



EVALUATION OF IMPLEMENTATION KUMON METHOD

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Abstract

This research aim is to evaluate the implementation of Kumon Method in Bekasi using CIPP (Context, Input, Process, Product) evaluation model and qualitative approach. The result of the research reveals that: 1) The Kumon Method is a learning method that students need, as well as the objectives of the Kumon Method according to the needs of the students. Nevertheless, there are still aspects of objectives that are less appropriate, namely in terms of the formation of a strong academic foundation and spirit of learning, 2) In the implementation of the Kumon Method, human resources, placement tests, subject matter and guidance methods become appropriate inputs for the implementation of the Kumon Method course, 3) Guidance to students and communication between Kumon Method instructors with the student's parents shows the result has been in accordance with the evaluation criteria, 4) The realization of the objectives of the implementation of the Kumon Method course, namely the increased academic ability and the establishment of student independence have been in accordance with the criteria.

Key Words: Evaluation, CIPP Model, Kumon Method

Introduction

The education sector is one of the main concerns in the national development framework. Through the education sector, the quality of human resources can be improved which will certainly have an impact to the progress in various fields of human life, such as economic, social, political, cultural, and so on. Therefore, the government has an obligations to strive for the fulfillment of its right of every citizen to obtain a good service in the field of education as has been outlined and mandated by Opening of the Fundamental Law 1945.

Philosophically, the nation of Indonesia embraces and understands the notion education for life (*long life education*). The philosophy of long life education implies that education, especially in the activities of the search for knowledge, is not limited by age or just by formal education alone. Therefore, in addition to formal education through schools, we recognize also informal education, ie education that takes place in the family and environment, as well as non-formal education, which is a system of education outside formal education (schools) that were held and organized deliberate, structured and tiered.

Of the three meanings, there are two types of education that can be categorized based on the same criteria, namely the intentions of both parties involved in the educational process, that is the educators (learning resources or teachers) and learners (students). The two types of education are formal education and nonformal education. In both types of education, the educators deliberately provide instruction to learners, and the learners deliberately learn something by through the guidance, learning and training of the educator.

When viewed from the goal, then as with formal education, the nonformal education can also be viewed or treated as part of efforts to improve public education by the government. Clearly, the initial concept of nonformal education was introduced by Philip Coombs (1970:138) in the late 1960s to early 1970s. According to Coombs, nonformal education is an important complement to formal education in every education organization in a country. It is said that because nonformal education can touch the lives of many people and, if managed and implemented properly, will have high potential to contribute quickly and substantially to individual and state development.

The existence of non-formal education is considered important and given a special place in the National Education System, as one of the alternative education system outside of formal education. In Law Number 20 Year 2003 on National Education System Article 26 point 1 stated that non-formal education is basically organized or intended for every citizen who needs services in the field of education. The education service generally serves to replace, supplement and / or supplement formal education in order to support the provision of lifelong educational services. While in point 3 described that the no-formal education consists of, among others, education for life skills, early childhood education, youth education, education in women's empowerment, literacy education or literacy, vocational education and job training, equality education, as well as other education aimed at developing and enhancing the capabilities of the learners.

In this regard, since nonformal education has a significant role for the development of the community's educational level, the existence of non-formal education institutions is increasingly needed. Naturally, if then various institutions courses, as one of the units of nonformal education is growing mushrooming everywhere. According to Sudjana (2010: 131), courses are institutions initiated, established, financed, and organized by the community (individuals, groups, or communities), serving learners so as to have the skills, knowledge, or life skills to develop self- gain employment, seek independence, and or continue their education to a higher level.

By paying attention to and referring to the function and scope of nonformal education, the growth of various course institutions also seems significant with the growing interest of the community to include their children in various course institutions. In general, the reason parents enter their children to various course institutions is existence to the need to supplement and complete the lessons that have been received at school, as well to acquire life skills for the future provision of children.

One of the current course institutions is the Kumon Method, a nonformal educational institute developed in 1954 by a high school Mathematics teacher in Japan called Toru Kumon. The basic features of the subject matter developed by Toru Kumon focus on the goal of developing strong numeracy skills, enabling children to advance to high school subject matter as quickly as possible. Toru Kumon believes that the mastery of counting matter is the key that will enable each child to apply the concepts of mathematics well. Thought it gained from his

experience as a high school math teacher.

