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## МАЗМҰНЫ / CONTENT / СОДЕРЖАНИЕ

### ПЕДАГОГИКА ЖӘНЕ ОҚЫТУ ӘДІСТЕМЕСІ

<b>K. Mukhitova, M. Zakarova, G. Kassymova. A COMPARATIVE STUDY ON AWARENESS OF INCLUSIVE EDUCATION AMONG PRE-SERVICE EFL TEACHERS IN TWO KAZAKHSTANI UNIVERSITIES.....</b>	<b>6</b>
<b>Г. Сағынғанова. ҚАЗАҚ АҢЫЗ-ЕРТЕГІЛЕРІНДЕГІ АРХЕТИПТІК ОБРАЗДАРДЫҢ ЗЕРТТЕЛУІ.....</b>	<b>18</b>
<b>Arif Widodo, Deni Puji Hartono, Mulyo Prayitno, Muhammad Rosyid Mahmudi, Wildan Nuril Ahmad Fauzi. LOGICAL FRAMEWORK AND THE USE OF THE CIPPO EVALUATION MODEL IN PRIMARY EDUCATION: A NARRATIVE REVIEW.....</b>	<b>23</b>

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DOI: <https://doi.org/10.47344/sdu20bulletin.v68i3.1>Korkemay Mukhitova<sup>1\*</sup>, Meruyert Zakarova<sup>2</sup>, Gulnara Kassymova<sup>3</sup>,<sup>1,2</sup> IELTS academy, Almaty, Kazakhstan<sup>3</sup>«SDU University», Kaskelen, Kazakhstan\*e-mail: [k.muhitova@gmail.com](mailto:k.muhitova@gmail.com)

## A COMPARATIVE STUDY ON AWARENESS OF INCLUSIVE EDUCATION AMONG PRE-SERVICE EFL TEACHERS IN TWO KAZAKHSTANI UNIVERSITIES

**Abstract.** This study aimed to explore and compare the awareness level of Inclusive education among pre-service EFL teachers at two Kazakhstani universities. University 1 is a private multi-profile university, while University 2 is a state university with a pedagogical profile. A quantitative method was utilised in the current study and an adapted questionnaire was distributed to 80 participants. The results showed that pre-service EFL teachers at both universities had similarly high awareness levels of the concept, aims, and importance of Inclusive education, however both universities had moderate level of awareness regarding educational policies and ongoing projects. Moreover, University 1 demonstrated a higher awareness level than University 2 on teaching methods and issues, visible and invisible disability types, and the role of gifted children in promoting inclusion. The findings of this study can be used to improve teacher training programs on Inclusive education at higher educational institutions of Kazakhstan.

**Keywords:** Inclusive Education, awareness, English as a Foreign Language, teacher training programs

### Introduction

Education has experienced a significant shift towards embracing inclusivity throughout history. In 1989, leading countries made a historic step towards children's rights by accepting the United Nations Convention on the Rights of the Child. As was noted in the articles 28 and 29, it is essential to recognize the right of every child to education and ensure that school discipline should be designed to improve students' abilities to develop their fullest potential [1]. Inclusive education has been integrated into the educational system of Kazakhstan not very long ago. In 2007, the definition of inclusive education was established as a process that aims to grant equal access to education for all students taking into consideration their abilities and special educational needs (SEN) in the Law on Education [2]. Moreover, the State Program of Education and Science development for 2020 - 2025 planned to extend the share of educational organisations that created conditions for inclusive education to 100% [3].

It is important to note that successful implementation of Inclusive education depends on many factors, including providing sufficient training for teachers and having a clear concept and definition of inclusive education [4]. According to Amjad et al., (2020), the effectiveness of Inclusive Education (IE) primarily depends on the knowledge and expertise of class instructors, therefore, it is crucial for educators to be aware and have a comprehensive understanding of the rules and principles governing IE [5]. A study of Zagona et al. (2017) indicated a correlation between educators' readiness for inclusive education and whether they have undergone a university course specifically focused on inclusion [6]. As reported by NEPC (2021) in Global Education Monitoring Report of Central and Eastern Europe, the Caucasus and Central Asia, pre-service teachers study the discipline "Inclusive education" which is a mandatory course of 3 ECTS credits for all pedagogical specialties in higher education [7]. Nevertheless, Makoelle and Burmistrova (2021) stated that pre-service teachers found the university training insufficient and mainly delivered through logopedics and defectology approaches [8]. The findings of Kazakhstani scholars' studies are consistent with foreign ones. Polat et al. (2023) highlighted that obstacles of putting Inclusive education into effect included the absence

of practical experience in inclusive environments and a shortage of courses addressing inclusive education and curricular content [9]. To improve the teacher training program in Turkey, Gülay and Altun (2023) proposed incorporating hands-on activities and making the inclusive education course mandatory with the extension of course duration [10].

Existing literature supports the idea that implementation of Inclusive education is also related to teachers' attitudes and support. Pre-service English as a foreign language (EFL) teachers in Spain and Portugal believe that having students with special educational needs will increase their workload, however participants from both countries claimed that inclusion benefits all students by promoting socially appropriate behaviour and facilitates a faster academic improvement for students with SEN in regular classrooms [11]. In Australia, attitudes toward inclusion among pre-service primary teachers were generally positive, improving throughout their training years. However, these attitudes differed based on demographic factors, constructs, and specific inclusion areas [12]. Regarding Kazakhstani teachers, Zhalelkhanova's (2019) comparative study revealed that pre-service EFL teachers' views on teaching English language in the inclusive settings are positive by comparison with teachers in Turkey [13]. According to Polat et al. (2023), older and experienced teachers demonstrated more positive attitudes and perspectives to inclusion rather than pre-service teachers [9].

