

## Optimization of Supervision and Evaluation in Early Childhood Education Management: A Literature Review of the CIPP Model

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### ABSTRACT

This study discusses the importance of optimizing the functions of supervision and evaluation in Early Childhood Education (ECE) management. Supervision and evaluation are essential components in ensuring the quality of ECE services in accordance with national education standards. Through a qualitative-descriptive approach, the discussion is directed at the role of internal and external supervision, the implementation of program evaluation, and its impact on improving the quality of ECE institutions. The results of the study indicate that the synergy between supervision and evaluation can enhance the effectiveness of institutional management, the accountability of educators' performance, and the achievement of learning objectives. Therefore, a continuous, participatory, and data-based supervision and evaluation system is required to support the advancement of ECE

institutions in the future.

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## Introduction

Currently, parents' awareness of the importance of education for children is increasing. They are beginning to understand that education in early childhood is the primary foundation that determines the direction and quality of a child's future. Early Childhood Education (ECE) is viewed as a crucial stage in shaping children's character, learning habits, and basic skills before entering higher levels of formal education. Several studies affirm that children's learning experiences at an early age greatly influence their academic and social success in the future (Kalsum et al., 2023).

The term management originates from the English word *management*, which is derived from the word *to manage*, meaning to organize or regulate (Asrin, 2021). In the context of early childhood education institutions (ECE), management refers to the entire process of managing, directing, and organizing resources—both human resources, programs, and facilities—with the primary objective of achieving the vision of ECE, namely providing the best education for young children. ECE management encompasses systematic efforts to ensure that all educational processes support children's development optimally, including physical, social, emotional, cognitive, and moral aspects.

In the management process, supervision has a strategic role. Supervision is part of the administrative process that functions to observe, examine, and ensure that activities carried out in ECE

institutions run in accordance with the plans and standards that have been established (Ulfah et al., 2025). When deviations or weaknesses are found in implementation, supervision serves as a corrective tool to make immediate improvements and prevent similar errors from recurring in the future. Thus, supervision does not only function as a control mechanism but also as a support for achieving educational goals (Nuryati & Mufrodi, 2020).

On the other hand, evaluation—derived from the word *evaluation*, which has its root in *value*—is a systematic assessment process conducted to measure the effectiveness of an activity or program. Evaluation in ECE management aims to compare the results of program implementation with certain standards or criteria. Unlike assessment, which is usually focused on specific aspects such as children’s abilities, evaluation covers broader aspects, including program effectiveness, learning methods, educators’ performance, and the utilization of resources. Therefore, evaluation becomes an important basis for decision-making in continuous improvement (Hidayat & Asyafah, 2019). Although supervision and evaluation have been recognized as important components in early childhood education (ECE) management, their implementation in many institutions is still relatively weak and merely administrative in nature (Tsabitah, 2024). Evaluations conducted are often limited to routine activity reporting without in-depth analysis of program effectiveness, learning quality, or

the achievement of educational objectives. This condition results in managerial decision-making that is less data-driven and tends to be reactive rather than strategic.

One of the causes of weak comprehensive evaluation is the lack of understanding and application of systematic evaluation models, such as the CIPP model (Context, Input, Process, Product). In fact, the CIPP model is capable of providing a comprehensive overview of all aspects of educational programs, starting from needs analysis, resource readiness, program implementation, to the outcomes achieved. Unfortunately, this model is still rarely used in ECE institutions, either due to limited human resource capacity or the absence of simple and applicable technical guidelines. As a result, the evaluations conducted have not been able to function optimally as tools for quality control and development (Lina et al., 2019).

This article aims to conceptually examine the CIPP evaluation model (Context, Input, Process, Product) in the context of Early Childhood Education (ECE) management. This study was conducted through a literature review approach by examining various scientific literatures related to the role of the CIPP model in improving the effectiveness of ECE program evaluation. Another objective is to evaluate the extent to which this model can be practically implemented in ECE institutions and to identify the constraints and strategic potentials of its application.

## Methods

This study employs a qualitative approach using the library research method. This study was conducted by comprehensively reviewing various relevant literature sources, such as scholarly books, accredited journal articles, research reports, and policy documents that discuss supervision, evaluation, and the CIPP model in the context of Early Childhood Education (ECE) management (Nasution, 2023).

