

PLAY AND LEARN FOR YOUNG LEARNERS' BRAIN DEVELOPMENT TRAINING PROGRAM EVALUATION THROUGH STUFFLEBEAM'S CIPP MODEL

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BACKGROUND

- EARLY CHILDHOOD IS A CRITICAL STAGE FOR BRAIN DEVELOPMENT.
- INCREASING CONCERNS: NEGATIVE MEDIA INFLUENCE, LACK OF PROPER GUIDANCE.
- PLAY-BASED LEARNING = NATURAL METHOD FOR CHILDREN'S GROWTH.
- FEW STUDIES HAVE EVALUATED TRAINING PROGRAMS USING CIPP MODEL.

- TO EVALUATE PARTICIPANTS' KNOWLEDGE GAINED FROM THE "PLAY AND LEARN" WORKSHOP PROJECT.
- TO ASSESS THE IMPACT OF THE "PLAY AND LEARN" WORKSHOP ON CHILDREN'S BRAIN DEVELOPMENT,



Research Design

- Quantitative design with descriptive
- Pre-test & post-test to measure knowledge.
- Descriptive statistics & t-test for analysis.



Participants

- N = 32 participants
- Mixed demographics: teachers, lecturers, students, sport trainers.
- Sampling: Purposive sampling (voluntary participation).



Instruments

1. Opinion Questionnaire

- Based on CIPP model.
- 21 items, 5-point Likert scale.
- CVI = 0.88, Cronbach's α = 0.83

2. Knowledge Test

- 15 items.
- Pre- and post-training assessment.



Data Collection Process

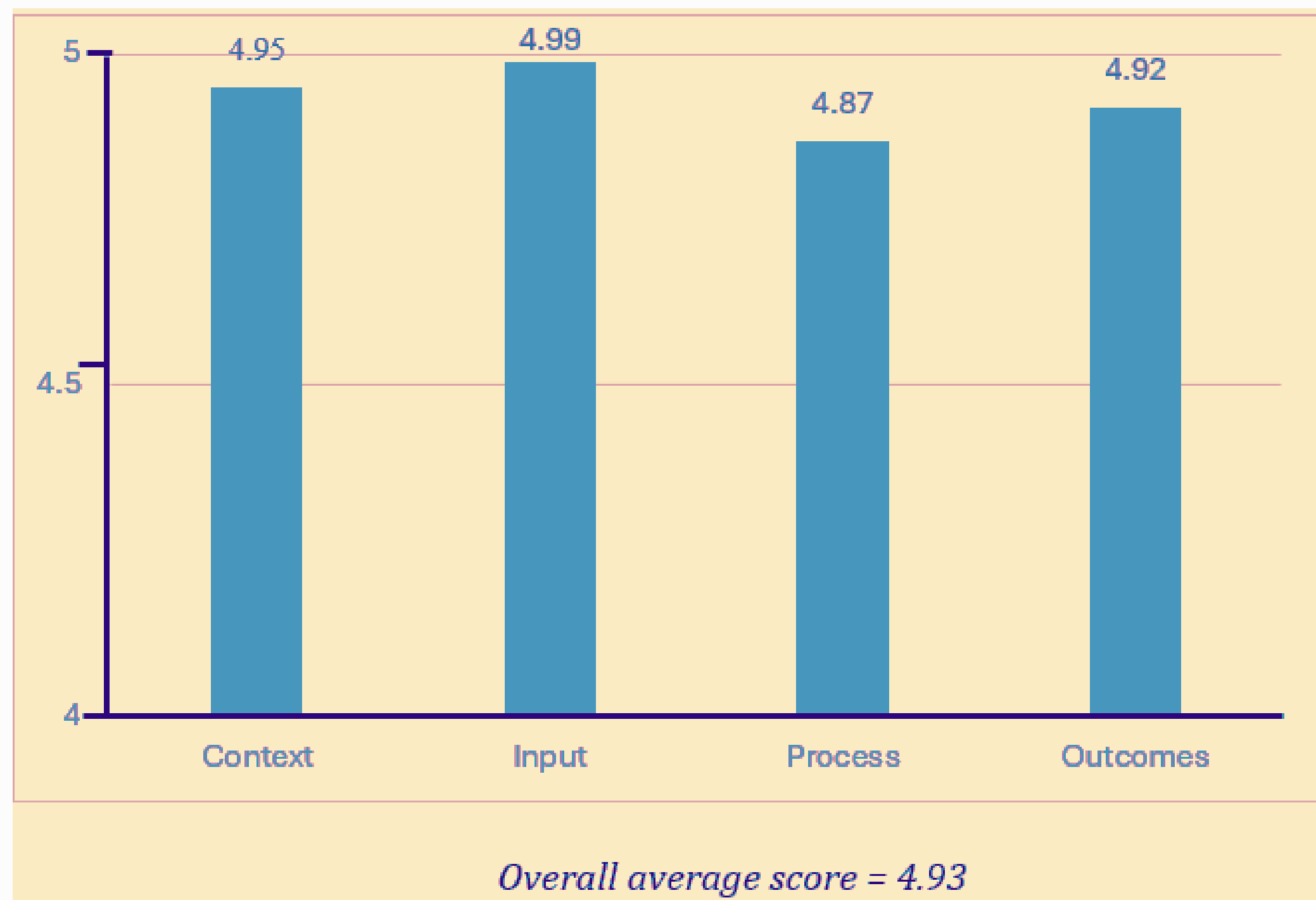
- Preparation (reviewing concepts, designing tools).
- Implementation (pre-test → workshop → post-test + questionnaire).
- Analysis (descriptive, t-test, qualitative interpretation).

