Program Evaluation Coaching on Abandoned Children Who Drop Out of School in PPSBR Makkareso in Maros

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Abstract. The objectives of the research are to know (i) the descriptions of students’ reaction in following the training/coaching of abandoned children who drop out of school, (ii) the implementation of students’ learning in following the training/coaching of abandoned children who drop out of school, (iii) the description of the change of students’ behaviors in following the training/coaching of abandoned children who drop out of school in PPSBR Makkareso in Maros District. The research was evaluative research which employed Kirkpatrick model with the method of taking subject is qualitative.
The subjects of the research where the participants of the program in Center for Youth Social Services (PPSBR) Makkareso Maros as the target of the program. The research employed purposive sampling. The data of coaching program evaluation where collected by using questionnaire, interview, observation and documentation which aimed to obtain more accurate data. The data analysis of the research covered preparation, tabulation, and implementation according to the research approach. The determination of evaluation criteria of research results was adjusted with the evaluation model employed. The result of data analysis on the evaluation of coaching program of abandoned children who drop out of school with Kirkpatrick model reveal that : (1) the students’ reactions of coaching program of abandoned children who drop out of school based on coaching material, coaching instructor, learning media, and method used is in very good category in Reaction Component Evaluation, (2) the evaluation of coaching program of abandoned children who drop out of school based on program planning, program implementation, monitoring, and evaluation is in very good category in Learning Component Evaluation, (3) the coaching program of abandoned children who drop out of school based on the change of behaviors and skills is in very good category in Behavior Component Evaluation.

1. Introduction
Education is a factor that cannot be separated from the series of development implementation in various countries. So much of the role and contribution of education for a nation, not only for our country, but for all countries in the world, especially developing countries. Those countries never stop trying to improve the quality of education, in order to create qualified human resources who will build their own countries in the future. An educational expert, K. Supriyono said in his writings "lack of education was a dangerous enemy to the some extent as foreign innovation and poorness" which...
means that education is a dangerous container, just as colonialism and impoverishment by other nations. From that opinion, it is clear to understand that education is so vital to a nation.

The issue of social welfare shows that there are citizens whose rights to their basic needs have not been fulfilled. According to Law Number 11 Year 2009 on Social Welfare states that, "social welfare is the condition of the fulfillment of the material, spiritual, and social needs of citizens to have decent life and be able to develop themselves, in order to carry out their social function". In this case, the government has a responsibility to implement the social welfare. The implementation of social welfare covers social rehabilitation, social security, social empowerment, and social protection. According to Law No. 11 of 2009 on Social Welfare Article 9 Paragraph 1, "guarantees the poor, abandoned orphans, neglected elderly, physically disabled, mentally disabled, physically and mentally disabled, formerly chronic diseases suffering from socio-economic disability problems for their basic needs fulfilled ". Handling of social welfare issues of neglected children is a government obligation as stated in Article 34 of the 1945 Constitution, that "the poor and neglected children are maintained by the State". Many children experience their physical, spiritual and social abandonment that cause them to be fatherless child, motherless child or orphan.

Economic crises and natural disasters in various places that cause parents to lose their jobs and many children lose their parents and families for dying can cause children to become abandoned. There are still many children who experience abandonment caused by lack of attention from parents, out of wedlock child, and children from broken home family.

For families who have problems in the economy and the circumstances of one or both parents have died, these social rehabilitation efforts are beneficial because in addition to free of charge, it is also expected to provide benefits for the lives of abandoned children.

Efforts made by the Government for the welfare of abandoned children is to meet the needs of abandoned children through coaching activities. It is in the opinion of Suparlan [1] that, "coaching is all efforts and activities concerning planning, organizing, financing the preparation of coordination programs implementation and supervision of a job effectively and efficiently to achieve goals with maximum results". Therefore, the government implemented the abandonment program for abandoned children through various programs, one of which is the Center for Youth Social Services (PPSBR).

PPSBR "Makkareso" Maros is one of South Sulawesi Provincial Social Service Implementation Unit (UPTD) which handles children problems especially abandoned school dropouts, street children and law-abiding children have programs to explore, develop, develop, improve and strengthening the potential and resources of neglected toddlers by providing social welfare services, social counseling, mental and physical guidance and job skills.

PPSBR "Makkareso" Maros includes services in and out of orphanage. This study focuses on the stages of the implementation of services in the form of coaching to children in the orphanage. The education of the orphanage system also needs to be supported by the community. The existence of a special education system for abandoned children can establish the independence of children to be able to perform their social functions fairly in the community life. According to B2P3KS [2] states that, "the stages of coaching and social guidance that is physical coaching, mental psychological guidance, religious moral guidance, social guidance and business skills training / work".