The data analysis technique used is descriptive-qualitative analysis, which includes three main stages: identifying key themes from the literature, synthesizing theories to connect concepts, and interpreting the conceptual and practical implications of the review findings. This research is analytical-descriptive in nature, as it not only systematically describes information but also analyzes the interrelationship between theory and practice in efforts to optimize supervision and evaluation in ECE institutions. Through this approach, it is expected that a comprehensive understanding will be obtained regarding the relevance and potential application of the CIPP evaluation model as a managerial tool in improving the quality of ECE services.

## Result and Discussions

Supervision and evaluation are two fundamental elements in educational management, particularly in efforts to improve the quality of Early Childhood Education (ECE) institutions. Both function as instruments of control and development that ensure the educational

process runs in a directed, effective manner and in accordance with established quality standards.

The term supervision in English is known as *monitoring*, which in the educational context is often associated with the measurement of students' learning outcomes. However, conceptually, supervision has a broader scope. Supervision is a systematic process to obtain information or data regarding the implementation of a program with the aim of ensuring that the activities carried out are in accordance with the plans and targets that have been previously established (Nofrisah et al., 2023). In managerial practice within ECE institutions, supervision includes monitoring the implementation of the curriculum, planning of learning activities, the quality and competence of educators, the utilization of resources, and parental involvement. Supervision should not be understood merely as an administrative activity, but rather as a strategic step in detecting problems that arise during the learning process. With proper supervision, ECE institutions can carry out early corrections and ensure the sustainability of quality programs.

On the other hand, evaluation is a systematic process aimed at assessing the extent to which an educational program has achieved its objectives. The word evaluation comes from the English term *evaluation*, which is rooted in the word *value*, meaning worth or significance. Evaluation aims to collect, analyze, and interpret information as a basis for determining the effectiveness and success of a program, policy, or

activity (Wraga, 2017). Evaluation is closely related to the ultimate goal of an activity, namely assessing the alignment between the plan and the achieved outcomes.

In the context of ECE, evaluation plays an important role as a foundation for strategic thinking and decision-making to improve service quality. Evaluation that is conducted objectively, participatively, and contextually can provide a comprehensive picture of learning effectiveness, educator quality, and program success. Furthermore, evaluation also encourages continuous improvement and systematic institutional development.

In addition to serving as a tool for measuring the achievement of objectives, evaluation is also a process of assigning meaning to an educational activity. Evaluation allows us to assess the quality and effectiveness of a program based on certain criteria. When conducted with the principles of objectivity and integrity, evaluation produces information that can be accepted by various stakeholders and becomes the basis for formulating appropriate managerial policies (Fadillah Annisak et al., 2024).

In the implementation of education, supervision and evaluation function as strategic pillars to ensure accountability and improve the quality of the teaching and learning process. Evaluation is a structured activity designed to identify the extent to which the implementation of a program aligns with its initial objectives. The presence of evaluation

enables educational institutions to objectively measure both their achievements and shortcomings, thereby allowing them to design improvement steps that are more targeted (Suarga, 2019).

Educational supervision based on the evaluation process aims to ensure that program implementation is in line with regulations, prevent deviations, and guarantee the efficient use of resources. Evaluation also functions as a corrective mechanism for errors in the process, as well as an early detection tool for potential discrepancies that may impact the quality of educational services.

Practically, evaluation encompasses various important dimensions in education, such as the quality of learning interactions, the professionalism of educators and staff, the adequacy of facilities and infrastructure, and students' achievements in both academic aspects and character development. Evaluation also becomes the foundation for policy development, learning innovation, and the enhancement of educators' capacity through training programs and strategic interventions (Gultom et al., 2024).

However, the benefits of evaluation can only be maximized if the results are followed by concrete actions. The implementation of evaluation results must be systematically and participatively designed, involving all elements of the school. Continuous follow-up and re-evaluation of the improvement efforts that have been implemented are key to successfully managing change toward better educational quality

(Nadya Putri Mtd et al., 2023).

