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CIPP Model Evaluation of Research Learning Program at MTsN 2 Kota Kediri

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Abstract

This evaluation aims to evaluate the implementation and progress of the research learning activity program achieved by students at MTsN 2 Kota Kediri for the 2019/2020 school year. The Madrasah Tsanawiyah educational institution cannot be separated from several obstacles. Based on the information obtained, the implementation of research learning activities has not been maximized, such as infrastructure is inadequate, responsibility, and student discipline is still lacking. The evaluators see the many benefits and obstacles of implementing this program activity so that they can provide suggestions or input in the future. This evaluation uses the CIPP evaluation model on the Context, Input, Processes, and Product aspects. Carry out four-month activities from August 23 - to December 18, 2020. The results of this evaluation are (1) Evaluation Context legality of research learning based on the Decree of the Director-General of Islamic Education Number 6757 of 2020 concerning the designation of madrasas as research providers in Indonesia. (2) Input Evaluation, The main madrasah facilities are quite adequate. Unless the human resources component is inadequate, it is necessary to add additional teaching staff. (3) Evaluation Processes, which consist of lesson planning, learning implementation, learning assessment, and project documents, have gone well and according to the criteria. (4)EvaluationThe results follow the criteria for evaluating the value of research learning above the KKM and are categorized as good. In terms of management, MTsN 2 Kota Kediri already has an activity program plan and a good priority scale to implement the activity program. An organizational structure and job descriptions have been prepared, and an evaluation of scheduled activities.

Keywords: Evaluation, Research learning, CIPP.

I. INTRODUCTION

Education transforms knowledge towards improvement (Aziz, 2020), strengthening and perfecting human potential. The following components can determine success in education, including; curriculum, teachers, students, methods/strategies, materials, media, and evaluation. These components are closely related to the learning process (Sukmadinata, 2002). The curriculum is an essential component in learning for managers, teachers, and madrasah principals as a reference and guidelines for implementing education (Wazdy, 2014). Meanwhile, evaluation is a systematic process of value, purpose, effectiveness, or suitability of previous criteria and objectives to assess objects based on specified criteria (Hizam, 2015).

Evaluation in education is done by defining, clarifying, and carrying out a criterion and then determining the evaluation's objective value, quality, benefit, performance, and relevance based on the requirements (Middlewood & Burton, 2001; Worthen et al., 1997). Furthermore, evaluation is a continual process used in planned and unplanned situations (Gilchrist, 1974; Hamilton, 1976; Kelly, 1999). It tries to systematically challenge the worth of an item (Sanders, 1994). To summarize, evaluation is a complex notion that involves choosing information, collecting it, studying it, transferring it, utilizing it, and deciding on the quality of the curriculum. This research aims to create a scale for evaluating the English curriculum at the university level. The evaluation aims to identify the curriculum's strengths and weaknesses before implementation and assess the efficacy of the results after implementation (Aziz, 2017). The goal of gathering data on the curriculum's strengths and flaws allows programmers to determine if the curriculum should be updated, compared, continued, or finished (Hunkins & Ornstein, 2016). It isn't easy to provide a single paradigm for curriculum evaluation due to the variability in curriculum creation (Aziz, 2017). In their quest for curriculum evaluation, researchers might choose the best-suited model for their goals and circumstances, or they can construct a model that incorporates various models (Erden, 1995). It is critical to understand that the selected evaluation and agreed program planning models must be compatible. Otherwise, inconsistency and distortion will exist between these models (Kelly, 1999).

