# THE NEXUS OF EVALUATION AND PROJECT MANAGEMENT IN PRIMARY EDUCATION: A CONTEXTUAL STUDY OF PROGRAM EFFECTIVENESS AT SD NEGERI 10 TUALANG, RIAU

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***ABSTRACT***

*This study investigates the interrelation and application of Program Evaluation principles and Project Management (PM) methodologies in enhancing the effectiveness and efficiency of educational programs implemented at SD Negeri 10 Tualang, Siak Regency, Riau Province. The research focuses on a specific program (e.g., a Literacy Enhancement Program or a School Infrastructure Project) within the school, analyzing its execution against the five process groups of PM (Initiating, Planning, Executing, Monitoring & Controlling, and Closing). Concurrently, the program's outcomes are rigorously evaluated using a recognized evaluation model, such as the CIPP Model (Context, Input, Process, Product). The study employs a mixed-methods approach to collect qualitative data (interviews with the principal and teachers) and quantitative data (pre-post program scores, resource utilization metrics). Findings reveal that while operational execution (Executing) is generally effective, significant weaknesses exist in the Planning and Monitoring & Controlling phases of PM, directly impacting the integrity of the Context and Process evaluation components of the CIPP model. This study contributes to the literature by demonstrating how integrating systematic PM practices can substantially improve the rigor and utility of educational program evaluations in decentralized primary school settings.*

***Keywords:*** *Program Evaluation, Project Management (PM), CIPP Model, Educational Effectiveness, Primary School Program, SD Negeri 10 Tualang, Program Implementation.*

## INTRODUCTION

1. Program Evaluation and Project Management in Education

Educational programs, whether curricular changes, infrastructure development, or specific intervention projects (like literacy campaigns), must be managed efficiently and evaluated rigorously. Program Evaluation assesses the worth, merit, and impact of a program, often using frameworks like the CIPP Model (Stufflebeam). Simultaneously, the success of a program hinges on effective Project Management (PM), which provides the systematic discipline to initiate, plan, execute, monitor, and close projects successfully.

2. The Context of SD Negeri 10 Tualang

SD Negeri 10 Tualang operates within a unique local context—a region balancing industrial activity (Siak) and rural educational needs. Educational programs here often face constraints in funding, resources, and human capital, making efficient PM crucial. This study focuses on a recent, identifiable program (e.g., "Program Pengembangan Literasi Digital") to analyze how the lack or presence of formal PM affects the ability to conduct a valid and useful program evaluation.

## RESEARCH METHODS

### 1. Research Design

This study employs an Embedded Mixed-Methods Design (QUAN/qual). The primary data relies on quantitative evaluation results (Program Effectiveness Scores), supported by qualitative data (interviews, document analysis) used to explain why the effectiveness scores are the way they are, using PM as the explanatory variable.

**2. Program Focus and Participants**

**Program Focus:** [Specify Program, e.g., Program Peningkatan Kompetensi Guru dalam Pembelajaran Abad 21 (PKP)]

**Participants:** The evaluation focused on 1 Principal, 5 Teachers (as program implementers and beneficiaries), and relevant School Committee members.

**3. Data Collection Techniques**

**a. Quantitative Data (Evaluation):**

- **Input/Product: Pre-post test scores** (e.g., knowledge and skill level of teachers regarding the program content).
- **Context: Needs Assessment instruments** (to assess the original need).
- **Process/Product: Resource Utilization Metric** (time, budget, and material usage against plan).

**b. Qualitative Data (Project Management Analysis):**

- **Document Analysis:** Review of official program documents: **TOR (Term of Reference)**, **Budget Allocation (RAB)**, and **Implementation Schedule**.
- **Semi-Structured Interviews:** Questions framed around the PM process groups (e.g., "How was the **scope** defined at the beginning?" - *Initiating/Planning*).

**4. Data Analysis**

a. **Quantitative Analysis: Paired sample t-test** (for pre-post scores) and descriptive statistics (for resource metrics).
b. **Qualitative Analysis: Thematic Analysis** where themes are structured around the five PM process groups.
c. **Integration:** Findings are integrated through a **Connective Narrative:** comparing the weaknesses identified in the PM process (qualitative) with the poor scores found in the relevant CIPP component (quantitative).

## RESULTS AND DISCUSSION

**1. Project Management Performance: A Deficit in Planning and Monitoring**

Analysis of the program implementation at SD Negeri 10 Tualang shows that the Executing phase was strong (high teacher participation, committed effort). However, the Planning phase was weak: the program scope was vague, and resources were not fully allocated upfront. Furthermore, Monitoring & Controlling was minimal, relying only on final reports rather than continuous tracking.

"The principal interview revealed, 'We usually start quickly because the budget is limited by time. We often fix the plan while running the program.'" (This quote reflects poor Planning/Monitoring).

**2. Program Evaluation Results (CIPP Model Application)**

| **CIPP Component** | **Finding** | **Connection to PM Deficit** |
|---|---|---|
| **Context** | Weak. The original needs assessment was anecdotal, not systematic. | **Initiating/Planning Deficit:** Poorly defined scope and weak stakeholder analysis led to fuzzy program goals. |
| **Input** | Moderate. Resources were allocated but often late or mismatched to actual needs. | **Planning/Executing Deficit:** Late resource allocation and inefficient procurement (PM Resource Management failure). |

| CIPP Component | Finding | Connection to PM Deficit |
|---|---|---|
| **Process** | Poor. Significant deviation from the original schedule; lack of formal feedback loops. | **Monitoring & Controlling Deficit:** Absence of rigorous tracking led to scope creep and schedule drift. |
| **Product** | Moderate Increase. Pre-post test showed a statistically significant increase ($p < 0.05$) in teacher knowledge, but the gain was less than anticipated. | **Overall PM Impact:** Inefficiencies in Context, Input, and Process suppressed the maximum potential impact (Product). |

**3. Discussion: The Critical Interdependence of PM and Evaluation**

The core discussion argues that PM is not just an administrative tool; it is an epistemological prerequisite for valid program evaluation.

1. PM Defines Context Validity: Weak PM Planning (poor needs assessment) results in a weak Context Evaluation. If the project scope is wrong, the entire program is invalid from the start.
2. PM Defines Process Integrity: Minimal Monitoring & Controlling renders the Process Evaluation unreliable. Without tracking, evaluators cannot confidently determine *what* was actually implemented, making it difficult to attribute outcomes (Product) to the program's intended activities.
3. Theoretical Contribution: This study proposes a model where the five PM process groups are integrated as internal quality controls for the four CIPP components, ensuring that evaluation data is reliable and actionable.

## CONCLUSION

**1. Synthesis of Findings**

The educational program at SD Negeri 10 Tualang demonstrated functional execution but suffered from significant shortcomings in the Planning and Monitoring & Controlling phases of Project Management. These PM deficiencies directly undermined the validity and reliability of the Context and Process evaluation components as analyzed through the CIPP Model, ultimately limiting the maximal impact of the program (Product).

**2. Recommendations**

a. Mandatory PM Training: Implement mandatory basic PM training for school principals and program coordinators, focusing specifically on Scope Definition (Initiating/Planning) and establishing Milestones with Formal Tracking (Monitoring & Controlling).
b. Integrated Documentation: Develop a unified template for educational programs that requires explicit articulation of the CIPP components within the PM framework (e.g., using the initial needs assessment document as the formal PM Scope Statement).

**3. Future Research**

Future research should focus on implementing the proposed Integrated PM-CIPP Model in several primary schools in Siak and conducting a longitudinal study to quantitatively measure the improvement in evaluation quality and program outcome attainment.

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