The following are evaluation models in education. The Scriven evaluation model is an approach that emphasizes two main types of evaluation, namely formative and summative, each of which has different but complementary functions. Formative evaluation is conducted before and during program implementation to provide feedback and improve the program being developed (Mertens et al., 2019). Meanwhile, summative evaluation is conducted during and after program implementation to assess the overall success of the program and serve as the basis for final decision-making.

The procedure of this model is divided into two stages. The first stage is formative evaluation, which is carried out gradually and concurrently, both by experts and program users, and the results are used for revision. The second stage is summative evaluation, which begins while revisions are still ongoing until the program is completed, and is implemented simultaneously and sequentially.

The Scriven model is also reflected in Indonesian education policies, such as Government Regulation No. 57 of 2021 and Minister of Education and Culture Regulation No. 23 of 2016, although its application is still general and places more emphasis on students' learning outcomes. In practice, this model is widely used by educators when developing instructional tools, for example through systematic

approaches such as the Dick & Carey model, which emphasizes the interrelationship among components within the instructional system as a whole. This model views learning as a structured process, beginning with the determination of learning objectives, analysis of needs and learner characteristics, and followed by the development of relevant strategies and instructional materials. The formulated learning objectives are then translated into specific, measurable indicators, followed by the development of evaluation instruments aligned with those objectives. The subsequent stages include the development of instructional materials and the implementation of formative evaluation through limited trials to obtain empirical data regarding the effectiveness of the instructional design. Based on the evaluation results, revisions are made to the program before it is fully implemented and evaluated through summative evaluation. This approach enables the instructional design process to proceed in a directed, logical, and data-based manner, thereby supporting continuous improvement in learning quality (Dick et al., 2009).

Next is the Tyler Model. The Tyler model is a goal-oriented evaluation approach first introduced by Ralph W. Tyler in the 1940s–1950s in response to the need for a structured and objective-based educational evaluation system. This model emphasizes the alignment between the outcomes achieved by learners and the objectives that have been previously established. Thus, evaluation is used as a tool to assess

the extent to which a program or curriculum is able to achieve explicitly formulated educational goals.

This approach operates through systematic stages, starting from the formulation of general objectives, classification of objectives into measurable behavioral indicators, determination of situations to demonstrate achievement, selection of appropriate evaluation techniques, data collection, and finally comparing the results with the characteristics of the predetermined objectives. The gap between expectations and actual results becomes the basis for continuous program improvement.

This approach can also be applied to various program fields beyond education, such as health and social services. Along with the development of evaluation thought, this model has been further developed by several experts, including Metfessel and Michael, Hammond, and Provus, all of whom maintain the primary focus on evaluation based on the level of goal attainment. One of the methods used in this approach is the pretest-posttest method, which functions to identify changes that occur before and after program implementation.

Furthermore, Tyler emphasized the importance of attitudes, values, and character as part of educational objectives that are not only cognitive but also affective and psychomotor. To support the implementation of evaluation, this approach utilizes various sources of information, such as documents, archives, and expert forum opinions.

Evaluation is conducted by considering several key questions, such as who needs the evaluation information, what type of information is required, when it will be used, and how the data will be utilized. Thus, this approach offers a rational, measurable, and widely applicable evaluation framework in program development and assessment (Novalinda et al., 2020).

Then there is the Stake Model. The Stake evaluation model, developed by Robert Stake, emphasizes the importance of description and judgment in evaluating a program. This model integrates two main dimensions, namely descriptions and judgments, each of which is divided into three components: antecedents (initial conditions), transactions (process), and outcomes (results). Each of these components is assessed based on two aspects, namely what is planned (intents) and what actually occurs (observations), which are then compared with predetermined standards as evaluative references.

This approach examines inputs before learning takes place (such as students' backgrounds and teacher characteristics), the interaction processes in learning (including relationships between students, teachers, and the environment), and the final outcomes of the program (both immediate and long-term developments). Evaluation does not only stop at academic results but also includes aspects of attitudes, skills, perceptions, and administrative impacts. This model is holistic and contextual because it considers the entire program cycle as well as

the involvement of various stakeholders in the educational process (Lestari, 2023).