(Worthen et al., 1997) divide evaluation methodologies into six categories: objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented, and participant-oriented. The management-oriented evaluation technique is one of the most significant ways for program development, implementation, and evaluation managers. In

education, a management-oriented evaluation technique provides managers with information regarding the program that has been executed. As a result, evaluation information must be an integral element of the decision-making process, and evaluators must contribute to education by serving managers, school administrations, instructors, and others who need evaluation in education. The program's goals are not the focus of the assessment in this method. Stufflebeam was the first to use a management-oriented evaluation technique to assist managers in making program-related choices (Worthen et al., 1997). His evaluation method is the Context, Input, Process, and Product Evaluation Model (CIPP). The CIPP evaluation model has been extensively developed and widely used since 1965. (Bossert & Boyan, 1988; Candoli et al., 1997; Gally, 1984; Granger et al., n.d.; Guba & Stufflebeam, 1970; Nevo, 1974; Nevo & Stufflebeam, 1976; D. Stufflebeam, 1995; D L Stufflebeam et al., 2002; Daniel L Stufflebeam, 1969, 1995, 2003; Daniel L Stufflebeam & Millman, 1995; Daniel L Stufflebeam & Russon, 1997; Webster, 1975).

The goal of the CIPP model, which emphasizes process evaluation, is to investigate all evaluation methodologies and components to find answers to these issues. Is the evaluation design working correctly? Which points are likely to be troublesome, and how can they be resolved? Is it possible to acquire data more efficiently (Gilchrist, 1974)? Stufflebeam recommends that evaluators use the following phases as a logical framework for constructing each evaluation type: concentrating on the evaluation, collecting information, organizing information, analyzing information, reporting information, and administering evaluation (Wiles & Bondi, 2002; Worthen et al., 1997).

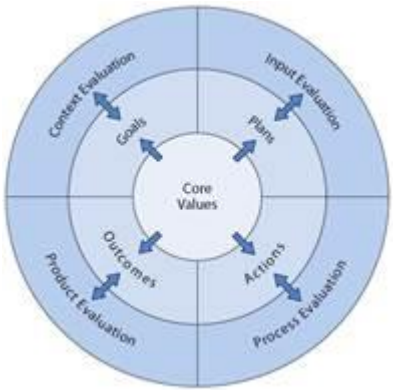
One of the CIPP model's merits is that it is a valuable and straightforward tool for assisting evaluators in developing critical questions to be answered throughout an evaluation process. Evaluators may generate many questions for each component of the CIPP model. According to (Harrison, 1993), the CIPP model allows evaluators to intervene in the evaluation process as required, both before and during the program. It also allows for the evaluation of just one component. The CIPP evaluation approach has certain flaws as well. The evaluator's occasional failure to reply to important concerns or problems is a possible shortcoming of this technique. Evaluators must consider the resources and time available while establishing evaluation methods. If this approach requires more time or resources than are available, another model may be explored (Worthen et al., 1997)

Based on observations of initial conditions in the field, researchers obtained information that the implementation of

research learning activities was not optimal, research learning infrastructure was inadequate, responsibility and student discipline were still lacking, so several factors had to be addressed. The evaluation was carried out in the 2019/2020 school year to determine students' level of success at a particular stage and period about the process and results of activities. Daniel L. Stufflebeam is a model of CIPP; the focus of evaluation aims to evaluate programs that refer to achieving goals following established standards (Daniel L Stufflebeam & Zhang, 2017). The evaluator hopes that this evaluation can provide suggestions or input so that research learning activities can run better and optimally.

II. EVALUATION METHOD

This evaluation design model uses the CIPP model, a comprehensive framework consisting of four components: *Context*, *Input*, *Processes*, and *Product* (Daniel L Stufflebeam & Zhang, 2017). The CIPP model can be seen as follows:



Picture. CIPP Evaluation Components adopted from (Daniel L Stufflebeam & Zhang, 2017).

Primary data is from educators, students, madrasa heads, and respondents' parents. Secondary data is a form of policies, operational instructions/guidelines, or standardization of program organizers. Data analysis in this evaluation uses a model (Mathew & Huberman, 1992) consisting of data reduction, data presentation, and conclusion drawing/verification. Data collection was carried out for four months, from August 23 - to December 18, 2020.

