

IRSTI: 14.07.09

DOI: <https://doi.org/10.47344/sdu20bulletin.v68i3.3>

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LOGICAL FRAMEWORK AND THE USE OF THE CIPPO EVALUATION MODEL IN PRIMARY EDUCATION: A NARRATIVE REVIEW

Abstract. An evaluation model is an approach used to plan, implement, and assess a specific program, project, policy, or initiative. The evaluation model provides guidance on the steps to be taken in the evaluation process, including data collection, data analysis, and reporting of results. The appropriate use of an evaluation model essentially ensures that the evaluation is conducted systematically, objectively, and effectively. In the field of primary education, several evaluation models are commonly used, one of which is the CIPPO model (Context, Input, Process, Product, and Outcomes). Context evaluation is used to assess needs, problems, assets, and opportunities within a particular environment. Input evaluation is aimed at determining which program approaches can be used to facilitate change. Process evaluation involves the ongoing examination of plan implementation and related process documentation. Product evaluation is used to measure, interpret, and assess program outcomes, which can determine whether the program should be continued or not. Outcomes evaluation is the process of assessing or evaluating the final outcomes or results of a specific program, project, activity, or action. Several important aspects must be considered when using the CIPPO model, including: clearly defining goals and objectives, involving stakeholders, considering inputs, monitoring processes, collecting data meticulously, using data for decision-making, conducting impact evaluation (outcomes), committing to continuous improvement, and ensuring transparency and communication.

Keywords: evaluation model, CIPPO, primary education.

Introduction

Studying evaluation models is crucial because evaluation is a vital tool in education, organizations, government, and various other fields. Evaluation helps organizations and programs identify weaknesses, successes, and necessary changes. It serves as a starting point before conducting educational planning (Leigh et al., 2020). By understanding evaluation models, program implementers can design and implement more effective improvements. Evaluation models assist in collecting data and evidence that support fact-based decision-making, rather than relying solely on assumptions (Kunzmann, 2021). This activity helps reduce the risk of errors and ineffective decisions. Evaluation is a tool to ensure accountability in the use of resources and the achievement of goals. Evaluation models help measure the extent to which organizations and programs meet their objectives (Arikunto, 2012).

Through the use of evaluation models, organizations and programs can continuously improve their performance, adapt strategies, and address issues that arise over time. Evaluation helps organizations and programs report to stakeholders, such as shareholders, funders, governments, and the public, on the impact and effectiveness of their programs. With a solid understanding of evaluation, organizations can allocate resources more efficiently and effectively, avoiding waste and identifying the most beneficial investments. Studying evaluation models also presents an opportunity for professional development (Mundy et al., 2016). The ability to design, conduct, and analyze evaluations is a valuable skill in various professions.

Evaluation can stimulate innovation by providing insights into what works and what does not, enabling organizations to try new approaches. It also helps uncover root problems that may not be

immediately visible, allowing for more effective solutions (Salet, 2018). Through evaluation, organizations and governments can fulfill their social responsibility to maximize benefits for society and the environment. Overall, understanding and applying evaluation models is key to achieving organizational goals, improving programs, and making wiser, evidence-based decisions (Silva et al., 2014). Evaluation promotes continuous improvement and accountability, which is critical in educational planning (Akpan, 2014).

There are several types of evaluation models (Winaryati, 2020). One common model is the CIPP Evaluation Model (Context, Input, Process, Product). This model evaluates educational programs from four dimensions: Context, Input, Process, and Product (Stufflebeam & Zhang, 2017). Another is the Kirkpatrick Evaluation Model, which measures the effectiveness of training or learning programs across four levels: Reaction, Learning, Behavior, and Results (Tamkin et al., 2022). The Scriven Evaluation Model focuses on evaluating predetermined goals and clear measurement criteria (Scriven, 2007). The Goal-Free Evaluation Model (Irvine, 1979) avoids using predefined goals, focusing instead on outcomes emerging from learning. Lastly, the CIPPO Evaluation Model—similar to CIPP—adds an additional focus on outcomes after context, input, process, and product.

The choice of evaluation model in education depends on the evaluation goals, the type of program or learning being evaluated, and the specific needs of the educational community (Hariri et al., 2021). These models can be adapted to fit the context and purpose of the evaluation, with the CIPPO model being one such option. This paper will outline the CIPPO evaluation model and its logical framework for use in primary education.

