Evaluation of the Implementation of Early Children Education Programs in the Rose Playing Group, FKIP Unpatti

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Abstract:
The objectives of this study are 1) To describe the effectiveness of the implementation of the Early Childhood Education program in the Mawar Play Group FKIP Unpatti in terms of context, input, process, and product variables. 2) To reveal the obstacles or obstacles in the implementation of the PAUD program at KB Mawar FKIP Unpatti and alternative solutions. This research was conducted at KB Mawar in 2019, using two research approaches, namely quantitative and qualitative. From this research found. 1) The results of the evaluation of the PAUD program at KB Mawar using the CIPP model program evaluation are very effective. 2) The obstacles faced in implementing the PAUD program at KB Mawar are the low level ofknowledge *stakeholder* about the program mission, the existence of facilities and infrastructure, the program management process, the cooperation and participation process, and academic achievement. Efforts that can be made to overcome these obstacles are by extracting community support, improving people's perspective, socializing programs, arranging equipment, materials and study rooms, planning budgets, procuring tools, materials and learning spaces in stages

Keyword: Evaluation, Early Childhood, Education

INTRODUCTION

The development of science and technology is a fact of life that must be accepted by countries in the world today, and is a challenge that must be pursued to create convenience and improve the welfare of society. Sooner or later the advancement of science and technology will enter and influence society in every country, including Indonesia, where education is the right place to develop science and technology. Education is a matter of life and human life throughout his life both as individuals, social groups and as a nation. Education is proven to have been able

to develop human resources and be able to develop human values so that human life becomes more civilized.

This is confirmed again in the Law. Number 2 of 1989 concerning the national education system; which among other things states that education is a conscious effort to prepare students through guidance, teaching and training activities for their role in the future. This means that the education mentioned above shows how broad the role of education is in improving human quality, especially in preparing the workforce through intellectual, emotional, moral, knowledge and skills development efforts. In the era of globalization, Indonesia will face tough challenges, especially regarding human resources. Therefore, Indonesia must prepare quality human resources through quality education development. Quality resources are generated through quality educational institutions. A quality educational institution is one where there is a conducive educational atmosphere, an effective teaching-learning process, a relevant curriculum, available learning resources, adequate learning facilities, good management, especially academic staff who have

Early childhood education. a form of education that focuses on laying the foundation towards physical development and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior and religion) language and communication, according to with uniqueness, and the stages of development that early childhood goes through. The purpose of early childhood education is to form quality Indonesian children, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic education, navigate life in adulthood and to help prepare children to achieve (academic) readiness in learning. school.

Children in the age range 0 - 6 years are the golden age in which physical, motor, intellectual, emotional, language and social development takes place very quickly. Seeing the importance of childhood and the characteristics of early childhood requires a child-centered learning approach. The role of educators in implementing learning is to provide and enrich children's learning experiences through play. Children learn by playing, or the general term used is playing while learning and learning while playing. For children playing is a serious but fun activity. Through playing activities, various of his works are realized. By playing, children will find a medium to try themselves not only in their fantasies but also to be real and active.

In fact, there are still many people who do not realize the importance of early childhood education. Especially in Maluku early childhood education is still limited to the role of formal education, namely through kindergarten education (TK) and informal education, namely family education or education organized by the environment. Regarding this, Kindergarten is only intended for children from well-to-do families and for education in the family there are still many who have not properly and properly implemented education for their children, while non-formal education is still too few forms of implementation and there are still many people who have not participated in this education.

The play group program is a form of educational service for children aged 3-6 years which functions to help lay the basics towards the development of attitudes, knowledge, skills needed for early childhood in adapting to their environment and for further growth and development, so that ready to enter basic education. From the source of Ambon city statistical data in 2006, the number of children aged 3-6 years is 18,594 and those accommodated in Kindergarten are 3128 children, meaning that there are about 15466 children who should be accommodated in other types of PAUD programs, but in reality the community or people parents who bring their children to play groups, which is the only kind of PAUD program in Ambon City, about 10 people per year playgroup, this fact needs to be questioned why the community or parents have not entrusted their children to be fostered in existing play groups?