The success criteria of the research learning program at Madrasah Tsanawiyah Negeri 2 Kediri are described as follows:

Component	Aspects of being evaluated	Aspects of being evaluated
Context (context)	The legality of Research Organizers and HR Readiness	1. The underlying rules are clear 2. Research learning program according to student needs
Input (Input)	Learners	1. Student recruitment 2. Enthusiasm of students
	Teacher	1. Minimum teacher qualifications D.IV or S1 2. Teaching according to scientific disciplines 3. The ratio of teachers to students is 1:32 (according to Permendiknas number 16 of 2007).
	Availability of Infrastructure	1. Supporting facilities 2. Scientific tourism 3. Research room 4. Equipment and materials
	Madrasa Management	1. Teacher attendance is at least 90% present. 2. At least 90% of students attend.

		3. Established partnerships with outside organizations such as LIPI.
	Community Support	Participation of parents and the community in the development of research learning
Process	Research Lesson Planning Learning Assessment	1. Teacher learning planning includes learning tools, including semester programs, syllabus, lesson plans. 2. The learning process in the class went well. a. There is activeness and interest in student learning b. Mastery of teacher teaching materials with good category c. Students can complete projects on time. 3. Teachers use various assessment techniques to measure learning outcomes. 4. There is a student project report document.
Product	Student learning outcomes	Research learning outcomes: 1. Students can complete projects well 2. The percentage of completeness in the field of study, 95%, passed 3. Continuous

RESULTS AND DISCUSSION

1. Evaluation of Context Aspects *(context)*

The existence of an educational institution recognized by the government is not enough with the existing buildings, students, teachers, managers, and teaching and learning processes/activities. Still, the administrative requirements are in the form of a permit for its implementation.

Madrasah Tsanawiyah Negeri 2 Kediri City is one of the pioneering madrasas in research learning by scoring achievements at regional, national, and international levels. The legal basis for madrasa research learning is based on the Decree of the Director-General of Islamic Education Number 6757 of 2020 concerning the determination of madrasas as research providers as the development of the potential, talents, and interests madrasa students in the field of research or scientific research. There are 296 Madrasah Tsanawiyah that meet the requirements as madrasas providing research in Indonesia, and 58 madrasas from East Java Province, one of which is Mts N 2 Kediri City (Directorate General of Islamic Education, 2020). Mts N 2 Kediri City is needed for the surrounding community to prepare human resources and create a quality learning process. The existence of Mts N 2 Kediri City is supported by the available facilities and the support of educators, learning processes, and good madrasa management. These factors are essential in increasing the success of research learning from year to year.

Judging from the legality of its implementation, the existence of Mts N 2 Kediri City has fulfilled the elements of the legal requirements for the performance of research learning in an educational

institution. Based on the interviews with the research coordinator, he explained that research learning started from extra-curricular activities. These activities bring achievements at regional and national levels. Achievements increase every year, making students enthusiastic about participating in research activities. As more students each year join research, madrasah principals incorporate research learning into the curriculum as a local content subject for madrasas.

The existence of Madrasah Tsanawiyah Negeri Kediri feels very much needed, especially for the surrounding community, especially those who have limitations in terms of economic capacity. It is essential to prepare human resources and create a quality learning process. The community strongly supports its existence, learning facilities and teaching staff, the learning process, and good madrasa management are essential factors for its success in improving the quality of its students from year to year.

The results of this context evaluation found that the research learning program at Mts N 2 Kediri City was beneficial for the community and educational goals. Based on the results of interviews with the Madrasah Heads, it was explained that in developing research madrasas, there was a lot of support from the madrasa community, both committees, teachers, madrasa managers, parents, students, and the surrounding community. This condition is seen in students' readiness, enthusiasm, and enthusiasm to participate in research learning. The indicator of the competence of research teaching teachers follows the competence of the field of expertise. Madrasas are very supportive of this activity. The context aspect can be categorized very well based on the description above.