Literature review

When discussing the CIPPO model, it is essential to acknowledge its origins in the earlier CIPP evaluation model. The CIPP evaluation model provides a comprehensive framework for conducting formative and summative evaluations of programs, projects, personnel, products, organizations, policies, and evaluation systems (Hakan & Seval, 2011). Essentially, this model guides the assessment of context (whether a program needs correction or improvement), input (strategies, operational plans, resources, and the agreement to proceed with necessary interventions), process (implementation and cost of interventions), and product (both positive and negative outcomes of the efforts).

The CIPP model (Context, Input, Process, and Product) serves as a framework used in planning and evaluating educational programs. It is one of the most widely adopted evaluation approaches in education and has undergone various modifications and developments over time (Finney, 2019). Like other new evaluation approaches, the CIPP model was created in response to the limitations of classical evaluation methods such as experimental designs, goal-based evaluation, peer reviews, and standardized achievement testing. These traditional methods often proved to be impractical or even counterproductive, especially in emergency evaluations (Aziz et al., 2018).

Over time, many educational organizations and research institutions began implementing the CIPP model in various educational contexts. This model has provided them with guidelines for evaluating educational programs, identifying weaknesses, and enhancing program effectiveness (Stufflebeam, 2015). The CIPP model is not static; it has evolved in tandem with developments in education and the growing needs of evaluation. One such evolution was the addition of the "Outcome" component, transforming the model into CIPPO. The original CIPP model measured outcomes up to the product (output) stage, but the CIPPO model extends this to the implementation of the product (outcome) (Worten & Sanders, 2017). The addition of the outcome component is intended to evaluate the impact derived from the designed program. The CIPPO model views a program as a system, and if an evaluator (such as a teacher) chooses to use this model, the analysis process must be based on its key components. The CIPPO model focuses on five main components: Context, Input, Process, Product, and Outcome. Each of these components plays a specific role in the planning and evaluation of educational programs, ensuring that the programs meet their goals effectively.

Conceptual and Operational Framework for CIPPO Model Evaluation in Primary Education

The Conceptual and Operational Framework for CIPPO Model Evaluation in Primary Education is grounded in the general and operational definitions of evaluation, its primary utility, and the professional standards that guide and assess evaluations. Generally, evaluation is the systematic investigation of the value of an object. Operationally, evaluation refers to the process of describing, obtaining, reporting, and applying descriptive and judgmental information about an object's value, as defined by criteria such as quality, worth, integrity, fairness, feasibility, cost, efficiency, safety, and significance (Septiyan et al., 2023).

Professional standards for evaluation represent generally agreed-upon principles by specialists for the conduct and use of evaluations, aimed at determining the utility, feasibility, propriety, accuracy, and accountability of evaluations. In context evaluation, evaluators assess needs, problems, assets, and opportunities, alongside relevant contextual conditions and dynamics. Decision-makers use context evaluation to set goals, establish priorities, and ensure that program objectives are aimed at addressing significant and assessed needs and issues (Comfort, 1982). Oversight bodies and program stakeholders use context evaluation findings to evaluate whether programs are guided by appropriate goals and to assess the outcomes of their responses to targeted needs, problems, and objectives. In input evaluation, evaluators assist program planning by identifying and assessing alternative approaches, then evaluating procedural plans, staffing provisions, and budgets for feasibility and potential cost-effectiveness in meeting targeted needs and achieving goals. Decision-makers use input evaluation to identify and select among competing plans, write funding proposals, allocate resources, assign staff, schedule work, and help others evaluate plans and budgets (Stufflebeam & Coryn, 2014). In process evaluation, evaluators monitor, document, assess, and report on program implementation. They provide feedback during program implementation and subsequently report on the extent to which the program was executed as intended and needed. Program staff use periodic process evaluation reports to track their progress, identify implementation issues, and adjust plans and performance to ensure program quality and timely service delivery (Stufflebeam & Coryn, 2014).

