

# Evaluability Assessment of Traditional Islamic Boarding School's Sheep Farming Program in Tajinan Village, Malang District, Indonesia

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**Abstract**— *The research was conducted from July to August 2020 in Tajinan Village, Malang Regency. This study aimed to determine whether the sheep farming program carried out by the Traditional Islamic Boarding School feasible for further evaluation. The research method is descriptive qualitative using a questionnaire with open questions and also using participatory observations. The research results are six steps of evaluability assessment have not been fulfilled, and improvement must be made in the program's implementation. The evaluation decision making is carried out by considering four standards. The decision taken was that the program is not ready for evaluation and improved the data quality and quantity if a future evaluation is decided to be carried out.*

**Keywords**— *Evaluability assessment, sheep farming, traditional Islamic boarding school.*

## I. INTRODUCTION

Sheep are livestock mostly raised in Indonesia's rural areas because of their easy rearing compared to other livestock. Compared to goats, sheep are more resistant to disease, and the demand for lamb tends to be stable and increases at annual Muslim celebrations. The Indonesian sheep population in 2018 had an increase in population compared to 2017, namely 17.6 million head per year and an increase of 2.74 percent (Direktorat Jenderal Peternakan dan Kesehatan Hewan Kementerian Pertanian, 2019).

Traditional Islamic Boarding School is one of Indonesia's institutions that plays a vital role in improving education and morale in rural areas. Wahid in Halim (2017) states that because traditional Islamic boarding schools tend to reject centralization and because it is located in the middle of society (rural), traditional Islamic boarding schools can effectively play empowerment roles and transformations.

Integrating livestock raising activities into students' lives in traditional Islamic boarding schools in rural areas is a program that is considered capable of providing benefits to rural communities. Traditional Islamic Boarding School's Sheep Farming Program in Tajinan Village, Malang District, was started in 2018 to empower boarding school and sheep farmers students. Long-term program objectives are empowering the economic welfare of rural communities.

The sheep farming program, which has been carried out at the traditional Islamic boarding school in Tajinan Village, is an empowerment activity supported by academics from the Faculty of Animal Husbandry, Universitas Brawijaya, since

2018. Evaluability assessment needs to be done to find out whether this program meets four standards:

1. program goals are agreed on and realistic
2. information needs are well defined
3. evaluation data are obtainable
4. intended users are willing and able to use evaluation information (Wholey, 2015).

This study aimed to determine whether the sheep farming program carried out by the Traditional Islamic Boarding School deserves further evaluation. Suppose the four standards mentioned above have not been met. In that case, the improvement must be made in the program's implementation to be evaluated to determine the level of success. This is important so that the objectives of the program can be achieved.

## II. LITERATURE REVIEW

Traditional Islamic boarding school as a place for religious education has a clear social basis because its existence is integrated with society. In general, Traditional Islamic boarding school live from, by, and for the community. Traditional Islamic boarding school as Islamic institutions can be strengthened aspects of academic or non-academic but retain the reinforcement value of religiosity and traditional Islamic boarding school while simultaneously innovating to respond to changes in society. The changes of education in a traditional Islamic boarding school that unites religiosity with social and economy in providing the knowledge, skills, and self-sufficiency to enhance traditional Islamic boarding schools and students can empower its community (Sulaiman et al. 2018).

Evaluability assessment (EA) is an activity carried out to plan a program evaluation. In EA, it can be seen whether the program's stakeholders have the same goals and how they are involved in the program. EA results show whether the program is ready to be evaluated or not (Craig and Campbell, 2015). Decision-makers need to carry out an evaluability assessment so that the evaluation will not be in vain. The results of the evaluability assessment can be followed up with various decisions (Smith, 1989): (1) to conduct a comprehensive outcome evaluation of the program, (2) to change the program, (3) do nothing/take no further action, (4) to stop the program and (5) ignore the Evaluability Assessment.

III. METHODOLOGY

The research was conducted from July to August 2020 in Tajinan Village, Malang Regency. The research method is descriptive qualitative using a questionnaire with open questions to collect data from key informants. Key informants are the head of the Islamic boarding school, farmers group members, academicians, sheep business partners, government officials, extension workers, and informal village leaders. Data is also obtained from participatory observations, where researchers are directly involved in program activities.

IV. RESULT AND DISCUSSION

The results and discussion consist of an evaluability assessment process, which consists of 6 steps. Then it is concluded whether this program has met the four eligibility standards for further evaluation.

