

EVALUATION OF EDUCATIONAL PROGRAMS THE DEVELOPMENT OF SPECIALIZATION OF SPAIN POLICE WOMAN WOMEN AND CHILDREN IN WOMAN'S POLICE

Sri Wahyuni*, Bedjo sujanto**, Siti Rochana***

State University of Jakarta

rifa.yasmin@gmail.com

bedjosujanto@unj.ac.id

sitirochana@unj.ac.id

Abstract

This study aims to determine the achievement of program objectives with steps to know the implementation of program activities. With qualitative research methods the type of program evaluation. Based on the characteristics of the program to be studied, the Special Education Development Program of Policewomen Police Service Specialist (abbreviated Dikbangspes Ba Police Woman PPA) in Police School of Women, then determined the method used in this research is the CIPP model program evaluation research. This research was conducted in Police School Women, March-July 2017. Instruments used your observation, interview and field documentation. The results of the study were conducted on each component of the evaluation, namely: 1) The context that educational programs for the development of specialization of Police Officers for Women and Children Services are based on the background, legal basis, objectives and targets of the program. 2) Inputs, students who attend meet the requirements of the background assignment, there are a number of educational components that require improvement according to standards such as infrastructure facilities that have not complied with the standard of sleeping rooms are still in the form of dormitory (barracks) los system, teaching materials not yet entirely in the form of modules of the number of subjects that are operated some still in the form of a temporary school text made by educators, 3) The process of learning process is operated with the introduction stage, material depth and rounding / termination phase. The suspicion on the nurturing process is done by daily assessment of mental values. 4) The result of the result of the assessment of the learners is the optimal result with the average value of all reaching the "good" category.

Keywords: *Evaluation, educational development specialization Ba Police woman PPA, CIPP.*

In essence reform of the Republic of Indonesia's republic is the reform of the human resources field of the Republic of Indonesia Police. Speaking of the quality of human resources, education is the key to determining one's success. Improving the quality of human resources The Indonesian republic police are conducted through the provision of education and training programs, the educational institution is a place to learn in developing, improving and honing the ability to support its performance.

The Women Police School, abbreviated as Sepolisi Perempuan, is one of the educational institutions of the Republic of Indonesia Police as the organizer of a specialist education development program that has the task of educating, shaping, forging members of the Republic of Indonesia Police, especially female police. This education is organized so that female police can provide services especially in handling crimes against women and children. To be able to provide maximum service then required knowledge and skills so as to provide the best service to the community.

Considering the development of crimes against children and women as a whole that occur throughout Indonesia every year continues to experience improvement in quality, but decreased in quantity as the data below:

Table of Violence of Violence against Children of Children 2013 – 2017

NO.	Year	Total
1	2013	4124
2	2014	3025
3	2015	3653
4	2016	3056
5	2017 March	1276
Total		15134

However, based on these figures the number is much smaller than the actual figures not reported by the people. The role of the Republic of Indonesia Police is highly expected in the handling of crimes committed against women and children.

By looking at the background, the educational program is held every year, this is one of the right steps in preparing human resources to be able to better play in order to provide protection, handling of crimes especially to women and children. It was also emphasized in the instruction of President Susilo Bambang Yudhoyono to increase the number of female police officers in order to provide service to the City Police Headquarters (police headquarters sector), and also delivered the Republic of Indonesia republic H. Muhammad Tito Karnavian, P.Hd that "to increase the quantity and the quality of personnel who manages the Women and Child Service Unit, the Republic of Indonesia's republic police has conducted the establishment of 7,000 female police officers in 2014.

However, the capability possessed by Bintara Police of the republic of Indonesia after conducting the formation education is not enough to challenge the tasks faced, this forces the presence and presence of female police to be able to provide services in handling the settlement of cases against women and children. Students who follow the program are not proportional to the number of graduates in 2014, so the addition of the number of personnel who have followed the program has not fully answered the challenges of the task faced in the community. This can be seen in the data table as follows:

Table 1.2 Recapitulation of Student Alumni Dikbangspes Bintara Women's Police PPA Year 2002-2017

No	YEAR	TOTAL	INFORMATION
1.	2002	30	
2.	2003	44	
3.	2004	46	
4.	2005	24	WAVE 1
		24	WAVE 2
5.	2006	28	
6.	2007	59	
7.	2008	30	
8.	2009	-	
9.	2010	30	
10.	2011	34	
11.	2012	29	
12.	2013	29	
13.	2014	27	
14.	2015	30	

15.	2016	30	
16.	2017	30	
TOTAL		534 people	

Considering the role of NCO Police officers are very strategic in providing services in handling crimes against women and children, in order to avoid mistakes in the handling of cases and help prevent or reduce the number of crimes that occur in the community, the implementation of this Dikbangspes program expects graduates to have qualifications in accordance with program objectives education. So the evaluation of this program is done in order to know the implementation of the education program according to program objectives so as to know whether the program needs to be continued, not continued, improved with the records in an effort to improve towards the better.