2. **Evaluation of Input Aspects (Input)**
   a. Learners

   Acceptance of students is done by selecting new student admissions conducted by the madrasa. Based on the evaluation results, it was found that accepting new students was by the established criteria. The forms of research learning at Mts N 2 Kediri City are extra-curricular and extra-curricular. Extra-curricular research learning is a research learning activity as local content of compulsory learning for students for 2JP every week. While recruiting extra-curricular learning, students can choose additional research by filling out a formula signed by their respective parents. Research extra-curricular activities are intended for students who want to go deeper into research activities because time in classroom learning is quite limited to completing student projects. The

activity was followed by all students enthusiastically research lessons.

Meanwhile, Mts N 2 Kediri City students have not stopped excelling in research for the last five years. From 2007 to 2021, he has achieved achievements at the event regional, national and international. So it can be said that students are ready and by the research learning criteria.

b. Teacher

Teachers are professionals in charge of educating, teaching, guiding, directing, training, assessing, and evaluating students. Regarding the qualifications required for Mts N 2 in Kediri, it follows the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies (Nasional, 2008). Based on the evaluation of the personnel element, both education staff and teachers at Mts N 2 Kediri City, it is known that most of the parts have been adequate. However, the number of research educators at Mts N 2 Kediri is three people with 1,400 students. If the ratio is 1:466, it is not by Permendiknas number 16 of 2007, where the standard ratio of teachers to students is 1:32. There is a lack of research teaching staff, which will impact the effectiveness and efficiency of learning time.

Teacher disciplines gain expertise based on lecture experience; there are no teachers with pure research disciplines. The competence of the teaching teacher is obtained from the experience of writing in the final project while in college. The teaching style at this madrasa is collaboration, such as teachers in science studies fostering science research students, social studies teachers handling social research students, and language teachers teaching how to write correctly. It is essential because collaboration will facilitate student research guidance and the fulfillment of educators according to their qualifications in improving the quality of learning and the professionalism of the teachers themselves.

c. Infrastructure

The component of educational facilities is a factor that cannot be ignored in determining the success of the learning process effectively and efficiently. National education standards are constantly updated and refined according to the times to improve the quality of human resources, fulfill infrastructure and improve the quality of madrasa governance (Hidayah, 2020). Facilities supporting research learning activities at MtsN 2 Kediri City have a science laboratory and *a research center*. The limitations of tools and materials in the laboratory did not dampen the spirit

of research learning, seeking solutions in collaboration with several universities in East Java. Supporting facilities and infrastructure in research learning activities have supported learning activities.

The school environment can be used as a place of research and a source of inspiration and scientific tourism activities every year, namely traveling while doing research. Supporting activities of learning materials are appropriate, facilities and infrastructure are quite supportive in research activities; therefore, the committee's support, madrasa heads, teachers, and the madrasa community greatly motivates the research learning process. Scientific tourism activities, madrasa internal research competitions held every March, and collaboration with external organizations such as LIPI and Rumah KIR Indonesia.

Based on the evaluation results of research learning facilities, Mts N 2 Kediri City has met the requirements related to infrastructure. The infrastructure components that have not been fulfilled include modern research tools and materials. The utilization of available facilities in the research learning process in madrasas shows an outstanding category, so it is stated that in terms of quality and quantity of existing infrastructure, facilities can be fulfilled and have been utilized as well as possible.

d. Parental and community participation

The participation of parents and the community is embodied in the madrasa committee, which also considers the implementation of madrasa research learning. Financial support, ideas, and personnel implement education in madrasas and mediators between the government and the community. The questionnaire results given to parents and the madrasa committee found that the involvement and participation of parents in education were very high. It can be seen that 96.25% of parents' involvement and participation in madrasa research learning activities. Based on these results, the external support of parents at home for students is very supportive.

