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CIPP Evaluation on the Effectiveness of Outbond Program at Gofun Waterpark in Improving Cognitive and Motor Skills of Students of Santo Paulus Kindergarten

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Abstrak—Penelitian ini bertujuan untuk mengevaluasi efektivitas program outbound di Gofun Waterpark dalam meningkatkan kemampuan kognitif dan motorik siswa di Taman Kanak-kanak (TK) Santo Paulus Bojonegoro. Mengadaptasi model evaluasi CIPP (Context, Input, Process, Product), penelitian ini mencakup empat tahap penting dalam evaluasi program. Partisipan penelitian terdiri dari 30 siswa TK Santo Paulus Bojonegoro yang mengikuti program. Kegiatan outbound yang dilakukan meliputi senam, pengenalan bahasa Inggris dengan menggunakan bola berwarna, dan mengoper bola hula hoop. Data dikumpulkan melalui observasi, wawancara, dan survei. Hasil analisis data menunjukkan adanya peningkatan yang signifikan pada kemampuan kognitif dan motorik para siswa setelah mengikuti program. Temuan ini menunjukkan bahwa program outbound di Waterpark Gofun efektif meningkatkan keterampilan kognitif dan motorik siswa TK Santo Paulus Bojonegoro. Rekomendasi diberikan untuk perbaikan dan pengembangan program serupa di masa depan sehingga program-program ini dapat terus berkontribusi dalam mengembangkan keterampilan anak usia dini di TK Santo Paulus Bojonegoro.

Kata kunci—Evaluasi CIPP, Keterampilan Kognitif, Keterampilan Motorik, Outbound, Pendidikan Anak Usia Dini

Abstract— This study aims to evaluate the effectiveness of an outbound program at Gofun Waterpark in improving students' cognitive and motor skills at Santo Paulus Kindergarten (TK) Bojonegoro. Adapting the CIPP (Context, Input, Process, Product) evaluation model, this study covers four essential stages of program evaluation. The research participants consisted of 30 Santo Paulus Bojonegoro Kindergarten students who participated in the program. Outbound activities included gymnastics, introducing English using colored balls, and passing the hula hoop. Data was collected through observations, interviews, and surveys. The results of the data analysis showed a significant improvement in the cognitive and motor skills of the students after attending the program. The findings indicated that the outbound program at Waterpark Gofun effectively improved the cognitive and motor skills of Santo Paulus Bojonegoro Kindergarten students.

Recommendations are given for the future improvement and development of similar programs so that these programs can continue to contribute to developing early childhood skills at Santo Paulus Bojonegoro Kindergarten.

Keywords—CIPP Evaluation, Cognitive Skills, Motor Skills, Outbound, Early Childhood Education

INTRODUCTION

According to NAEYC, the golden age is when children aged 0-8 receive early childhood education services, kindergarten, and early grade elementary school. The importance of the golden age lies in the rapid brain development during this time, where a child's thinking ability develops up to 80%. In discussing early childhood development, the field of developmental psychology introduces us to the various stages of development. Children experience continuous physical, motor, cognitive, language, social, and emotional changes. During this period, they show great interest in their surroundings, learn to understand themselves, and gradually recognize and control their emotions (Latipah, Cahyo, et al., 2020).

Outbound is a learning method that utilizes hands-on experience. Through this method, learners experience success or failure in directly executing tasks involving their cognitive, affective, and psychomotor aspects. Thus, learning through outbound is a process of learning and practicing that aims to foster specific skills in students. This is in line with the developmental needs of early childhood described previously. In early childhood education, outbound activities are essential in developing various aspects of child development, including social, motor, and cognitive skills, through fun and interactive experiences.

The Outbound Program at Gofun Waterpark, Bojonegoro, is designed to improve young children's cognitive and motor skills through interactive and educational activities. The program involves various activities such as gymnastics, hula hoop relay, and using English to guess the ball's color. Gymnastics strengthens children's gross motor skills and body coordination, while the hula hoop relay aims to train teamwork, coordination, and balance. In addition, the ball color guessing activity using English is designed to introduce and strengthen children's mastery of foreign languages and cognitive abilities in recognizing colors and objects interactively. The program emphasizes physical, cognitive, and linguistic aspects, thus providing a well-rounded learning experience for young children.