Another cause of weak implementation of inclusive education is insufficient awareness among the population and main stakeholders in education [14]. The awareness of Inclusive education among teachers has been under the scope of several researchers. According to Gülay & Altun (2023), teacher candidates' awareness of Inclusive education is their understanding and knowledge of the concept, that includes recognizing its history, aims, students encompassed and practical implementation [10]. Similarly, another study aimed to identify classroom teachers' awareness of Inclusive education emphasises that awareness encompasses teachers' competencies, knowledge and perception of the concept [15]. Based on aforementioned studies, the awareness of Inclusive education can be defined as conceptual understanding of this term and its aims, recognizing policies, possible barriers and practical implementations.

A study aimed to identify teacher candidates' awareness about Inclusive Education in Turkey found that pre-service teachers' awareness of the concept of Inclusive education, including its legislation and history, was on a moderate level. Furthermore, female participants and participants who received training on Inclusive Education showed higher levels of awareness compared to male participants and those who did not receive any training [10]. Similar study conducted in Punjab, respondents' awareness on the importance of implementing Inclusive Education was on a high level, while the awareness of the national and international projects and policies about Inclusive Education was on a low level [5]. It is important to note that as a result of low level of awareness concerning disability types among teachers, non visible disabilities are often unrecognised since the symptoms are not apparent [16].

In the context of Kazakhstan, a study by Makoelle and Burmistrova (2021) revealed that teacher educators and pre-service teachers' understanding of Inclusive Education in Kazakhstan is when healthy students study with students who have disabilities in one classroom [8]. It was also mentioned in previous studies that teachers are often not certain and lack confidence about how to teach and facilitate learning in inclusive settings [17]. Based on previous studies results, there are still ongoing misunderstandings about Inclusive education among educators and despite extensive research on the topic of Inclusive education, existing studies have not adequately addressed the issue of exploring the level of awareness of pre-service EFL teachers in Kazakhstan. Since teachers are the main stakeholders of the educational process and English is one of the subjects taught in secondary schools, identifying pre-service EFL teachers' awareness of inclusive education at different universities is crucial and would be valuable to improve teacher training programs at Kazakhstani higher institutions.

## **Methodology**

This study aims to explore and compare the awareness of inclusive education among pre-service EFL teachers at two universities in Kazakhstan and seeks to answer the following questions:



1. What level of awareness of Inclusive Education do pre-service EFL teachers at University 1 have?
2. What level of awareness of Inclusive Education do pre-service EFL teachers at University 2 have?
3. Is there any difference between University 1 and University 2 pre-service EFL teachers' awareness of Inclusive education?

There are several factors that influenced the choice of quantitative research design. First of all it provides measurable and statistical information that allows comparison of collected data (Creswell, 1994) [18], as the population of the current study involves 2 groups. Moreover, the results of quantitative studies can be generalised to larger populations (Price & Lovell, 2018) [19] and it aligns with the objectives of the current research.

### Sample

The population of the research is 4<sup>th</sup> year TFL (Two Foreign Languages) students, who are considered as pre-service EFL teachers, at two universities in Almaty, Kazakhstan. University 1 is a private university, meanwhile University 2 is a state university with a pedagogical profile. In overall, 80 participants have taken part in the research, specifically 40 participants from University 1 and 40 participants University 2.

**Table 1**

*Demographic information of the participants under study from University 1 (N=40)*

Variable	Category	Frequency	Percentage (%)
Gender	Female	36	90
	Male	4	10
Age	Under the age of 22	40	100

**Table 2**

*Demographic information of the participants under study from University 2 (N=40)*

Variable	Category	Frequency	Percentage (%)
Gender	Female	37	92.5
	Male	3	7.5
Age	Under the age of 22	38	95
	Over the age of 22	2	5

The medium of instruction in University 1 is English, whereas at University 2 is Kazakh. The total figure of participants of the research accounts for 80. All of the participants have taken the requisite course of "Inclusive Education" as a part of their teacher training program.

Due to time and access-wise limitations, the participants in this study were recruited approaching the non-probability, convenience sampling method. The nature of the study was voluntary. Population was provided with an invitation to participate in the study and an "Informed Consent Form".

### Data collection

The questionnaire utilised in this study was developed by Amjad et al., (2020) (Dr. Amjad Islam Amjad, a PhD Scholar, Department of Education, University of Lahore) that was aimed to explore teachers' awareness level about inclusive education in Punjab. Teachers' Awareness about Inclusive Education Scale (TAIES) consists of questions about participants' demographic information and Likert scale statements about:

- 1) Concept of Inclusive Education;
- 2) Importance of implementing Inclusive Education;
- 3) Policies for Inclusive Education;

- 4) Issues of Inclusive Education  
 5) Teaching methods in Inclusive education.

The Likert scale statements were divided into 2 sections. Section 1 comprises 5 scale options on the level of agreement (1 = Strongly disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly agree) and Section 2 includes 5 scale options on the extension of awareness (1 = Not at all; 2 = To little extent; 3 = To some extent; 4 = To great extent; 5 = To full extent).

