

CIPP EVALUATION MODEL IN LEARNING IN MADRASAH IBTIDAIYAH

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Abstract

This research aims to describe the CIPP evaluation model at Madrasah Ibtidaiyah. The research uses a type of library research with a content analysis method to explore data that has been collected through the Google Scholar database and books in online libraries related to the topic being studied. The research results show that the CIPP evaluation model is carried out comprehensively to understand the activities of a particular program, starting from the emergence of the idea to the results obtained from the program created. The basic concept of the CIPP model is to evaluate several components including context, input, process and product. The CIPP model has several objectives including context evaluation to serve planning decisions, input evaluation, structuring decisions, process evaluation, to serve implementing decisions, product evaluation, to serve recycling decisions. Compared to other evaluation models, the CIPP model has several advantages, namely being more comprehensive, having a holistic approach, having the potential to move in the area of formative and summative evaluation, being able to provide a good basis for making decisions and policies as well as preparing further programs. However, apart from these advantages, of course there are also disadvantages. The shortcomings of the CIPP evaluation model are that it is too concerned with where the process should be rather than the reality in the field, tends to focus on rational management, application in the field of classroom learning has a low level of implementation.

Keywords: CIPP Evaluation Model; Madrasah Ibtidaiyah

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan model evaluasi CIPP di Madrasah Ibtidaiyah. Penelitian menggunakan jenis library research dengan metode analisis isi (content analysis) untuk mengeksplorasi data yang telah dikumpulkan melalui database google scholar dan buku di perpustakaan online yang berkaitan dengan topik yang dikaji. Hasil penelitian menunjukkan bahwa model evaluasi CIPP dilakukan secara komprehensif untuk memahami aktivitas sebuah program tertentu, mulai dari munculnya ide sampai hasil yang telah diperoleh dari program yang dibuat. Konsep dasar dari model CIPP adalah melakukan evaluasi terhadap beberapa komponen diantaranya context, input, process, dan product. Model CIPP memiliki beberapa tujuan diantaranya context evaluation to serve planning decision, input evaluation, structuring decision, process evaluation, to serve implementing decision, product evaluation, to serve recycling decision. Dibanding dengan model evaluasi yang lain, model CIPP memiliki beberapa kelebihan yaitu lebih komprehensif, memiliki pendekatan yang holistik, memiliki potensi untuk bergerak di wilayah evaluasi formatif dan sumatif, mampu memberikan dasar yang baik dalam mengambil keputusan dan kebijakan maupun

penyusunan program selanjutnya. Namun, disamping kelebihan tersebut tentu tidak terlepas dari kekurangan. Adapun kekurangan dari model evaluasi CIPP yaitu terlalu mementingkan dimana proses seharusnya dari pada kenyataan dilapangan, cenderung fokus pada rational management, penerapan dalam bidang pembelajaran dikelas mempunyai tingkat keterlaksanaan yang kurang tinggi.

Kata Kunci: Model Evaluasi CIPP; Madrasah Ibtidaiyah

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Introduction

Learning evaluation is one of the important aspects of learning process (Phafiandita et al., 2022). Evaluation in learning process is used to measure whether the learning that is carried out is successful or not, is suitable for the learning objectives or not, is fits the instructional objectives or not (Suardipa & Primayana, 2020); (Haryanto, 2020). This evaluation can be carried out using tests, such as oral tests, written tests, and performance tests, or using non-tests, such as interviews, questionnaires, and observations (Rukajat, 2018); (Hamdi, 2020). Based on evaluation results what has been achieved will be continued and improved, while the cause of obstacles will be solved and how to solve them (Haryanto, 2020); (Qodir, 2017). These outcomes are not only seen as results in the form of scores but must be followed up through program planning so that there are changes in learning mastery and better learning process planning in the next learning activities (Febriana, 2021).

