jayapura District Using the CIPP Evaluation Model

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KEYWORDS

Evaluation, Content Learning Program, Local language, CIPP, Evaluation Model.

ABSTRACT

Local governments in Indonesia through schools are starting to be moved to teach local languages as local content lessons to protect local local languages. Jayapura district also implements local content of the local language. This study aims to evaluate the Local Language Learning Program in Jayapura District. This research was evaluative research with CIPP model and using a qualitative approach. The data analysis technique used was Miles and Huberman. The formulation of the problem in this study was that the Regional Language Local Content Learning program in Jayapura Regency has been running since 2022 and, in fact, faces various obstacles; for this reason, it is necessary to conduct a thorough evaluation research on this program. Data collection techniques in this study were carried out by means of interviews, documentation studies, and observations. The results obtained in this study include in the context dimension, it is found that the local language local content program in Jayapura Regency was implemented quite well. In the input dimension, this program is also in the sufficient category. The process dimension in this study is also in the sufficient category. Then the product evaluation, has less results.

INTRODUCTION

Indonesia has a huge bank of regional languages and literature. About 726 languages have been discovered. Some are still thriving, but there is no denying that most of these languages are dying (Clara *et al.* 2022). Supporting this opinion, the Head of the Center for Language Development and Protection the loss of endurance of regional languages is usually caused by migration to cities in search of a better life and the many inter-ethnic intermarriages in Indonesia. Urban society, which is generally a multiethnic or multilingual society, eventually leads people to abandon their ethnic languages and switch to more common languages (Kurniawan 2017).

A previous study (Budiarta 2019) found a threat to endangered local languages due to the discourse of moving the national capital to East Kalimantan. The results of this study reveal that local languages are endangered due to 1) the common language used; 2) the condition of the speakers of the language; 3) globalization; 4) migration of citizens, 5) inter-ethnic mixed marriages, 6) and the loss of love of the next generation for language and culture.

Based on this phenomenon, various local governments in Indonesia, through schools, have begun to teach local languages as local content lessons to protect local languages. One of them is the Jayapura Regency. Jayapura Regency has been implementing local content in schools since 2022. However, implementing local language learning as local content experiences various obstacles, such as the limited number of capable teachers in multiple schools who can teach local language content. This

finding is supported by a study conducted by (Iskandar 2019). That is, the teacher's ability to communicate has implications for the teacher's communication ability in language, which impacts student learning motivation.

Therefore, an evaluation study needs to be conducted thoroughly so that the implementation of local content learning in Jayapura Regency can run well and realize the protection of local languages.

Local content according to Arifin et al., (2018) is a form of curriculum that is prepared by the diversity and potential that exists in each environment as outlined in a set of plans and arrangements regarding the content and materials designed by the education unit for the implementation of learning activities aimed at achieving certain education. Furthermore Rabiah, (2018) argues that local content is an educational program whose content and delivery media are related to the natural and cultural environment and regional needs and must be studied by students in that area. So local content is a school curriculum that is prepared based on the culture and local wisdom of the local area, which is contained in the form of learning to be studied in educational units (Syaifuddin dan Fahyuni 2019).

Regional language, according to (Budiyanto 2020) can be interpreted as a language used as an intra-regional or intra-community language in addition to Indonesian and which is used as a means of supporting literature and regional culture or ethnic communities in the territory of the Republic of Indonesia. According to Trisa, (2015), the regional language is spoken in an area within a country of nationality, whether in a small area, federal state or province, or a wider area. If concluded, regional language is a language that is used from generation to generation in a certain area to communicate among the inhabitants of the area.

The CIPP model (context, input, process, and product) can be used to evaluate a program. The CIPP model was introduced by Stufflebeam in 1966. He stated that evaluation is describing, obtaining, and providing useful information for decision-making alternatives. Internal and external evaluators can use the CIPP model because evaluators can come from inside or outside the organization (Sugiyono 2018).

According to (Santiyadnya 2021), Context evaluation must be able to produce information about the kinds of needs that are prioritized so that the objectives of a program can be formulated. Then the input evaluation, according to (Jaya dan Ndeot 2018) aims to help organize decisions related to plans and strategies to achieve goals that focus on: a) human resources, b) supporting facilities and equipment, c) funds/budget, and d) various procedures and rules required. Followed by process evaluation (Finney 2019) argues that which also reveals that process evaluation can show the implementation of a plan/program. The product evaluation (Djuanda 2020) argues that product evaluation is an activity to answer the question: Is it succeeding? (Is this program successfully implemented?). This evaluation aims to identify and access outputs and benefits, whether planned, short-term, or long-term.