TAIES scale (developed by Amjad et al., (2020)) has undergone some adaptations including rephrasing and adding statements concerning EFL teachers and language classrooms, adjusting statements to the context of Kazakhstan, and removing redundant items. The questionnaire was developed via the survey administration software “Google Forms”. It is important to note that the translated Kazakh version of the questionnaire was distributed to the participants from University 2, who studied the course of Inclusive Education in Kazakh, to minimise language barriers. To assess the validity and reliability of the adapted questionnaires, the pilot study was conducted.

### Data analysis

Raw numerical data collected from the questionnaire was analysed through descriptive analyses measuring frequency, percentage, mean, mode, and standard deviation. The analysed data is interpreted according to the criteria for mean and percentage taken from the study conducted by Amjad et al., (2020) using the TAIES scale that was adapted for the current study.

**Table 3**

*Criteria for interpretation of mean and percentage*

Criteria for mean		Criteria for Percentage	
Score	Awareness level	Range	Level of majority
1.00-2.49	Lower level	51-60	Majority
2.50-3.49	Moderate level	61-70	Significant majority
3.50 and above	High level	71-80	Dominant majority
		81 and above	Overwhelming majority

### Results

#### University 1

According to the results of the Likert scale’s first section, the majority of pre-service teachers at University 1, in other words 17 respondents (43%) out of 40 agreed and exactly the same number of participants strongly agreed that Inclusive education means integrating students with and without disabilities in mainstream schools. It is apparent from this table that 22 (55%) respondents strongly disagreed and 7 (18%) respondents disagreed on the statement that Inclusive education focuses only on students with disabilities.

Similarly, 17 (43%) and 10 (25%) students at University 1 chose “strongly disagree” and “disagree” for the statement “Inclusive education is primarily aimed at correcting children's impairments”. Moreover, 10 (25%) respondents were uncertain, whereas 10 (25%) agreed and 12 (30%) strongly agreed on the fact that gifted children are the integral part of Inclusive Education. Interestingly, the most frequently chosen option was “strongly agree” in the statements from 6 to 9 about the importance and the role of Inclusive education.

**Table 4**

*Likert scale analysis of the University 1 (Section 1)*

№	Items	n	Frequency (Percentage)					M	Mo	SD
			1-SD	2-D	3-UD	4-A	5-SA			

1	IE is combining students with and without disabilities in special schools.	40	13 (33%)	8 (20%)	5 (13%)	8 (20%)	6 (15%)	2,65	1	1,33
2	IE is integrating students with and without disabilities in general schools.	40	1 (3%)	4 (10%)	1 (3%)	17 (43%)	17 (43%)	4,125	4; 5	0,74
3	IE focuses only on supporting students with disabilities.	40	22 (55%)	7 (18%)	5 (13%)	1 (3%)	5 (13%)	2	1	1,1
4	IE is primarily aimed at correcting children's impairments.	40	17 (43%)	10 (25%)	5 (13%)	3 (8%)	5 (13%)	2,225	1	1,15
5	Gifted students are an integral part of IE.	40	2 (5%)	6 (15%)	10 (25%)	10 (25%)	12 (30%)	3,6	5	1,04
6	IE ensures that students with SEN can access education in nearby schools.	40	1 (3%)	1 (3%)	7 (18%)	15 (38%)	16 (40%)	4,1	5	0,72
7	IE will help students with SEN for their better socialization.	40	0 (0%)	3 (8%)	1 (3%)	11 (28%)	25 (63%)	4,45	5	0,68
8	IE will help in developing a tolerant society.	40	1 (3%)	1 (3%)	2 (5%)	7 (18%)	29 (73%)	4,55	5	0,65
9	IE will contribute to fostering a sense of equality and empowerment among students with SEN.	40	1 (3%)	4 (10%)	2 (5%)	10 (25%)	23 (58%)	4,25	5	0,86

*SD=Strongly disagree D=Disagree UD=Undecided A=Agree SA=Strongly agree*

In terms of the results of Section 2 in the Likert scale at University 1 (Table 5), 19 (48%) respondents and 16 (40%) respondents know the importance of Inclusive education to great and full extent. It is important to highlight that none of the students have chosen “not at all” or “to a little extent”.

The statements 11-14 were about the policies and history of Inclusive education. It is worth noting that there were also differences in the ratios of chosen options. 15 (38%) out of 40 respondents were uncertain concerning their knowledge of UN’s policies on Inclusive education. However, 10 (25%) and 11 (28%) of pre-service teachers at University 1 know about the Salamanca statement to some and greater extent. Regarding the awareness of the current projects on Inclusive education in Kazakhstan, 10 (25%) students are uncertain, while 9 (23%) students are aware to little extent and the number of students chose “not at all”. As it is presented in the table, 33% and 30% of students are familiar with the visible and invisible disabilities to great and full extent.

Furthermore, the results of the statements 16-20 regarding issues of Inclusive education and teaching competence, shows that the most frequently chosen option was “to great extent” and the mean score accounts for more than 3,5 in all statements except 20. In statement 20, (“You have enough competence to foster inclusivity in EFL classrooms.”) 40% of respondents chose “to some extent”, whereas 30% “to great extent” and only 10% “to full extent”. Nevertheless, 30% of all respondents at University 1 selected “to little extent” on the statement “You have enough knowledge and training on IE.”.

