

**A CIPP EVALUATION OF EFFECTIVENESS OF THE
OUTBOUND PROGRAM AT GOFUN WATERPARK IN
IMPROVING THE COGNITIVE AND MOTOR SKILLS
OF STUDENT OF SANTO PAULUS KINDERGARTEN**

THESIS



**Submitted As One Of The Requirements
To Obtain A Bachelor Of Education Degree**

**By
Dhanisa Millenia Putri Alexandra
20120012**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS DEPARTEMENT
IKIP PGRI BOJONEGORO
YEAR 2024**

**A CIPP EVALUATION OF EFFECTIVENESS OF THE OUTBOUND
PROGRAM AT GOFUN WATERPARK IN IMPROVING THE COGNITIVE
AND MOTOR SKILLS OF STUDENT OF SANTO PAULUS
KINDERGARTEN**

SKRIPSI

Presented to

IKIP PGRI BOJONEGORO

Submitted As One Of The Requirements

To Obtain A Bachelor Of Education Degree

BY

Dhanisa Millenia Putri Alexadra

20120012

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

2024

APPROVAL PAGE

Thesis proposal with the title **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** prepared by:

Name : Dhanisa Millenia Putri Alexandra

NIM : 20120012

Study Program : English Education

to be approved by the thesis supervisor and submitted to the thesis proposal seminar stage.

Bojonegoro, 19 Juli 2024


Advisor I,



Fitri Nurdianingsih, S.Pd., M.Pd

NIDN 0729058701

Advisor II,



Dr. Refi Ranto Rozak, M.Pd.

NIDN 0702058403


LEGITIMATION

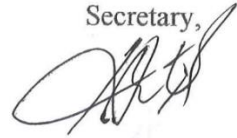
Skripsi entitled “A CIPP Evaluation of the Effectiveness of the Outbound Program at Gofun Waterpark in Improving the Cognitive and Motor Skills of Students of Santo Paulus Kindergarten” prepared by:


Name : Dhanisa Millenia Putri Alexandra
NIM : 20120012
Study Program : English Education Department


Has been approved in the skripsi defense session at the English Education Program, Faculty of Arts and Languages, IKIP PGRI Bojonegoro on Thursday, 25 July 2024

Bojonegoro, Thursday 25 July 2024

Chair,

Fitri Nurdianingsih, M.Pd
NIDN.0729058701

Secretary,

Chyntia Heru Woro P, M.Pd
NIDN.0728017903

Examiner I,

Dr. Ima Isnaini T.R., S.Pd., M.Pd.
NIDN.0723058302

Examiner II,

Ayu Fitriyaningsih., S.Pd., M.Pd.
NIDN.0720049101

Rector,

Dr. Junarti, M.Pd
NIDN. 0014016501

STATEMENT OF AUTHENTICITY

With this, I, the undersigned below:

Name : Dhanisa Millenia Putri Alexandra
NIM : 20120012
Departement : English Education Departement
Faculty : Arts and Languages Education

In order to uphold academic integrity, sincerely and without coercion from any party,
I declare that the skripsi 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

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific code of ethics. I aware that if there is found to be any violation of scholarly ethics regarding the authenticity of this work, **I personally** accept the consequences in accordance with the applicable regulations and i prepared to bear the legal sanctions.

Bojonegoro, 16 July 2024

The Researcher



Dhanisa Millenia Putri Alexandra

ABSTRACT

Alexandra, Dhanisa. (2024). "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 1". Thesis. English Education Program. Language and arts Faculty . IKIP PGRI Bojonegoro. Advisor I, Mrs. Fitri Nurdianingsih, S.Pd., M.Pd , Advisor II Dr. Refi Ranto Rozak, M.Pd .

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

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.

ABSTRAK

Alexandra, Dhanisa. (2024). "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 1". Thesis. English Education Program. Language and arts Faculty . IKIP PGRI Bojonegoro. Advisor I, Mrs. Fitri Nurdianingsih, S.Pd., M.Pd , Advisor II Dr. Refi Ranto Rozak, M.Pd .