At the end of a program or program cycle, program staff, supervisors, and constituents may use process evaluation documentation to assess how well the program was implemented. They can also use this documentation to determine whether any program deficiencies arose due to weak intervention strategies or inadequate strategy implementation. Additionally, prospective adopters of the program approach can seek and use process evaluation findings to guide adaptation and implementation (Stufflebeam & Coryn, 2014). In product evaluation, evaluators identify and assess costs and outcomes—both intended and unintended, short-term and long-term. They provide feedback during program implementation on the extent to which program objectives are being addressed and achieved. At the program's conclusion, product evaluation helps identify and assess the program's overall achievements. Program staff use interim product evaluation feedback to stay focused on achieving significant outcomes and to identify and address shortfalls in progress. Ultimately, product evaluation involves assessing and reporting both expected and unexpected program outcomes (Stufflebeam & Coryn, 2014).

Program supervisors, funders, and constituents use final product evaluation results to determine whether program achievements are significant and commensurate with the costs incurred. Prospective program adopters will use product evaluation findings as the most critical information for deciding whether to adopt the program. Key product evaluation questions include: Did the program meet its objectives? Was the effort successful in addressing targeted needs and problems? What side effects emerged from the program? Were there any negative or positive outcomes? Were the program's achievements worth the cost? In concluding long-term evaluations, the product evaluation component can be divided into four sub-assessments: reach to targeted beneficiaries, effectiveness, sustainability, and transferability. These sub-assessments require asking, Were the appropriate beneficiaries reached? Were the targeted needs and problems effectively addressed? Are the program's achievements and mechanisms sustainable and affordable in the long term? Are the strategies and procedures that produced these achievements transferable, adaptable, and affordable for effective use elsewhere?

The primary utility of evaluation, based on the CIPPO model, is to guide and strengthen educational programs; publish accountability reports; assist in disseminating effective practices; enhance understanding of involved phenomena; and, when necessary, alert decision-makers, stakeholders, and consumers about the values of evaluations proven unsuitable for further use (Purnawirawan & Sholihah, 2020). Consistent with its improvement-focused approach, the CIPPO model prioritizes providing guidance for planning and implementing development efforts. In the formative role of model evaluation—context, input, process, and product—the questions asked are: What needs to be done? How should it be done? Is it being done? Is it working? Before and during decision-making and implementation processes, evaluators submit reports answering these questions to help guide and strengthen decision-making and to inform stakeholders about the findings.

The goal of this model is to provide evaluation users, such as policy boards, administrators, and program staff, with the necessary requirements and direction to conduct retrospective (review, evaluation, and analysis of past events, decisions, or processes) and summative evaluations that serve various stakeholders (Kusmiyati, 2023). These stakeholders may include funding organizations, individuals receiving or considering using sponsored services, policy groups, program specialists outside the evaluated program, and researchers. In preparing summative reports, evaluators refer to formative context, input, process, and product data and obtain additional necessary information. Evaluators use this information to answer the following retrospective questions: Did the program (or other evaluator) aim to achieve clear goals based on beneficiary needs assessments? Was the effort guided by defensible procedural designs, functional staffing plans, effective and appropriate stakeholder engagement processes, and adequate and suitable budgets? Was the plan competently and efficiently implemented and modified as needed? Was the effort successful, in what areas and to what extent, and why or why not? Potential consumers need answers to these summative questions to assess the quality, cost, utility, and competitiveness of the programs, products, or services they might adopt or acquire. Other stakeholders may seek evidence of the extent to which tax funds or other types of support resulted in responsible actions and beneficial outcomes (Najeri et al., n.d.). If evaluators effectively conduct, document, and report formative evaluations, they will have much of the information needed to produce a defensible summative evaluation report. Such information will prove valuable to both internal and external evaluators tasked with summatively assessing projects, programs, services, or other entities.

Basic Elements of the CIPPO Model

The basic elements of the CIPPO model are an enhancement of the CIPP model, represented in three concentric circles, illustrating the importance of the values being established. The inner circle reflects core values that must be defined and used as the foundation for a specific evaluation. The surrounding wheel, which encircles these values, is divided into four evaluative focuses related to the program or other endeavors: objectives, plans, actions, and outcomes (Madaus et al., 1983). The outer wheel represents the types of evaluation that serve these four evaluative focuses: context, input, process, or product evaluation. Each bidirectional arrow signifies the reciprocal relationship between a specific evaluative focus and the type of evaluation. The task of setting objectives raises questions for context evaluation, which in turn provides information to validate or enhance the objectives. Efforts to improve planning generate questions for input evaluation, which in turn offers assessments of the plans and provides direction to strengthen them (Stufflebeam, 2000).