However, the real problem is that teachers frequently do evaluations just to obtain learning outcome assessments in examination form. Whereas other evaluation goals are to understand students, improve, and develop educational programs, (Magdalena et al., 2023) so that the evaluation process is not focused on scores. Students' failure to achieve learning goals is not only due to students' disability to understand the material. Still, it can also be caused by teaching materials quality that are not appropriate for student's age, too many teaching materials, and inappropriate components of learning process due to learning goals, (Magdalena et al., 2023). Strategies and monotonous media, instrumental components such as curriculum, inappropriate teaching modules with student characteristics and developments, or inadequate supporting facilities. Therefore, to detect these problems, an evaluation needs to be carried out after the learning process (Achadah, 2019). One of the learning evaluation models that can be used is the *context, input, process, and product* evaluation model (Kurniawati, 2022). This evaluation model is known as CIPP model (Kurniasih et al., 2021).

This evaluation model is known as CIPP model (Kurniasih et al., 2021). It was first introduced by Stufflebeam in 1965 (Hasanudin et al., 2021). The important purpose of this model evaluation is to improve, and complement the basis for decision-making in system evaluation with analysis and oriented toward planned change (Istiyani & Utsman, 2020). CIPP evaluation model is a process of describing, discovering, and providing descriptive information, considering the value and benefits of several objectives that have been planned,

implemented, and their influence to guide a decision, assess accountability, and understand the phenomena that occur. (Habibi et al., 2022). The CIPP evaluation model can provide a comprehensive or complete evaluation format at each stage of evaluation because the object of evaluation is not only the results but includes the background (context), input, process, and results (product) (Sugandini et al., 2018).

Based on the problems above, the researcher is interested in conducting literature research on the *context, input, process, and product* (CIPP) learning evaluation model in Madrasah Ibtidaiyah or Elementary Schools. The aim is to describe the CIPP evaluation model in Madrasah Ibtidaiyah. This evaluation model is expected to be an alternative solution for Madrasah Ibtidaiyah, especially teachers, in evaluating the learning process that has been carried out, so that the difficulties or obstacles faced by teachers and students are known, and can be immediately followed up for improvement.

Research Methods

This study used library research type. Library research is a series of activities that include data collection, reading, recording, and processing data as research material (Umar & Nursalim, 2020). This research is intended to examine a phenomenon theoretically (Sugiyono, 2018). This study consists of four stages, preparing the necessary equipment, preparing a bibliography, organizing time, and reading also analyzing research materials (Adlini et al., 2022).

The sources of data used in this study are in articles form or scientific journals through Google Scholar database and utilizing books available in online libraries that match to selected topic, then downloaded and studied. In collecting data technique, the researcher will explore it according to the discussion regarding the CIPP Evaluation Model in Learning in Madrasah Ibtidaiyah. The data that has been collected will be analyzed using content analysis method. This technique is analysis type that explains in-depth discussions about the information that has been listed in the literature (Umar & Nursalim, 2020). Data analysis in this study was conducted from October 2023 to February 2024. All stages of the study were carried out to provide facts on the phenomenon being studied, which is CIPP evaluation model in learning at Madrasah Ibtidaiyah through several related journals and articles.

Results and Discussion

Evaluation is a process that determines whether an objective has been achieved. The Law of the Republic of Indonesia Number 20 of 2003 about National Education System specifies that learning assessment is an activity to manage and assess the quality of education for all education components at every level and kind of education, as a form of accountability in education (Muryadi, 2017).

Learning evaluation is carried out to control the quality of education nationally and to be accountable for the implementation of education to various interested parties, including

students, educational institutions, and education programs on formal and non-formal paths at all levels and types of education. (Umam, 2020).

Learning evaluation plays a role in assessing the relevance of learning materials and experiences to educational objectives (Umam, 2020). This information is useful as feedback for improving teaching. In addition, evaluation is also the responsibility of institutions, the community, and the profession of graduates. Evaluation aims to understand and observe the learning process (Phafiandita et al., 2022).

Evaluating student learning outcomes allows teachers to know their level of understanding of the material that has been taught (Tarmini et al., 2020). The results of this evaluation can also be used as a guideline to improve future learning processes. Evaluation of student learning outcomes provides information on how far the students have mastered the learning material taught by the teacher. This allows students to determine the next steps after knowing the learning outcomes they have achieved. Evaluation is carried out through tests and non-tests (Achadah, 2019; Fuadiy, 2021). Currently, various evaluation models can be applied in learning process such as *goal-oriented evaluation model*, *goal-free evaluation model*, *formative-summative evaluation model*, *responsive evaluation model*, and *CIPP evaluation model* (Divayana, 2018).