Evaluation of the program is an activity or activities that are prepared to implement the policy and the process is done within a certain period. program evaluation covers a broader subject, can be started from the evaluation of the curriculum to the evaluation of the program in the field of study and the object of program evaluation may also vary, including programming, program implementation and program effectiveness. (Sukardi, 2010).

Yet others are said by David, Bruce, Deborah and Logan that: A Program is an organized collection of activities design to reach certain objectives Royse, Bruce A. Theyer, Deborah K. Padgett, TK. Logan, 2006). That a program is designed / planned in an organized manner to achieve a certain goal. To assess whether a program has effective and efficient benefits, it is necessary to conduct an evaluation as a benchmark for the success and achievement of the program. It is said that evaluation is the systematic assessment of the worth or merit of some object (Stufflebeam and Anthony J. Shinkfield, 1985). Evaluation is a systematic assessment of the value or effectiveness of some objects under evaluation. This definition centers on the value of the root and shows that the evaluation essentially involves a decision.

Stufflebeam's evaluation is: Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and purpose of accounting, and understanding of the involved phenomena. (Stufflebeam and Shinkfield, 1995). The result of the evaluation process in the evaluation product is the evaluation report for the purposes of the intent and intended by the user, as stated by Stufflebeam and Gulili that: Specially program evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about cost-effectiveness , feasibility, safety, legality, sustainability, transferability, fairness, importance and the like. The result of an evaluation process in an evaluation product that is, Stufflebeam and Zhang, 2017). That evaluation is a process for describing, obtaining, and providing descriptive information and assessing the benefits of some objective, design, implementation, and impact of the object to guide decision-making, serve the need for accountability, and promote an understanding of the phenomena involved.

The evaluation model used is the Context Input Process Product used by internal and external evaluators that it says: "The Context Input Process Product evaluation model is a comprehensive framework for guiding formative and summative evaluation projects, programs, personnel, products, intuitions, and systems. The model is configured for guiding organizations' internal evaluation, self-evaluation conducted by project teams and individual service providers, and contracted or mandated external evaluations ". (Stufflebeam, 2013).

This definition summarizes key concepts in the Context Input Process Product model. The CIPP Model (The CIPP Evaluation Model, Sttus, Origin, Development, Use, and Theory, Daniel Stufflebeam) is: "Evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about object's value-for example, its merit, worth, probity, equity, feasibility, safety, cost, and significance ". (Marvin C. Arkin, 2013). That evaluation is a

systematic process by describing, obtaining reporting and applying descriptive information in assessing an object such as excess, probability, fairness, feasibility, efficiency, security, cost, significance.

The definition of program evaluation has been suggested by experts such as David Royse et al. Explaining that: The evaluation is applied research program as part of the managerial process. Evaluation are undertaken to aid those who must administrative decision about human service programs (Royse, Theyer, Padgett, Logan, 2006). That program evaluation is applied research that is used as part of the managerial and evaluation process is carried out to assist administrative decision-makers about service programs to the community. So to determine whether the community needs a service program that will allow it to be used in certain activities, whether the identified program is strong enough to meet the needs, whether the services are offered as planned, and fulfill the services to the community and do help the difficulties that occur in the local community. Borg and Gall explain the focus of evaluation research: Evaluation research may be a focus on management systems resources and procedures so that they are used to achieve program goals. (Borg and Gall, 1979). Then the fourth evaluation in the dynamic action evaluation model Context Input Process Product described as follows:

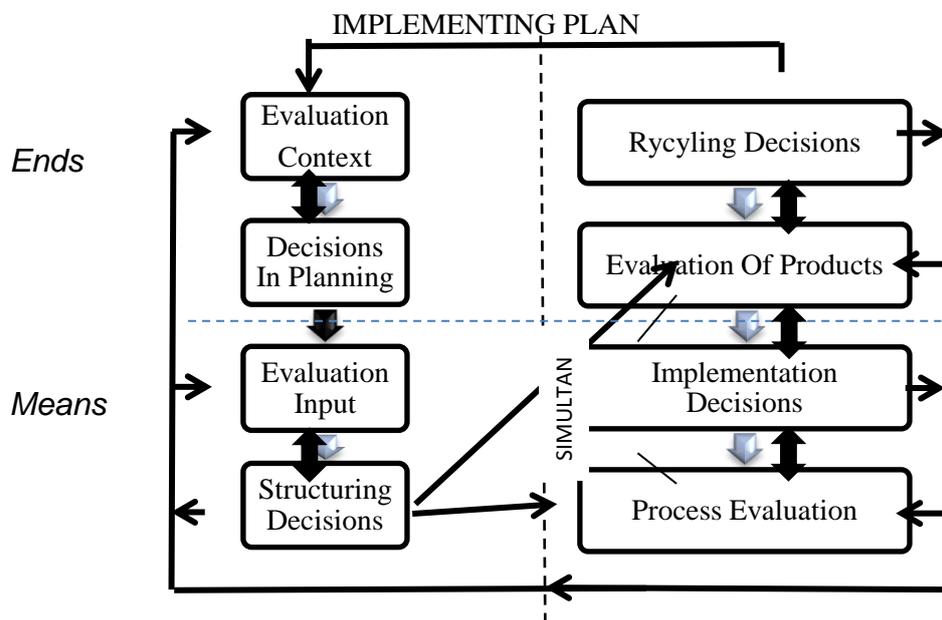


Figure 2.3 Dynamic Action Model evaluation Context Input Process Product (Stephen Isaac and Willam B. Michae, 1982)

Evaluation research is a type of research undertaken to improve the effectiveness of a policy or program with the aim of providing feedback to individuals involved in the program, and can be applied continuously to ensure continuous improvement of outcomes.

The criteria in the assessment are also often known by the word "benchmark" or "standard", so "criteria", "benchmark", "standard" is something that is used as a benchmark or a minimum for something measured that is 1) A need assessment, 2) a simple logic model that links the evaluations to needs, 3) an assessment of other relevant values, 4) checklist for thinking of other relevant criteria under the headlings of processes, outcomes, and costs, 5) a strategy for organizing your criterion checklist. (Davidson, 2005).

To facilitate the research, several criteria are needed in the program of Dikbangspes Bintara. Women police services for women and children are: 1) Components include: context, input, process and product, 2) Aspects to be evaluated include: from 4 components are background, legal basis , objectives, curriculum, students, educators, teaching materials, educational facilities and budget, learning process and parenting process, pdoduk to be produced is the achievement of the final

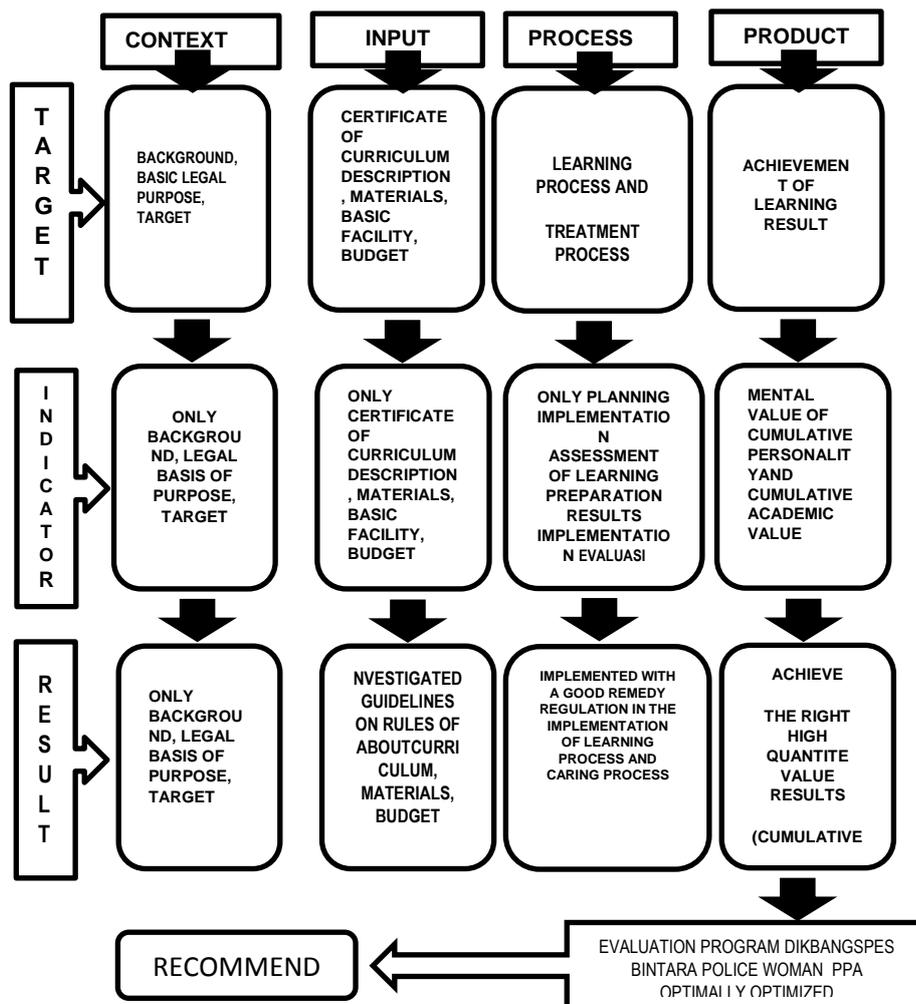
assessment of academic value and mental personality 3) Criteria / standard evaluation of each component.