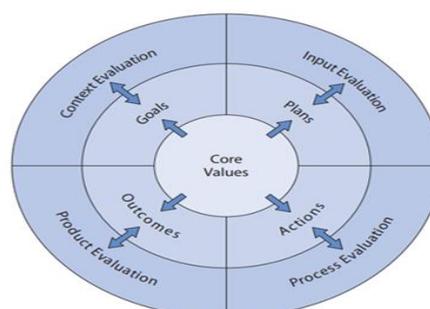


Figure 1. Main Components of the CIPP Evaluation Model and Their Relationship to the Program

The basic elements of the CIPP model in Figure 1 are refined by adding the outcomes element, as shown in Figure 2. The CIPPO (Context, Input, Process, Product, and Outcomes) logical framework is an approach used in program planning and evaluation, particularly in the context of education and program development.

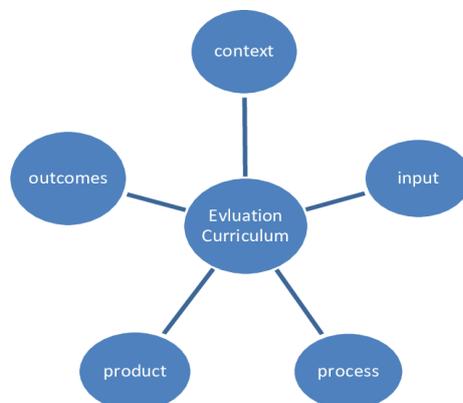


Figure 2. Main Components of the CIPPO Evaluation Model

Logical Framework for the Use of the CIPPO Evaluation Model in Elementary Education

To better understand and describe the key elements involved in a program or project using the CIPPO model, the following presents how the CIPPO framework can be utilized (Worthen & Sanders, 2017):

Context

An evaluator uses context evaluation to assess the needs, problems, assets, and opportunities within a specific environment. Needs encompass what is necessary or useful to achieve sustainable objectives. Problems represent barriers that must be addressed to meet and continuously fulfill targeted needs. Assets include expertise and services that can be accessed, usually locally, which can be utilized to help achieve targeted objectives. Existing opportunities primarily involve funding sources that may be used to support efforts in meeting needs and addressing related problems. Sustainable objectives define what is to be achieved concerning the institution's mission while adhering to ethical and legal standards. Context evaluation can begin before, during, or even after a project, program, or other interventions. In the former case, organizations may conduct context evaluations as a limited study to help establish objectives and priorities in a specific area. In cases where evaluation begins during or after a program or other interventions, institutions often conduct and report context evaluations combined with input, process, and product evaluations. The key activities that evaluators can undertake in context evaluation include identifying and understanding the context in which the program or project will be implemented, identifying problems or needs that the program must address, identifying stakeholders involved in the program, and establishing objectives and goals appropriate to the context.

Input

The primary focus of input evaluation is to assist in determining the program approach that can be utilized to effect necessary changes. To achieve this goal, evaluators seek and critically examine approaches that may be relevant, including those that have already been employed. Input evaluation influences the success or failure and efficiency of change efforts. The initial decision to allocate resources may hinder change programs. Potentially effective solutions to a problem will not have an impact if planning groups do not at least identify these solutions and assess their benefits. A second orientation of input evaluation is to provide stakeholders with information about the chosen program approach, the alternatives selected, and the reasons behind these choices. In this regard, input evaluation information serves as an essential accountability resource for developers in designing and

budgeting improvement efforts. Essentially, input evaluation should involve identifying and ranking relevant approaches and assisting decision-makers in preparing the selected approach for implementation. An evaluator should also explore the client environment for political barriers, financial or legal constraints, and potential available resources. The overall goal of input evaluation is to assist decision-makers in evaluating alternative program strategies to meet the assessed needs of beneficiaries, developing an actionable program plan and appropriate budget, and creating an accountability record to sustain procedural plans and program resources. Another important function is to help program leaders avoid futile practices in pursuing proposed innovations that are anticipated to fail or at least waste resources. The evaluator's tasks at this stage include identifying and allocating necessary resources for the program, such as budget, personnel, facilities, and technology, determining strategies and plans to be used to achieve program objectives, and establishing preliminary planning to supply the program with the required resources.