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

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.

PREFACE

Alhamdulillah, praise be to Allah SWT who has bestowed His grace and guidance so that the author can complete this thesis with the title 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 with the Context, Input, Process, and Product (CIPP) Model.

Shalawat and greetings may always be poured out to the Prophet Muhammad PBUH. along with his family and friends who always uphold Islamic values which until now can be enjoyed by all human beings around the world.

The author expresses his sincere gratitude to his beloved Father and Mother where with the guidance and blessings of their sincere prayers, the author has found it easy to complete the academic tasks undertaken.

Furthermore, the author also expresses his gratitude to:

1. Mr. Dr. Junarti, M.Pd. as the Head of IKIP PGRI Bojonegoro
2. Dr. Ima Isnaini Taufiqur Rohmah, M.Pd. as Vice Rector for Academic Affairs and Cooperation, Mr. Ali Mujahidin, M.M. as Vice Rector for General Affairs and Resources, and Dr. Taufiq Hidayat, M.Pd. as Vice Rector for Student Affairs and Alumni,
3. Mrs. Fitri Nurdianingsih, S.Pd., M/Pd as IKIP PGRI Bojonegoro's Dean
4. Mrs. Chyntia Heru Woro Prastiwi, M.Pd. as the Head of the Education Study Program of IKIP PGRI Bojonegoro who has given permission and

opportunities to the author to gain knowledge from the beginning of the study period until the completion of the final project.

5. The author has received a lot of guidance and assistance from Mrs. Fitri Nurdianingsih, S.Pd., M.Pd and Mr. Dr. Refi Ranto Rozak, M.Pd. as Advisor I and Advisor II, for all the help and guidance that has been given,
6. Lecturers, especially in the Education Study Program of IKIP PGRI Bojonegoro who have taken their time in educating the author during the study.
7. Friends of english education study program, class of 2024 , who are equally struggling in completing this final thesis.

The author would also like to thank all those who have provided assistance, both morally and materially until this paper can be completed. May Allah swt. be pleased to judge all kindness as amal jariyah and give grace and reward for the kindness they share.

The author is fully aware that this thesis is still far from perfection, so constructive criticism and suggestions are highly expected. Hopefully the results of this study can be useful, for readers, especially for the author himself.

Bojonegoro, 19 July 2024

The researcher



Dhanisa Millenia Putri Alexandra

TABLE OF CONTENT

COVER	i
APPROVAL PAGE	ii
LEGITIMATION.....	iii
STATEMENT OF AUTHENTICITY	iv
ABSTRACT	v
ABSTRAK	vi
PREFACE.....	vii
TABLE OF CONTENT	ix
LIST OF IMAGES.....	xi
LIST OF TABLE	xii
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Problem Formulation	3
C. Research Objective	3
D. Research Benefit.....	4
1. Theoretical Research Benefit.....	4
2. Practical Research Benefit	5
E. Operational Definition	5
1. CIPP Model Evaluation	5
2. Outbound Program.....	6
3. Cognitive Skills.....	6
4. Motor Skills	7
5. Quality of Trainers	7
6. Facilities and Infrastructure	7
CHAPTER II LITERATURE REVIEW	8
A. Review of Relevance Research	8
B. Theoretical Framework.....	10
C. Conceptual Framework.....	33

CHAPTER III RESEARCH METHODS.....	35
A. Research Approach.....	35
B. Research Location and Time	36
C. Data Collection Techniques.....	37
1. Evaluation Planning.....	38
2. Evaluation Implementation.....	38
3. Reporting Evaluation Information	39
4. Information Recycling	39
5. Documentation.....	40
D. Data Analysis Techniques	40
E. Data Validation Techniques	42
CHAPTER IV FINDINGS AND DISCUSSION	46
A. Research Results.....	46
1. Context Description	46
2. Input Description	48
3. Process Description.....	51
4. Evaluation of Results	55
B. Discussion.....	58
1. Unmet Needs and Objectives in the Development of the Outbound Program Activities.....	58
2. Influence of Participant Characteristics, Activity Planning, and Learning Facilities on Program Effectiveness.....	60
3. Impact of Learning Processes on Cognitive and Motor Skills Improvement.....	62
CHAPTER V CONCLUSION AND SUGGESTION	64
A. Conclusion	64
B. Suggestion	65
BIBLIOGRAPHY	67