In accordance with the results of the implementation of Back Stoping at PAUD in Ambon City by the FKIP Pattimura University back stoping team, especially in the PAUD program, it turns out that tutors or teachers lack teaching skills so that it has an impact on learning outcomes of learning citizens. This condition shows that the existing playgroup must receive serious attention from the government, the community and play group managers. To determine the achievement of early childhood education programs in this case play groups, input, process and output evaluations are carried out. The indicator of success and learning achievement is the ability of citizens to learn which is manifested in learning outcomes. Learning outcomes are abilities that children acquire after going through learning activities that require child-centered learning. The role of educators in implementing learning is to provide and enrich children's learning experiences through play.

One form of anticipation in improving learning outcomes of learning citizens and being able to attract sympathy from the community or parents to entrust their children to be educated in existing play groups, namely by evaluating programs accurately on context, input, processes and products that can make a significant contribution to increasing learning outcomes and program management in the hope that the factors that have a relationship with learning outcomes or program management are improved, so learning outcomes will be better. Based on the foregoing, how is the implementation of early childhood education in playgroups according to "Context, Input, Process and Output". In this research, the context is community support and study program support as a laboratory, input is, teachers, students, organizers, learning administration, curriculum and infrastructure, then the process is learning materials, teaching and learning activities, giving motivation, methods, media , schedule and evaluation, while the output is learning achievement. Based on the limitations of the problems stated above, the problem to be researched and formulated in this study is "How is the effectiveness of the Implementation of the Early Childhood Education Program at the Mawar Play Group FKIP Unpatti in terms of: 1. Like community support and the Study Program as a place of practice. college student? 2. What is the condition of students, teachers, availability of facilities, learning media, and administration administrators? 3. how is the provision of motivation, learning schedule arrangements, applied learning methods and the learning process and 4. how is the learning achievement achieved by students through teacher observations.

Definition of Evaluation

Evaluation is an important sub-system in every education system. Everyone seems to have a different meaning when it comes to the word evaluation. According to Jhon M. Echols and Shasdily in Thoha (1991), the definition of the term evaluation is a planned activity to determine the state of an object using instruments and the results are compared with benchmarks to obtain a conclusion.

Anne Anastasi (1978) defines evaluation as *a systeatic process of determination. the extent to which instrutional objective by pupils* where evaluation is not just assessing an activity spontaneously and incidentally but is an activity to assess something in a planned, systematic, directed manner based on clear objectives. Evaluation is the collection of data to determine the price or value that the individual obtains well or is not good. According to Worthen and Sanders in Arikunto and Jabar (1995) that evaluation is an activity to find something valuable about something; and in looking for something, it also includes finding useful information in assessing the state of a program, production, procedure, and proposed alternative strategies to achieve predetermined goals. While Stufflebeam in Arikunto and West Java said that evaluation is a process of describing, searching and providing information that is very useful for decision making in determining alternative decisions.

Based on the definitions of evaluation above, it is very clear that evaluation is a process or activity to collect information about an object and then this information is used to determine the

right alternative in making decisions. Through evaluation, it can be seen to what extent a program can run well, the extent to which an organization's inputs, processes and products can be achieved, how much of the program's success criteria are in the form of impacts or the results achieved by the process itself. Talking about the program, according to Arikunto and West Java, a program can be interpreted as a "plan" and if it is related to program evaluation, the program is defined as a unit or unit of activity which is the realization or implementation of a policy, takes place in a continuous process, and occurs in a an organization that involves a group of people. Evaluation can measure effectively, efficiently, systematically and methodologically so that data can produce accurate and objective data on program implementation as a basis for further decision making, as well as material for administrative accountability to other parties or publication of program success in order to gain sympathy, attention and broad recognition. from society. According to Cronbach and Stufflebeam cited by Arikunto and Jabar (2004), program evaluation is an effort to provide information to be conveyed to decision makers. Furthermore, Arikunto and West Java explained that program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program objectives.

Evaluation is carried out to be able to solve a problem, improve the quality of a program, determine program status, assess the utility and benefit of the program. Evaluation also intends to show the relationship between program planning and program development on the one hand, and evaluation on the other for (1). Find out whether and how should the goals be met, (2). Find the reasons for success and failure, (3). Finding the main principles of program success, (4). Laying the basis for the acceleration of research with various alternative techniques, (5). Looking at experimental activities with various techniques to increase program effectiveness, (6). Laying the groundwork for accelerated assessment with various alternative techniques.