Process

Process evaluation involves ongoing examination of the implementation of plans and related process documentation. One of its objectives is to provide feedback to staff and managers on the extent to which they are executing planned activities on schedule, as per the plan and budget, and efficiently. Another goal is to periodically assess how well participants accept and can fulfill their roles. In process evaluation, the evaluator must compare activities and expenditures with plans and budgets, explain implementation issues, and assess how well implementers have addressed them. The essence of effective process evaluation is the assessment of processes. Often, staff failures to obtain implementation guidance and document their activities and expenditures are due to a failure to assign someone to carry out this work. Sponsors and institutions often erroneously assume that managers and staff will adequately evaluate program implementation as a normal part of their duties. Managers and staff may routinely conduct reviews and document through staff meetings, meeting minutes, and periodic accounting reports; however, these components do not meet the requirements of good process evaluation. Experience shows that program directors can usually fulfill these requirements effectively by assigning an evaluator to provide ongoing program reviews, feedback, and documentation. The evaluator's tasks at this stage include designing and implementing the program according to the established plan, collecting data and information during program implementation to monitor progress and identify changes that may be necessary, and managing the program to ensure that all steps in the plan are executed.

Product

The goal of product evaluation is to measure, interpret, and assess the outcomes of a program. Its primary objective is to determine the extent to which the evaluation meets the needs of all eligible beneficiaries. Feedback regarding outcomes is essential during the activity cycle and at the end of the activity cycle. Product evaluators must assess both expected and unexpected outcomes, as well as positive and negative results. Moreover, they often need to extend product evaluations to assess long-term outcomes. In conducting product evaluations, evaluators must gather and analyze stakeholder assessments of the program. Sometimes, product evaluations must include comparisons of outcomes with those of similar efforts. Clients often want to know whether a program has achieved its objectives and is worth the investment. If possible, evaluators should interpret whether poor implementation of the work plan led to poor outcomes. Finally, product evaluations should examine outcomes from various perspectives: overall, for subgroups, and sometimes for individuals. Product evaluation is used to decide whether a program, project, service, or other endeavor should be continued, replicated, or expanded to other environments. Product evaluation should also provide direction for modifying or replacing business practices so that the organization can serve the needs of all beneficiaries more cost-effectively. This will, of course, help prospective adopters decide whether the approach should be seriously considered. Product evaluations have psychological implications; therefore, evaluators should not publish product evaluation findings too quickly. A program requires time to achieve outcomes that must be accounted for. Early release of product evaluation reports may hinder program continuation due to the absence of positive results. If public reports containing product evaluation

findings are delayed for a reasonable time frame, evaluators may discover significant late-emerging results that support the program's continuation. Lastly, product evaluation information is a vital component of accountability reports. When authorities document significant achievements, they can more convincingly persuade communities and funding organizations to provide additional financial and political support. Furthermore, other developers can utilize product evaluation reports to help decide whether similar actions are warranted.

Outcomes

Outcome evaluation is the process of assessing the results or final outcomes of a program, project, activity, or specific action. The goal of outcome evaluation is to measure the extent to which established objectives and goals have been achieved. Outcome evaluations can provide deeper insights into the impacts generated by an intervention or policy and whether the program or project has successfully achieved the desired results. Outcome evaluations often involve measuring various relevant indicators or parameters to evaluate the success of a program or project. The results of outcome evaluations can serve as a basis for decision-making, program improvement, or further planning. The results may also be used for accountability, reporting to stakeholders, and transparency in resource utilization. It is crucial to carefully plan and execute outcome evaluations, including determining relevant indicators, meticulously collecting data, and analyzing results objectively. Outcome evaluations help organizations or institutions learn from their experiences and make better decisions in the future. Outcome evaluations emphasize assessing the results achieved by the program, including the expected impacts and changes on participants or the communities served by the program. Outcome evaluations are also emphasized to assess the program's impact on the problems or needs identified in the Context stage. During evaluation, the CIPPO framework can be used to measure program success by comparing the program's products and outcomes with the established objectives and goals, identifying aspects that need improvement within the program, assisting stakeholders in understanding the program's impact on communities or target populations, and ensuring that resources are utilized effectively and efficiently in the program. The CIPPO framework at this final stage ensures that the program has been systematically conducted from planning through program execution, ensuring that it aligns with the context and delivers the expected outcomes.