METHODS

The approach used in this research was a descriptive qualitative approach. At the same time, this type of research was evaluative research using the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam. Context aspects (background, benefits, program objectives, targets, government policies); input aspects (human resources, financing, infrastructure, and curriculum); process aspects (lesson plans, lesson preparation, lesson implementation, use of learning resources, supporting factors, inhibiting factors, and supervision); and product aspects (mastery of local language by teachers, mastery of local language by students, improved school quality, application of local language in the school environment). This study collected data by interview, observation, and documentation to the Head of Jayapura Regency Education Office, Papua Province Language Center, teachers, students, and the vice principal for curriculum affairs. After all the data is

collected, data analysis will be carried out using the Miles and Hubberman model: data condensation, data display, field data verification, and conclusion drawing (Maudyna dan Roesminingsih 2023).

RESULTS

Context Evaluation

The program's background is included in the sufficient category because it is still a general regulation and not technical because the structure has not been clearly seen. so that the urgency of implementing local content of regional languages needs the attention of local governments to protect regional language and literature as part of the region's culture. This is in line with research conducted by Rohani, (2019), which states that the decline in cultural values-based learning is the reason for implementing cultural values-based learning in schools so that students do not lose their cultural identity, including the native language used. These results are also supported by previous research (Yektiningtyas dan Mawene 2018). Learning local traditions is done because many young people have left the culture. Therefore, Sentani's traditions and culture need to be revitalized.

The program objectives show that the Regional Language Local Content Program in Jayapura Regency is included in the good category so that learning providers in education units can understand these objectives. Research conducted by Odu A & Alabi, S, (2023) supports the results of this research because with the purpose of a program in this case, language revitalization, maintaining customs and traditions, and protection of indigenous languages needs to be done so that every indigenous community who participates in the program can know the direction to be achieved. Likewise, the local content program of regional languages carried out in Jayapura Regency is an affirmative step by the Regional Government of Jayapura Regency to protect and preserve local languages starting at the education unit.

The benefits of the local content program made by the government in written regulations are in the category of good in its implementation and can be felt by schools. The results of this study are also supported by research conducted by Poetra, (2017) who found that the benefits of learning local content were increasingly sustainable Sundanese as a regional language learned as local content at the school. Then the growth of love for the Sundanese language increases when learned and used daily. These results are also supported by research conducted by Yektiningtyas et al., (2021) which reveals that the use of Sentani folklore as a material for learning the Sentani language is considered to provide benefits as an interesting creativity in learning because in addition to learning language, preservation and dissemination of folklore can be done simultaneously.

The program target shows that the local content program in regional languages in Jayapura Regency is sufficient because it targets kindergarten, elementary, junior high, high school / vocational students in Jayapura Regency, but not all schools have implemented this program. As research developed by Hafinda, (2020) revealed, implementing local content programs at every level of education will help the mastery of the material taught to students because of sustainability.

Government policies in the form of rules have been issued, but only a few schools have these rules, so the context evaluation in the government policy section is sufficient. Because even though regulations are available, existing schools cannot access them evenly. This is what was revealed Tutupary & Rumahlewang, (2020) in their research, namely the low knowledge of stakeholders on government policy rules can be an inhibiting factor in the implementation of the programs carried out. In other words, if the school does not know government policies or there are no government policies/rules, the program implemented cannot achieve its goals.

Input Evaluation

Human resources or teaching staff of local content subjects in regional languages are still classified as sufficient. Teaching staff have a vital influence on learning the local content of regional languages in schools. Teaching staff who match their background will help effective learning. Teaching

staff is the spearhead of education, educational experience will affect classroom learning. Research conducted by Anyanwu & Ngozi, (2022) in a study entitled "An Evaluation of Igbo Second Language Curriculum." conducted in Nigeria. Low qualifications of teaching staff still need to be solved in the study. Therefore, the qualifications of educators can affect classroom learning. Moreover Lukman, (2023) In his research, it was also revealed that the ability of teachers to manage knowledge is also a determining factor in learning local content curriculum. A study by Esgaiar & Foster, (2019) revealed that the need for more human resources, in this case, teaching staff, affected the course of the program.