Through the process of guidance and teaching conducted by Toru Kumon, the philosophy behind the Kumon Method also emerged, which is to maximize the potential and ability of each individual child, regardless of age or grade levels in school. As more and more children learned with the method, he decided to open the first Kumon Method class in Osaka in 1955. The class uses math worksheets created by Toru Kumon. It turned out that the Kumon Method class developed rapidly, so in 1958 established Kumon Institute of Education. And based on December 2016 data, the Kumon Method has spread across 50 countries and territories with the number of children learning reaching 4.26 million.

In Indonesia, the first Kumon Method class was opened in 1991. Today, the Kumon Method in Indonesia has spread in various cities throughout Indonesia, covering the Greater Jakarta, West Java, Banten, Central Java, East Java, North Sumatra, South Sumatra, Riau, Lampung, Bali, NTB, South Kalimantan, East Kalimantan, and South Sulawesi. In the city of Bekasi, the Kumon Method class first opened in October 1995. Currently, there are 33 Kumon classes scattered in various areas in the city of Bekasi.

In the official website Kumon Indonesia mentioned, Kumon has aspirations that through education, Kumon contributed to world peace. While the mission is formulated as follows: *"By exploring the potential of each individual and developing his abilities to the fullest, we strive to form talented and credible people so as to contribute to the global community."*

To realize this mission, Kumon has a long-term vision of *"We desire that all human beings in all countries and regions of the world will have the opportunity to learn with the Kumon Method, and that every individual in the world will enthusiastically study independently and strive to realize targets and dreams."*

Based on the above description, the Kumon Method course aims to: (1) provide educational services that supplant, supplement and / or supplement materials not obtainable from formal education in schools in order to seek life skills; (2) focusing on developing strong numeracy and language skills, enabling as soon as possible children advance to high school subject matter through Mathematics and English language; (3) explore the potential of each individual (student) and develop their abilities to the fullest in order to form a talented man and trustworthy so hopefully one day they can make a meaningful contribution to the global community.

The essence or core of the Kumon Method is a unique method of education because the Kumon learning method does not generalize to each child's abilities but this method of learning emphasizes individual guiding and self-learning. In addition, the Kumon Method also encourages each child to have a strong academic foundation, a high level of agility work, as well as increased concentration and perseverance skills. In addition, the Kumon method also seeks to foster in children the initiative that will be able to improve their creativity in the future. The Kumon Method also helps the development of the child to grow into a human being who has a passion for learning, and builds the strength of the child to face the problems that are later required in their lives in the future. In other words, the Kumon Method becomes a means to develop children life skills.

Looking at and considering that the existence of the Kumon Method course in Indonesia is quite long (27 years) and the number of classes opened in various cities in Indonesia, it is time

to evaluate the implementation of the Kumon Method. Evaluation needs to be done to measure the level of achievement of the objectives of the Kumon Method implementation, so that this learning method can really make a significant contribution to education. The purpose of evaluation is to obtain accurate information about the implementation of the Kumon Method, the achievement of the program and its implications for student independence .

In the city of Bekasi, the Kumon Method has been run for 22 years, no evaluation has ever been conducted. In fact, a program needs evaluation in order to run effectively and efficiently. Therefore, the researcher is interested to conduct evaluation research on the implementation of Kumon Method in Bekasi city .

Theoretical framework

The word evaluation literally comes from the English language, which is generally translated into Indonesian as an *assessment*. The root is *the value*. According to Jody Fitzpatrick (2009:1), *"Evaluation covers a broad spectrum of activities, and different evaluators emphasize different kinds of evaluation activities"*. Therefore, there are many definitions of evaluation. This definition, among others proposed by Edwind Wandt and Gerald W. Brown cited by Sudijono (2008:1): *"Evaluation refer to the act or process to determining the value of something"*. According to the definition, the term evaluation refers to an action or a process for determining the value of something. While the goal according to Scarvia B. Anderson (1981:48) is *" ... to assign value to a program and its component parts and to make decisions about continuing, modifying, or terminating the program"* .