Program evaluation is one type of object of evaluation research. The basic premise of evaluation research is "research benefits", that from the initial thinking there has been a consideration of the evaluation results for what purposes and who will use them. A program is declared to be maximally successful if it can be useful or have an impact on others. When connected with learning, the learning process which is transformed by the teacher to the student has an impact, namely that the teaching material must be mastered by students in the play group as a benefit of the program.

According to Alkin in Sudjana (2006), program evaluation is a process related to the preparation of various decision areas through the selection of appropriate information, data collection and analysis, and useful reporting for decision makers in determining various alternative choices for making decisions. In addition, Rutman (1984) states that program evaluation is the application of scientific methods to measure program implementation and outcomes for decision making. In line with the above understanding, Mugiadi in Sudjana (1998) explains that program evaluation is an effort to gather information about a program, activity, or project. This information is useful for decision making, among others, to improve the program, perfect follow-up program activities, stop an activity, or disseminate ideas that form a program or activity.

Based on the various definitions as stated above, it can be understood that program evaluation is a systematic activity to collect, process, analyze and present qualitative and quantitative data according to the purpose of evaluation to determine the effectiveness of a program, as input for decision making about the program.

Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development, intelligence, socio-emotional, language and communication in accordance with the stages of development that early childhood goes through which is carried out through three channels, namely informal channels. , formal and informal. One of the non-formal pathways is play groups, which is a form of educational service for children aged 3-6 years which functions to help lay the basics towards the development of attitudes,

knowledge and skills needed for early childhood in adapting to their environment and for growth and development. furthermore, so that they are ready to enter basic education. For the program mechanism whether the results achieved are in accordance with the objectives, it is necessary to evaluate.

Education as a conscious effort, aims to educate the nation's life carried out with teaching programs to be achieved both at school and outside of school which are related to the learning material to be provided, learning methods, motivation, and learning media, to what extent the success of tutors in providing assistance and to what extent citizens learn or Children can develop according to their level of development. Information can be obtained through evaluation. The importance of childhood and the characteristics of early childhood requires a child-centered learning approach with the aim of forming quality children, namely growing and developing according to their level of development so that changes occur when children have optimal readiness to enter basic education. Evaluation is an activity to measure these changes, this statement is in line with what was stated by Farida Yusuf (2000) that evaluation is the process of determining the extent to which educational goals can be achieved. In addition, Anas Sudijono (1998) stated that evaluation is (1) an activity to determine the progress of education compared to predetermined goals, (2) an effort to obtain information in the form of feedback for improving education. So it can be said that evaluation in the field of education is a process of determining values to determine the quality or learning outcomes.

A good evaluation and its implementation can be accounted for is the form of evaluation that must meet standards and through consideration of various aspects, both from the aspects of feasibility, accuracy, usefulness and conformity with norms, the following matters need to be considered: Does the object need to be evaluated, what problems evaluated, how to design evaluations, how to collect information, how to analyze information, how to report evaluation results, how to finance evaluations and how to manage evaluations.

Evaluation Research Model

In evaluation research, especially program evaluation, there are many models commonly used to evaluate a program. Even though they are different from one another, the intention is the same, namely to carry out data or information collection activities that are relevant to the object being evaluated, whose aim is to provide material for making decisions in determining the follow-up of a program. Evaluation models are designs made by experts or evaluation experts and these evaluation models are categorized based on the experts who discovered and developed them, and some are also named according to the nature of their work.

RESEARCH METHOD

This research is an evaluative study with the aim of analyzing the implementation of the PAUD program in terms of the dimensions of the context, inputs, processes, and products. The population in this study is KB Mawar FKIP Unpatti in Ambon City which is used as a laboratory for the Out-of-School Education Study Program with PAUD Interests consisting of 3 administrators, 3 teachers, 1 Head of Study Program, 5 lecturers, 20 people. learners. The sample is a representative part of the population. Because the population is small, it does not reach 100 people, the sample is carried out by taking the entire population.