Financing for local content programs in regional languages is sufficient. The effect of budgeting is not only to pay but also to ensure appreciation standards that are by school expectations, purchase of appropriate learning resources and other things needed to ensure the implementation of programs that are in accordance with the objectives and well documented. As research developed by Ferdianto, B, (2018) One influential factor is the role of institutions in budgeting will affect the smooth running of local language curriculum programs in schools. Other opinions by Aldapit & Suharjana, (2019) their research also found that budget shortfall factors led to the program The training that was organized was affected and ineffective. The effect felt is a decrease in the enthusiasm or motivation of teachers and students who become un tours due to the provision of unfulfilled supporting facilities.

The facilities and infrastructure of the local content program Indonesian the availability of facilities and infrastructure in the implementation of local content as a regional language in Jayapura Regency in most implementing schools are still lacking. The availability of facilities and infrastructure can help learning in the classroom. This is supported by research conducted by Tutupary & Rumahlewang,(2020) which in his research found that the availability of learning support infrastructure that is still lacking is a factor that becomes an obstacle in language learning for students. The study revealed that although it is a supporting factor only, it will help a student to understand the language being learned.

The curriculum of the regional language local content program is still included in the sufficient category because it has not been contained in the school curriculum document. The document is still not evenly distributed to schools; schools also do not have an official curriculum document containing the Regional Language Local Content Curriculum. Research conducted by Halimah, you & Hadjar, (2018) conveys that the accuracy of the preparation of the curriculum used in learning is proven to be able to help teachers in teaching and students who learn. These findings also fit with research by Ngololo & Nekongo-nielsen, (2017) which argues that with a relevant and appropriate curriculum can help teachers to teach and not make teachers assume that the learning carried out is a burden that must be done. Further Sugerman et al., (2021) In his research found that focused curriculum development can help teachers to develop their learning.

Process Evaluation

Aspects of lesson plans are still lacking because teachers in the schools targeted by the study did not make lesson plans before teaching. In other words, teachers do not have readiness to teach. Teacher readiness in teaching is important. This is what was expressed by Ferdianto, B & Rusman, (2018) which found that elements of teacher readiness in preparing lesson plans can help teachers teach according to Permendikbud Number 22 of 2016 concerning Process Standards. In other words, if the teacher makes a lesson plan, the teacher will better master learning in the classroom.

The teachers do the pre-teaching preparation quite well. Learning preparation in terms of good practice will help teachers to teach. This result is also supported by research conducted by Tan et al., (2021) in his research that one of the failures in learning Chinese is insufficient preparation carried out by teachers in addition to several other things, such as student perseverance in learning and students' ability to fulfill Chinese reading, writing, and speaking skills.

The results of the implementation of learning found by researchers are classified as sufficient because some teachers in the schools studied always enter class on time or late. However, some do not enter. In addition to the presence of teachers in the classroom, the implementation of learning is also

related to how to teach teachers in the classroom. As a result, teachers use various methods in teaching local content in regional languages to attract students' attention while learning. A study by Verrysaputro & Subekti, (2023) shows that learning using various learning methods can help students convey their ideas, thoughts, and views.

Moreover Yektiningtyas & Modouw, (2017) also, in their research, revealed that the right language teaching method in the application of Sentani cultural elements will increase the enthusiasm for learning of the students. Likewise, the opinion of Aldapit & Suharjana, (2019) states that the presence of teachers in the classroom to teach, can clearly affect the achievement of learning objectives. When teachers are present at school and then enter to teach in the classroom so that face-to-face learning occurs, then there is an opportunity for the learning objectives to be achieved. So the more often teachers enter the classroom to teach, the greater the opportunity for students to understand the learning carried out.

The results of the learning evaluation found are sufficient in its implementation. Not all teachers evaluate face-to-face learning in class. Learning evaluation is carried out to measure the achievement of learning objectives, for that, educational evaluation is important to do. Research results by Magdalene et al., (2020) Reveal that learning evaluation is a process to determine the value of learning and learning carried out, through assessment activities or measurement of learning and learning. Research conducted by Genc & Kulusakh, (2019) found that proper and regular evaluations help students learn foreign languages, especially in speaking, writing, and reading skills.