Another expert, John M. Owen (2006:18), suggests that the concept of evaluation can be explained in two senses. First, *"Evaluation as the judgment of worth of a program"*, and second, *"Evaluation as the production of knowledge based on systematic inquiry to assist decision-making about a program"*.

Likewise, Fitzpatrick, Sanders & Worthen (2012:7) describe the evaluation as *"the identification, clarification, and user application of defensible evaluation criteria to determine an object's value in relation to reviews those criteria"*. This is also in line with the opinion of E. Jane Davidson (2005:1) who says that *"evaluation is possibly the most important activity that has allowed us to evolve, develop, improve things, and survive in an ever-changing environment."*

Another well-known expert on program evaluation, Stufflebeam, as quoted by Suharsimi Arikunto, describes the evaluation of the process dimension, which is the process of drawing, searching and providing information that is very useful for decision makers in deciding alternative decisions. In line with that opinion, James C. McDavid and Laura RL Hawthorn (2006:3) state that *"evaluation can be viewed as a structured process that creates and reduces the level of uncertainty for stakeholders about a given program or policy"* .

Meanwhile, Don E. Gardner in Mutrofin suggests five basic definitions of evaluation: (1) evaluation as a measurement, (2) evaluation as a '*judgment*' professional, (3) evaluation as a conformity analysis between performance with goals or objectives (or performance standards), (4) evaluation-oriented decisions, and (5) responsive evaluation or *goal free* .

From the above opinions, basically evaluation is a systematic activity, starting from gathering information, analyzing based on criteria and giving an assessment by comparing it with the evaluation indicator and the result is used to make a decision about the object of evaluation.

In relation to the object of its evaluation, the evaluation to be conducted in this research is the evaluation of the program. There is also a well-known definition for program evaluation proposed by Ralph Tyler as quoted Suharsimi Arikunto (2009:5), which says that the evaluation of the program is a process to determine whether the purpose of education can be realized. However, according to Suharsimi Arikunto, in the same book, the definition of program evaluation that is more accepted by the public is proposed by two evaluation experts, namely Cronbach and Stufflebeam. They argue that program evaluation is an effort to provide information to be conveyed to decision makers.

Another definition of program evaluation is presented by Wirawan (2011:17) stating that program evaluation is a systematic method of collecting, analyzing, and using information to answer basic questions about the program. A similar view is given by Huey-Tsyh Chen (2005:3), which is "*evaluation program defined as the application of evaluation approaches, techniques, and knowledge to systematically assess and improve the planning, implementation, and effectiveness of programs*". Meanwhile, a short definition of program evaluation was presented by Dean T. Spaulding (2008:5), who said that "*program evaluation is carried for decision-making purposes*".

With reference to the definition of evaluation program above, it can be concluded that the evaluation program that will be implemented in this research is an activity carried out systematically. The activity consists of collecting and analyzing the program based on appropriate evaluation criteria or size, resulting in decisions that can be used for program improvement.

According to Blaine R. Worthen and James R. Sanders (2002:163), evaluation of the program has an important role in education, which provides the information used as the basis for making policies and decisions; assess the outcomes of the students; assess the curriculum; confidence in the school; monitor the funds already provided; improve education materials and programs. As also stated by Suharsimi Arikunto that the purpose of the evaluation of the program is to know the achievement of the program objectives by step knowing the implementation of program activities.

Another opinion came from Carol H. Weiss (1972:143), who said that the purpose of program evaluation is to measure the impact of a program compared to its stated objectives, which can then be used as a consideration in making decisions about the program and for improving future programs.