Learning evaluation gathers information to assess how learners have achieved targeted learning objectives. The purpose of learning evaluation is to measure the effectiveness of learning methods provided by teachers and learners' learning ability (Keung & Cheung, 2023) and identify areas that require improvement. Overall, learning evaluation is an integral part that can assist teachers in improving the quality of learning and teaching (Wardanti & Mawardi, 2022; Wulansari & Khan, 2022). Through learning evaluation, teachers can gather information about learners' specific needs.

This study, entitled "A CIPP Evaluation of the Effectiveness of the Outbound Program at Gofun Waterpark in Improving the Cognitive and Motor Skills of Students of Santo Paulus Kindergarten," uses the CIPP evaluation method to assess the relevance and suitability of the outbound program to the characteristics and particular needs of early childhood. Outbound activities involving hands-on experiences are essential in early childhood education, helping develop various social, motor, and cognitive skills. This evaluation is essential to understand how the outbound program can improve students' cognitive and motor skills and provide recommendations for future program improvement and development.

RESEARCH METHOD

This evaluation study uses the CIPP model developed by Stufflebeam and Shinkfield (Nahdliyah, 2016). It covers the program's context, input, process, and product. This research was conducted on the Fun Outbound program at Waterpark 2024, involving students, trainers, teachers, and parents.

The data in this study includes a description of the four components of CIPP: context, input, process, and product of the program. Data were obtained through field observations, interviews with research subjects, and analysis of related documents. Data collection was conducted in three ways: First, by conducting field observations; second, by documenting related documents; and third, by conducting in-depth interviews with program participants. The raw data that had been collected was then reduced and sorted to suit the research. Data reduction aims to make the data more compact, focused, and easily understood. The data was then presented as a description of the four CIPP components, and finally, the researcher concluded.

Tabel 1. CIPP Indicators

| No. | CIPP Evaluation | Indicator |
|-----|-----------------|--|
| 1 | Context | Participant characteristics |
| 2 | Input | Activity planning, 8 trainers, and availability of |

| | | |
|---|---------|--------------------------------------|
| | | learning facilities - infrastructure |
| 3 | Process | Learning process |
| 4 | Output | Learning outcomes |

RESULTS AND DISCUSSION

Context Description

According to Haryanto (2020), context evaluation is carried out to determine the needs that program activities have not met, identify development objectives related to meeting these needs, and assess which objectives are most accessible to achieve. This evaluation includes identifying and assessing the needs that underlie the development of a program.

At the context evaluation stage, an understanding of the characteristics of the 30 students at Santo Paulus Kindergarten was obtained through documentation and interviews. Documentation data included analysis of existing sources, such as educational reports, previous research, and educational statistics. Interviews were conducted with Santo Paulus's kindergarten teachers. Based on the results in the field, it was found that the unique characteristics of Santo Paulus Kindergarten students involve an in-depth understanding of the physical, cognitive, social, and emotional development of early childhood. Here are some of the specific characteristics of Santo Paulus's kindergarten students:

Tabel 2. Context Evaluation Table

| No. | Context Evaluation | Results |
|-----|-----------------------|--|
| 1. | Motor Development | <ul style="list-style-type: none"> • Fine motor development: can be seen in children's development, such as the ability to hold, throw, and organize toys. • Gross motor development: can be seen from children's enthusiasm in activities such as running and jumping while playing. |
| 2. | Cognitive Development | <ul style="list-style-type: none"> • Learners have a high absorption of information based on the results of portfolio analysis delivered by teachers at Santo Paulus's Kindergarten. 86% of all learners have been able to understand the learning material very well, 6% have sufficient ability, and 6% have not been able to follow teaching |

| | | |
|----|-----------------------------------|--|
| | | and learning activities well. |
| 3. | Language and communication skills | <ul style="list-style-type: none"> • Language Development: Santo Paulus's kindergarten students' language development skills, including vocabulary and speaking, have met the set targets. Some students have participated in storytelling, speech, and poetry reading competitions. • Nonverbal Communication: Santo Paulus's kindergarten students' understanding of nonverbal communication, such as facial expressions, gestures, and body language, has also met the expected outcomes. |

Thus, the characteristics of Santo Paulus Kindergarten students have met the expected learning outcomes, although they have not yet fully maximized them. These students have experienced development in physical motor, language and communication, and cognitive aspects.

Input Description

Evaluation of program learning in the input aspect includes program planning, trainer quality, and availability of infrastructure. The data on the evaluation results in the input aspect are presented in the following table.