**Table 5**  
Likert scale analysis of the University I (Section 2)

№	Items	n	Frequency (Percentage)					M	Mo	SD
			1- NA	2- LE	3- SE	4- GE	5- FE			
10	You know the importance of IE.	40	0 (0%)	0 (0%)	5 (13%)	19 (48%)	16 (40%)	4,275	4	0,58
11	You know about the UN's policies for IE.	40	3 (8%)	9 (23%)	15 (38%)	8 (20%)	5 (13%)	3,075	3	0,85
12	You know about the Salamanca statement 1994.	40	5 (13%)	7 (18%)	7 (18%)	10 (25%)	11 (28%)	3,375	5	1,30
13	You know about the Education For All (EFA) movement.	40	5 (13%)	9 (23%)	8 (20%)	10 (25%)	8 (20%)	3,175	4	1,14
14	You are aware of ongoing projects of IE in Kazakhstan.	40	9 (23%)	9 (23%)	10 (25%)	7 (18%)	5 (13%)	2,75	3	1,12
15	You are familiar with visible and invisible disabilities.	40	0 (0%)	6 (15%)	9 (23%)	13 (33%)	12 (30%)	3,77	4	0,88
16	You know issues of student-teacher interaction in IC.	40	0 (0%)	4 (10%)	12 (30%)	15 (38%)	9 (23%)	3,72	4	0,78
17	You know issues of classroom management in IC.	40	1 (3%)	3 (8%)	9 (23%)	18 (45%)	9 (23%)	3,77	4	0,75
18	You are aware of teaching methods used in IC.	40	0 (0%)	4 (10%)	12 (30%)	18 (45%)	6 (15%)	3,65	4	0,72
19	Being an EFL teacher, you know the different techniques to enhance the learning potential of individuals with SEN.	40	0 (0%)	5 (13%)	12 (30%)	18 (45%)	5 (13%)	3,57	4	0,73
20	You have enough competence to foster inclusivity in EFL classrooms.	40	3 (8%)	5 (13%)	16 (40%)	12 (30%)	4 (10%)	3,22	3	0,82
21	You have enough knowledge and training on IE.	40	3 (8%)	12 (30%)	10 (25%)	11 (28%)	4 (10%)	3,02	2	0,93

NA= Not at all    LE= To little extent    SE= To some extent    GE= to great extent    FE= To full extent

## University 2

Table 6 displays the synthesised data gathered from pre-service teachers enrolled at University 2 regarding their responses to Section 1 of the translated version of the Likert scale. A significant number of the participants, namely 16 (40%), disagreed that Inclusive Education means combining students with and without disabilities in special schools. Meanwhile, 22 respondents (55%) agreed that Inclusive Education is integrating students with and without disabilities in mainstream schools.

16 (40%) and 18 (45%) respondents chose the option “disagree” for the statements “IE focuses only on supporting students with disabilities” and “IE is primarily aimed at correcting children's impairments” respectively. 14 students (35%) agree that gifted students are an essential part of Inclusive Education. It can be clearly seen that 17 pre-service teachers (43%) agree with the statement “IE ensures that students with SEN can access education in nearby schools”.

The figure of participants, who chose the option “agree” and “strongly agree” for the statement “IE will help students with SEN for their better socialization”, was exactly the same - 15 (38%). More than a half of the respondents, that is to say 21 (53%), strongly agree that Inclusive Education can help to foster the development of a tolerant society.

Similarly, a significant number of students, explicitly 24 (60%), strongly agree with the statement “IE will contribute to fostering a sense of equality and empowerment among students with SEN”. It can be noted that the most frequent answer to the questions about the importance and the role of Inclusive Education in the society numbered 7, 8, and 9 was “strongly agree”.

**Table 6**

*Likert scale analysis of the University 2 (Section 1)*

№	Items	n	Frequency (Percentage)					M	Mo	SD
			1-SD	2-D	3-UD	4-A	5-SA			
1	IE is combining students with and without disabilities in special schools.	40	9 (23%)	16 (40%)	9 (23%)	4 (10%)	2 (5%)	2,35	2	0,88
2	IE is integrating students with and without disabilities in general schools.	40	1 (3%)	6 (15%)	4 (10%)	22 (55%)	7 (18%)	3,7	4	0,78
3	IE focuses only on supporting students with disabilities.	40	3 (8%)	16 (40%)	10 (25%)	9 (23%)	2 (5%)	2,77	2	0,88
4	IE is primarily aimed at correcting children's impairments.	40	5 (13%)	18 (45%)	9 (23%)	8 (20%)	0 (0%)	2,5	2	0,82
5	Gifted students are an integral part of IE.	40	4 (10%)	3 (8%)	11 (28%)	14 (35%)	8 (20%)	3,47	4	0,97
6	IE ensures that students with SEN can access education in nearby schools.	40	2 (5%)	2 (5%)	7 (18%)	17 (43%)	12 (30%)	3,87	4	0,78
7	IE will help students with SEN for their better socialization.	40	2 (5%)	3 (8%)	5 (13%)	15 (38%)	15 (38%)	3,95	4;5	0,82
8	IE will help in developing a tolerant society.	40	1 (3%)	1 (3%)	4 (10%)	13 (33%)	21 (53%)	4,3	5	0,73

9	IE will contribute to fostering a sense of equality and empowerment among students with SEN.	40	2 (5%)	4 (10%)	3 (8%)	7 (18%)	24 (60%)	4,175	5	0,99
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*SD=Strongly disagree D=Disagree UD=Undecided A=Agree SA=Strongly agree*

In terms of the responses of Section 2 in the translated version of the Likert scale at the University 2 (Table 7), the exact figure of the students, namely 14 (35%), expressed that their knowledge about the importance of the Inclusive Education is “to great extent” and “to full extent”. None of the respondents chose the option “not at all”.