These three models make important contributions to the development of evaluative approaches in the field of education. However, in the context of Early Childhood Education (ECE), an evaluation approach is required that does not merely assess final outcomes but also systematically considers all aspects from planning to implementation and program results. The CIPP model (Context, Input, Process, Product), developed by Stufflebeam, addresses this need by offering a comprehensive, decision-oriented, and context-flexible evaluation framework. Therefore, this model is considered the most systematic and relevant for use in evaluating ECE programs. A more detailed explanation of each component of this model is presented below.

The CIPP model (Context, Input, Process, Product) developed by Stufflebeam is one of the most widely used program evaluation models due to its comprehensive, flexible, and improvement-oriented approach. In the context of ECE, this model not only enables the measurement of program success but also provides strategic input for the continuous development of the quality of early childhood education services. Evaluation is not merely viewed as an activity to measure final results, but as a reflective and systemic process that encompasses all stages of the program (Rama et al., 2023).

The first component, Context, refers to the analysis of needs and factual conditions underlying program design. In ECE, context includes the identification of early childhood developmental characteristics, family backgrounds, local cultural values, and relevant national education policies. Context evaluation plays an important role in ensuring that programs are designed based on the actual needs of learners, rather than solely on theoretical assumptions. This is crucial considering that early childhood is a developmental phase that is highly sensitive to environmental influences and educational treatment (Lagantondo et al., 2023).

The second component, Input, encompasses all resources and strategies planned to support program implementation. In ECE implementation, inputs include the quality and competence of educators, developmentally appropriate curricula, child-friendly facilities and infrastructure, and institutional support. Input evaluation does not only assess the availability of resources but also their effectiveness and alignment with program objectives. This is essential because learning processes in early childhood require specific approaches, such as learning through play, thematic approaches, and instructional strategies that support exploration and multisensory stimulation (Dalmia & Alam, 2021).

The third component, Process, examines the dynamics of program implementation in the field. Process evaluation in ECE focuses on how

learning takes place, the types of activities provided, interactions between teachers and children, and parental involvement. Since young children learn contextually and through direct experience, the quality of the learning process becomes a primary indicator in evaluating program success. In addition, this process also includes the assessment of classroom climate, pedagogical approaches, and systems for monitoring children's development, all of which contribute to the quality of learning (Bachtiar, 2021).

The fourth component, Product, evaluates the final outcomes of the implemented program. In the context of ECE, product evaluation includes children's developmental achievements in various aspects, such as language, cognitive, motor, socio-emotional, as well as attitudes and moral values. This evaluation also considers the extent to which the program has succeeded in providing positive impacts on children's readiness to enter the next level of education and on broader support for the learning environment. Equally important, product evaluation in the CIPP model also functions to determine whether the program outcomes are aligned with the initially formulated objectives, and whether the program should be continued, revised, or discontinued (Julianto & Fitriah, 2021).

The advantage of the CIPP model in the context of Early Childhood Education (ECE) lies in its approach, which does not only focus on final assessment but encompasses the entire program cycle in an integrative

manner. This model is both formative and summative: it provides feedback during the ongoing process as well as information for decision-making at the end. Evaluation using the CIPP model is also contextual, allowing flexibility in its application according to the highly diverse characteristics of ECE units. Therefore, this model is considered the most systematic and relevant for evaluating ECE programs, especially in an era of educational policy that demands accountability, program effectiveness, and the fulfillment of children's developmental needs in a holistic manner (Rama et al., 2023).

The CIPP evaluation model has significant potential in improving the quality of Early Childhood Education (ECE) programs. With its systematic and decision-oriented approach, this model is able to provide a comprehensive overview of program sustainability and effectiveness from the planning stage, implementation, to the final outcomes. Several studies indicate that this model can help identify the real needs of educational units, evaluate resource readiness, monitor the learning process, and assess both direct and indirect impacts on children's development.

Research conducted by Khairiah, Yuliani, and Yaswinda (2023) at TK Pertiwi, Bukik Barisan District, is one of the case studies demonstrating the effectiveness of implementing the CIPP model in the context of inclusive ECE. In the context aspect, the institution was found to have awareness of the importance of inclusive education; however, it

was not yet supported by special assistant teachers competent in special education. The input evaluation showed that although supporting documents and facilities were available, their use had not been optimal in supporting the needs of children with special needs (CSN). The process evaluation revealed that learning activities had begun to be directed toward accommodating CSN, but still used the same design as for regular children, without adjustments in strategy. In the product aspect, efforts to modify teaching materials and assessment systems were identified, although the results achieved were not yet optimal due to limited human resources. These findings indicate that the CIPP model is capable of mapping the strengths and weaknesses of ECE service implementation and providing more measurable and systematic directions for improvement (Khairiah et al., 2023).