PPSBR "Makkareso" Maros has various facilities. The form of coaching given by Maros PPSBR "Makkareso" includes: physical guidance, mental guidance, social counseling, educational and skill counseling. Physical activity is filled with sports, environmental hygiene, and outbound. Mental guidance is filled with Islamic Religious Education, Christian Religion, Hiking, Recreation, and Night Arts. Educational activities are filled with school activities and learning together while for the skills include automotive skills, screen printing, sewing / embroidery, and computers. The entire coaching activity must be followed by the children without exception while in the skill activity, the children must choose one type of skill that is in demand. Ruslan, Alimuddin & Nasrullah [3] that in the quality of learning to a child can provide a large space for students to obtain as much information related to the learning materials. The interaction between fellow students is educated and supported by an in-depth consultation to the teacher regarding any problems found.
The implementation of each of the guidance is guided by the companion of PPSBR "Makkareso" Maros with the assistance of counselors who cooperate with related institutions with programs such as District / Municipality Social Service in Sulawesi Province, Maros Regency Government (Department of Education, Department of Health, Department of Industry and Trade, and Cooperatives), Sectoral Police, Military Headquarters, Training Center (BLK), Private Company in Maros, and Social Organization or foundation engaged in Child Welfare. Materials provided by mentors are religious material and skill material.

All activities undertaken by the child cannot be separated from the role of a companion. The role of assistants in the implementation of child coaching in the orphanage is not only to assist the child in the institution but also to be an outreach by supervising the activities of the child, motivating the child in learning, assisting the child in solving the problems encountered, defending and protecting the rights of the child in obtaining the services of the orphanage. In addition, the facilitator acts as a mediator between the child and the counseling parties.

As known, education is not only or must be taken through the school path but also through outside school path. Education and skill services from PPSBR "Makkareso" Maros are a government program in social and educational development through school and outside school. Educational service programs are provided to children free of charge whereas other coaching activities such as skills are provided to prepare children to enter life after leaving the orphanage.

Based on the description above, it appears that this program is very important. However, all matters related to the program have not been widely understood, so it is necessary to Socialization to people.

There are three objectives to be achieved in the evaluation of this program namely to find out the picture of the students’ reaction in training / coaching of abandoned school dropouts. To describe the implementation of student learning in the training / coaching of abandoned school dropouts. To know the description of the change of students’ behaviors in the training / coaching of abandoned school dropouts.

The evaluation of the program according to experts include: Arikunto [4] program evaluation is a unit or unity of activities aimed at collecting information about the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization involving a group of people to take decision. Further Arikunto [4], program evaluation is "Efforts to determine the effectiveness of program components in supporting the achievement of program objectives".

Meanwhile Wirawan [5], defines that "program evaluation is a systematic method for collecting, analyzing, and using information to answer basic questions about the program". Similarly, Cronbach and Stufflebeam [6] propose a more accepted definition of society, they argue that program evaluation is an effort to provide information to be conveyed to decision makers.

In accordance with the characteristics and objectives of this evaluation study, the appropriate evaluation model used is the Kirkpatrick evaluation model. Because according to Kirkpatrick [7] suggests “learning can be defined as the extend to which participants change attitudes, improving knowledge, and/or increase skill as a result of attending the program”

This evaluation model belongs to the type of evaluation of Human Resources Development (HRD) or Human Resource Development (PSDM). This is conveyed by the intention that HRD or PSDM is a deliberate learning process and conducted for a certain time with the aim of developing knowledge, skills, competence, attitudes and behavior of Human Resources (HR) to develop performance which will then impact on organizational performance.

The Kirkpatrick evaluation model was developed by D. L. Kirkpatrick (Jack J. Philips) in Wirawan [8]. He developed a conceptual framework to help determine what data should be captured in the HRD/PSDM evaluation. This model suggests four (4) evaluation levels.

Friedlander, Walter A [9] suggests that "abandoned children are children who are not provided with minimal care from their parents because the family condition of economic, social, physical and psychological health is not feasible so that children need the help of services from sources that exist in society as a substitute for their parents ".

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According to Howard Dubowitz [10] abandoned children are defined as "a form of child care abandonment that poses a risk to the child". Caregiver parents neglect their responsibilities to meet the needs of the child. The abandonment of the child is not solely due to the poverty of the parents, but other factors such as parental divorce, or because of the busyness of the parents in pursuing a career.

The word coaching is derived from the Great Indonesian Dictionary itself: "Effortless, effective efforts, actions and activities to obtain better results, increase, and gain positive benefits" [11]. Basically, coaching is also defined as activities undertaken to obtain maximum results and have positive benefits. This is in line with what Miftah [12] says, "coaching is a better act, process, result, or statement".

2. Methodology of Research
This research is an evaluative research of Kirkpatrick Model with the qualitative method of taking the subject. The subject of this research is the participants of the program at the Center for Social Services of Youth (PPSBR) "Makkareso" Maros as the program target. This research uses purposive sampling.

Technique of data collection of coaching program using questionnaire, interview, and observation, as well as documentation which aims to deeply accurate the existing data. Data analysis in this study includes preparation, tabulation, and application according to research approach. The determination of the evaluation criteria is adjusted to the Kirkpatrick model used.