Policies of the UN about Inclusive Education were known “to some extent” and “to great extent” to an equal number of pre-service EFL teachers - 12 (30%). 13 (33%) participants knew about the Salamanca statement “to some extent”, nonetheless 6 (15%) students knew nothing at all. Similarly, 8 (20%) students have chosen an option “not at all” for the statement “You know about the Education For All (EFA) movement”. However, 12 (30%) and 10 (25%) participants had knowledge about the Education For All (EFA) movement “to some extent” and “to great extent” respectively. Regarding the ongoing projects of Inclusive Education in Kazakhstan, 14 (35%) of students indicated their awareness “to some extent”.

Furthermore, it was revealed that 15 (38%) participants were familiar with visible and invisible disabilities “to some extent”. It is interesting to note that the option “not at all” was not chosen by anyone. Questions with statements about the issues of Inclusive Education, namely “You know issues of student-teacher interaction in IC” and “You know issues of classroom management in IC” were answered by 17 (43%) and 16 (40%) participants with the option “to great extent” respectively.

A notable number of students, explicitly 19 (48%), were not aware of teaching methods used in Inclusive classrooms as they were aware “to little extent”. The statements about the Inclusive Education in EFL classrooms, such as “Being an EFL teacher, you know the different techniques to enhance the learning potential of individuals with SEN”, “You have enough competence to foster inclusivity in EFL classrooms” show that the most frequently selected option was “to little extent” (17 (43%) and 18 (45%) respectively).

When it comes to the training of the pre-service teachers, 16 (40%) believe that they have enough knowledge and training on Inclusive Education “to little extent”, whereas 12 (30%) express the competence “to great extent”.

**Table 7**

*Likert scale analysis of the University 2 (Section 2)*

№	Items	n	Frequency (Percentage)					M	Mo	SD
			1-NA	2-LE	3-SE	4-GE	5-FE			
10	You know the importance of IE.	40	0 (0%)	5 (13%)	7 (18%)	14 (35%)	14 (35%)	3.925	4,5	0.80
11	You know about the UN's policies for IE.	40	5 (13%)	9 (23%)	12 (30%)	12 (30%)	2 (5%)	2.925	3,4	0.89
12	You know about the Salamanca statement 1994.	40	6 (15%)	11 (28%)	13 (33%)	8 (20%)	2 (5%)	2.725	3	0.91
13	You know about the Education For All (EFA) movement.	40	8 (20%)	7 (18%)	12 (30%)	10 (25%)	3 (8%)	2.82	3	1.01
14	You are aware of ongoing projects of IE in Kazakhstan.	40	2 (5%)	11 (28%)	14 (35%)	10 (25%)	3 (8%)	3.02	3	0.78

15	You are familiar with visible and invisible disabilities.	40	0 (0%)	8 (20%)	15 (38%)	12 (30%)	5 (13%)	3.35	3	0.80
16	You know issues of student-teacher interaction in IC.	40	1 (3%)	6 (15%)	12 (30%)	17 (43%)	4 (10%)	3.425	4	0.80
17	You know issues of classroom management in IC.	40	0 (0%)	14 (35%)	6 (15%)	16 (40%)	4 (10%)	3.25	4	0.95
18	You are aware of teaching methods used in IC.	40	2 (5%)	19 (48%)	5 (13%)	10 (25%)	4 (10%)	2.875	2	1.01
19	Being an EFL teacher, you know the different techniques to enhance the learning potential of individuals with SEN.	40	0 (0%)	17 (43%)	7 (18%)	6 (15%)	10 (25%)	3.225	2	1.12
20	You have enough competence to foster inclusivity in EFL classrooms.	40	2 (5%)	18 (45%)	2 (5%)	12 (30%)	6 (15%)	3.05	2	1.15
21	You have enough knowledge and training on IE.	40	1 (3%)	16 (40%)	7 (18%)	12 (30%)	4 (10%)	3.05	2	0.96

NA= Not at all    LE= To little extent    SE= To some extent    GE= to great extent    FE= To full extent

## Discussion

A comparative analysis of the awareness of Inclusive education between two universities revealed that overall the awareness level of both groups are similar. Notably, both participants from University 1 ( $M > 4.1$ ;  $SD > 0.65$ ) and University 2 ( $M > 3.7$ ;  $SD > 0.73$ ) demonstrated a high level of awareness regarding the concept and aims of Inclusive education. Nevertheless, pre-service teachers at University 2 showed more uncertainty in their chosen options. It is worth mentioning that students at University 1 had a high level of awareness ( $M=3.6$ ,  $SD=1.04$ ) regarding gifted children as a part of Inclusive education, while students at University 2 had a moderate level ( $M=3.47$ ,  $SD=0.97$ ).