METHOD

The research method used is qualitative method of evaluation type of program. Based on the characteristics of the program to be studied, the Special Education Development Program of women police officers and women's services in the Women's Police School, the method used in this research is the CIPP model program evaluation (context, input, process, product). The evaluation objective collects data and assists the responsible person in making a decision on an educational program, outcome or technique, "The Purpose of Evaluation research is to collect data that helps educators make decision about the value of an educational program, product or technique ". (Borg, 1979). So the evaluation of the program is done to find out the implementation of the education according to the purpose of the program of Dikbangspes Bintara Police of the upcoming woman, so as to know whether the program is continued, not continued, corrected with notes.

Data collection techniques obtained from the primary data must be reprocessed. While secondary data: data obtained from notes, books, magazines, in the form of financial statements of corporate publications, government reports, articles, books as theory, magazines and so forth. The source does not directly provide data on the data collector.

The research design used in this program evaluation research is Model Context Input Process Product is as follows:



Picture Research design

Types of data collection tools used in support of observational research, interviews and documentation. In order to capture the data with more focused, then made the instrument grille by type, namely documentation, observation, and interviews.

In order for the criteria of success is easily understood in the PPA Police Police Dikbangspes Program then poured in the table as follows:

Table of Components of Evaluation Criteria

Components	Aspects evaluated Criteria	Criteria / evaluation standard
Context	Background Context	<ul style="list-style-type: none"> • Has Program Background
	Legal basis	<ul style="list-style-type: none"> • Have a Legal Basis Program
	Program Objectives	<ul style="list-style-type: none"> • Having a Program Purpose Dikbangspes Ba Policewoman PPA
	Target	<ul style="list-style-type: none"> • Has a Graduate Profile • Have Graduate Competencies
Input	Learners	<ul style="list-style-type: none"> • Student requirements specified in the program • Background of assignment of learners
	Curriculum	<ul style="list-style-type: none"> • Has a Curriculum Guidance that is used (Syllabus, Breakdown lesson framework (RPT), network planning (NWP))
	Learning Materials	<ul style="list-style-type: none"> • Subjects and materials used
	Teacher	<ul style="list-style-type: none"> • Qualifications of educators in the program • Background of educators
	Educational facilities	<ul style="list-style-type: none"> • Number of Supported Facilities in the program
	Budget	<ul style="list-style-type: none"> • Allocation of budget available to support program implementation
Process	Learning	<ul style="list-style-type: none"> • Learning Planning • Organizing Learning • Implementation of Learning • Assessment of learning outcomes
	Parenting	<ul style="list-style-type: none"> • Principles, methods, aspects and care materials, parenting schedules • Implementation of Care • Evaluation of parenting
Product	Achievement of Learning Outcomes	<ul style="list-style-type: none"> • Assessment of mental outcomes of personality • Assessment of academic outcomes • Evaluation of the highest average end result (cumulative)