CIPP model is an evaluation model that was first developed by Daniel L. Stufflebeam in 1965. Stufflebeam thinks that the purpose of evaluation is not just to prove, but to improve (Hasanudin et al., 2021). The evaluation approach should be oriented towards structured decisions, meaning that evaluation can determine steps to make a policy for further learning (Haryanto, 2020). Learning evaluation in CIPP model aims to assist evaluators in evaluating programs, projects, or institutions (Kantun, 2017). This evaluation model is carried out comprehensively to understand the activities of particular program, from the emergence of ideas to the results obtained from the program created (Ardiyanti et al., 2020). Each evaluation is tied to a decision-making device concerning planning in learning program (Setia, 2017). The basic concept of CIPP model is to evaluate several components including *context*, *input*, *process*, and *product* (Agung Wibowo et al., 2022). *Context* evaluation is the stage of evaluating the whole status of an object, identifying deficiencies and strengths, diagnosing problems, and providing solutions, testing whether the goals and priorities are aligned with the needs to be implemented (Suryadin et al., 2022). The purpose of *context* evaluation is to assess needs, problems, assets, and opportunities in a specified environment (Jumari & Suwandi, 2020). This evaluation stage clearly describes the aims of program to be achieved, it can be said that context evaluation is an evaluation of conditions that exist in the learning process scope (Rahayu, 2023). Context evaluation also diagnoses the needs that should be available so as not to cause long-term losses.

Through context evaluation, significant differences can be seen between CIPP evaluation model and other learning evaluation models. The majority of learning evaluations only focus on outcome orientation, even though there are still various aspects that must be evaluated during the learning process. The CIPP evaluation model is more comprehensive when compared to other evaluation models (Divayana, 2018).

Input evaluation is a way of determining how program objectives are achieved. The purpose of input evaluation is to provide information in determining how to utilize resources to achieve project goals and objectives (Jumari & Suwandi, 2020). This stage can help organize decisions, determine existing resources, alternatives taken, plans and strategies to achieve goals, and how to achieve them. *Input* evaluation components include human resources, supporting facilities and equipment, funds or budgets, and the necessary procedures and rules (Suryadin et al., 2022). Input evaluation is a means and strategic plan to achieve these educational goals. This evaluation includes personal analysis related to the use of resources and alternative strategies that must be considered in achieving the success of a program. Elements in input evaluation include human resources, facilities and infrastructure, procedures, and rules needed (Junaedy et al., 2023).

Process evaluation is to check the implementation of a plan or program. The aim is to provide feedback on the suitability of program activities that are running with the set schedule, and the use of available resources efficiently, guide to modify the plan to suit what is needed to periodically evaluate how far the plan has been implemented in the program by the subjects involved in program activities can accept and carry out their roles or tasks (Jumari & Suwandi, 2020); (Suryadin et al., 2022).

This evaluation is used to detect or predict the design of procedures or implementation, provide information for program decisions, and as a record or archive of procedures that have occurred. Process evaluation includes the collection of predetermined assessment data and is applied in the practice of program implementation (Suryadin et al., 2022). Process evaluation in CIPP model refers to "what" activities are carried out in the program, "who" is the person appointed as the person in charge of the program, and "when" the activities will be completed. In CIPP model, process evaluation is directed at how far the activities carried out in the program have been carried out according to plan.

In education process, process evaluation can be carried out during learning activities, by identifying whether the plans that have been prepared can be implemented correctly or what possibilities are obtained, and what obstacles are found during its implementation (Divayana, 2018).

Product evaluation is an assessment carried out to measure success in achieving predetermined goals. This stage is the last in CIPP learning model evaluation. The purpose of *product* evaluation is to measure, interpret, and determine the result achievement of a program, to ensure how much the program has achieved the needs of a group of programs served. The data generated will greatly determine whether the program is continued, modified, or stopped. (Suryadin et al., 2022). Therefore, from the results of evaluation, it is hoped that it can help teachers make decisions regarding the continuation, end, or modification of the program. (Jumari & Suwandi, 2020).

The type of evaluation used depends on the objectives to be measured. For learning evaluation in schools, essay and objective tests or performance tests or portfolio evaluations can be used, while to assess personality, interests or attitudes, projective techniques, attitude scales or personality tests can be used (Ni'mah et al., 2023). The relevance of the four aspects

of evaluation above in decision-making and accountability according to Stufflebeam, D.L. & Anthony J. Shinkfield are presented in the following table (Suryadin et al., 2022).

