

CIPP Model In Utilizing Interactive Multimedia-Based Teaching Materials (Evaluation Study On Pertiwi 1)

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Abstract, The purpose of this study was to determine the use of interactive multimedia-based teaching materials in early childhood with the application of the CIPP evaluation model (Context, Input, Process, Product). This study used the CIPP method which has four evaluation attributes: 1) Context, 2) Input, 3) Process 4) Product. And the rating weight category with a Likert Scale with a questionnaire used in the form of 5 answer choices. Objects in product evaluation of interactive multimedia-based teaching materials that will be developed. The research was conducted by testing the evaluation model. By testing the quality of the model developed is truly tested empirically. The validation instrument is to determine the feasibility of interactive multimedia-based teaching materials developed for use by Early Childhood Children to achieve an effective learning process. Collecting data in this study using validation instruments. The data analysis technique in this study used the CIPP model to evaluate the use of interactive multimedia-based teaching materials with 12 indicators and 53 questions related to the use of interactive multimedia-based teaching materials for early childhood with an average score of 72%. Declared relevant and can be utilized in learning in early childhood. The revisions desired by the evaluator are: 1) instructions for using teaching materials are made, because in the manufacture of interactive multimedia-based teaching materials there are no guidelines for operating these interactive multimedia teaching materials. With the revision of this evaluator, the researcher made instructions or guidelines for the operation of this interactive multimedia-based teaching material. 2) suitability of the material with the daily learning implementation plan (RPPH) on interactive multimedia-based teaching materials.

Keywords : CIPP Model, Utilization of Teaching Materials, Evaluation

I. INTRODUCTION

According to (Join Committee: 1994) Evaluation is a systematic assessment of the value or ability of an object. Evaluation also has various models, one of which is the CIPP model. According to Djudju (2008) in the book Muharika and Ambiyar: 2019, the CIPP model was developed by Stufflebeam. Etc. (1967) This evaluation consists of a context, input,

process and product evaluation model (context, input, process, and product). As one of the evaluation models that focus on decision making.

Media evaluation is intended to find out whether the media used can achieve the stated goals or not. This is important to note because in general educators assume that once they use media in learning it is definitely good. For that it needs to be

proven again by means of testing. Learning media is a tool that can facilitate the process of receiving subject matter delivered and of course will facilitate the achievement of successful learning objectives. (kustiawan ucup, 2016: 8)

Early childhood education holds a very basic position, because education at this time has a very lasting influence on children's development in later phases. Therefore, early childhood education needs to get serious attention from various parties. Unfortunately, there are still many problems that must be taken seriously.

Early childhood education is education aimed at children aged zero to six years, while according to NAEYC early childhood is children aged zero to eight years who receive early grade PAUD and Elementary School education services. This period is the golden age or what is commonly referred to as the golden age where during this period the child's brain's ability to think develops rapidly to reach eighty percent. (Dewi, 2017)

Early childhood education is still limited in terms of quantity and accessibility and playgroups are still concentrated on traditional patterns. In its implementation, teachers still use leaflets from paper and draw manually on the blackboard, still using media such as books, magazines, cards, letters, posters, and so on. Therefore, it is

necessary to conduct research to develop interactive multimedia-based teaching materials.

According to the Ministry of National Education (2007) there are 4 types of teaching materials, one of which is interactive multimedia-based teaching materials such as CAI (Computer Assisted Instruction), Compact disks (CD) interactive learning multimedia and web-based learning materials.

Interactive learning multimedia is a learning program that combines text, images, videos, animations, etc., which is integrated with the help of a computer used to achieve learning objectives and users can actively interact with the program (Surjono, 2017). The use of interactive learning media uses interactive multimedia-based teaching materials using Microsoft PowerPoint applications and benime applications and other applications. The application can combine video, audio and animation at the same time.

Interactive learning media is interactive media which is one of the audio visual learning media that can be operated using a computer. Interactive media combines several images, sounds, videos and animations in one file so that it is easy to use. Interactive media is a tool for conveying learning messages in the form of knowledge, skills and attitudes so that they

can stimulate students' thoughts, feelings, attention and willingness to learn (Ardiansyah: 2011)

Early childhood is expected to grow and develop according to their age. Early detection is needed to find out whether a child is growing and developing according to his age. The ability of early detection is therefore needed by educators. The results of early detection of a child's growth and development are the basis for providing appropriate stimulation and intervention according to their needs. The stimulation and intervention is poured into activity programs that are in accordance with the characteristics of the child's growth and development.

The scope of the development of various aspects in PAUD includes moral and religious, physical or motor, language, cognitive, socio-emotional, and arts. Aspects of language by knowing the development of children's language, it can be known how to deal with children in terms of communication. If there are children whose language development is slow, they can be stimulated in various ways.

Language ability is a person's ability to use language to express ideas about oneself, to understand other people, and to learn new vocabulary or other languages (Yus, 2011).

II. RESEARCH METHODS

This study uses the CIPP method, the CIPP method has four evaluation attributes: 1) Context, 2) Input, 3) Process 4) Product. And the rating weight category with a Likert Scale with a questionnaire used in the form of 5 answer choices. Objects in product evaluation of interactive multimedia-based teaching materials that will be developed.

The research was conducted by testing the evaluation model. By testing the quality of the model developed is truly tested empirically.

The validation instrument is to determine the feasibility of interactive multimedia-based teaching materials developed for use by early childhood. The questionnaire that was made first was tested for validity and reliability. A questionnaire is said to be valid, if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Gozali, 2005)

III. RESULTS OF RESEARCH AND DISCUSSION

Analysis of results The evaluation that has been carried out by the evaluator in assessing teaching materials with the CIPP method focuses on 4 (four) attributes, 12 (twelve) indicators and 53 (fifty three) questions with assessment weight categories with 5 (five) answer choices. So

that the average score of 72% of the total score obtained is 190.

Based on the results of the evaluation, the evaluator obtained an average result of 72% which was stated to be relevant for use, in early childhood learning, with minor revisions. The revisions desired by the evaluator are: 1) instructions for using teaching materials are made, because in the manufacture of interactive multimedia-based teaching materials there are no guidelines for operating these interactive multimedia teaching materials. With the revision of this evaluator, the researcher made instructions or guidelines for the operation of this interactive multimedia-based teaching material. 2) suitability of the material with the daily learning implementation plan (RPPH) on interactive multimedia-based teaching materials.

Material for early childhood language development in interactive multimedia-based teaching materials is validated first by material experts before researchers create interactive multimedia-based teaching materials that can be utilized by early childhood. the aspect of the material validation test by the material expert team was listening ability in early childhood, with 19 (nineteen) aspects being observed

Evaluation is carried out on the use of interactive multimedia-based teaching materials with four (4) aspects that can be seen in terms of Context, Input, Process, and Product. In looking at the level of relevance to teaching materials and can be used in the learning process of early childhood.

Evaluation is carried out on the listening aspect which can be seen from the child's side in listening to what is heard, listening to stories, capturing story content, understanding story content, and children can follow story content in learning videos. and can answer questions in interactive learning media

IV. CONCLUSION

Based on the results of the study, it can be concluded that the evaluation of interactive multimedia-based teaching materials is carried out by testing the relevant level by the evaluator, the results obtained with a total average of 69% so that the evaluator concludes that the use of interactive multimedia-based teaching materials is relevant to use in learning young children early. And can improve aspects of the development of early childhood language skills.

The use of interactive multimedia-based teaching materials can help schools and educators to improve students' abilities

and be able to achieve the learning indicators expected by the curriculum.

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