CIPP Evaluation Model: Analysis of Education Implementation in PAUD Based on Government Policy on Implementation of Learning During the Covid-19 Pandemic

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CIPP Evaluation Model: Analysis of Education Implementation in PAUD Based on Government Policy on Implementation of Learning During the Covid-19 Pandemic

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Abstract
During the Covid-19 pandemic, various policies related to learning implementation procedures were launched by the government at various levels of education, including the PAUD level. This policy aims to prevent the transmission of Covid-19 and the continuity of education during the pandemic. This study aims to analyze the implementation of education in PAUD based on government circulars/policies regarding the application of learning during the pandemic through the CIPP evaluation model. This research is qualitative research with the CIPP evaluation model method. The evaluation of the CIPP model has four interrelated components, namely the evaluation of Context, Input, Process and Product (CIPP). The subject of this research is PAUD-KB Nurfajrin. The research results on the context aspect, the application of learning during the pandemic was due to individuals having to keep their distance to prevent transmission. In the input aspect, the implementation of learning is by government policy. Teachers and parents receive assistance from the government for the fulfilment of facilities and infrastructure. Therefore, teachers and parents can work well together, and children are well prepared. In the process aspect, learning during the Covid-19 pandemic went well. Lastly, on the product aspect, during the learning process during the pandemic, there were no students, parents or teachers who were positive for Covid-19. In addition, during learning during the pandemic, children also experienced good development.
Keywords: *CIPP evaluation models; Education Implementation; government policies; covid-19 pandemic; early childhood education programs.*

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Introduction
The first case of Covid-19 was reported in Wuhan, China. Then it experienced a fast infection rate and spread to various parts of the world, so the World Health Organization (WHO) declared this condition a pandemic in March 2020 (Ophinni et al., 2020, p. 389). In Indonesia, on March 2, 2020, the government declared Covid-19 a national disaster, dramatically changing all aspects of society (Abdullah, 2020, p. 488; Olivia et al., 2020, pp. 147-148). The President of Indonesia ordered the implementation of large-scale social restrictions at the end of March 2020, which is regulated in Decree No. 21 of 2020. The government asks all Indonesian citizens to stay home (Setiati & Azwar, 2020, p. 85). After going through a period of social restrictions, Indonesia is preparing to enter a new normal era, where people can do

DOI:

activities outside their homes during the outbreak of the Covid-19 coronavirus by implementing a normal lifestyle in a new way (Pragholapati, 2020, p. 2). The new normal is to carry out activities while still implementing the 3M health protocol, namely washing hands, maintaining distance and using masks (Husna & Suryana, 2022, p. 14).

The COVID-19 pandemic has affected many stakeholders, and the situation has hit the world of education so that the central and local governments provide guidelines for closing all schools (Sakdiah & Mahyuddin, 2022a, p. 42; Fitrah & Ruslan, 2020, p. 179). This aims to prevent the spread of COVID-19 infection. In addition, there is a need for alternative teaching methods for students who cannot complete the learning process at school, so the government issued a policy in March 2020, namely, "Circular Letter Number 3 of 2020 concerning Prevention of COVID -19 in Education Units ", then "Circular Letter Number 4 the Year 2020. 2020 concerning the Implementation of Educational Activities During the Emergency Period for the Spread of Corona Virus Disease (COVID-19)". The principle applied in the policy during the COVID-19 pandemic is that "the health and safety of students, teachers, education staff, families, and the community is a top priority in setting learning policies."

Government policies related to the application of learning during the pandemic continue to change to the conditions of the Covid-19 pandemic at that time, until now the government's policy regarding the application of learning during the pandemic is the latest and still valid is the "Joint Decision of the Minister of Education and Technology, Minister of Religion, Minister of Health and Minister of Home Affairs RI No. 05/KB/2021, No. 1347 of 2021, No. HK.01.08/MENKES/6678/2021, No. 443-5847 regarding Guidelines for the Implementation of Learning in the Time of the Covid-19 Pandemic" and "Minister of Education and Culture Circular Letter No. 3 of 2022 concerning the Adjustment of the Implementation of a Joint Decree of 4 Ministers on Guidelines for the Implementation of Learning in a Pandemic Period Covid-19".