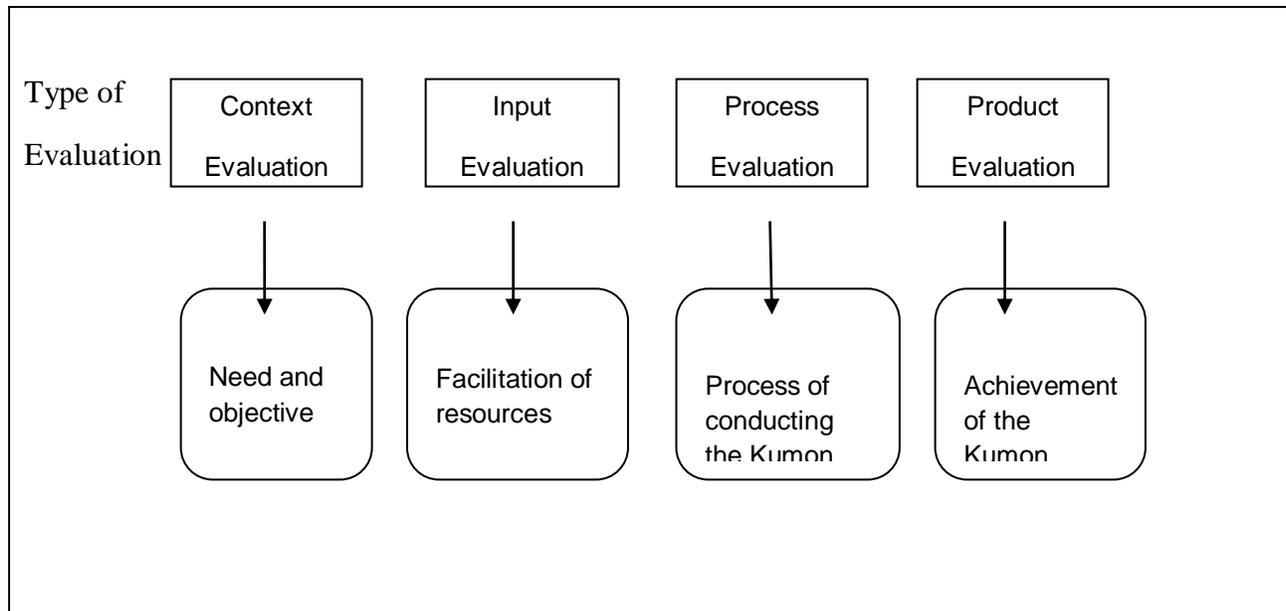
Based on the above description, then the purpose of program evaluation is to get the right information about the program that has been evaluated so that it can be used as consideration for decision makers in determining the policy to be taken. Program evaluators would like to know which parts of the program components and subcomponents that has not been done and why. Therefore, before beginning with the evaluation step, the evaluator needs to clarify what the program objectives will be evaluated .

From the various evaluation models available, this study uses the CIPP evaluation model developed by Daniel Stufflebeam. The CIPP model is chosen because this evaluation model is

directed to collect, process and present the data as input for decision making. There is a point to improve and develop the program using four evaluation components, namely *Context*, *Input*, *Process* and *Product*. Through evaluation of these four aspects, the researcher will know the implementation of a program that can help to improve and develop the program being evaluated.

In relation to the research conducted by the researcher, ie evaluating the implementation of the Kumon Method, the four components are: (1) the needs and objectives of conducting the Kumon Method course as *context*; (2) facilitation of resources in the implementation of the Kumon Method as *input*; (3) the process of conducting the Kumon Method course as *process* ; and (4) the achievement of the Kumon Method course as *product* .

In summary, the four components evaluated describe as follows :



To know a program that is done well or not, there needs to be criteria as a benchmark of success. Therefore, an evaluation must be related to the criteria. Thus, the evaluator can provide a consideration of the value, price, and components of the program that need to be refined and who have met the established requirements to evaluate whether a program is successful or not. In relation to this study, the criteria are developed specifically in accordance with the characteristics of the Kumon Method. Criteria determination is done by setting the expected conditions for the implementation of the Kumon Method in order to improve academic ability and student independence. These criteria will serve as standard benchmarks to measure the level of program achievement. The evaluation criteria of Kumon Method consist of: (1) *context*, (2) *input*, (3) *process*, and (4) *product*, where each criterion will explore various aspect which become base to be evaluated. Each aspect has an objective standard that becomes the reference and rationale of the object to be examined carefully, as described in the following table:

Criteria for Evaluation of Kumon Method

Component	Aspect	Evaluation Criteria
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<p><i>Context :</i></p> <p>Needs and objectives of the Kumon Method Course</p>	<ol style="list-style-type: none"> 1. Requirement for the course of the Kumon Method Course 2 The purpose of conducting the Kumon Method Course 	<ol style="list-style-type: none"> 1 The relevance of the Kumon Method Course program to the student's needs 2 Suitability of Course Program Course objectives Kumon with student needs: <ol style="list-style-type: none"> a. Students can learn independently and understand for themselves how to solve the problem. b. Students advance beyond their grade levels in school. c. Students have a strong academic foundation. d. Students have a passion for learning.
<p><i>Input :</i></p> <p>Facilitation of resources in the implementation of the Kumon Method</p>	<ol style="list-style-type: none"> 1 Human Resources 2 Placement test 3 Subject matter 4 Guidance methods 	<ol style="list-style-type: none"> 1 Availability of human resources 2 Conformity of placement test 3 The suitability of the subject matter. 4 Accuracy of guidance methods
<p><i>Process :</i></p> <p>Implementation process of Kumon Method</p>	<ol style="list-style-type: none"> 1 Guidance to students 2 Communication with parents 	<ol style="list-style-type: none"> 1 Conformity of counseling method with the ability of each student. 2 Conformity of level learned with student ability. 3 Clarity of delivery of learning outcomes and student learning conditions.
<p><i>Product :</i></p> <p>The results achieved from</p>	<ol style="list-style-type: none"> 1 Academic ability 	<ol style="list-style-type: none"> 1 Increased academic value of students in school 2 The formation of student independence

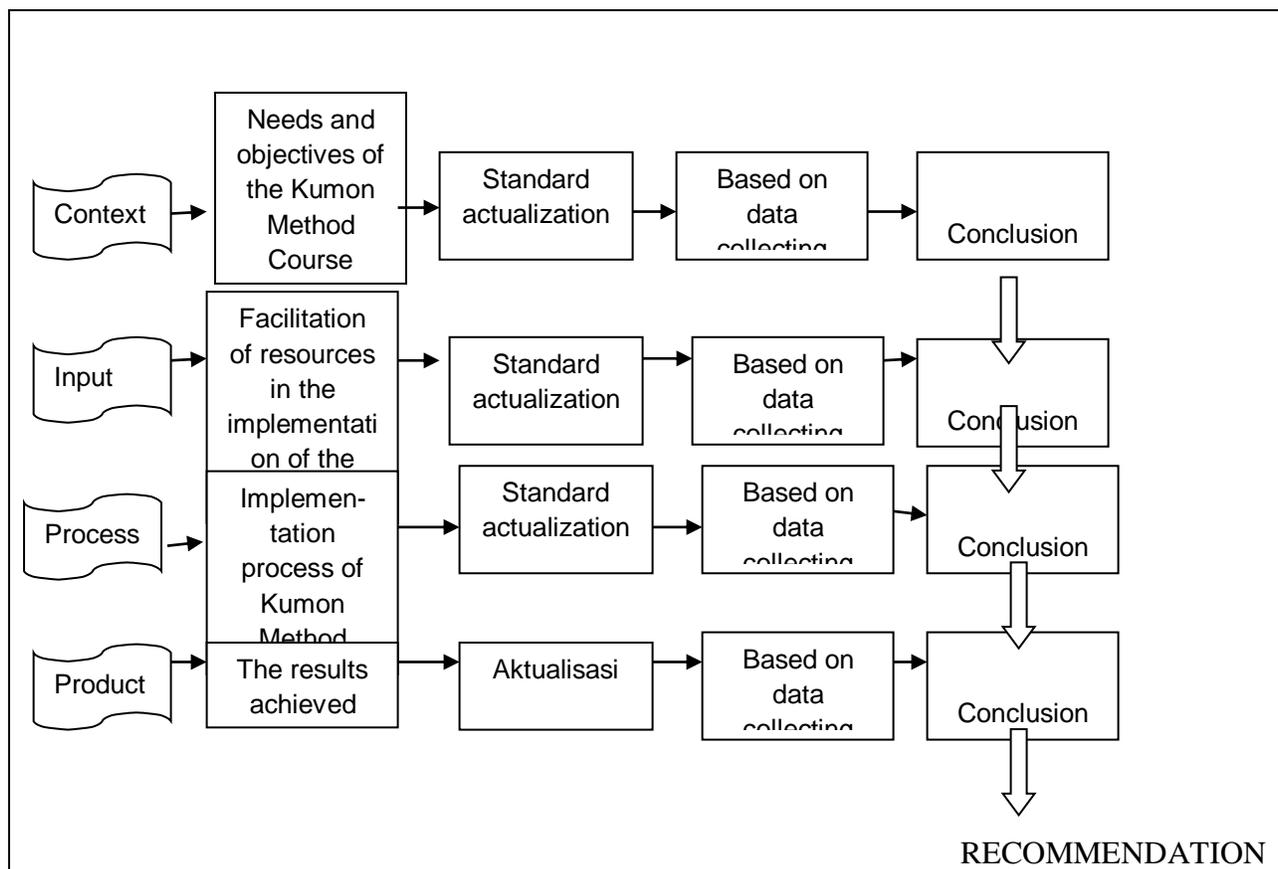
the Kumon Method	2 Student independence	
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Methodology