Table 1.

Evaluation aspect in decision-making and accountability

Components	Context	Input	Process	Product
Decision making (formative orientation)	Guide to the goal selection and priority assignment	Guide to strategy program selection, input to procedural design specifications	Guide to Implementation	Guide for termination, continuation, modification, or installation
Accountability (summative orientation)	Record the objectives and basis for choices along with notes on needs, opportunities, and problems.	Selected recordings of strategies and designs and the rationale for the choice over other alternatives.	Record about the actual process	Record of achievements and recycle decisions

Through Table 1, it can be seen that CIPP evaluation model involves a descriptive design and reporting process and considers several aspects such as objectives, needs, existing problems to guide decision-making, accountability, procedures, and the basis for taking alternative solutions to overcome learning obstacles. In its implementation, the four components in CIPP evaluation model become a unity. An evaluator may carry out one or more of the four series, so they do not have to use all four types of evaluation. In Madrasah Ibtidaiyah, this CIPP evaluation model is not only used to evaluate the learning process. However, it is also often used in evaluating activity programs, even madrasah management (Anisaturrahmi, 2021). Evaluation is carried out to achieve various objectives according to its object. The objectives in evaluation with CIPP model such as (Nukhbatillah et al., 2024).

1. *Context evaluation to serve planning decisions*, is context evaluation to help administrators plan decisions, determine program needs, and formulate program objectives.
2. *Input evaluation, structuring decisions*, is evaluation activities that aim to help organize decisions, determine sources, alternatives that will be taken, plans and strategies to achieve needs, and work procedures to achieve them.
3. *Process evaluation, to serve implementing decision*, is an evaluation activity that aims to help implement decisions. The questions you must answer are to what extent a plan has been implemented, whether the plan is under work procedures, and what needs to be improved.
4. *Product evaluation, to serve recycling decision*, is an evaluation activity that aims to help make further decisions. The questions you must answer are what results have been achieved and what was done after the program was running.

CIPP evaluation model has a broader scope and believes that the success of an education system is influenced by various factors, student characteristics and surrounding environment, system objectives and equipment used, also producers and mechanisms for implementing the system itself. Compared to other evaluation models, the CIPP model has several advantages, such as (Widodo, 2021).

1. More comprehensive, because the object of evaluation is not only the results but also includes context, input, process, and results.
2. Has the potential to move in the formative area and summative evaluation so that it is equally good at making improvements during the program and providing final information
3. It has a holistic approach to evaluation that aims to provide a very detailed or broad picture of a project, from its context to the implementation process
4. Able to provide a good basis for making decisions and policies as well as compiling subsequent programs.

In addition, the advantages of CIPP model, there are also disadvantages to the evaluation model. The disadvantages of CIPP evaluation model include the following (Widodo, 2021).

1. Too concerned with real process rather than the reality.
2. Tends to focus on *rational management* rather than recognizing the complexity of empirical reality
3. The application of classroom learning has a low level of implementation.

Conclusion

Based on the explanation above, it can be concluded that the CIPP model is an evaluation model that was first developed by Daniel L. Stufflebeam in 1965. Stufflebeam gave his opinion that the purpose of evaluation is not just to prove, but to improve. This evaluation model is carried out comprehensively to understand the activities of a particular program, from the emergence of ideas to the results obtained from the program created. The basic concept of the CIPP model is to evaluate several components including *context, input, process, and product*. The CIPP model has several objectives including *context evaluation to serve planning decisions, input evaluation, structuring decisions, process evaluation, to serve implementing decisions, and product evaluation, to serve recycling decisions*. Compared to other evaluation models, the CIPP model has several advantages, such as it is more comprehensive, has a holistic approach, has the potential to move in the area of formative and summative evaluation, can provide a good basis for making decisions and policies as well as compiling subsequent programs. However, besides these advantages, of course, it is not free from disadvantages. The shortcomings of the CIPP evaluation model are that it places too much importance on where the process should be rather than on the reality in the field, tends to focus on *rational management*, and its application in the field of classroom learning has a low level of implementation.

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