To assess the implementation of government policies related to the implementation of learning during the Covid-19 pandemic in schools, it is necessary to carry out an evaluation related to its implementation. One evaluation method that can be used is the CIPP evaluation model. Several related studies that are relevant to the evaluation of the application of learning during the pandemic using the CIPP evaluation model are the research conducted by Alexon et al. (2021) with the title "Evaluation of the Implementation of Online Learning During the Covid-19 Pandemic In Integrated Islamic Elementary Schools" aims to assess the application of learning during the pandemic using the CIPP evaluation model.

Then, the research of Rahmawati & Sugito (2022) with the research title "Evaluation of the *Home Care Program for* Child Care Parks (TPA) During the Covid-19 Pandemic Period" aims to evaluate program *home care* during the Covid-19 pandemic through the CIPP model evaluation method at the TPA. Furthermore, Rahmiwati's research (2022) titled " Evaluating Distance Learning Using the CIPP Model ." This study aims to evaluate Distance Learning in Junior High School Education Units using the CIPP evaluation model.

From previous research, it can be seen that few studies use the CIPP evaluation model in evaluating the application of learning during the pandemic, especially in PAUD institutions and related to government policies regarding the implementation of education during the pandemic. In this study, the researcher raised a discussion that had not been discussed by previous research, namely evaluating the implementation of learning in PAUD starting from distance learning to learning in the new normal era based on policies issued by the government regarding the implementation of learning during a pandemic. For this reason, this study aims to analyze the implementation of education in PAUD based on government circulars /policies regarding the implementation of learning during the Covid-19 pandemic through the CIPP evaluation model.

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Method

This research is qualitative research with the CIPP evaluation model method. The research design follows the stages of the CIPP evaluation model. CIPP is an evaluation model that focuses on program management aimed at improving or assisting the development of the program (Mubai et al., 2021; Soji, 2020, p. 61; Budi Yoga Bhakti, 2017, p.76). The evaluation of the CIPP model has four interrelated components, namely the evaluation of *Context, Input, Process and Product* (CIPP) (Wakano et al., 2021, p. 1197; Syahrir et al., 2021, p. 145; A. Abdullah et al., 2021, p. 215). The purpose of context evaluation is to see whether the stated priorities and goals have met the goals or needs of the organization. Input evaluation aims to examine problems, obstacles and potential resources or opportunities available to assist in finding solutions or alternatives related to the organization's goals. The third evaluation, namely, process evaluation, is an assessment of the program's implementation that has been launched, which aims to compare the suitability of the implementation and program planning. Finally, product evaluation assesses the program's results or achievements (Mahmudi, 2011, pp. 118-121).

Evaluation of the implementation of learning during the pandemic in PAUD through the CIPP evaluation model is based on the latest and still valid government policy, namely, "Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia No. 05/KB/2021, No. 1347 of 2021, No. HK.01.08/MENKES/6678/2021, No. 443-5847 regarding Guidelines for the Implementation of Learning in the Time of the Covid-19 Pandemic" and "Minister of Education and Culture Circular Letter No. 3 of 2022 concerning the Adjustment of the Implementation of a Joint Decree of 4 Ministers on Guidelines for the Implementation of Learning in a Pandemic Period Covid 19". The indicators for assessing the CIPP evaluation model in learning during the pandemic can be seen in table 1 below.

Table 1. CIPP Evaluation Model Indicators on Learning During the Pandemic

CIPP	Aspect
Context	Examination background learning during the Covid-19 pandemic at PAUD-KB Nurfajrin
	Goals, priorities or targets
Input	Planning and strategies needed to achieve learning goals and objectives during the Covid-19 pandemic at PAUD-KB Nurfajrin
	Availability of facilities and infrastructure to facilitate the implementation of learning during the Covid-19 pandemic at PAUD-KB Nurfajrin
	The ability of teachers to carry out learning during the Covid-19 pandemic
	Involvement of parents in the implementation of learning during the pandemic
	The development of learning students during the Covid-19 pandemic at PAUD-KB Nurfajrin
Process	How well is learning during the pandemic applied at PAUD-KB Nurfajrin
	Constraints faced in implementing learning during the Covid-19 pandemic at PAUD-KB Nurfajrin
Product	achievements of the learning program during the pandemic at PAUD-KB Nurfajrin

Sumber: (Mubai et al., 2021; Warju, 2016; Mahmudi, 2011; Rahmawati & Sugito, 2022)

DOI:

The stages in the CIPP evaluation model can be seen in Figure 1 below.