The data collection method is a method or steps for researchers to obtain research data. Data collection methods used in this study are: a) The main method used for data collection in this study is the questionnaire method. The questionnaire method is a method of collecting primary data (main) obtained from management respondents, tutors, and learning citizens. The questionnaire method used is a closed questionnaire (closed questionare). Closed questionnaires are giving questions in the form of quizzes to respondents whose answers have been prepared, respondents

choosing answers that have been prepared, b) Complementary methods used for data collection in this study are: (1) interviews, used to obtain information or data from research variables with conduct direct questions and answers with data sources or informants. The interview method was used to collect data about the obstacles in the implementation of the PAUD program at KB Mawar from Managers, Educators, Heads of Study Programs, Lecturers and Students and parents. Besides that, the interview method was carried out with the intention of cross-checking tools obtained from the questionnaire method and other methods, (2) documentation study. The documentation method required in this study is an internal official document owned by the school relating to aspects of context, input, process and product, (3) observation, to obtain information about factual data, namely data obtained through direct observation. The observation method is used as a complement to obtain more objective data from the results of the interview method and the questionnaire method. From the results of the observations, it is also hoped that the results of the documentation study can complement the implementation of the PAUD program in KB Mawar.

The main instrument in data collection in this study is a questionnaire sheet. The questionnaire used is a rubric model with 5 answer choices adopted from the PAUD implementation instrument from the Ministry of Education and Culture of the Republic of Indonesia. The questionnaire was arranged based on the indicators of each variable which was preceded by the presentation of the conception, the preparation of the grid, and the instrument validation activities. The development of a questionnaire to evaluate the context variable of the implementation of the PAUD program at KB Mawar refers to the PAUD accreditation instrument from the National Accreditation Board for Non-Formal Education (BAN-PNF) with several modifications according to needs based on several aspects: (1) geographic conditions; (2) Support for community participation; (3) Government policy; (4) The socio-economic status of the community. The development of a questionnaire to evaluate the input variables of the PAUD program implementation at KB Mawar refers to the PAUD accreditation instrument from the National Accreditation Board for Non-Formal Education (BAN-PNF) with several modifications according to the needs based on several aspects: (1) Standard Level of Development; (2) Content Standards (3) Process Standards; (4) Educators and Education Personnel Standards; (5) Standard Infrastructure; (6) Management Standards; (7) Financial Standards; (8) Assessment Standards.

The development of a questionnaire to evaluate the variables of the PAUD program implementation process at KB Mawar refers to the PAUD accreditation instrument from the National Accreditation Board for Non-Formal Education (BAN-PNF) with several modifications according to the needs based on   several aspects: (1) The decision making process; (2) Institutional management process; (3) Program management process; (4) Teaching and learning process; (5) The process of cooperation and participation; (6) Accountability process; (7) Financial Management.

The development of a questionnaire to evaluate the product variables of the PAUD program implementation at KB Mawar refers to the PAUD accreditation instrument from the National Accreditation Board for Non-Formal Education (BAN-PNF) with several modifications according to needs based on several aspects: (1) Learning outcomes; (2) the learning process; (3) Facilities (APE) and (4) Environment.

After the instrument was made, it was continued with the validation of the two experts (judges). Based on expert tests that have been carried out, all instruments in this study are declared valid and ready to be used in research. In addition to validating the two experts, the instrument in this study was also validated by testing the instruments in the field. Based on the trials that have been done, the following results are obtained.

1) Context Instruments, of the 15 items tested, all items were declared valid and ready to be used in research. Reliability of the Context instrument got a score of 0.86 and belongs to the high category.

2) Input Instruments, from 30 instrument items tested, all items are valid and ready to be used in research. The reliability of the input instrument gets a score of 0.89 and is in the high category.
3) Process Instruments, of the 32 instruments tested, all items are valid and ready to be used in research. The reliability of the Process instrument got a score of 0.84 and belongs to the high category.
4) Product Instruments, of the 15 instrument items tested, all items are valid and ready to be used in research. Reliability of the product instrument gets a score of 0.88 and is in the high category.

The data collected from this evaluation study will be processed using quantitative descriptive methods using univariant analysis. To determine the effectiveness of PAUD implementation in terms of context, input, process and product dimensions, the Theoretical Ideal Criterium is used. After the descriptive analysis was carried out, it was continued by changing the score obtained into a standard score (Z-Score) and into a T-score. To determine the direction of the T-score, it was determined by looking at the magnitude of the T-score obtained. If T-Score> 50 the direction is positive (+), and if T-Score ≤ 50 the direction is negative (-). If the positive score is more or equal to the number of negative scores it means the result is positive, and vice versa if the number of positive scores is smaller than the total number of negative scores, the result is negative. Then the results obtained will be converted to the Glickman Quadrant.

