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Play and Learn for Young Learners' Brain Development Training Program Evaluation Through Stufflebeam's CIPP Model

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There is a growing need for effective early childhood interventions that promote brain development through engaging and evidence-based methods. However, limited evaluations exist on the effectiveness of workshops using structured assessment frameworks like the CIPP Model. Objective: This study aimed to evaluate the effectiveness of the "Play and Learn" workshop in enhancing young learners' brain development using Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model. Methodology: A sample of 32 participants was selected to participate in the workshop. Data were collected using opinion questionnaires and knowledge tests, both of which demonstrated high reliability (Cronbach's alpha = 0.89 and 0.91, respectively). Descriptive statistics and t-tests were used for data analysis. Key Results: 1) The workshop's principles and objectives aligned with the participants' needs and met educational standards, receiving the highest ratings. 2) Trainers were well-prepared, with clear communication and appropriate language use. 3) Learning materials, particularly handouts, were rated as highly effective. 4) Implementation adhered closely to the plan, with adequate resources and effective coordination. 5) All participants surpassed the 60% evaluation benchmark. and 5) Knowledge significantly improved post-training ($M = 12.31$, $SD = 1.55$) compared to pre-training ($M = 9.16$, $SD = 2.23$), $p < .001$. Conclusion: The "Play and Learn" workshop effectively enhanced young learners'knowledge and supported brain development. The use of the CIPP Model provided a comprehensive evaluation framework, highlighting the program's strengths in design, delivery, and impact. This study contributes valuable insights into early childhood educational program evaluation and offers a replicable model for similar interventions.

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