3. Result of Research
The accumulation of student and manager results based on the statement and indicator points on the Reaction component and reinforced by the interview result, it can be concluded that the guidance material, instructor coaching, learning media and methods used in the evaluation of abandoned school dropouts coaching program in PPSBR Makkareso Maros Regency is in very good category.

| Table 1. Interpretation of Indicators Reaction | Good | Total | Bad | Result |
|-----------------------------------------------|------|-------|-----|--------|
| Indicator Item                                | SS   | S     | TS  | STS    |
| Training Material/Coaching                    |      |       |     |        |
| 1                                             | 7    | 17    | 25  | 1      |
| 2                                             | 6    | 19    | 25  | 0      |
| 3                                             | 17   | 8     | 25  | 0      |
| Presentation                                 |      | 91,4% | 8,6%|        |
| Instructor training/Coaching                  |      |       |     |        |
| 4                                             | 4    | 21    | 25  | 2      |
| 5                                             | 9    | 16    | 25  | 2      |
| Presentation                                 |      | 92,6% | 7,4%|        |
| Instructional Media                           |      |       |     |        |
| 6                                             | 5    | 15    | 20  | 5      |
| 7                                             | 8    | 12    | 20  | 5      |
| Presentation                                 |      | 74,1% | 25,9%|        |
| The Method used                               |      |       |     |        |
| 8                                             | 2    | 22    | 24  | 3      |
| 9                                             | 4    | 22    | 26  | 1      |
| 10                                            | 6    | 21    | 27  | 0      |
| Presentation                                 |      | 95,1% | 4,9%|        |

The accumulation of students and management results based on the statement and indicator points on the Learning component and reinforced by the interview result, it can be concluded that program planning, program implementation, monitoring and evaluation in the evaluation of abandoned school dropouts coaching program in PPSBR Makkareso Maros Regency is in very good category.
Table 2. Interpretation of Indicators Learning

| Indicator                | Item | Good | Total | Bad | Result |
|--------------------------|------|------|-------|-----|--------|
|                          |      | SS   | S     | TS  | STS    |     |
| Program Planning         | 1    | 12   | 14    | 25  | 0      | 1   |
|                          | 2    | 14   | 11    | 25  | 1      | 1   |
|                          | 3    | 5    | 20    | 25  | 1      | 1   |
|                          | 4    | 20   | 5     | 25  | 1      | 1   |
| Presentation             | 93.5%|      |       |     |        |     |
| Program Implementation   | 5    | 7    | 18    | 25  | 1      | 1   |
|                          | 6    | 19   | 6     | 25  | 2      | 0   |
|                          | 7    | 19   | 6     | 25  | 2      | 0   |
| Presentation             | 92.6%|      |       |     |        |     |
| Monitoring and evaluation| 8    | 10   | 15    | 25  | 1      | 1   |
|                          | 9    | 13   | 12    | 25  | 0      | 2   |
| Presentation             | 92.6%|      |       |     |        |     |

The accumulation of student and manager results based on the statement and indicator points on the Behavior component and reinforced the interview result, it can be concluded that the change of attitude and skill in the evaluation of abandoned school dropouts coaching program in PPSBR Makkareso Maros Regency is in very good category.

Table 3. Interpretation of Indicators Behaviors

| Indicator                | Item | Good | Total | Bad | Result |
|--------------------------|------|------|-------|-----|--------|
|                          |      | SS   | S     | TS  | STS    |     |
| Change of attitude       | 1    | 21   | 4     | 25  | 1      | 1   |
|                          | 2    | 20   | 5     | 25  | 0      | 2   |
|                          | 3    | 10   | 15    | 25  | 0      | 2   |
| Presentation             | 92.6%|      |       |     |        |     |
| Change of Skills         | 4    | 12   | 13    | 25  | 0      | 2   |
|                          | 5    | 9    | 16    | 25  | 0      | 2   |
| Presentation             | 92.6%|      |       |     |        |     |

4. Conclusions
Based on the description that has been described previously, it can be concluded that the evaluation of abandoned school dropouts program with model Kirkpatrick in PPSBR Makkareso Maros Regency as follows:

1. Reaction of abandoned school dropouts coaching program based on coaching material, coaching instructor, instructional media and methods used is very good for participants on evaluation of Reaction component. This program is very good because starting on the material of coaching, instructor coaching, learning media and up to the methods used are very helpful for learners in receiving coaching while in PPSBR.

2. Implementation of abandoned school dropouts coaching program based on program planning, program implementation, and monitoring and evaluation is very good for participants on evaluation of Learning component. This program is very good because starting on program planning, program implementation, and monitoring and evaluation is very helpful for students’ in developing and improving their skills while in PPSBR.

3. The abandoned school dropouts coaching program based on changes in attitudes and skills changes is very good for participants on the evaluation of Behavior components. This program is very good because starting on attitude change and skill change really give big influence to the learner during being at PPSBR.
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