Based on the evaluation results using the CIPP model in PAUD Negeri Taram, the implementation of Presidential Regulation Number 60 of 2013 had been carried out in the ECE institution but had not yet reached an optimal level, particularly in the aspect of fulfilling children's nutritional needs. In order to address this shortcoming, the institution made improvement efforts by developing a better daily nutrition menu, as evidenced by a cooperation agreement with the Community Health Center (Puskesmas) and the Fisheries Service to support the management of students' nutrition in a more structured and sustainable manner (Aulia et al., 2022).

The CIPP evaluation model has strategic implications in encouraging the comprehensive and sustainable improvement of early childhood education service quality. By assessing the four main components—context, input, process, and product—this model enables ECE institutions to conduct systematic internal evaluations that reflect institutional readiness, program implementation, and the outcomes of children’s developmental achievements. Each component functions not only as a measurement tool but also as a source of reflection and a reference for data-based decision-making.

Evaluation based on the CIPP model assists heads of educational units in making more targeted managerial decisions. Through context analysis, institutions can understand socio-economic conditions, children’s developmental needs, as well as the gap between policy and program implementation. The input component provides information related to the adequacy and effectiveness of resources, such as curriculum, facilities and infrastructure, and the quality of educators. Process evaluation functions to examine the implementation of daily learning, interactions between educators and children, and the learning climate created within the ECE environment. Meanwhile, product evaluation serves as the basis for assessing learning outcomes and the long-term impact of programs on early childhood development.

The implementation of the CIPP model in the management of ECE institutions is also in line with national policies. The Regulation of the

Minister of Education, Culture, Research, and Technology Number 47 of 2023 concerning ECE Management Standards emphasizes the importance of education unit management based on three main pillars, namely planning, implementation, and supervision. On the other hand, Presidential Regulation Number 60 of 2013 concerning Holistic-Integrative ECE highlights the necessity of developing integrated services covering education, health, nutrition, care, and protection. Thus, the CIPP model can be used as an applicable evaluation instrument because it is capable of measuring the integration of ECE services in accordance with the mandates of these policies (PERMENDIKBUDRISTEK, 2023).

Practically, the implementation of CIPP-based evaluation also supports the improvement of service quality through the accreditation process. ECE institutions that implement internal evaluations using a systematic approach are proven to be better prepared to face accreditation processes, as they already possess reflective data regarding the strengths and weaknesses of the programs implemented. Research conducted by (Zoghara et al., 2021) shows that assistance in planning and evaluation-based management improves the completeness of quality documents and service standards required in accreditation.

The competence of educators and educational staff (GTK) is also one of the main indicators of ECE quality. In this regard, the results of

CIPP evaluation can be used to design more targeted professional development programs for educators and staff, including formal education such as certification and Teacher Professional Education (PPG), as well as functional training and continuous professional activities such as Teacher Working Groups (KKG). (Farihin et al., 2022) emphasize that teacher competency development must be contextual and continuous in order to meet the developmental needs of children during the golden age period.

With all these dimensions, the CIPP model is not only a program evaluation framework but also functions as an adaptive and responsive quality control tool for early childhood education that supports institutional accountability. Optimal implementation of this model can bridge the gap between policy and practice and ensure that early childhood education services are carried out effectively, efficiently, and oriented toward children's holistic development.

### **Conclusion**

Supervision and evaluation are the main components in effective Early Childhood Education (ECE) management. To ensure the quality of early childhood education services, an evaluation approach is required that not only assesses outcomes but also all stages of the program. Various evaluation models have been developed, such as Scriven, Tyler, and Stake; however, the CIPP model is considered the most comprehensive and suitable for the ECE context. By examining

context, input, process, and product systematically, the CIPP model enables objective, continuous, and developmentally relevant evaluation aligned with children's needs. The implementation of this model in ECE can improve educational quality, support data-based policies, and ensure the achievement of educational goals in a holistic manner.

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