RESULT AND DISCUSSION

Context Evaluation, the beginning of the background background of the drafting of Dikbangspes Bintara PPA Women's Police Program, the invitation of Law Number 7 of 1984 on the Ratification of the Convention on the Elimination of All Forms of Discrimination against Women (Convention on the Elimination of All Forms of Discrimination Against Women-CEDAW) on July 14 which contains: a. The law contains state obligations to protect and eliminate discriminatory acts against women in all fields, b. the application of the law is slow because of the autocratic government, c. The

riots of May 1998, the occurrence of violations, and the peak of these violations were committed against women and children where rape and harassment of ethnic Chinese women occurred. d. The existence of pressure from the society, especially the women groups, filed a harsh criticism against the government in this case the Republic of Indonesia Police, and demanded that the protection and service of women victims be improved. e. After the riots In 1998 the victimized woman suffered trauma and at that time there was no room to complain of fate and eliminate the trauma that happened to him to whom. f. The initiative of Derap Warapsari mothers who is a former senior female police officer and Ibu bhayangkari by asking for support to the Minister of Women's Empowerment Mrs. Indar Khofifah Parawangsa to establish a special service room to serve the victims after the riots (now the Women and Child Service Unit) . The objective of producing women police officers who have capabilities in the service of women and the handling of women and children both as victims, witnesses and as perpetrators of crime and have a behavior attitude of praiseworthy and obedient law and program targets are expected to have a graduate profile as Bintara Police Women as the Implementation of Service duties and Handling of women and children both as victims, witnesses and perpetrators of crime. Competency of graduates with an attitude of values, knowledge and skills.

Input Evaluation, among others, with the components: 1) learners who follow the education meet the requirements and appropriate education programs of the Republic of Indonesia Police. The presence of learners who follow the education known and proposed by each Polda / Satker to Human Resources Police Headquarters republic Indonesia. Participants who are present at the background of the assignment and meet the requirements of the detective function. 2) The curriculum, which is used in this program, is an annual program of education and training. The Indonesian republic police is composed by the Republic of Indonesia republic police training institute, prepared based on the personnel needs analysis of the Republic of Indonesia's police and the budget availability of the government. In the year 2017 Dikbangspes program is in accordance with the Indonesian republican police education program in the year of force. 2017 amounted to 40 people Bintara Police women. Decision of the Head of Indonesian Police Education Institution (Kalemdiklat Polisi republik indonesia) Number: Kep / 221 / IV / dated 12 April 2017 about Curriculum Program Dikbangspes Ba Police woman of PPA. The curriculum is focused on the syllabus, the educational calendar, Network Planning (NWP), and the decayed learning framework (RPT). 3) Educators who are responsible for the smoothness of teaching and learning process in the classroom and field, therefore for the appropriate learning arrangements between the material delivered with the allocated time allocated and the achievement of learning objectives, so that educators are required to make the design of learning for regularity in the process learning in accordance with the subject matter delivered with the allocated time and achievement of learning objectives. Besides, to avoid class vacancies. educators have a teaching schedule so that educators know when to teach, which class and what materials should be taught and according to the time that has been poured into the design of learning. Educators who support in the implementation of the program of organic and non-organic educators, namely: from the function pembina (Bareskrim Police republic Indonesia), Integrated Service Center (PPT), National Commission of Women and Derap Warapsari. The quality of educators Women's literature, based on the data of female Semol I education teachers during the period of January-June 2017 covering general education, education of the Republic of Indonesia Police, specialization / vocational development education, training that has been followed, passed and certified. 4) teaching materials used in the program Dikbangspes Bintara Women's Police PPA Year Force. 2017 in the form of modules and temporary school texts that are used in the implementation of Dikbagspes Bintara Women Police Service Women and Children years of the arrangements. 2017. Based on the Decree of the Republic of Indonesia's Chief of Police Number 20 of 2007, that the module for the Dikbangspes Bintara Policewoman program of PPA is quite good, because of the subjects listed in the curriculum, only 10 (ten) subjects in the form of modules received by Sepolisi wanita and the efforts of which are 12 subjects in the form of temporary