The use of learning resources by schools implementing local content in regional languages using various learning resources such as books, songs, nature, bodies, stories etc. is good. Hence, students can have diverse and not boring learning resources. The use of diverse learning resources can help learning local content of regional languages, as research conducted by Esgaiar & Foster, (2019) Revealing the challenge faced in the study is in the form of the lack of use of learning resources by teachers affecting English learning carried out. Learning resources are useful for providing diverse learning experiences to provide context and meaning from what is learned. This result is also supported by the opinion of Ulumi, (2016) in his research on learning English as a foreign language is difficult to develop for various reasons, among others, due to limited learning resources for students. From these results, researchers can conclude that the use of learning resources appropriately and well can attract students to learn.

Several factors supporting learning local content of regional languages can be identified by researchers such as school principal motivation, workshops, and parental support at home, as well as school programs that support local content programs of regional languages. Erdogan & Mede, (2021) explained that one of the supporting factors in the research they developed was the support factor obtained by teachers in carrying out their duties. This means that the support provided in the form of appreciation, encouragement/motivation greatly affects teacher motivation in working.

Obstacles to the implementation of learning local content of regional languages in Jayapura Regency can be identified in this study and are quite diverse and have a negative influence on this program. The above findings are supported by Agustina & Mukhtaruddin, (2019) who found in his research that teacher absences in school cause chaos in learning because students cannot understand the material taught even though it is given in the form of assignments, and students become uncontrollable. Student chaos and ignorance can occur if the teacher does not enter face-to-face in the classroom.

The results on the part of learning supervision by the principal are lacking. It was found that no school principal supervised the learning of local content of regional languages. The lack of supervision by the principal makes teachers not get corrective input to improve classroom learning quality. These results are supported by Lalupanda, (2019) In his research revealed that the essence of

the academic supervision dimension is to nurture teachers to improve the quality of the learning process.

Evaluation of Results

Mastery of the regional language of teachers and students is good because of the learning carried out. The more often the language is used the better the teacher's mastery of the regional language. These results are supported by research developed by Martínez et al., (2018) which reveals that students' abilities or skills in speaking English increase when often used. In other words, the more often it is used in mastering a language, the more accustomed it will be.

Based on the results found by researchers related to the quality of schools included in the sufficient category. The quality of schools is affected because of the implementation of local content of regional languages in schools has a positive impact. Research results by Turmidzi, (2021) support the above findings as conveyed by include: inputs, processes, and outputs. The better the quality of the input that is supported by an adequate process, it will produce good output as well. Therefore, the achievements achieved by several schools in competitions organized by the government and other institutions at the regional and national levels are produced by schools so that the quality of education in these schools also increases.

The research results on the application of regional languages in the school environment show many shortcomings at the school level because of the lack of application at the school level and the school's location also contributes. These results are also supported by research developed by Salim & Suryadi, (2022) who found that using appropriate media to learn English became one of the driving factors in mastering the language. In other words, if the school creates opportunities for using appropriate learning media in the school environment, then students can learn.

CONCLUSION

Context evaluation already has written and understandable government background, goals, benefits, objectives, and policies. Therefore, in evaluating the context of the local content program, regional languages in Jayapura Regency are included in the good category.

Evaluation of inputs starting from preparing curriculum, financing, human resources, and infrastructure that fall into the sufficient category. However, in the aspect of government policy, it is classified as good. Thus, in evaluating inputs (inputs), the program's implementation is classified as sufficient.

Process evaluation has begun with less ownership of lesson plans and implementation of supervision. However, in learning preparation, learning resources, supporting factors, and good inhibiting factors are used. Then the dimension of learning implementation and evaluation is included in the sufficient category. Thus, evaluating the implementation process of the Regional Language Local Content Program in Jayapura Regency is still relatively sufficient.

The evaluation of the implementation of the Regional Language Local Content Program in Jayapura Regency can be seen from the mastery of regional languages by teachers and students who fall into the good category. The quality of schools due to implementing the local content program in regional languages in Jayapura Regency is quite sufficient. However, the application of regional languages at the school level is still relatively lacking. So the evaluation of the product implementation of the regional language local content program in Jayapura Regency is quite sufficient.

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