A. Sheep Farming Program in Traditional Islamic Boarding

Ngawonggo is a village in the Tajinan District, Malang Regency, East Java Province. Ngawonggo Village is an area of the Tajinan District, Malang Regency, with 375,628 hectares. Plains with an average elevation of 700 - 800 m above sea level. It is 4 km from Ngawonggo Village to the subdistrict capital, which can be reached in about 15 minutes. Meanwhile, the distance to the district capital is 20 km, which can be reached in about 0.7 hours. As a village whose livelihoods are based on agriculture, Ngawonggo Village has several potentials. The potential for non-forage feed ingredients based on agricultural waste is quite many types, and the amount has not been utilized, such as Tebon and corn husks, tofu waste, coarse rice bran, dry leaves, and so on. Thus, there is a high potential market for ruminants in the local market. Unfortunately, the existing population has not fulfilled this potential due to limited time and energy in raising livestock, especially the provision of forage. Fathul Ulum Angkring Islamic Boarding School that initiated in 2015 and has only been officially registered based on the certificate of the Angkring Fathul Ulum Islamic Boarding School Foundation (formally recorded in Notary Deed of establishment no: 10 published on 21 October 2019 and already registered with the Ministry of Law The Islamic boarding school) is one of the potential institutions in Ngawonggo Village. Through its leader, named Ustadz Habib, the Islamic boarding school invites the surrounding community and its students to build their village.

First, sheep development through improved rearing management starts from housing, feed, and health aspects. Making complete feed based on local feed ingredients aims to make it easier for farmers to feed their livestock because they no longer need to look for grass. Farmers are expected to make complete feed in groups using local feed ingredients available in the village at a low cost. Sheep development is done by providing feed formulation training that is given to farmer representatives in Ngawonggo Village. After the farmer gets a theory about the composition of feed making, the farmer is invited to practice making silage feed. With this, farmers can immediately demonstrate their abilities. The final

step is to equip a Hammermill and Mixer machine grant so that farmers can independently produce large quantities of feed. The goal is that animal feed is available in the dry season with good quality. The abundant forage during the rainy season will also not be wasted.



Figure 1. Providing hammermill machine for sheep farmers

Second, the management of communal sheep raising. This system will facilitate rearing by separating livestock based on age and physiological status. Rearing will be better if adjusted to the age and physiological status of the sheep's needs. It is hoped that the raising of sheep will turn into intensive by applying proper rearing management, especially feeding, disease handling, and control and pen sanitation.



Figure 2. Assistance in making sheep housing

Based on the results of the field survey up to the implementation of the program, it can be concluded:

1. Farmers can independently produce good quality sheep feed, based on the knowledge of feed aging following the required nutritional composition, sustainable feed making skills where feed remains available during the dry season, and Hammermills utilization to make the feed process more effective and efficient.
2. At the end of the program, the farmer can make a

sheepfold following the theory and economics.

**B. Evaluability Assessment**

Evaluability assessment is needed to determine the level of usefulness of the evaluation to be carried out. Four standards must be met in the evaluability assessment, which, if it can be completed, then the program is worthy and useful for further evaluation. Decision-makers and program leaders can use the evaluation results to evaluate the program and improve program implementation.

Wholey (2015) states that evaluability assessment is a six-step process: (1) involve intended users, and other key stakeholders; (2) clarify the program design (program inputs; intended program activities and outputs; intended short-term, intermediate, and long-term outcomes; and assumed causal linkages among inputs, activities, outputs, and outcomes); (3) explore program reality; (4) assess the plausibility of the program (the likelihood that program activities will lead to intended outputs and outcomes); (5) reach agreement on any needed changes in program design or program implementation; and (6) reach agreement on the focus and intended use of any further evaluation.

1. *Step 1: Involve intended users and other key stakeholders* The program users are the head of the Islamic boarding school and the farmer group members. Stakeholders are academicians, sheep business partners, government officials, extension workers, and informal village leaders.
2. *Step 2: Clarify the program design*

This second step aims to make detailed components of the program details.

TABLE I. Design Program Clarification

No.	Program Design	Data Field
1	Program inputs	<ul style="list-style-type: none"> <li>• Human resources: academicians, head of the Islamic boarding school, and members of the farmers' group</li> <li>• Natural resources: forage and other sheep feed resources</li> <li>• Machine: choppers and hummer mill</li> <li>• Materials: sheep and sheep housing</li> </ul>
2	Intended program activities and outputs	Communal sheep farming initiated by an Islamic boarding school and having a partnership with a middle sheep farming business
3	Intended short-term, intermediate, and long-term outcomes	<ul style="list-style-type: none"> <li>• short-term outcomes: increasing social capital level between community members</li> <li>• intermediate outcomes: networking with external parties</li> <li>• long-term outcomes: self-sustainable community empowerment</li> </ul>
4	Assumed causal linkages among inputs, activities, outputs, and outcomes	High-quality human resources, natural resources, machinery, and materials can create a communal sheep business, which is a partnership. The realization of this will be able to empower rural communities sustainably.

3. *Step 3: Explore program reality*

This step aims to compare the program details components with program implementation conditions in the field.