school texts (NSS), so it has not been entirely in the Dikbangspes Bintara Women's Police program PPA year force. 2017 using modules. 5) Educational facilities under the responsibility of the planning and administrative sections that have been standardized as contained in the Republic of Indonesia Republic Police Regulation no. 20 Year 2007, on Indonesian Education Police Component Standard Components. educational facilities owned Sepolisi women sufficient needs and can support the education process. Educational facilities are classified into 2 (two) categories, namely: public facilities and special facilities (Indonesian Republic Police Chief Regulation No. Kep 20 Year 2007 article 111). General facilities consist of: base facilities, learning facilities, training facilities, and support facilities. base facilities Sepolisi wanita condition is still good, but in general still not according to predefined standard. Educational facilities that do not meet the standards, among others: classrooms have not separated learn independently is an independent study room, the bedroom is not in accordance with the standards, because according to the standards that have been determined in the form of flat terraced, 1 (one) room for 2 (person) students and bathroom inside and equipped with other facilities. The bedroom is still a barracks with a capacity of 50 people with a bed and the official house still does not meet the standards with the classification and type of house. Rumdin has not fulfilled the personnel serving in Sepolisi wanita. So not all personnel Sepolisi women live and occupy the home office. 6) The budget of the organization shall be the budget of the State Expenditure Budget as set forth in the List of Women's Empowerment Budget Implementation with the allocation received from the Indonesian Republican Police Police in accordance with the allocated budget allocation. Whereas in accordance with the Indonesian Republic Police Regulation No. 21 of 2007 article 228 paragraph (2) it is stipulated that: the amount of budget allocation for each type of educational operational activity determined in the education operational cost index is determined in the education operational cost index.

Process evaluation includes: learning process and parenting process. The learning process is managed by the education and training sections and the management care process by the student coaching section. In the learning process before learning is done has been made learning planning. Planning learning using pattern 6 working days = 50 hours lesson (one hour 45 minute lesson) with details as follows:

Table Breakdown of Learning Time

NO.	DAY'S	PHASE OF EDUCATION	
		MORNING	AFTERNOON
1.	MONDAY	6	4
2.	TUESDAY	6	4
3.	WEDNESDAY	6	2
4.	THURSDAY	6	4
5.	FRIDAY	4	4
6.	SATURDAY	4	-
AMOUNT		32	18

While the details of weekly time in the learning process still use the pattern 3: 2 ie: three hours of lessons carried out in the morning and two hours of lessons carried out in the afternoon. Lesson schedule is made as a whole for 4 (four) weeks or one month. This is because the education time is very short and the number of subjects is small. The lesson schedule is guided by a series of lesson breaks.

The nurturing process, carried out in accordance with the Decree of the Republic of Indonesia Police Chief Number: Pol .: Skep / 13 / II / 2009 dated February 26, 2009 on Guidance of Vocational Education / Specialization Officer / Police Officer of the Republic of Indonesia. Prior to the implementation of upbringing the students should be given understanding of the principles, methods, aspects and materials as well as the care schedule. The principles of parenting care are compassionate,

foster-care, and sighs reflected in Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso and Tut Wuri Handayani. Methods of care that are used in are: assignment, habituation, role playing, case studies, observation, and activities. Some of the judgments on the learner in the aspect of parenting are: mental mental 2) mental ideology 3) mental struggle 4) mental leadership 5) personal character. In the mental aspect set the form of indicators or criteria that can be observed and measured, Each indicator or criteria observed given more than one score, namely: 1) Score 5 for a perfect attitude to perform according to the indicator is called the classification privileged, 2) score 4 that performs accordingly indicators but there are still less perfect called satisfactory classification, 3) Score 3 that performs according to indicator but there are few errors called Good classification. 4) Score 2 that performs the corresponding indicator but there is a fairly prominent error called classification Simply, 5) a score of 1 that does not match the indicator is called a less classification. The limit of the mental aspect of the learner's keperibadian is the lowest pass 65 score and the highest passing score of 80.

Product Evaluation, focused on achievement of student achievement of mental aspect keperibadian, academic aspect and mean aspect from value of both aspect. that the assessment of the mental aspects keperibadian done by caregivers, academic aspects done by educators. Then in order to determine the graduation of students Didik has established a board of council in charge of carrying out siding to establish whether or not the passing of students in following the learning process. Based on the results of the meeting of the board of Principals graduation determination and the heads of the section), which serve as the basis for determining the achievement of learners. Result of final assessment of mental aspect keperibadian through observation and sociometry. Assessment of observations made at any time tailored to the activities of learners. Caregivers daily conduct daily assessments, then recapitulated into weekly values then to avoid the dominance of subjectivity in the assessment of the mental value of personality by caregivers, the assessment of the balance through sosiometri. Assessment of sociometry is the assessment done fellow learners with a blank that has been prepared from the student coaching section (Bag Binsis). The sociometric assessment technique in practice is done at the end of education, the learner to mention 3 (people) who are positive partner and 3 (three) peers who behave negatively both in learning process and nurturing process. Examples: Positive behaviors such as: active in the classroom, diligent in carrying out duties, discipline and others, whereas examples of negative behaviors such as: frequent sleep in the classroom, late wake / late apples, not memorized doctrines, and others -other. Based on the Indonesian Republican Police Kalemdiklat Regulation, the limits on the mental aspects of the learners' personality are Dikbangspes graduation score for Bintara / Brigadier 65 and the highest passing score of 80. With the classification of the assessment: special, satisfying, good, sufficient and less. Assessment of personality mental values using: observation method with weight 7 and sosiometri method with weight 3 then the formula is:

$$\text{MENTAL VALUE OF PERSONALITY} = \frac{(\text{MENTAL VALUE} \times 7) + (\text{SOSIOMETRY VALUE})}{100}$$