Demographics

- 71.87% male, 25% female, 3.13% other.
- Majority age group: 36–40 years (28.12%).
- Main occupation: Teachers/Lecturers (62.49%).

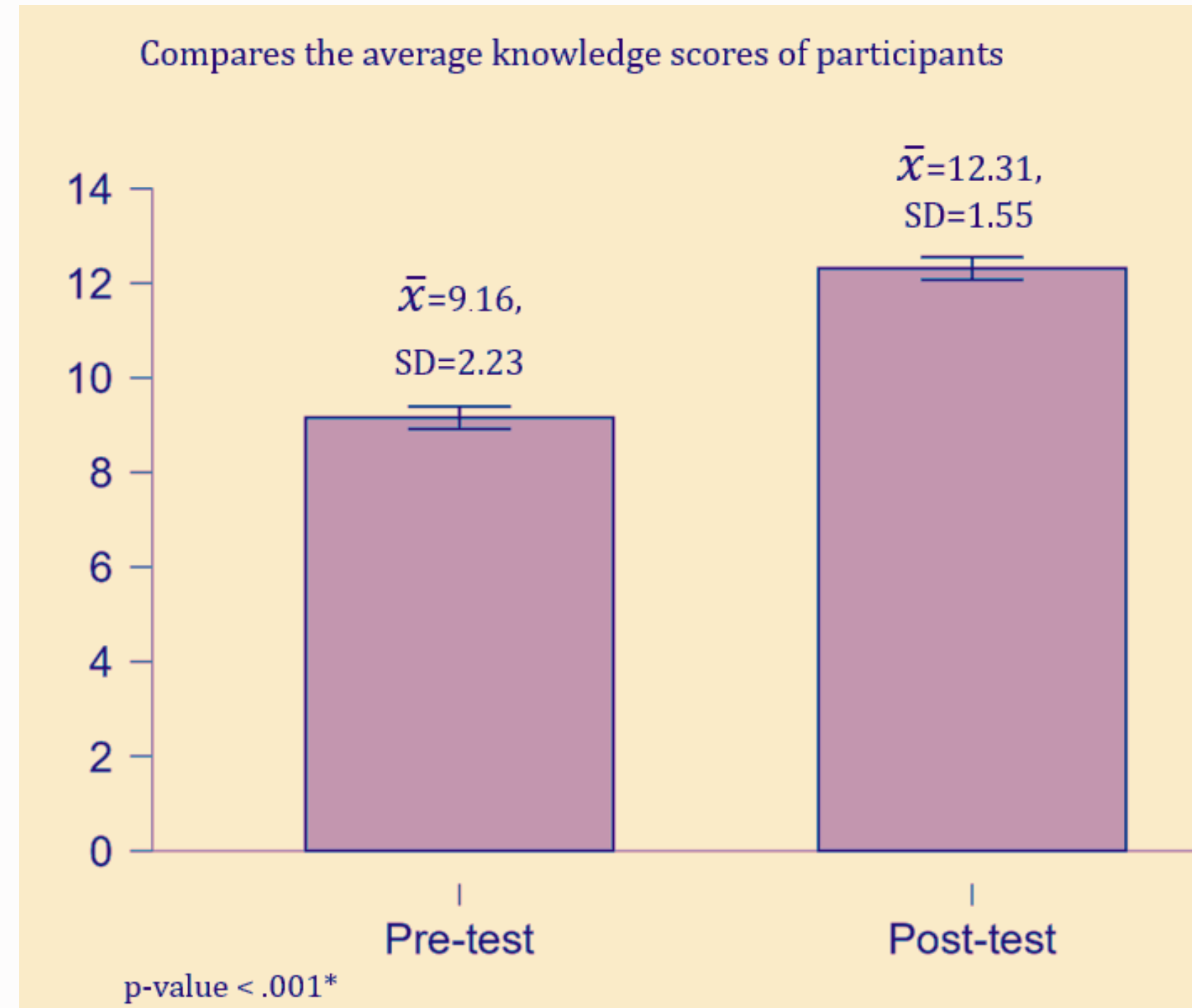
RESULT

Workshop Evaluation



Knowledge Test

- Pre-test: 9.16, SD = 2.23
- Post-test: 12.31, SD = 1.55
- $p < .001 \rightarrow$ Significant improvement



CONCLUSION

- Workshop was effective in enhancing knowledge and brain development skills.
- CIPP Model provided a comprehensive evaluation framework.
- Strengths: program design, delivery, and impact.

SUGGESTIONS

- Conduct longitudinal studies to track long-term impact.
- Use in-depth evaluation methods (interviews, observations).
- Establish trainee networks for ongoing support.
- Encourage parent & community involvement in children's learning.

ACKNOWLEDGMENT

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