Tabel 3. Input Evaluation Table

| No. | Input Evaluation | Results |
|-----|------------------|---------|
|-----|------------------|---------|

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|----|------------------|--|
| 1. | Program planning | <p>The outbound programming process at Gofun Waterpark involves various activity components designed to develop the overall skills of Santo Paulus Kindergarten students. Gymnastic activities are designed to improve students' gross motor skills, with movements appropriate for kindergarten children's age and physical abilities. Ice-breaking activities are structured to build student engagement and cooperation, covering simple games that encourage social interaction and help students feel more comfortable with each other. In addition, the designed games focus on developing cognitive and language skills, including recognizing colors and shapes and solving simple problems that trigger students' thinking abilities.</p> |
| 2. | Trainer | <p>The program is supported by (...) experienced trainers who have conducted training before the program starts. The training covers effective teaching techniques for early childhood, including how to motivate and keep children's attention. In addition, trainers are provided with training on security and safety procedures to ensure a safe environment for students during outbound activities. The training also covers specific methods to develop children's motor, cognitive, and language skills through designed activities.</p> |

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| 3. | Facilities infrastructure | - GoFun Waterpark is an ideal location for outbound activities, with various facilities that support the program's needs. Available facilities include a large play area, game- supporting toys, and open physical activities and games spaces. The play area is equipped with adequate security to ensure the safety of the children during the activities. |
|----|---------------------------|--|

The facilities and infrastructure at GoFun Waterpark optimally support outbound programs and are equipped with adequate facilities for physical activities and games. Each activity is designed and evaluated regularly to ensure its suitability and effectiveness in achieving the program objectives. Periodic evaluations of the trainers' performance are also conducted to ensure that they can apply the teaching methods well and provide the necessary support to the students. In addition, the utilization of facilities and infrastructure is evaluated to ensure that all facilities are optimally used and support the learning objectives.

Process Description

According to Nurhayani et al. (2020), process evaluation explicitly evaluates the suitability of implementing the learning program with the initial plan. In addition, process evaluation is used to assess the supervision of program implementation, aiming to identify obstacles or factors that need improvement. The Fun Outbound program at Gofun Waterpark is as follows.

1. **Gymnastics:** Gymnastics activities involve simple rhythmic movements performed in groups and accompanied by upbeat children's songs. Each movement is designed to improve gross motor coordination and flexibility. The music used serves not only to provide rhythm and structure to the gymnastics activity but also to make the atmosphere more fun and engaging for the children. This activity aims to improve gross motor skills and coordination and build exercise habits from an early age.
2. **Guess the Color with Ball Media:** In this activity, students will be asked to pick up the balls one by one according to the instructions from the trainer, based on the ball's color mentioned in English. Each student takes turns picking up a ball of the requested color and showing it to the trainer while mentioning the color in English. This activity is designed to introduce and reinforce students' understanding of color vocabulary in English in a fun and interactive way. This activity aims to improve basic English skills, especially color vocabulary, and develop fine motor skills

through ball manipulation.

3. **Hula hoop relay:** The hula hoop relay activity involves students standing, holding hands in a line, and then having to pass the hula hoop from one end to the other without releasing the hand grip. The hula hoop must pass through the body of each student in turn. This activity requires coordination, teamwork, and gross motor skills. This activity aims to improve teamwork, coordination, and gross motor skills.
4. **Obstacle Course:** The obstacle course activity involves students going through various challenges and obstacles provided in the pool area, which is equipped with various slides. Students will face different obstacles, such as crawling under nets, climbing ladders, and sliding down the slides. This activity improves students' agility, balance, and courage in facing physical challenges. This activity aims to improve gross motor skills, agility, and balance and build students' courage and confidence.

The following is a process evaluation based on the motor, cognitive, and language development of the outbound program at Gofun Waterpark.