LIST OF IMAGES

Image 1 Gymnastic	52
Image 2 Guess The color	52
Image 3 Holahoop Relay	52
Image 4 Obstacle Course	53

LIST OF TABLE

Table 1 Context Evaluation Table	43
Table 2 Input Evaluation Table	45
Table 3 Process Evaluation Table	48
Table 4 Documentation	52

CHAPTER I

INTRODUCTION

A. Background

According to the National Association for the Education of Young Children (NAEYC), the "golden age" refers to the period when children aged 0-8 receive early childhood education services, including kindergarten and the early grades of elementary school. This period is crucial due to the rapid brain development that occurs, with a child's cognitive abilities developing up to 80%. During the golden age, children experience significant physical, motor, cognitive, language, social, and emotional changes. Developmental psychology identifies these stages and highlights how children show great curiosity about their surroundings, learn to understand themselves, and gradually recognize and control their emotions (Latipah, Cahyo, et al., 2020).

Outbound learning is an experiential method that involves hands-on activities. This method allows learners to directly engage in tasks, which helps them experience both success and failure, involving cognitive, affective, and psychomotor aspects. Outbound learning is thus a process of learning through practice, aiming to develop specific skills in students. This approach aligns with the developmental needs of early childhood, as described previously. In early childhood education, outbound activities play a crucial role in fostering social, motor, and cognitive skills through enjoyable and interactive experiences.

The Outbound Program at Gofun Waterpark in Bojonegoro is designed to enhance young children's cognitive and motor skills through a variety of interactive and educational activities. The program includes activities such as gymnastics, hula hoop relays, and using English to guess the color of balls. Gymnastics activities aim to strengthen children's gross motor skills and body coordination, while hula hoop relays focus on training teamwork, coordination, and balance. Additionally, the ball color guessing activity using English helps introduce and reinforce children's foreign language skills and cognitive abilities in recognizing colors and objects in an engaging manner. This program emphasizes physical, cognitive, and linguistic development, providing a comprehensive learning experience for young children.

Learning evaluation is a process of gathering information to assess how well learners have achieved the targeted learning objectives. The purpose of learning evaluation is to measure the effectiveness of the learning methods used by teachers and to assess learners' abilities (Keung & Cheung, 2023). It also helps identify areas that need improvement. Overall, learning evaluation is an integral part of enhancing the quality of teaching and learning (Wardanti & Mawardi, 2022; Wulansari & Khan, 2022). Through learning evaluation, teachers can gather information about learners' specific needs and make informed decisions to improve their teaching strategies.

This study, titled "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" employs the CIPP evaluation method to assess the relevance and suitability of the outbound program for the characteristics

and specific needs of early childhood. Outbound activities that involve hands-on experiences are essential in early childhood education, helping to develop various social, motor, and cognitive skills. This evaluation is critical to understanding how the outbound program can enhance students' cognitive and motor skills and to providing recommendations for future program improvements and development.

B. Problem Formulation

Based on the background stated above, the problem formulation that can be identified below :

1. What are the unmet needs and objectives in the development of the outbound program activities at Waterpark Gofun for the kindergarten students of Santo Paulus?
2. How do the characteristics of the participants, activity planning, and availability of learning facilities affect the effectiveness of the outbound program activities at Waterpark Gofun?
3. How do the learning processes, including gym activities, the introduction of English using colored balls, and passing through hula hoops, influence the improvement of cognitive and motor skills of the kindergarten students at Santo Paulus?