In addition, a similar performance can be seen regarding familiarity with the significance of Inclusive education. Participants from both groups had a high level of awareness, however it is worth noting that students at University 1 responded that they know the importance of Inclusive education at least to some extent and more, whereas there were participants who responded “to little extent” from University 2. Both groups demonstrated a moderate level of awareness concerning the history and regulations, such as the UN policies, Salamanca statement, Education for All movement and as well as the ongoing projects on Inclusive education in Kazakhstan (University 1-  $M < 3.375$ ;  $SD < 1.30$ ; University 2-  $M < 3.02$ ;  $SD < 1.01$ ).

In terms of disabilities types, namely visible and invisible disabilities, the awareness level of pre-service teachers at University 1 was high ( $M=3.6$ ,  $SD=1.04$ ), meanwhile pre-service teachers at University 2 had a moderate level ( $M=3.35$ ,  $SD=0.80$ ). Moreover, there is a discrepancy in the awareness level of teaching methods used in inclusive classrooms. Majority of students at University 2 were aware to a little extent, while students at University 1 to a great extent. As for teaching issues in Inclusive education, the level of awareness among two groups are identical. On the subject of sufficient training, knowledge, and competence to embrace inclusivity, both groups evaluated it as a moderate level (University 1-  $M < 3.22$ ;  $SD < 0.93$ ; University 2-  $M < 3.05$ ;  $SD < 1.15$ ).

The findings of this study contradict Amjad et al.'s (2020) study, where teachers' awareness of the concept and aims of Inclusive education was at a moderate level, meanwhile according to current research, pre-service teachers from both universities had a high level of awareness. Amjad et al. (2020) also revealed that teacher candidates' awareness of policies on Inclusive education was at a low level, whereas teachers in the current study had a moderate level. Moreover, results also differ from Zhalekhanova's (2019) study, who reported that only a minority of pre-service teachers in Kazakhstan had a profound understanding of the concept of IE. Nevertheless, results align with Makoelle and Burmistrova (2021), Makoelle (2020), who highlighted that pre-service teachers lack practical training on Inclusive education and often feel unsure about their competence in supporting learning in an inclusive classroom.

## **Conclusion**

The aim of the present research was to explore and compare the awareness levels of inclusive education among pre-service EFL teachers at two universities in Kazakhstan. This study has found that generally, teacher candidates at University 1 and University 2 have similar levels of awareness of Inclusive Education. Pre-service teachers' awareness at the two universities were on interchangeable levels, being either moderate or high, in terms of the concepts, aims, policies, issues, and significance of Inclusive Education. Concerning the differences, this study has identified that awareness about the disability types and teaching methods in Inclusive Education of pre-service EFL teachers were discrepant at University 1 and University 2.

While there is a general awareness and fundamental knowledge of Inclusive Education, there is still a need for improvement and development of teacher training education programs to deepen the proficiency, and foster the confidence of teachers in implementing inclusivity in classrooms from a practical point of view. The results of the study can be used for the modifications and adjustments of the Inclusive Education course curriculum offered at Kazakhstani universities. Furthermore, this study contributes to addressing the gap of studies connected to pre-service and in-service EFL teachers' awareness of Inclusive education in the context of Kazakhstan.

## **Limitations of the study**

The distribution of male and female participants might not represent a wider population of pre-service EFL teachers, which is a limitation of the current study. Moreover, the size of the sample, comprising 80 participants, is comparatively small and may restrict the generalizability of the findings. In addition, the non-probability sampling method that was used in this study might impact the external validity of the research, since it can not guarantee that the chosen sample is representative of the whole study population.

## **Recommendations**

Taking into account the mentioned limitations, it is suggested for further similar studies to extend the sample size and use probability sampling methods to enhance the validity and to obtain more reliable data. Since this study solely contained 4th year students, the sample size can be increased by including 3rd year and junior students. Moreover, it may be interesting to analyse the awareness of male and female pre-service teachers separately as the sample of the current study mainly consisted of female students. Concerning pre-service teacher education programs on Inclusive education, it may be beneficial to conduct a qualitative study on exploring pre-service teachers' own preferences and suggestions regarding their training and its improvements.

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## **ЕКІ ҚАЗАҚСТАНДЫҚ ЖОО-ДА БОЛАШАҚ АҒЫЛШЫН ТІЛІ (EFL/ШЕТ ТІЛІ РЕТІНДЕ) МҰҒАЛІМДЕРІНІҢ ИНКЛЮЗИВТІ БІЛІМ БЕРУ ТУРАЛЫ ХАБАРДАРЛЫҒЫН САЛЫСТЫРМАЛЫ ЗЕРТТЕУ**

**Аңдатпа.** Бұл зерттеу екі Қазақстандық жоғары оқу орындарындағы болашақ EFL оқытушыларының Инклюзивті білім беру туралы хабардарлық деңгейін зерттеуге және салыстыруға бағытталды. Университет 1 - жеке көпсалалы университет, ал Университет 2 - мемлекеттік педагогикалық университет. Ағымдағы зерттеу сандық әдісті қолданды және бейімделген сауалнама 80 қатысушыға таратылды. Нәтижелер екі университетте де EFL оқытушыларының Инклюзивті білім берудің тұжырымдамасы, мақсаттары мен маңыздылығы туралы хабардарлығы бірдей жоғары деңгейде екенін көрсетті, дегенмен екі топ инклюзивті білім беру саясаты және жүзеге асырылып жатқан жобалар туралы туралы хабардарлықтары орташа деңгейде болды. Сонымен қатар, Университет 1 Университет 2-ге қарағанда оқыту әдістері мен мәселелері, мүгедектіктің көрінетін және көрінбейтін түрлері, дарынды балалардың инклюзивтіліктің дамуына ықпал етудегі рөлі туралы хабардарлықтың жоғары деңгейін көрсетті. Осы зерттеудің нәтижелерін Қазақстанның жоғары оқу орындарында Инклюзивті білім беру бойынша мұғалімдерді даярлау бағдарламаларын жетілдіру үшін пайдалануға болады.