Tabel 4. Process Evaluation Table

| No. | Process Evaluation | Results |
|-----|--------------------|---|
| 1. | Motor Development | Children's motor development can be monitored through gymnastic activities, hula hoop relay, and obstacle courses. These activities are part of the initial plan, which aims to develop students' coordination and muscle strength. Observations showed that most students experienced improvements in gross motor skills, such as jumping, running, and balancing. Obstacle course activities also play an important role in honing motor skills by challenging students to overcome obstacles that require balance and coordination. However, some students get tired quickly and require more frequent breaks. Therefore, it is recommended that more breaks be provided and that some movements be modified for students with lower motor skills. |

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| 2. | Cognitive development | Games and ice-breaking activities are carried out according to the schedule, involving various activities focusing on color recognition, shapes, and coordination. Ice-breaking activities are intended to increase engagement and interaction between students. In line with the initial objectives, these activities were designed to improve cognitive abilities through educational games. Observations showed that students improved in their ability to recognize colors and shapes, as well as their ability to solve simple problems. Nonetheless, there were differences in the level of understanding among students, so some required additional guidance to complete the game correctly. |
| 3. | Language and communication development | English introduction activities using colored balls were carried out throughout each game session to facilitate students' understanding of basic English vocabulary according to the initial plan. Observations showed that students had started recognizing and using some essential English words, such as colors and everyday objects. Nonetheless, some students needed help remembering and pronouncing English words. As a solution, more frequent repetition and practice should be provided, and more interactive learning methods, such as songs and stories, should be introduced to reinforce their understanding. |

This process evaluation shows that the outbound program at Waterpark Gofun successfully achieved most of the objectives. However, areas still require improvement to ensure that all students can optimally develop motor, cognitive, and language skills.

Evaluation of Results

The final stage in the CIPP evaluation model is outcome evaluation. The purpose is to assess whether the learning program achieves the desired goals (Bhakti, 2017). According to Tayibnapi (2008), outcome evaluation helps make subsequent

decisions or policies. This evaluation's results are expected to guide principals and teachers in determining the continuation of the learning program and making adjustments (Fahrudin, 2020). Stufflebeam (2003) emphasizes that outcome evaluation identifies a program's benefits. At this stage, researchers focus on evaluating learner outcomes.

Motor development results showed significant improvements in students' gross motor skills, such as running, jumping, and balancing. Teacher observations indicated that students became more active, and their body coordination improved after participating in the gymnastics and physical games program.

As for the cognitive development results, students showed significant improvement in their cognitive abilities, marked by their ability to recognize colors and shapes more quickly and accurately and progress in solving simple problems during game activities. Teachers noted an improvement in students' focus and memory skills. However, some students who were slower in understanding the concepts required additional teaching methods. It is recommended that variations in educational games be added to challenge students who are faster in understanding.

Furthermore, observations show that students have improved in recognizing and pronouncing basic English words, such as the names of colors and everyday objects. Teachers reported that students used the words they had learned in English more frequently during daily classroom activities. However, some students still need help with pronunciation and long-term memory. To overcome this, it is recommended to use more interactive teaching methods, such as songs, word games, and more frequent use of visuals.

The outcome evaluation of the outbound program at Gofun Waterpark showed significant long-term impact, with students of Santo Paulus Kindergarten showing high enthusiasm for the activities and becoming more active in physical and educational participation. Teachers reported improved discipline and cooperation skills among students and improved social skills such as sharing and cooperating with their friends. For future programs, the activities should be enriched with more variations to develop fine motor skills and cognitive game complexity.

Tabel 5. Documentation

| No. | Activity Name | Results |
|-----|---------------|---------|
|-----|---------------|---------|

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|-----------|------------------------------|--|
| <p>1.</p> | <p>Gymnastics</p> |  |
| <p>2.</p> | <p>Guess the Color Media</p> |  |
| <p>3.</p> | <p>Holahoop relay</p> |  |

CONCLUSION

Based on the evaluation of the outbound program at Waterpark Gofun, it can be concluded that the program effectively improves the motor, cognitive, and language skills of Santo Paulus Kindergarten students. Through the evaluation of the CIPP model, it was found that in context, the program is in accordance with

students' skill development needs. In terms of input, the quality of program implementation involving five trained trainers and optimal facilities at Waterpark Gofun have supported the achievement of program objectives.

The process evaluation showed that the gymnastics activities, color guessing with ball media, hula hoop relay, and obstacle course were successfully implemented and positively impacted student development. The product evaluation results showed significant improvements in gross motor skills, cognitive abilities, and mastery of basic English.

Thus, this outbound program has made a positive contribution to the development of cognitive and motor skills of Santo Paulus Kindergarten students. Recommendations for future program improvements include enriching activities, continuous training for teachers and instructors, using technology in learning, and more flexible scheduling. This is expected to ensure that each student reaches his or her maximum potential and that the program continues to evolve and become more effective.

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