100

The result of the final evaluation of the aspect guides the Regulation of the Republic of Indonesia Police Representative of the Republic of Indonesia Number: 06 of 2009 concerning the Guideline for the Assessment of Serdik Polisi Republik Indonesia. Assessment of Academic weight of each subject given weight: 60, result of 20 written test, result of assignment 20. result of activity assessment divided by 100, to determine final academic value (NAA) obtained from: 1) average score of whole subject (NKM) with the weight of 80 (eighty), and 2) the value of technical training (NL) with weight 20 divided by 100 Academic final value formula as follows:

$$\text{NAA} = \frac{\text{NKM} \times \text{WEIGHT} (80) + \text{NL} + \text{WEIGHT} (20)}{100}$$

By the scale of graduation scores are: 1) The value of a is: > 85 categories are very good, 2) Value b is 75-84 good category, 3) Value c is 65-74 category enough, 4) D value is 55-64 less categories, 5) e value of <55 category less once from the data of the final result of the academic aspect value, the weight of the assessment is based on the Regulation of Indonesian Representative Police Kalem diklat Number 06 Year 2009 which is academic aspects of weight: 7 (seven), while the standard of passing score for academic aspect 60. Then the final academic value will be obtained. Average Rating (Cumulative) The final results of the cumulative rating dibangspes are: 1) the value a is > 85 categories are excellent, 2) the value of b is 75-84 category good, 3) the c value is 65-74 category is enough, 4) the value d ie 55-64 categories less, 5) the value e ie > 55 categories less once.

Thus the quality of results achieved that of 40 students who follow the education is graduated with good category qualifications, while the best academic value with 80.3 "good" category, and the results of mental values 77, 9 categories "good" and the final value of 82, 43 "good" category. The results of the above values indicate that the implementation of the Program has resulted out put the results of students with the final value (cumulative) and all learners 40 people with the category of value "Good". The highest average achievement is given to students who get the best final score in the mental field keperibadian and academic field (cumulative). Achievement The highest average students achieved by: SITI ROCHMA (17040310019), Lamongan, December 20, 1985, East Java Police with a value of: 82.43 (Good).

CONCLUSION

1. Components of context, ie background, legal basis, program objectives and targets are used as guidance in the implementation of education programs Dikbangspes Bintara Women Police PPA year force 2017.
2. Input components, ie learners, curriculum, educators, learning materials, educational facilities and budget has been available optimally so as to support the implementation of the program Dikbangspes Bintara Women's Police PPA. Year force. 2017
 - a. Learners on Dikbangspes Bintara Women's Police PPA Program. Year force. 2017 has met the requirements set forth in the curriculum Dikbangspes Bintara PPA Women's Police. Year force. 2017, the overall recapitulation of the assignment is as follows: 1) The number of detective functions is 38 (thirty eight) persons, 2) Police Officers are 2 (two) persons, and 3) The number of Police Officers is 1 (one) person, each with 31 (thirty one) on average 1 (one) person has represented the regional police (Polda). In general, the input component of the learner has fulfilled the required call, so that the implementation does not experience any obstacles.
 - b. Curriculum program Dikbangspes Bintara Woman police PPA Year force. 2017 has been structured in a structured manner and in its operation has been elaborated in the syllabus, education calendar, net work planning (NWP), and Framework Lesson Learned (RPT) which is used as guidance in the operational of education.
 - c. Teachers who teach on the program Dikbangspes Bintara Women's Police PPA Year force. 2017 based on first semester educator data period January - June 2017 has met the quality and quantity.
 - d. Learning Materials that have been prepared and produced by the Indonesian Republican Police Agency used in the Dikbangspes Bintara PPA Women's Police Program. Year force 2017 is not entirely in the form of modules, namely 10 modular pieces and 12 pieces in the form of a temporary school script (NSS).
 - e. Educational facilities available in Sepolisi women generally meet the established standards and can be used within the implementation of education, but even though not meet the educational facility standards do not affect the achievement of learning outcomes of learners.\