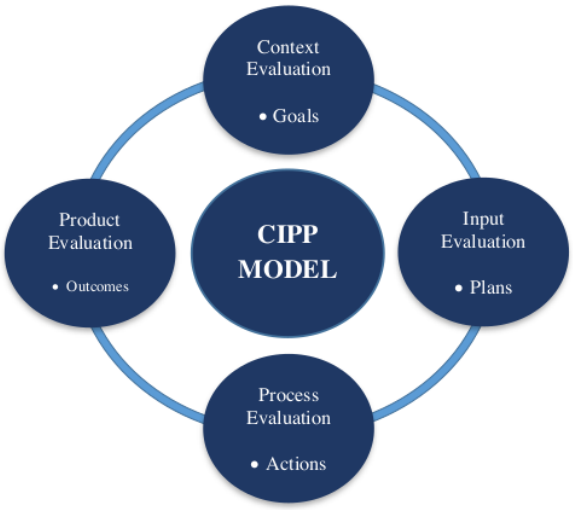

Figure 1. CIPP Evaluation Model (Warju, 2016, p. 38)

The study was carried out at PAUD-KB Nurfajrin, Koto Petai Village, to evaluate the implementation of education in PAUD based on a circular on the application of learning during the pandemic. Data were collected through interviews with school principals and teachers at PAUD-KB Nurfajrin, Koto Petai Village and direct observation or school observation. In qualitative research, data is not collected once but through stages. Therefore, qualitative research uses data analysis before entering, entering, and finishing the field (Sugiyono, 2020, p. 245).

Research and Discussion

PAUD-KB Nurfajrin is an early childhood education located in Koto Petai Village, Danau Kerinci District Kerinci District Jambi Province, established in 2006. So far, 4 teachers are teaching staff at PAUD-KB Nurfajrin and 35 children consisting of 3 teaching groups, 1 age group of 2-4 years, 1 age group of 4-5 years, and 1 age group of 5-6 years.

The implementation of learning at PAUD-KB Nurfarin during the pandemic was carried out following government policies. At the beginning of the pandemic, according to government policy, schools were closed, then continued with online learning and face-to-face learning as usual, however, by complying with health protocols. Therefore, there is a need for an evaluation of the implementation of education in PAUD based on circulars/government policies regarding the application of learning during the pandemic through the CIPP evaluation model at Nurfarin 's PAUD-KB to assess the implementation of learning.

Context Evaluation

Context evaluation is intended to evaluate the situation and background of the implementation of learning during the pandemic and identify the shortcomings and strengths of the school so that it can be adjusted to the needs that will be implemented (Rahmiwati, 2022, p. 53). Context analysis focuses on the question, "what should *we do* ?)" and analyzes needs in determining goals, priorities and targets (Nurhikma, 2019, p. 24).

a. The background of the implementation of learning during the Covid-19 pandemic

The background of the learning implementation at PAUD-KB Nurfajrin is due to the Covid-19 pandemic, where each individual must maintain a distance to prevent transmission.

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Thus, the government has set policies related to procedures at all levels of education, including the level of Early Childhood Education (PAUD), this is stated in the "Joint Decree of the Minister of Education and Technology, Minister of Religion, Minister of Health and Minister of Home Affairs of the Republic of Indonesia No. 05/KB/2021, No. 1347 of 2021, No. HK.01.08/MENKES/6678/2021, No. 443-5847 regarding Guidelines for Implementing Learning in the Covid-19 Pandemic Period".

b. Goals, priorities or targets

At PAUD-KB Nurfajrin, the goal in implementing learning during the pandemic is to prevent the transmission of Covid-19 and to provide a solution for the continuity of the education and learning process in order to achieve national education goals. As stated in the Circular of the Ministry of Education and Culture, namely, "ensure the fulfilment of students' rights to obtain educational services during the COVID -19 emergency, protect education unit residents from the adverse effects of COVID-19, prevent the spread and transmission of COVID-19 in education units and ensure the fulfilment of psychosocial support for teachers, students, and parents." (Alexon et al., 2021, pp. 165-166) . Priority or learning targets during the Covid-19 pandemic are various levels of education, including Early Childhood Education (PAUD).