The research method used in this study is a qualitative research method with the aim to evaluate the implementation of the Kumon Method. Through these methods, researchers look for data and information as deep as the object of research in its natural condition. Based on such understanding, the study was not intended to prove a hypothesis, but more emphasis on the activities of collecting, analyzing, and give an assessment and make recommendations to the course organizers Kumon Method in reformulating the strategy of guidance and student learning through the Kumon Method.

There is also his research design described as follows:

Type of	Evaluation	Evaluation	Evaluation
Evaluation	Component	Criteria	Analysis Result



The research instrument used in this research is an interview guide which functions to

gather information and data through deep interview. The main instrument in this study is the human, which in this case is the researcher himself. While acting as the key informan is the person involved in the implementation of the Kumon Method. They are representing PT KIE Indonesia, the organizers of the Kumon Method, the students and the parents of the students.

Grid of evaluation instrument of Kumon Method implementation presented in tabel below:

Component	Aspect	Data source	Data	Data collection technique
<i>Context :</i> Needs and Objectives of the Kumon Method	1 Requirement for the course of the Kumon Method 2 The purpose of conducting the Kumon Method	Organizers of the Kumon Method Course, PT KIE Indonesia, Parents of Students, Students	1 Data about the student's need for additional subject matter 2 Data on the purpose of the Kumon Method Course provision	Study documents, interviews, questionnaires
<i>Input :</i> Facilitation of resources in the Implementation of the Kumon Method	1 Human Resources 2 Placement test 3 Subject matter 4 Guidance methods	Organizers of the Kumon Method Course, Parents of Students, Students	1 Data about instructor 2 Data on placement tests, subject matter and guidance methods	Interviews, questionnaires, observations, document studies
<i>Process :</i> The implementation process of the Kumon Method	1. Guidance to students 2. Communication with parents	Organizers of the Kumon Method of Course, Supervisor, Student, Parent of Students	Data on the implementation process of the Kumon Method Course Program	Interviews, questionnaires, observations, document studies
<i>Product :</i> The Kumon Method results achieved	1 Academic ability 2 Student independence	Organizers of the Kumon Method of Course, Supervisor, Student, Parent of Students	Data on academic grades and student independence	Interviews, questionnaires, observations, document studies

Evaluation Result

Context

a. The need of Kumon Method

The Kumon method was born out of the thought of Toru Kumon, a Japanese mathematics teacher, who sees the fact that amongst students with even grade or age, there is a difference in academic ability and level of understanding. This difference leads to the amount of learning and learning time needed to understand a subject matter vary from student to student. In learning with conventional model (class system), all students are given the same subject matter simultaneously. Students with low academic ability will find it difficult to follow the lesson well and left behind. Conversely, students with high academic ability, can not advance as much as they should. With other words, the difference in ability between students ignored, and the teacher can not provide proper guidance to each individual student, although it has sought to provide a good teaching method.

Taking into account such teaching conditions, the Kumon Method was born. Through the Kumon Method, students learn according to their individual abilities. In other words, the Kumon Method is a learning method that does not generalize the students' abilities, but rather cares for the ability of the individual. Therefore, the learning program is designed according to the students' abilities, so that Kumon Method becomes a learning method that suits the needs of students, both students with high academic ability as well as low.

b. Purpose of the Kumon Method

The Kumon Method is an individual learning method, designed to enable each child to develop his potential as much as possible. Through this method of learning, the Kumon Method encourages each child to have a strong academic foundation, a high level of job dexterity, and increased concentration and perseverance. It also fosters the initiative in the child that will improve their creativity. The Kumon Method also helps the development of the child to become a person who has a passion for learning and builds the strength to face the problems that will be needed for his life. In other words, the Kumon Method becomes a means of development of life skills.