- f. The budget used in the implementation of Dikbangspes Bintara Women's Police PPA Year force 2017 using State Budget Expenditure as stated in List of Budget Implementation Year Year force. 2017 in the Sepolisi women work unit has met and according to standard operating cost index that has been determined in support of education operations. In the implementation of operational education held then the head of the department responsible for its implementation of the available budget allocation.
3. Process Components, which includes the learning process and the care process in the implementation of the Program Dikbangspes Bintara Women's Police PPA Year force 2017 has been well managed.
 - a. The learning process begins with the planning begins with the pattern of 6 (six) working days, using the pattern 3: 2 and details of learning time at 07.30-17.00 wib for Monday, Tuesday, Thursday and Friday while for Wednesday from 07.30 to 13:30 pm, the afternoon is filled with cruise activities, and Saturday is held half a day starting at 07.30-12.15 wib learning is completed followed by outside stay permit. This is stated in the lesson schedule. Prior to the learning of educators that have been established by the leadership in the form of teaching teams. This is set in order to anticipate the existence of duplicate tasks given by the leader in incidental, so there is no vacancy in the class because there are other educators. Learning is done by using varied methods tailored to the type of subject. The learning process is carried out according to the stages that have been established in the curriculum that is the introduction stage, the material deepening stage and rounding or termination stage. This phasing implemented as a function of supervision and control of the learning process to provide assessment of learning activities for learners.
 - b. The nurturing process begins with parenting planning based on principles, methods, aspects and materials of careful measuring activities as well as the preparation of a schedule or plan of parenting activities in the form of sports and mental coaching (spiritual coaching). Parenting is carried out by the carer adapted to the learning process stage. Implementation of parenting is done by daily assessment of mental values starting from the opening of education until the end of education and the result becomes the final assessment of mental keberibadian kumulatif (observation by nanny and observation sesamam students with sociometry).
4. Product Component on Program Dikbangspes Bintara Women Police PPA Year force. 2017 well organized with good results and 100% graduation, Council of policy council consisting of women's Ka / Waka Sepolisi, section heads and carers. The result of the trial stipulates that all learners are graduated with the "Good" category achieved for the final personality mental assessment result, the academic appraisal results and the cumulative highest cumulative average results. Thus the general achievement product of the PPA Women Police Department Dikbangspes Bintara Program Year force. 2017 reached the good category.

REFERENCE

- Arikunto, Suharismi and Abdul Jabar. (2008). *Evaluation of Educational Program Guidelines for Practical Theory for Students and Education Practitioners Second Edition*. Jakarta Bumi Aksara.
- Arikunto, Suharsimi. (2009). *Fundamentals of Educational Evaluation*. Jakarta: Earth Literacy.
- Arkin, Marvin C. (2013). *Evaluation Roots (A Winder Prespective of Theorits' Views and Influences Second Edition)*. SAGE Publication inc.
- Davidson, E. Jane. (2005). *Evaluation methodology basics, the nuts and bolts of sound evaluation, Thousand Oaks, London, New Delhi: SAGE Publications inc.*
- D.Gall, Meredith, Joice P. Gall and Walter R. Borg.(1979). *Education Reserch An Introduction*. New York: Longman Inc.
- Purwanto and Atwi. (1999). *Evaluation of Training Program*, Jakarta: STIA-LAN.
- Royse David, Att all. (2006). *Program Evaluation an Introduction*, USA: Thomson Higer Education.

- Stufflebeam and Anthony J.(1985). Shinkfield, *Systematic Evaluation*, Boston: Kluwer-Nijhoff Publising.
- Stufflebeam, Daniel L. (2013). *Evaluation Roots, A Wider Prespective of Theorists' View and Influences-The CIPP Evaluation Model, Status, Origin, Development, use and Theory, Second Edition*. SAGE Publication inc.
- Stufflebeam, Daniel L.(2017). *The CIPP Evaluation Model How to Evaluate for Improvement And Accountability*. A Division of Guiliford Publication.
- Stephen Isaac and Willam B. Michae.(1982). *Handbook in Research and evaluation, Second Edition, Edits Publishers*, San Diego, California,
- Wiratna V. Sujarweni.(2014). *Practical-Complete Research Methodology, and Easy to Understand*, Yogyakarta: Barupress Library