It is hoped that during the learning process during the pandemic, the child's development will continue well. Therefore, children get a good stimulus or stimulation from parents and teachers during the learning process during the pandemic at PAUD-KB Nurfajrin. The need for online learning during this pandemic aligns with the learning objectives: providing quality learning services on an extensive and open network (*online*) and reaching a wider audience (Alexon et al., 2021, p. 166) .

Input Evaluation (Input Evaluation)

The input evaluation refers to the question " *what should be done* ?" which focuses on strategic planning and the resources needed to achieve the goals and objectives (Nurhikma, 2019, p. 24; Lina et al., 2019, p. 351). In the evaluation of input or input, it is carried out on plans and strategies that must be carried out in the application of learning during the pandemic, such as work programs and Standard Operating Procedures (SOP) in implementing learning during the Covid-19 pandemic, as the availability of facilities and infrastructure to facilitate implementation—learning during the Covid-19 pandemic, parental involvement, and the competence of education unit educators (Rahmiwati, 2022, pp. 58-59).

a. Planning and strategy needed to achieve the learning goals and objectives during the Covid -19 pandemic at PAUD Nurfajrin.

Government policies must carry out the implementation of learning in PAUD Nurfajrin. Therefore, at the beginning of learning, the learning process is carried out online using various applications and media easily accessible to teachers, parents and students. The applications and media that teachers use are *WhatsApp (WA), YouTube* and learning videos. Online learning is held on Thursday-Saturday, 09.00-10.30.

Then after a new policy from the government regarding learning that may be carried out in schools with limited PTM (Face-to-Face Learning) and the decision of the Minister of Education, Culture, Research and Technology Number 160/P/2021 concerning Special Regions that can carry out face-to-face learning in full. Therefore, because Nurfajrin 's PAUD-KB is in a particular area that can carry out complete face-to-face learning, in July 2021, PAUD-KB Nurfajrin will return to carrying out the learning process as usual, but by complying with health protocols.

b. Availability of facilities and infrastructure

Increased knowledge, skills and attitudes characterize successful learning. However, the success of this learning is strongly influenced by various factors, one of which is infrastructure (Nurhanisa, 2014, p. 46). In implementing learning at PAUD-KB Nurfajrin, parents and teachers already have sufficient infrastructure, namely cellphones and adequate

DOI:

internet quota so that teachers can send materials, learning videos and children's activity assignments to parents. Then parents can also access teaching materials provided by the teacher. With these good facilities, it is hoped that learning activities at PAUD-KB Nurfajrin can run well. Teachers and parents also receive internet quota assistance from the government to carry out bold learning.

When face-to-face learning is re-implemented, the infrastructure in PAUD-KB Nurfajrin to comply with health protocols is a facility that can assist children in implementing a healthy lifestyle in the form of masks, hand washing facilities and others. The PAUD-KB Nurfajrin school received assistance in the form of masks, hand washing facilities and others from the village government.

c. The ability of teachers to carry out learning during the Covid-19 pandemic at PAUD Nurfajrin

According to Law Number 20 of 2003, "Educators are professional staff in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at universities." Educators are facilitators and mentors who determine the quality of learning (Nurhanisa, 2014, p. 50; Eliza et al., 2022, p. 4667).

PAUD Educator must be ready to teach during the COVID -19 pandemic. Preparation begins with learning planning and collaborating with parents in carrying out learning (Ayuni et al., 2020, p. 414). PAUD educators must be able to design learning using *online devices or media*, which is easy and effective (Efastri & Islami, 2021, p. 874). Online learning _ which offers various opportunities to explore teaching materials so PAUD educators can adjust the learning methods used. Good learning will allow students to understand learning by learning objectives, thereby increasing changes in knowledge, skills and behaviour in a better direction (Nurdin & Anhusadar, 2020, p. 688).