The high participation of parents in education can be caused by several factors: (1) Parents want their children to channel positive activities, (2) Parents are proud of the success of their children's research, (3) parents want students' talents in research to be channeled and accommodated. Based on the evaluation results, it can be concluded that the participation of parents motivates students to implement research learning in madrasas.

Thus, it can be concluded that the input evaluation aspect of all components in this aspect is by the criteria except for the workforce component. These components are not barriers to implementing research learning but build collaborative collaboration between subject teachers in learning in madrasas.

3. Process Aspect Evaluation

Evaluation of research learning at Mts N 2 Kediri City uses the secondary education process standard according to the Regulation of the Minister of National Education of the Republic of Indonesia number 41 of 2007 as a reference for assessment. It means that whether the implementation of research learning follows existing standards, it is necessary to know whether the learning process is running smoothly or not.

a. Lesson planning

Learning planning is the first step in a series of teaching and learning activities carried out by the teacher. Before carrying out learning in class, a teacher must prepare a lesson plan (RPP). At this stage, the teacher prepares lesson plans according to the material presented to students so that later the learning process goes well.

Based on the results of the assessment of the learning implementation plan (RPP) made by the teacher in the context of the learning process in the classroom, it was obtained 89.5%. It can be interpreted that the preparation of RPP by teachers is excellent and follows Permendiknas Number 41 of 2007. The outstanding results of the assessment of the RPP indicate that teachers have been able to prepare and understand the principles of designing RPP.

The lesson plans made by the teacher are in an outstanding category. Syllabus and annual program as a reference for making RPP for research teaching teachers at Mts N 2 Kediri City. The preparation of RPP and other staff is also part of reporting materials for disbursing professional allowance funds and madrasa reports. With the ability to make lesson plans well, it is hoped that teachers will carry out learning. It means that with optimal RPP, it is hoped that teachers can organize essential competencies and achieve learning objectives to be more focused.

The aspects assessed are related to the development of the lesson plans carried out by Mts N Kediri teachers, namely the components:

a) Completeness of subject identity,
b) Accuracy in formulating indicators,
c) Formulation of Learning Objectives,
d) Selection of Materials,
e) Selection of Learning Resources,
f) Selection of Learning Media,
g) Conformity in the selection of Learning Methods,
h) Determination of Learning Scenarios,

i) Assessment Activities. There are existing assessments, but those who are appointed as assessors are senior teachers.

b. Learning Implementation

Implementation of learning is the core activity of the learning process in the classroom, the quality of a good lesson plan will be tested during classroom learning. Based on Permendiknas Number 41 of 2007 that the implementation of learning includes: 1) preliminary activities, 2) core activities, and 3) closing activities, the evaluation is carried out on the three aspects of the stages (Nasional, 2008). The aspects assessed in the teacher's classroom implementation context are; a). Motivating students, b). Interactive communicative c) Train critical thinking, cooperative attitude, creativity, c). independence of data collection, d) training in analysis of results, e) assistance in concluding, and f) presentations.

Based on the evaluation results of the three aspects, the teacher's stages of learning obtained a score of 87.3%, which is based on five answer options. This value is in a suitable category. Likewise, students' assessment of the teacher's ability during class learning is categorized as good. The standard requirements set out in the Process Standards have been carried out well by the teacher. It shows that the research learning process in the classroom is conducive and involves student activity during the learning process.

c. Learning assessment

The control of the quality of students and the teaching and learning process that has been carried out by research teaching teachers at MTsN 2 Kediri has been carried out. Teachers use various assessment techniques to measure learning outcomes. The assessment is in daily tests, mid-semester tests, end-of-semester tests, grade-level tests, and project processes and results assessments. Learning assessment is used to measure the achievement of student competencies and is used as material for preparing progress reports on learning outcomes and improving the learning process.