The purpose of the Kumon Method is as follows:

- 1) In order for each student to learn independently and understand how to solve the problem.
- 2) For students to progress beyond their grade levels in school.
- 3) Encourage each child to have a strong academic foundation, a high level of job dexterity, and increased concentration and perseverance. It also fosters initiatives in children that will increase their creativity.
- 4) Helping the development of children to be people who have the spirit to learn and build the strength to face the problems that will be needed for life later and become a means of development of life skills.

Input

a. Human Resources in the Implementation of the Kumon Method

In the overall activity that takes place in the Kumon Method class, the activity of guiding students becomes the most important activity. In other words, in Kumon Method class, guidance to the students is the main activity. Therefore, the human resources involved in the activities in

the Kumon Method class, almost all of them function as student instructors. In the Kumon Method course, an owner, manager and principal supervisor called an Instructor, human resources while others assist in the activities of the class called Assistant.

Given that the Kumon Method is a learning method that emphasizes self-study with individual learning programs, any recruited Assistant personnel must meet certain requirements. In terms of education, at least D3 graduates of all disciplines, like children, and love to learn. As for guiding preschool students, at least high school educated. Because the Kumon Method is a learning organization, the requirement of learning to be an essential condition to be fulfilled by an Assistant candidate. The learning process in addition to doing material exercises Kumon Method, also always willing to learn from the cases encountered in the classroom when guiding students to learn.

b. Placement Test

In the Kumon Method of learning groove stipulates that every child who will follow Kumon Method course, should follow the placement test first. There is also a goal, to determine the basic ability of children, so it can be determined the starting point or the initial level of children learn correctly. Thus, in Kumon Method class, each student learns from the appropriate starting point for every level of ability of students, regardless of their age or grade level at the school.

c. Lesson Materials of Kumon Method

Lesson learned in Kumon Method class consists of Mathematics and English, which consists of preschool to high school materials. In general, the Kumon Method lesson material is created with the aim that students can complete high school Mathematics and English subject matter as soon as possible. Therefore, the subject matter of the Kumon Method is not based on a bottom-up arrangement, but is made with a declining system, which is what is required in order to complete high school subject matter

To achieve these objectives, the Kumon Mathematics worksheet is structured with essential elements that are urgently needed for high school material learning. Her worksheets designed with levels of difficulty gradually in small steps so that even elementary school students or preschool students can advance to differential materials and integral calculus with their own abilities. Meanwhile, English subject matter in Kumon aims to enable students to develop high reading comprehension skills.

d. Guidance Method of Kumon Method

In the Kumon Method class learning activity, there is only one point of guidance, "Are students able to learn at the right level?" Therefore when guiding students, the Kumon Method guides should always guide by remembering them. What is meant by learning at the right level there are two, namely:

- right on his understanding
- right at work agility and concentration power:
 - level of lesson learned
 - number of worksheets

While continuing to remember the subject of the guidance, the instructor prepares each student's learning program. The programming activities cover the subject matter that will be done and the determination of how many copies to be given to work in the classroom and how many sheets are provided for homework, and then prepare the worksheet before the course starts.

Process

a. Students Guidance Process

In Kumon Method class, process guidance to the students is at the core of learning activities. The process was carried out of the current guidance before the study until the study is completed. The guidance process is carried out as follows:

- a) At the time of registration: determining a starting point and making forecasts to learn.
- b) Guiding students' prior learning: provides worksheets.
- c) At the time of study: observing students and guide them to do the work sheet in accordance with their own abilities.
- d) After learning: recognition, praise and encouragement.
- e) Analysis and adjustment: analyze how the learning progress of each student.

b. Communication with Parents'

In the process of studying the Kumon Method, support from parents is needed to maximize students learning progress. Therefore, Instructor always communicate with parents about student learning conditions in the classroom and at home, as well as the contents of the subject matter being studied. Instructor also discuss the next learning plan with parents that can be easily understood in order to reach mutual understanding.