C. Research Objective

Based on the background provided, the research objectives could be:

1. To identify the unmet needs and objectives in the development of the outbound program activities at Waterpark Gofun for the kindergarten students of Santo Paulus.
2. To assess how the characteristics of the participants, activity planning, and availability of learning facilities affect the effectiveness of the outbound program activities at Waterpark Gofun.
3. To evaluate how the learning processes, including gym activities, the introduction of English using colored balls, and passing through hula hoops, influence the improvement of cognitive and motor skills of the kindergarten students at Santo Paulus.

D. Research Benefit

1. Theoretical Research Benefit

1. Using the CIPP model evaluation, research can identify specific needs and objectives for program development, tailoring activities to participants' unique characteristics. This leads to more effective and targeted initiatives and improved outcomes.
2. The research methodology, including observations, interviews, and document analysis, provides comprehensive and reliable data. This data-driven approach supports informed decision-making in education, guiding educators and policymakers in creating evidence-based strategies to enhance student outcomes.

2. Practical Research Benefit

1. Evaluating student characteristics helps design effective, customized programs to enhance cognitive and motor skills.
2. The CIPP model evaluation provides a structured method for using data from observations, interviews, and surveys to improve programs.
3. Engaging teachers, parents, and trainers in evaluation promotes collaboration and feedback, supporting student outcomes and program success.

E. Operational Definition

Operational definitions are needed to ensure that each term in the research has a clear meaning and is consistently understood by all parties involved. In the context of research on the evaluation of the outbound program at Gofun Waterpark in improving the cognitive and motor skills of Santo Paulus Kindergarten students, the following are operational definitions of relevant variables and terms:

1. CIPP Model Evaluation

This evaluation model is the most widely recognized and applied model by evaluators, therefore the description given is relatively long compared to other models. The CIPP model evaluation was developed by Stufflebeam, et.al. (1967) at Ohio State University. The CIPP model evaluation sees program evaluation as a system in which the areas of the evaluation model such as the context component are used to detail what the program requires. The input component helps determine alternative sources to achieve program goals, then the process component finds out

the course of the program and what should be improved afterward, and finally, the product component performs a calculation to assess the achievement of a program that is being run.

2. Outbound Program

According to Batista (2012), outbound activities incorporate a variety of fun outdoor games designed to develop human resources, including:

- a. **Gymnastics:** Physical activities in the form of simple rhythmic movements accompanied by songs, aiming to improve students' gross motor skills.
- b. **Guess the Color with Ball Media:** An activity where students pick up the ball according to the trainer's command based on the color mentioned in English, aims to improve cognitive and language skills.
- c. **Hula hoop Relay:** An activity where students join hands and pass the hula hoop from the beginning to the end without releasing the hand grip, aims to improve gross motor skills and cooperation.
- d. **Obstacle Course:** An activity in a pool containing various slides, where students go through challenges and obstacles and ride and slide on the slides, aims to improve gross motor skills and courage.

3. Cognitive Skills

Children learn the functions of objects, their characteristics, and social objects. Students' ability to understand, remember and use information. In this study, cognitive skills were measured through the guess the color activity and students' ability to recognize and name colors in English. (Piaget, 2015)

4. Motor Skills

1. **Rough Motor Skills:** Skills that involve large movements of the body muscles such as running, jumping, and climbing. Measured through gymnastics, hula hoop relay, and obstacle course activities.
2. **Fine Motor Skills:** Skills that involve small movements and hand-eye coordination. In the context of this program, the main focus is on gross motor due to the more physical nature of outbound activities. (Lismadiana, 2017)

5. Quality of Trainers

The competence and ability of the five trainers who have gone through a training process to manage and guide the outbound activities, ensuring they are able to handle different levels of student ability and use effective teaching methods.

6. Facilities and Infrastructure

Facilities and tools used in outbound programs. Gofun Waterpark as an implementation venue is considered optimal with various rides that support physical and educational activities.