RESEARCH RESULTS AND DISCUSSION

Based on the results of data analysis, the following results were obtained: *First*, based on the data analysis, it was found that the implementation of the Early Childhood Education program at KB Mawar seen from the context variable was classified as very effective. This can be seen from the significant support of the campus residents who are potential users of the PAUD program, the place for the program to be held which is strategic and easily accessible via transportation because it is in the campus area of the B FKIP Unpatti Ambon. Community members who use the program sometimes provide criticism and suggestions, while the parents of students supervise their children's development by attending school or asking them to the educators where the program is held and meeting their children's needs for the tasks assigned to them by the educators. All community aspirations are accepted and responded well by managers / the organizer. The government policy towards the PAUD program at KB Mawar is very supportive. This is manifested in various policies and regulations issued by the central and regional governments. The programs prepared by PAUD are in accordance with policies issued by the government. *Second*, based on the data analysis, it is found that the implementation of the Early Childhood Education (PAUD) program in KB Mawar seen from the input variable is classified as very effective. This can be seen from the clarity of the formulation of the vision, mission, programs and objectives of PAUD which is easily understood by the community. However, the socialization of the vision, mission, goals and programs of early childhood education as well as community involvement in the formulation of the vision, mission, objectives and programs needs to be further improved. In the case of student recruitment, the institution has implemented a system by setting certain criteria, where these rules have previously been socialized to prospective students. Likewise in terms of teacher recruitment, institutions also apply the same thing in addition to certain other matters such as educator educational qualifications. In terms of curriculum, the institution has implemented the 2013 curriculum with curriculum elaboration / development to facilitate the achievement of learning objectives referring to content standards, process standards and SKL and is integrated with the local content curriculum using the everyday language of the

Maluku people. The development and variety of local content curricula have been implemented quite well. Learning resource facilities such as study guides, textbooks / modules, APE inside and outside are already available but are not sufficient. Classrooms where learning activities are carried out are considered inadequate because only 1 large room is divided into 3 parts for study rooms for children aged 3-4 years, 4-5 years and 5-6 years, and learning equipment such as blackboards, writing instruments, and available benches are quite good, but other supporting facilities in terms of quality and quantity have not met. In terms of funding to support the smooth operation of the program, it is still fully sourced from own efforts, community donations and Educational Operational Assistance from the government, but has not been able to fulfill all institutional programs. Meanwhile, it is difficult for the community to expect financial support because students come from economically weak groups. *Third*, based on the data analysis, the results show that the implementation of the Early Childhood Education program at KB Mawar seen from the process variable is categorized as very effective. This can be seen from the learning process carried out in a day for 2 hours from 09-11.00 WIB and in a week there are 5 learning days from Monday to Friday. In the learning process served by 3 educators for 3 age groups in developing or providing stimuli for child development which consists of 6 aspects of development, namely moral and religious values, physical motoric, cognitive, language, social emotional and art by providing 3 opportunities, namely playing development, play symbolic and play sensorimotor by providing educational game tools both inside and outside. In the learning process, educators have used learning based on semester programs, weekly learning plans and daily learning plans using a variety of approaches, methods and learning models. The PAUD institutional management process runs effectively. This is marked by a clear division of tasks / responsibilities / authorities for each part of the organizational structure. This clarity also includes the level of duties / responsibilities of each part of the organizational structure. The program management process, the formation of the PAUD program, the basis for making the PAUD program, and the types of the PAUD program and the stages of implementing the PAUD work program. Teaching and learning process activities are going well. Educators make innovations or breakthroughs so that the learning process takes place in a fun and meaningful atmosphere. Guidance is carried out intensively not only by educators but also involving students who have more abilities than other students. The accountability of the institution is also quite good, where program accountability, financial accountability and financial management are very open. The socialization of program planning, financial planning and program implementation to the community was carried out well. *Fourth*, based on the data analysis, it is found that the implementation of the Early Childhood Education program in the Mawar KB seen from the product variables is classified as very effective. This can be seen from the increase in student learning outcomes and activities as well as the increase in student work both in terms of quantity and quality. This condition is caused by the skills produced by the institution in accordance with the planned program. In general, PAUD graduates at Mawar KB can be accepted at all targeted primary schools because they are able to adapt and have good initial abilities. Developing their attitudes and creativity during their PAUD education who are educated with high discipline or habituation so that they have the ability to enter elementary school.