In learning during the Covid-19 pandemic during the pandemic, especially courageous learning, teachers at PAUD-KB Nurfajrin have been able to adapt to the technology-based learning process. Teachers at PAUD-KB Nurfajrin are able to master bold learning by using technology-based learning media and using the internet network, teachers have also been able to innovate in making media and teaching materials, and are creative and innovative in managing children's learning activities at home.

In the "Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs of the Republic of Indonesia No. 05/KB/2021, No. 1347 of 2021, No. HK.01.08/MENKES/6678/2021, No. 443-5847 regarding Guidelines for the Implementation of Learning in the Time of the Covid-19 Pandemic " and "Minister of Education and Culture Circular Letter No. 3 of 2022 concerning the Adjustment of the Implementation of a Joint Decree of 4 Ministers on Guidelines for the Implementation of Learning in a Pandemic Period Covid 19" explained that educators are required to be vaccinated against Covid-19. All of the teachers at PAUD-KB Nurfajrin have received the Covid-19 vaccine.

d. Involvement of parents in implementing

Cooperation between parents and the school is needed to implement learning during the pandemic to achieve learning goals, especially when implementing *online learning* (Jf et al., 2021, p. 107; Nofrika & Suryana, 2022, p. 113; Sakdiah & Mahyuddin, 2022, p. 111). A good form of cooperation between parents and teachers in PAUD-KB Nurfajrin is, teachers who always inform parents of what learning activities children should do at home, and parents who are commutative with teachers in guiding children and reporting the results of activities study children at home.

In contrast to students at the secondary and higher education levels who can learn independently, children, especially those at the Early Childhood Education (PAUD) level, still need guidance from parents and teachers. For this reason, in implementing learning at home, it is hoped that parents can take the time to guide their children in following the online

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learning process. Furthermore, cooperation between parents and teachers is needed so that learning in PAUD during the Covid -19 pandemic can run well. In "the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs of the Republic of Indonesia No. 05/KB/2021, No. 1347 of 2021, No. HK.01.08/MENKES/6678/2021, No. 443-5847 regarding Guidelines for the Implementation of Learning in the Covid-19 Pandemic Period" in the sixth decision and "Minister of Education and Culture Circular Letter No. 3 of 2022 concerning the Adjustment of the Implementation of a Joint Decree of 4 Ministers on Guidelines for the Implementation of Learning in a Pandemic Period Covid 19" in the second decision explained that parents could choose to allow their children to study at school or do distance learning. This means that parents have an essential role in the learning process during the pandemic in determining how the learning system is carried out during the Covid-19 pandemic.

e. Readiness of students at PAUD Nurfajrin during learning during the Covid-19 Pandemic

One of the challenges in implementing learning during the Covid-19 pandemic is the readiness of children to take part in the online learning process. Children are used to learning face-to-face with the teacher and interacting and playing with their friends. Then the challenge during face-to-face learning during a pandemic is to provide understanding to children to apply health protocols. Good cooperation between parents and teachers in PAUD-KB Nurfajrin in the learning process makes children in PAUD-KB ready to take part in learning, although at first, the children need adjustment.

Process Evaluation (Process Evaluation)

Process evaluation asks, " *Are we doing it as planned? "* (Nurhikma, 2019, p. 25). The process evaluation is related to the application of learning during the pandemic. This evaluation includes how well the process of implementing learning during the pandemic and the obstacles faced in the implementation of learning (Rahmiwati, 2022, p. 63).

a. How well is learning during the pandemic at PAUD- KB Nurfajrin implemented

Learning during the Covid-19 pandemic at PAUD-KB Nurfajrin went well. Learning is carried out by government policy. At the beginning of the Covid-19 pandemic, the government issued a policy to implement distance learning, so Nurfajrin PAUD-KB implemented online learning. As a result, parents and teachers can work well together in the child's learning process, send teaching materials, and parents can access teaching materials and carry out learning activities with children at home.