Implementation of the CIPPO Evaluation Model in Primary Education: A Case Study and Practical Analysis

The implementation of the CIPPO Evaluation Model has shown substantial effectiveness in advancing student achievement in primary schools by systematically assessing the educational environment through its core components: Context, Input, Process, and Product. Each of these components contributes to a deeper understanding of program efficacy and provides actionable insights for educational improvement.

The Context evaluation aspect of the CIPPO model ensures that educational objectives are aligned with both student needs and institutional goals, which is essential in establishing a relevant and impactful program. For example, during the COVID-19 pandemic, context evaluation played a vital role in character education initiatives, particularly by addressing critical issues such as bullying and the need to foster a supportive learning environment. This aspect of the CIPPO model highlighted the necessity of integrating social and emotional learning strategies to meet the unique challenges faced by students during this period, as seen in character education programs where creating a safe and inclusive environment became a priority for enhancing student well-being and engagement (Qadriah et al., 2022; Paridah et al., 2022).

The Input evaluation component focuses on assessing the resources available, including teachers, instructional materials, and infrastructure. Research underscores the importance of having sufficient resources for effective program implementation, noting that the presence of well-trained educators and high-quality learning materials significantly enriches the educational experience. For instance, in literacy programs, an abundance of appropriate resources led to observable improvements in student

skills, demonstrating the impact of well-supported programs on literacy development (Parera et al., 2024). By thoroughly examining input factors, schools can allocate resources strategically to optimize the learning process and address specific program needs.

Process evaluation is concerned with the implementation phase, ensuring that planned educational strategies are carried out consistently and effectively. This component of the CIPPO model involves monitoring and supervising program activities to maintain adherence to established methodologies, which has been shown to correlate positively with student engagement and learning outcomes. For example, in programs focused on thematic learning for character education, consistent coordination and oversight were key factors in engaging students actively and meeting program goals, particularly during remote learning adjustments necessitated by the pandemic (Paridah et al., 2022; Aprilia et al., 2024). Such oversight ensures that the execution aligns with the intended educational strategies and that potential obstacles are promptly addressed.

Finally, Product evaluation assesses the measurable outcomes of educational programs, including improvements in student performance and skills. Evidence from various studies points to the CIPPO model's effectiveness in bolstering academic skills, as seen in improved literacy rates and subject-specific competencies across different educational settings. For instance, studies report that students who participated in programs evaluated through the CIPPO model demonstrated enhanced literacy and cognitive skills, a testament to the model's role in fostering significant achievement gains (Qadriah et al., 2022; Parera et al., 2024; Xiao & Wang, 2024). By evaluating these tangible outcomes, educators can determine the program's success and identify areas that may need refinement to further benefit student learning.

Despite its success, the CIPPO model faces challenges, particularly in areas with resource disparities and inconsistent implementation across diverse regions. Addressing these challenges is essential to maximizing the model's impact and ensuring equitable access to its benefits in various educational contexts. By confronting issues such as unequal resource distribution and variability in program execution, stakeholders can more fully harness the CIPPO model's potential, thus supporting educational improvement and advancing student achievement in primary education.

Conclusion

The CIPPO logical framework (Context, Input, Process, Product, and Outcomes) is an approach used in program planning and evaluation, particularly in the context of education and program development. Several considerations must be taken into account when using the CIPPO model, including: clearly defining objectives and goals, engaging stakeholders, paying attention to inputs, monitoring processes, carefully collecting data, using data for decision-making, conducting impact evaluations, committing to continuous improvement, and ensuring transparency and communication. During evaluations, it is essential to ensure that those involved in the planning, execution, and evaluation of the program possess adequate knowledge and skills. This will facilitate the program's operation more efficiently and effectively. Following the CIPPO model systematically and considering the above suggestions will assist evaluators in planning, implementing, and evaluating programs effectively, ensuring that the program achieves its goals and delivers the expected benefits.