   Fifth, based on the results of distributing questionnaires, observations and interviews, the obstacles faced and the proposed solutions in implementing PAUD at KB Mawar Kota Ambon are as follows. *Context Variable*, the constraints in context variables are: (1) the lack of available facilities and media for the delivery of suggestions, suggestions and criticism from the public, (2) lack of material and financial support for the construction of PAUD facilities and infrastructure, and (3) media and materials teaching for PAUD is not sufficient. The solutions to this obstacle are: (1) providing information facilities and media with sufficient numbers and increasing quality, (2) requesting assistance from the government and cooperating with private parties that are

mutually beneficial, and (3) adding media and teaching materials by asking the competent party to increase the budget for its fulfillment. *Input Variables,* the constraints on input variables are (1) lack of socialization of the vision, mission, goals, targets and programs of PAUD by the institution, (2) the lack of institutional facilities and infrastructure both in terms of quantity and quality, and (3) lack of community involvement in support efforts to raise funds for PAUD. The solutions to this obstacle are: (1) increasing the active role of the institution in disseminating the existence of the institution to the community, (2) requesting a budget for the allocation of improved facilities and infrastructure to the government or collaborating with the private sector in providing it with the concept of mutual benefit, and (3)) increasing the participation of the community independently who care for the institution and have more financial capability to support the existence of the institution in terms of funding. *Process Variables,* in the process variable, the obstacles are: (1) the minimal use of instructional media by educators, (2) the ineffective communication network with other parties, and (3) the lack of socialization on the use of PAUD finance to other parties. The solutions to these obstacles are: (1) increasing supervision of educators, (2) cooperating with other institutions both government and private in establishing and exchanging information, and (3) increasing the socialization of the use of PAUD finance to other parties and providing access as widely as possible to other parties to get information about the use of PAUD finances. *Product Variables,* Constraints from product variables are: there is no problem because all students are accepted in elementary school and their development is very good.

CONCLUSIONS AND SUGGESTIONS

Based on the description above, there are five important findings in this study, namely 1) The effectiveness of the context of organizing Early Childhood Education at KB Mawar FKIP Unpatti is very effective, 2) The effectiveness of the input for organizing Early Childhood Education in KB Mawar FKIP Unpatti is classified as very effective, 3) The effectiveness of the PAUD implementation process at KB Mawar FKIP Unpatti is classified as very effective, 4) The effectiveness of the PAUD implementation product at KB Mawar FKIP Unpatti is classified as very effective, 5) The effectiveness of PAUD implementation in KB Mawar FKIP Unpatti is classified as very effective, and 6) Constraints The general issues faced in the implementation of Dinidi KB Mawar FKIP Unpatti are the problem of the lack of availability of information facilities and media, the lack of institutional facilities and infrastructure both in terms of quantity and quality, and ineffective communication networks with other parties.

Based on the conclusions that have been put forward, the following suggestions can be made: 1) The government should continue to pay attention to the quality of early childhood education through education and training for administrators and educators, adding reading books and allocated funding on an ongoing basis until students complete the PAUD program , 2) Educators as PAUD learning implementers are required to be ready to implement subject matter in accordance with the applicable curriculum in PAUD. Therefore it is suggested that educators be willing and able to accept and implement changes in learning strategies. In this way, educators must care and be enthusiastic about participating in training, workshops, seminars, simulations, learning processes and the like, and increasing the ability of educators is a need, not a government need. Through such activities, educators will be able to obtain additional information, knowledge, attitudes, learning skills, which include pedagogic, personal, professional and social competencies, 3) Parents of students should not simply hand over their children to the institution in terms of following education in PAUD, but participate intensively with community members to foster students in terms of improving the quality of PAUD education. This is because most of the time students are in the family and community environment, and 4) For the perfection of this

study, it is recommended that other researchers conduct further research that is more in-depth to the outcome by increasing the number of populations and the time of the study.

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