Then when the government issued a policy for schools in certain areas to conduct face-to-face learning, PAUD-KB Nurfajrin carried out face-to-face learning while still adhering to health protocols. Learning activities that teachers provide to be carried out by parents and children at home adjust to conditions. Usually, teachers provide learning activities that are daily activities that are close to children, such as cleaning the bed, helping mothers cook, washing and cleaning the house, playing activities with parents, such as playing congklak or other games, memorizing activities by singing, painting or drawing, colouring, watching, writing, reading stories, worshipping with parents and various other fun activities for children to do at home. Home and aims to stimulate child development. Parents will report the child's progress from these activities to the teacher.

The learning process during the pandemic at Nurfajrin 's PAUD-KB can also run well due to the assistance of facilities and infrastructure provided by the government, namely internet quotas for teachers and children represented by parents. In addition, when learning is done face-to-face by complying with health protocols, the village government also assists in the form of gallons and soap as a means for children to wash their hands and donate masks.

b. Constraints faced in the application of learning during the pandemic at PAUD-KB Nurfajrin

Learning during the pandemic at Nurfajrin PAUD went well. However, in the process, there will be various obstacles and obstacles experienced by the school, parents and children themselves, both internal and external constraints. The existence of a distance learning policy, namely the learning process carried out at home with technology as a means of connecting teachers and students, then the school, parents and children must be able to adapt to the new policy. Learning activities initially carried out directly at school, where students meet directly with teachers and can interact with their friends, turned into online learning, where children cannot meet and interact directly with teachers and their friends. This condition will find many challenges and obstacles.

At the beginning of the application of learning during the pandemic, all parties, namely the school, parents and the children themselves, were led to adjust to the new learning process. Many obstacles that teachers face, such as having to prepare learning activities that can be done online, preparing teaching materials and media that can be accessed by children *online,* difficulties in finding common thoughts with parents about children's learning targets, difficulty interacting with children online, difficulty describing assessment of child development and various other obstacles. However, this obstacle can be overcome over time and teachers, parents, and children get used to and can adapt to online learning conditions.

According to several research results, the obstacles to learning during a pandemic are: teachers are less skilled in using technology and implementing online learning (Pudyastuti & Budiningsih, 2021, p. 1674), lack of infrastructure, namely lack of internet quota and not all parents have cellphones to access learning (Pudyastuti & Budiningsih, 2021, p. 1674; Harahap et al., 2021, p. 1833), difficult to access the internet ((Suhendro, 2020, p. 137; Satrianingrum & Prasetyo, 2020, p. 638), difficult to regulate learning time (Harahap et al., 2021, p. 1833), difficulties in implementing health protocols (Harahap et al., 2021, p. 1833), and difficulty assessing child development (Safrizal et al., 2021, p. 411). However, these constraints were not found in PAUD-KB Nurfajrin.

Product Evaluation

Product Evaluation aims to assess the achievements of the programs that have been carried out (Rahmiwati, 2022, p. 76). This evaluation is centred on the question " *it is being done?* " or "Did it work?" by measuring the *outcome* and comparing it to the expected results and how to follow up on the implementation of the program (Nurhikma, 2019, p. 25).

From the expected results compared to the learning process during the pandemic at Nurfajrin 's PAUD-KB, it can be said that learning during the pandemic was successful and went well. During the pandemic's learning process, no students, parents or teachers were positive for Covid-19. This is by the purpose of learning activities during the pandemic, namely, to prevent transmission of Covid-19 in PAUD-KB Nurfajrin. In addition, during learning during the pandemic, children also experience good development in all aspects of their development.

The aspects of development in early childhood that must be developed according to the Ministry of Education and Culture No. 137 of 2014 are religious and moral values, physical-motor, cognitive, language, socio-emotional and artistic (Husna & Nurhafizah, 2022, p. 24; Husna & Eliza, 2021, p. 39; Husna & Mayar, 2021, p. 9665).

In the learning process during the pandemic at PAUD Nurfajrin, child development went well. The first aspect of development, namely the development of religious and moral values, progresses well. Activities that stimulate moral and religious development in children in PAUD-KB Nurfajrin during the pandemic are: (1) reading stories that contain religious and moral values; (2) memorizing the names of the prophets, the names of angels, the pillars of faith and the pillars of Islam as well as various other memorizations that children memorize through singing activities; (3) worship with parents, such as praying, reading the Koran, and others; (4) activities to help parents work at home, as well as other activities. The achievement

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of children's cognitive development in learning during the pandemic is due to good cooperation between the school and parents (Iswantiningtyas, 2021, p. 16).