**Түйінді сөздер:** инклюзивті білім беру, хабардарлық, ағылшын тілі шет тілі ретінде, мұғалімдерді даярлау бағдарламасы.

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## **СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ ОСВЕДОМЛЕННОСТИ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ СРЕДИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО ЯЗЫКА (EFL) В ДВУХ КАЗАХСТАНСКИХ УНИВЕРСИТЕТАХ**

**Аннотация.** Целью данного исследования было изучение и сравнение уровни осведомленности об инклюзивном образовании будущих преподавателей EFL в двух Казахстанских университетах. Университет 1 является частным многопрофильным университетом, а Университет 2 является государственным педагогическим университетом. В данном исследовании использовался количественный метод, а адаптированный опросник был распространен среди 80 участников. Результаты показали, что преподаватели EFL в обоих университетах имели одинаково высокий уровень осведомленности о концепции, целях и важности инклюзивного образования, однако обе группы имели средний уровень осведомленности о политике инклюзивного образования и текущих проектах. Кроме того, Университет 1 продемонстрировал более высокий уровень осведомленности, чем Университет 2, о методах и проблемах преподавания, видимых и невидимых типах инвалидности, а также роли одаренных детей в продвижении инклюзивности. Результаты данного исследования могут быть использованы для совершенствования программ подготовки учителей инклюзивного образования в высших учебных заведениях Казахстана.

**Ключевые слова:** инклюзивное образование, осведомленность, английский как иностранный язык, программа подготовки учителей.

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## ҚАЗАҚ АҢЫЗ-ЕРТЕГІЛЕРІНДЕГІ АРХЕТИПТІК ОБРАЗДАРДЫҢ ЗЕРТТЕЛУІ

**Аңдатпа.** Бұл мақалада қазақ ертегілері мен аңыздарындағы архетиптік бейнелер мен сюжеттер зерттелді. Мақала әлем туралы мифологиялық идеялардың маңыздылығын және олардың қазақ танымындағы мәдени сюжеттер мен образдардың қалыптасуына әсерін көрсетеді. Өртүрлі зерттеушілердің жұмыстары, олардың қазақ әдебиетіндегі архетиптердің маңызы мен түсіндірілуіне қатысты тұжырымдары мен гипотезалар сараланды. Көрнекті ғалымдар Қасқабасов С., Қондыбай С., Игілікова С.И., Қамзабекұлы Д. қазақ әдебиетіндегі архетиптік сюжеттер мен образдарды зерттеулеріндегі жасаған тұжырымдар талданды. Жалпы, мақала архетиптік сюжеттер мен образдар призмасы арқылы қазақ халқының мәдени мұрасы мен әдеби шығармашылығын зерттеудің мақсат тұтады. Мақаланың қорытындысында қазақ халқының мәдени мұрасы мен әдеби шығармашылығының ерекшеліктерін түсіну үшін архетиптерді зерттеудің маңыздылығы туралы түйін жасалды.

**Түйін сөздер:** архетип, мыстан кемпір, жалмауыз кемпір, матриархат, миф, бәйтерек, әлем моделі.

### Кіріспе

Адамзат әлемінде барлық материяның, кез-келген нәрсенің шығу тегі, өзіндік негізі бар екені белгілі. Әлемде әр заттың өз аты бар сияқты, алғашқы мағынаның да өз аты, ғылымда өз орны бар. Архетип сөзінің шығу тегі (грек тілінен *arche*-басы, *tyro*-бейне) бастапқы үлгі, түп бейне деген мағынаны білдіреді.

Архетип құнды, себебі ол сананың тарихи дамуын көрсетеді. Ол алғашқы бейнелерге жол ашады және мәдениет эволюциясының әр кезеңінде пайда болатын бейнелердің табиғатын зерттейді. Кескіннің дәйекті сипаттамасы оған қазіргі өркениеттің өрлеуінде көтерілгендердің санасында пайда болған ұғымдардың "кездейсоқ" емес екенін көрсетуге мүмкіндік береді.

К.Г. Юнгтің «Ұжымдық бейсаналықтың архетиптері» еңбегінде архетиптерді образға негізделген бейнелеу әрекетінің бейсаналық оянуының бірінші түрі ретінде қарастырады. Олар бұл түстерде, сандырақтарда, өнерде және әдебиетте көрінеді деген өз дәлелдерін алға тартты. Әдебиеттегі бұл құбылыс бір-біріне еш қатысы жоқ адамдардың мәдениетінде қайталанатын образдармен, сюжеттермен және рәміздермен түсіндіріледі. Швед ғалымдары бұларды жоғары (мистикалық) күштер, жыныстық қатынас, балалар мен ата-аналардың қарым-қатынасы, жеккөрушілік пен сүйіспеншілік, өмір мен өлім сияқты әмбебап жағдайлардағы барлық адамдарға тән реакциялар (мінез-құлық) деп санайды.