The process of communication with the parents become one of the factors that influence the success of student learning in Kumon Method. Communication itself is done from the very beginning students apply through the process of learning in Kumon method, even until students graduate or complete the entire level studies at Kumon Method. Through good communication, will be established common view and understanding of student learning in the Kumon Method. Thus, parents will provide support for their children to study in the Kumon Method process can run smoothly.

Product

a. Students Academic Ability

Kumon Method as an educational institution that organizes nonformal education services that act as substitutes, enhancer, and/or complement formal education, are targeted in order to increase student academic abilities. Academic ability is a person's ability and skills in the academic field. Academic field covers all existing knowledge in formal education, or in the sentence simply is any subject that is subject to formal education. Significantly, academic ability is reflected through the values listed in the school report card.

As a method of learning that do not generalize the ability of students, the Kumon Method put students at the level of the lessons according to his ability. In this way, each student with diverse academic abilities, whether high or low, are enabled to reach the level of the lessons beyond grade level in school. When students have studied the material beyond grade level, the student will be easier to follow the lessons in school and academic skills increased.

b. Student Independence

Self-reliance does not appear out of nowhere. It needs to be taught and trained from an early age children, starting from the home and family. One important element in educating and building a child's independence is to foster trust yourself. The confidence is what will make children develop strategies in dealing with problems of life.

As one of the nonformal education institutions, one of the goals Kumon Method is to develop good study habits and self-learning ability. Kumon Method defines self-learning ability as the ability to set goals and resolve the difficult problem independently. Moreover, the desire to try new challenges are grown in the child from learning achievement every day with the slogan "I can".

Through the process, the confidence of child grows. And if it is continuously carried out continuously, then the experience will be accumulated in the child, so the child will grow up to be an independent person. Later, that independence is very important for children to live their lives.

Discussion of Evaluation Results

Evaluation Result of Kumon Method Implementation in Kota Bekasi

No	Evaluation	Aspect	Criteria	Data	Conclusion
1	Needs and objectives of the Kumon Method	1. Needs	1. suitability Kumon Method Course program with the needs of students 2. Compliance Program objectives Course	- a program of learning designed according to the student's ability - because according to their ability, then in accordance with the needs - learn independentl	Conform with criteria

		2 Objectives	Method Kumon students' needs.	y - advanced to exceed grade level foundation academically strong - builds of <i>life skills</i>	
2	Facilitation of resources in the Implementation of the Kumon Method	1. Human resources 2. Placement test 3 Subject matter 4 Method guidance	1. Availability of human resources 2 The suitability of the placement test 3 Suitability of the subject matter. 4 Appropriateness of guidance methods	- Instructor and Assistant - placement test according to students' ability - material subjects arranged in <i>small steps</i> - guiding students learn at the right level	Conform with criteria
3	The implementation process of the Kumon Method	2 Guidance on students 3 Communication with parents	1. Suitability guidance method with the ability of each student. 2. Compliance levels are studied by student ability. 3. Clarity delivery of learning outcomes and student learning conditions.	- the core activities of learning is student guidance - the guidance of prior to the end of learning - guiding student to do worksheets with their own abilities	Conform with criteria

				<ul style="list-style-type: none"> - communication of the conditions studied and the material content subject - established mutual understanding 	
4	The Kumon Method results achieved	<ol style="list-style-type: none"> 1. Ability academic 2. Independence students 	<ol style="list-style-type: none"> 1. Increased academic scores of students in school 2. The formation of students' independence 	<ul style="list-style-type: none"> - the value in the report increased - learn beyond grade level so that the academic ability is rise - grow the students' confidence - able to resolve the difficult problem independently. 	Conform with criteria

The data presented in the table above shows that the achievement of each component evaluated related to the implementation of the Kumon Method in Bekasi, has been in accordance with established criteria..

Conclusion

The Kumon Method is an individual learning method which was born from the ideas of Toru Kumon, a math teacher in Japan. As an individual learning method that does not generalize the ability of every child, the Kumon Method is designed so that each child can develop his potential as much as possible through self-learning. This learning method can be followed by all children, regardless of age.

The results of research conducted by using CIPP evaluation model, indicate the conformity with the evaluation criteria set. However, there are also some weaknesses in the context and product components.

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