

ABSTRACT

This study aims to find out and examine data on: 1) The results of the evaluation of the context of the PAUD teacher competency improvement training program in the context of implementing independent learning in Arcamanik District, Bandung City; 2) Input evaluation results of the ECCE teacher competency improvement training program in the context of implementing independent learning in Arcamanik District, Bandung City; 3) Results of the evaluation Process of the ECCE teacher competency improvement training program in the context of implementing independent learning in Arcamanik District, Bandung City; 4) Product evaluation results of the PAUD teacher competency improvement training program in the context of implementing independent learning in Arcamanik District, Bandung City. The concepts that are used as the basis for this study are: the concept of ECCE teacher competence, the concept of teacher training, and the concept of CIPP evaluation. This study used a mixed method approach using exploratory sequential design. The qualitative data collection techniques used are interviews, observations, documentation and literature conducted on training program participants, training organizers, and training program resource persons. Quantitative data collection techniques are carried out using pretest postes. The results showed that (1) Evaluation of the context of ECCE teacher competency improvement training in Arcamanik sub-district showed that the Merdeka Belajar policy, social and economic challenges, the need for sustainable training, and stakeholder support were key factors affecting the effectiveness and sustainability of the program, (2) The evaluation of inputs from ECCE teacher competency improvement training in Arcamanik sub-district showed that, despite the strong commitment to improvement, significant investment in technology, additional trainers, improved facilities, and ongoing support to strengthen program implementation and improve the overall quality of early childhood education, (3) The results of the evaluation of the ECCE teacher training process in Arcamanik sub-district revealed that a structured approach that integrates theory and practice, accompanied by interactive and responsive methods, successfully supports the effective implementation of the policy Merdeka Belajar, despite being faced with several operational challenges and variability of participants' needs, (4) The results of the Training Product Evaluation in this study prove that the training provided in Arcamanik District has succeeded in significantly improving the competence of ECCE teachers. These results confirm that the training product is effective and provide strong recommendations for its implementation in other locations to improve the quality of ECCE education. The study recommends that ECCE teacher training providers should continually update and improve training resources and materials in line with dynamic educational needs. Meanwhile, governments and communities need to support these initiatives through increased budget allocations, active participation in education programs, and policy evaluation to ensure effective integration.

Keywords: training, ECCE teacher competence, Merdeka belajar, CIPP evaluation.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menelaah data tentang: 1) Hasil evaluasi Context program pelatihan peningkatan kompetensi guru PAUD dalam kontek implementasi merdeka belajar di Kecamatan Arcamanik Kota Bandung; 2) Hasil evaluasi Input program pelatihan peningkatan kompetensi guru PAUD dalam kontek implementasi merdeka belajar di Kecamatan Arcamanik Kota Bandung; 3) Hasil evaluasi Process program pelatihan peningkatan kompetensi guru PAUD dalam kontek implementasi merdeka belajar di Kecamatan Arcamanik Kota Bandung; 4) Hasil evaluasi Product program pelatihan peningkatan kompetensi guru PAUD dalam kontek implementasi merdeka belajar di Kecamatan Arcamanik Kota Bandung. Konsep yang dijadikan dasar dalam penelitian ini yaitu: konsep kompetensi guru PAUD, konsep pelatihan guru, dan konsep evaluasi CIPP. Penelitian ini menggunakan pendekatan mixed method dengan menggunakan exploratory sequential design. Teknik pengumpulan data kualitatif yang digunakan adalah wawancara, observasi, dokumentasi dan kepustakaan yang dilakukan pada peserta program pelatihan, penyelenggara pelatihan, dan narasumber program pelatihan. Teknik pengumpulan data kuantitatif dilakukan menggunakan pretes postes. Hasil penelitian menunjukkan bahwa (1) Evaluasi konteks pelatihan peningkatan kompetensi guru PAUD di Kecamatan Arcamanik menunjukkan bahwa kebijakan Merdeka Belajar, tantangan sosial dan ekonomi, kebutuhan akan pelatihan berkelanjutan, serta dukungan stakeholder adalah faktor kunci yang mempengaruhi efektivitas dan keberlanjutan program tersebut, (2) Evaluasi input dari pelatihan peningkatan kompetensi guru PAUD di Kecamatan Arcamanik menunjukkan bahwa, meskipun ada komitmen kuat terhadap peningkatan, masih diperlukan investasi signifikan dalam teknologi, penambahan pelatih, peningkatan fasilitas, dan dukungan berkelanjutan untuk memperkuat implementasi program dan meningkatkan kualitas pendidikan anak usia dini secara keseluruhan, (3) Hasil evaluasi proses pelatihan guru PAUD di Kecamatan Arcamanik mengungkap bahwa pendekatan terstruktur yang mengintegrasikan teori dan praktik, diiringi metode interaktif dan responsif, berhasil mendukung implementasi efektif dari kebijakan Merdeka Belajar, meskipun dihadapkan pada beberapa tantangan operasional dan variabilitas kebutuhan peserta, (4) Hasil Evaluasi Product Pelatihan dalam penelitian ini membuktikan bahwa pelatihan yang diberikan di Kecamatan Arcamanik berhasil secara signifikan meningkatkan kompetensi guru PAUD. Hasil ini menegaskan bahwa produk pelatihan ini efektif dan memberikan rekomendasi kuat untuk pengimplementasiannya di lokasi lain untuk meningkatkan kualitas pendidikan PAUD. Penelitian ini merekomendasikan agar penyelenggara pelatihan guru PAUD harus terus memperbarui dan meningkatkan sumber daya serta materi pelatihan sesuai dengan kebutuhan pendidikan yang dinamis. Sementara itu, pemerintah dan masyarakat perlu mendukung inisiatif ini melalui peningkatan alokasi anggaran, partisipasi aktif dalam program pendidikan, dan evaluasi kebijakan untuk memastikan integrasi yang efektif.

Kata Kunci: pelatihan, kompetensi guru PAUD, Merdeka belajar, evaluasi CIPP