The results of interviews with research teaching teachers obtained information that; the teacher makes an assessment based on the suitability of each chapter of the scientific work, checks students' attendance, delivers material according to the program that has been set, and accompanies students well. The teacher gives project assignments to complete the next chapter and develop student work. The teacher motivates students and provides opportunities to revise assignments before the assessment. It is done to find out where the error is and fix it. The teacher rewards students with

their best work by motivating them to present their scientific work well.

Teachers carry out activities in the form of assessments in writing, verbal, performance, and assignments according to the characteristics of the material provided. The results of the assessments that have been carried out have also been interpreted for further consideration of the abilities/competencies that students have achieved. Teachers have used various assessment techniques to test students' written and oral competence.

d. Student project report document

The research learning process produces students' written work in research products. The product is a series of student research activities: finding research ideas, collecting data, and analyzing. Compiling scientific papers positively impacts training collaboration, organization, independence, and discipline.

Lack of aspects of the research learning process, namely 1) lack of awareness of students to maximize time, 2) lack of teaching staff, and 3) lack of attractive learning methods during the activity.

Less than the maximum aspect of the process in research learning activities, there are several solutions in solving problems: 1) motivating and providing understanding to students about the limited research learning time, 2) adding teaching teachers so that the target of learning activities can be conveyed. 3) The addition of supervising teachers can improve monitoring of student progress, and 4) providing motivation or entertainment interludes and interesting stories to students so they are not bored during learning activities.

It can be concluded that the evaluation process (process), which consists of lesson planning, learning implementation, learning assessment, and project documents, has all gone well and by the criteria.

4. Evaluation of Result Aspects *(product)*

Evaluation of the *product* at Madrasah Tsanawiyah Negeri 2 Kediri is done by analyzing: a) Learning Outcomes, b) project results, and oral exams.

a. Research Learning Outcomes

(Students can complete projects well and 95% pass the percentage of completeness in the field of study). Based on the results of the documentation study, it is known that in the aspect of student research, learning outcomes have met the specified criteria. In 2019/2020, students have met the minimum completeness criteria (KKM) required for local research content subjects. In the curriculum of Madrasah Tsanawiyah Negeri 2 Kediri, it is stated that students can advance to grades if: (a) the subject reaches the Minimum Completeness Criteria (KKM); (b) attendance of at least 90%; (c) have good character and

morals. While assessing research learning outcomes: (a) the relationship between chapters is clear; (b). trial practice, (c) analysis of results, (d) conclusion, (e) presentation.

b. Project Results

Learning evaluation is carried out by the teacher at the end of each semester or annually related to learning strategies, work results, and preparation for competitions every year. The teacher evaluates per semester based on the results of student projects in research proposals. The teacher will assess the completed proposal to get suggestions for improvement to be revised later. Some groups did not complete the project results on time. However, the teacher can motivate students to collect with time tolerance.

From the results of research learning scores and research projects, overall, students of Mts N 2 Kediri City 2019/2020 have complied with the evaluation criteria for research learning values above the KKM and are categorized as good. The value obtained by students varies greatly depending on the individual's ability to carry out the research process. Evaluation on the aspect of the results obtained that students can complete the product well. The evaluator's observations in the field from the results of research learning are that after the first project students are finished, they can get exciting topics to be appointed as the subsequent research on an ongoing basis.

III. CONCLUSION

The evaluator concludes that (1) *Context* evaluation of the legality of research learning is based on the Decree of the Director-General of Islamic Education Number 6757 of 2020 concerning the determination of madrasas as research providers in Indonesia. *(2) Input* evaluation, the main madrasah facilities are already adequate, except for the inadequate personnel component, which requires additional teaching staff. *(3) Processes* evaluation, which consists of lesson planning, learning implementation, learning assessment, and project documents, has gone well and according to the criteria. (4) The results' evaluation follows the criteria for evaluating the value of research learning above the KKM and is categorized as good. In terms of management, Mts N 2 Kediri City already has an activity program plan and a good priority scale to implement the activity program. An organizational structure and job descriptions have been prepared, and an evaluation of scheduled activities.

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