Then the physical-motor development of children at Nurfajrin's PAUD-KB also went well in every activity the teacher gave for parents to implement at home. On average, it involved physical activities such as helping parents clean the house, playing games, painting and other activities.

The third aspect of child development is the aspect of cognitive development. This aspect of cognitive development also worked well during learning during the pandemic at PAUD-KB Nurfajrin. During the pandemic, children can memorize and recognize various types of animals and plants, recognize physical members, recognize the names of prophets and angels, count and recognize letters and various other forms of cognitive development that children get through singing, painting, reading stories and others.

In the fourth aspect of development, namely in socio-emotional development, children can have a better attachment relationship with their parents because, during the pandemic, parents have an essential role in the learning process, parents must spend more time with their children, and learning activities that require to be carried out with parents make the relationship between parents and children better. In addition, parents can also see firsthand how their child is developing.

In language development, children get much new vocabulary through reading stories, stories with parents, singing and watching educational shows with guidance from parents, so even though they do not interact directly with teachers or friends, children still experience good language development.

The last aspect of child development, namely the development of art, is also developing well. Children can increase their creativity through various activities such as painting, drawing, colouring, and singing, followed by various movements, dancing and other art activities.

Conclusions

The conclusions from the results of the evaluation research on the implementation of education in PAUD are based on government circulars/policies regarding the application of learning during the pandemic through the CIPP evaluation model, namely, on the context aspect, the background of the application of learning during the pandemic in PAUD-KB Nurfajrin is due to the Covid-19 pandemic, where each individual must keep their distance to prevent transmission. Thus, the government has set policies related to procedures. Implementing learning during the pandemic at Nurfajrin PAUD is a form of effort to prevent the transmission of Covid-19 and a solution for the continuity of the education process. Priority or learning targets during the Covid-19 pandemic are various levels of education, including PAUD. It is hoped that child development can occur well during the application of learning during the pandemic.

In the input aspect, government policies implement learning at PAUD Nurfajrin. At the beginning of learning, the learning process is carried out online using various applications and media easily accessible by teachers, parents and students. Then, after a new policy from the government related to learning that could be done in schools with limited PTM (Face-to-Face Learning), PAUD-KB Nurfajrin again carried out the learning process as usual but by complying with health protocols. Teachers and parents get internet quota assistance from the government. When face-to-face learning was held again, schools received assistance in the form of masks, hand washing facilities and others. In implementing learning during the Covid-19 pandemic, especially in online learning, teachers at PAUD-KB Nurfajrin must be able to adapt to technology-based learning processes. In addition, teachers must have been vaccinated against Covid-19. Implementing learning during the pandemic requires cooperation between the school and parents to achieve learning objectives, especially when implementing *online learning*. Parents also play a role in determining the learning system

during the pandemic by allowing children to learn directly at school or through distance learning. One of the challenges in implementing learning during the Covid-19 pandemic is the readiness of children to take part in the online learning process during the Covid-19 pandemic.

In the process aspect, learning during the Covid-19 pandemic at PAUD-KB Nurfajrin went well. Government policies carry out learning. Parents and teachers can work well together in the child's learning process. During face-to-face learning, PAUD-KB Nurfajrin carries out face-to-face learning while still adhering to health protocols. The learning process during the pandemic at Nurfajrin's PAUD-KB can also occur well due to the assistance of facilities and infrastructure provided by the government. At the beginning of the application of learning during the pandemic, all parties, namely the school, parents and children, must adapt to the new learning process. There are many obstacles that teachers face. However, this obstacle can be overcome as time goes by teachers, parents and children are used to and can adapt to online learning conditions.

Finally, on the product aspect. From the expected results compared to the learning process during the pandemic at Nurfajrin's PAUD-KB, it can be said that learning during the pandemic was successful and going well. During the learning process during the pandemic, there were no students, parents or teachers who were positive for Covid-19, this is by learning activities during the pandemic, which aims to prevent the transmission of Covid-19 at PAUD-KB Nurfajrin. In addition, during learning during the pandemic, children also experience good development in all aspects of their development.

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