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ЛОГИКАЛЫҚ НЕГІЗ ЖӘНЕ БАСТАУЫШ БІЛІМ БЕРУДЕ CIPP БАҒАЛАУ МОДЕЛІН ҚОЛДАНУ: БАЯНДАУҒА ШОЛУ

Аңдатпа. Бағалау моделі-бұл белгілі бір бағдарламаны, жобаны, саясатты немесе бастаманы жоспарлау, іске асыру және бағалау үшін қолданылатын тәсіл. Бағалау моделі бағалау процесінде қабылданатын қадамдарға, соның ішінде деректерді жинауға, оларды талдауға және нәтижелер туралы есептерді ұсынуға қатысты ұсыныстарды қамтиды. Бағалау моделін дұрыс қолдану бағалаудың жүйелі, объективті және тиімді жүргізілуін қамтамасыз етеді. Бастауыш білім беру саласында әдетте бірнеше бағалау модельдері қолданылады, олардың бірі cippo моделі (Контекст, енгізілген деректер, процесс, өнім және нәтижелер). Мәтінмәндік бағалау белгілі бір ортадағы қажеттіліктерді, мәселелерді, активтерді және мүмкіндіктерді бағалау үшін қолданылады. Бастапқы деректерді бағалау өзгерістерге ықпал ету үшін қандай бағдарламалық тәсілдерді қолдануға болатындығын анықтауға бағытталған. Процесті бағалау жоспардың орындалуын және процестің тиісті құжаттамасын ағымдағы зерттеуді қамтиды. Өнімді бағалау бағдарламаны жалғастыру керек пе, жоқ па, соны анықтай алатын бағдарлама нәтижелерін өлшеу, түсіндіру және бағалау үшін қолданылады.

Нәтижелерді бағалау-бұл белгілі бір бағдарламаның, жобаның, әрекеттің немесе әрекеттің соңғы нәтижелерін бағалау процесі. CIRPO моделін пайдалану кезінде бірнеше маңызды аспектілерді ескеру қажет, соның ішінде: мақсаттар мен міндеттерді нақты анықтау, мүдделі тараптарды тарту, енгізілген деректерді есепке алу, процестерді бақылау, деректерді мұқият жинау, шешім қабылдау үшін деректерді пайдалану, әсерді бағалау (түпкілікті нәтижелер), үнемі жетілдіруге ұмтылу және ашықтық пен коммуникацияны қамтамасыз ету.

Түйін сөздер: бағалау моделі, CIRPO, бастауыш білім.

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ЛОГИЧЕСКАЯ СТРУКТУРА И ИСПОЛЬЗОВАНИЕ МОДЕЛИ ОЦЕНКИ CIRPO В НАЧАЛЬНОМ ОБРАЗОВАНИИ: ОБЗОР

Аннотация. Модель оценки - это подход, используемый для планирования, реализации и оценки конкретной программы, проекта, политики или инициативы. Модель оценки содержит рекомендации относительно шагов, которые необходимо предпринять в процессе оценки, включая сбор данных, их анализ и представление отчетов о результатах. Правильное использование модели оценки, по сути, гарантирует, что оценка проводится систематически, объективно и эффективно. В сфере начального образования обычно используется несколько моделей оценки, одной из которых является модель CIRPO (Контекст, вводимые данные, процесс, продукт и результаты). Контекстная оценка используется для оценки потребностей, проблем, активов и возможностей в конкретной среде. Оценка исходных данных направлена на определение того, какие программные подходы могут быть использованы для содействия изменениям. Оценка процесса включает в себя текущее изучение реализации плана и соответствующей документации процесса. Оценка продукта используется для измерения, интерпретации и оценки результатов программы, которые могут определить, следует ли продолжать программу или нет. Оценка результатов - это процесс оценки конечных результатов конкретной программы, проекта, деятельности или действия. При использовании модели CIRPO необходимо учитывать несколько важных аспектов, в том числе: четкое определение целей и задач, вовлечение заинтересованных сторон, учет вводимых данных, мониторинг процессов, тщательный сбор данных, использование данных для принятия решений, проведение оценки воздействия (конечных результатов), стремление к постоянному совершенствованию и обеспечение прозрачности и коммуникации.

Ключевые слова: модель оценки, CIRPO, начальное образование.

Received 03 September 2024