TABLE 2. Program Reality

No.	Program Details	Program Reality
1	Goals for the project or program	Sheep farming run by Traditional Boarding School and involving community members
2	The major project activities	Communal sheep farming
3	Activities objectives	Increasing the empowerment level of community members
4	Resources available to the project	<ul style="list-style-type: none"> <li>• Human resources: academicians, head of the Islamic boarding school, and members of the farmers' group</li> <li>• Natural resources: forage and other sheep feed resources</li> <li>• Total budget: 50 million IDR</li> <li>• Sources of funds: academicians' project, farmers' group members, head of boarding school, and angel investor</li> </ul>
5	The project is delivering outputs	<ul style="list-style-type: none"> <li>• Communal sheep housing</li> <li>• 30 ewes</li> </ul>
6	The target of the output	Tajinan Village as sheep farming central area
7	Evidence to determine whether goals are met	<ul style="list-style-type: none"> <li>• There is a partnership</li> <li>• Availability of a partnership contract that has been agreed by the partners</li> </ul>
8	Expected results of the goals	Increasing the welfare of farmers who are members of the partnership initiated by the Islamic boarding school
9	The relation between the project and local priorities	Sheep business partnership program accommodates the needs of rural communities to be independent in the economic sector through livestock business
10	Data or records are maintained	Limited data available (data about investor and farmers contribution, number of sheep, lamb birth data are not available)
11	Data collection frequency	No routine schedule for data collection
12	Information utilization	To evaluate the progress of sheep farming management
13	Changes based on these data or records	Birth management improvement
14	Significant problems might happen to stakeholders	Traditional feed and housing management
15	The time needed to solve problems	3-6 months
16	Results have been produced to date	Better design housing and farmers feed knowledge increased
17	Results likely produced in the next two to three years	New sheep housing with better design and farmers start practicing proper feed management

4. *Step 4: Assess the plausibility of the program (the likelihood that program activities will lead to intended outputs and outcomes)*

The program can be achieved in one to two years, provided substantial guidance from academicians and business partners. Farmers' commitment and willingness to avoid conflict is the key to their teamwork.

5. *Step 5: Reach agreement on any needed changes in program design or program implementation*

Fermented feed utilization to replace fresh forage is the new agreement of the program's stakeholders.

6. *Step 6: Reach agreement on the focus and intended use of any further evaluation.*

The next evaluation is to assess fermented feed utilization, housing management, birth management, and teamwork quality.

### C. Decision Making based on Evaluability Assessment Standard

Wholey (2010) explained that evaluability assessment "assesses the extent to which programs are ready for useful evaluation and helps key stakeholders come to an agreement on evaluation criteria and intended uses of evaluation information." The following are the standards that have been achieved by the sheep farming program based on the results of the evaluability assessment:

1. *program goals are agreed on and realistic:*

The program objectives can be evaluated in the presence of a partnership, but there is no form of a written contract agreed by both parties. Also, there was no agreed minimum number of sheep from the partnership program, so no indicators believed the program. However, the program is expected to remain a reality because the number of natural resources is adequate, and human resources have sufficient skills to raise sheep efficiently.

2. *Information needs are well defined:*

there is no list of information needed to determine the standard of success of the sheep farming program in Tajinan Village. Program inputs include: number of sheep, people involvement, sheep housing, feeding, and the machine can be measured, but the process, outputs, and outcomes are still not agreed upon by stakeholders. The use of information or data that will be used for evaluation is not available.

3. Evaluation data are not obtainable. The available data has not been broken down into measurable data but is only for program general-purposes. There are no qualitative or quantitative measures for key program inputs, activities, outputs, and outcomes (results). All measurements still have to be discussed again with all stakeholders to equalize these measurements.

4. Intended users are willing and able to use evaluation information: all stakeholders are eager to use the data collected as the information needed to measure the program's success. Stakeholders do not yet have the knowledge and

ability to understand and use the information collected for evaluation.

Based on the four standards generated from the evaluability assessment, it can be concluded that the Traditional Islamic Boarding School's Sheep Farming Program in Tajinan Village, Malang District, is not yet feasible to be evaluated. There is still a need for an agreement-making stage on the key program inputs, activities, outputs, and outcomes (results) of all the stakeholders involved.

Future evaluations require some important data to measure program success. Quantitative data required are the recording of mating management, feed management, and costs incurred during rearing. The qualitative data required are the involvement of each group member in teamwork and group members' contribution to technical rearing activities.

### V. CONCLUSION

In this program, the evaluability assessment was done in six steps. The results are: (1) the program has involved all stakeholders, namely the traditional Islamic boarding school, supervisors, breeders, partners, government, and students; (2) short, medium, and long term planning has been clarified clearly; (3) the reality of the program in the field cannot be appropriately explored because the qualitative and quantitative data for evaluation are not yet complete; (4) achievement of the program to be thoroughly evaluated in one to two years; (5) stakeholder agreement to use fermented feed; and (6) the evaluation that will be carried out will focus on feed, housing, and teamwork. Based on the four standards for making evaluability assessment decisions, it is concluded that: program goals are agreed on and realistic, but information needs are not well defined. All stakeholders are willing to use the data if available, but qualitative and quantitative data are not complete. So the program has not met evaluation assessment standards.

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