Архетиптер әдебиет тарихына енгеннен бастап, салт-дәстүр, миф және аңыз секілді әдебиетке дейінгі категориялар көркем шығармаларға әсер ететін әдеби антропологияның бір саласы ретінде зерттелді. Кейіннен «архетип» термині фундаментальді және жалпы адамзаттық мифологиялық мотивтерді, кез-келген көркем құрылымдардың негізін құрайтын бастапқы үлгілерді сипаттау үшін қолданыла бастады. Академик С. А. Қасқабасов белгілі биолог Эрнст Геккельдің биогенетикалық заңын талдай отырып, адамның жан дүниесі мен мінез-құлқындағы, сыртқы келбеттегі кейбір ерекшеліктер біздің ата-бабаларымыздың әр дәуірдегі бейнелерін көрсетеді деп тұжырымдайды [1, б. 127]. Бұл пікір, біздің ойымызша, қазақ әдебиетіндегі архетиптерді түсінуде маңызды. Өйткені архетип – адамзат психикасында оның тарихи даму жолының көрінісі. Академик Д. Қамзабекұлы кез келген халықтың ұзақ уақыт бойы жинақтаған рухани тәжірибесін бағалау үшін оның сөз өнері басты байлық болып

табылады деп есептейді [2, б. 68]. Осыған байланысты архетиптерді тек мифтерден ғана емес, ауызша шығармашылықтың барлық түрлерінен де табуға болады. Архетиптік бейнелер әсіресе прозалық шығармаларда анық көрініс табады.

### Әдістер мен материалдар

Қазақ аңыздары мен ертегілерінде кездесетін архетиптік образдардың ішінде мыстан кемпір ерекше орын алады. Бұл кейіпкер матриархат дәуірінен қалған символикалық бейне ретінде, сәбиді түрлі қиыншылықтардан өткізетін жағымсыз тұлға болып көрініс табады. Көптеген ғалымдардың зерттеулері бұл пікірді растайды. Мыстанның шығу тегі жайлы сұраққа академик С.А. Қасқабасов «Казакская волшебная сказка» атты еңбегінде: «Мыстан ерте заманда матриархат кезеңінде айналасына билік жүргізген ақылды әйел бейнесінің өзгерген түрі [3, б. 163]» деп жауап береді. Ол сондай-ақ, «Ежелгі Мыстан бейнесі үлкен өзгерістерге ұшыраған» деп жазады. Белгілі ғалым С. Қондыбай: «Ертегілерде жалмауыз кемпір бәрін істей алады, оның қолынан келмейтіні жоқ: ауруларды емдейді, өлгендерді тірілтеді. Мысалы, көптеген ертегілерде жалмауыз кемпір ақсақ, соқыр, қолы жоқ кейіпкерлерді жұтып қойып, оларды сау түрінде қайтадан құсып тастайды («Кедейдің үш баласы», «Жеті басты жалмауыз кемпір», «Құланайжарқын», «Үш ағайын» т.б.), кейіпкерлерге ақыл, кеңес береді («Жүсіп мерген», «Екі жетім» т.б.)», – дей келе, – «Бұл салада көп еңбек сіңірген ағамыз С.Қасқабасов өз еңбегінде «Мыстан кемпір сол арғы тегі алып қарақұстың кейінгі атауы», – дейді. Шынымен де, «жұтқыш, адам жегіш» мыстан кемпір мен «жұтқыш» алып қарақұстың функциялары бірдей, яғни мыстан кемпір мен алып қарақұс бір ғана бастапқы мифтік образдың кейінгі ертегілік кейіпкері болып табылады [4, б. 351]», – деп жазады.

Әдебиеттану мыстанды мыс дәуірінде пайда болған, уақыт өте келе өзгеріске ұшыраған әйел бейнесі ретінде түсіндіреді. Анаеркі дәуіріндегі ақылгөй, дана әйел бейнесі патриархат дәуірінде әйелдің қоғамдағы орны өзгерген кезде жағымсыз кейіпкерге айналады. Оның ақылдылығы мен көрегендігі енді жағымсыз қасиет ретінде қабылданады. Мыстан айлакер зұлымға, барлық ақыл-ойын жамандыққа жұмсайтын жиіркенішті кейіпкерге айналады. Мыстан болатын жағдайды алдын ала болжап, басты кейіпкерді тұзаққа түсіру әдістерін алдын ала ойластырып қояды. Осы жоспар бойынша өз ниетін іске асырады [5].

Матриархат дәуірінде руды қария әйелдер басқарған. Жаңа туған нәрестеге ат қою, жетім қалған балаларды қамқорлыққа алу, сырттан келген адамдарды тайпаға қабылдау, тайпаның заңдарын қатаң сақтау, жастарды үйлендіру секілді міндеттер аналардың басшылығымен жүзеге асырылған. Қажет болғанда олар әскерді де басқарған. Бұл жағдай қарт аналарға табынушылықтың пайда болуына алып келген. Олар керемет күш иесі, барлығын істей алатын сиқыршы, рудың жауларын және жын-шайтанды жеңе алатын күшке ие деп саналған. Патриархаттың орнауымен бұл бейне өз маңызын жоғалтып, оның рөлі аталық руға ауысқан. Қарт ананың бейнесі тек мифтік аңыздарда қалған. Уақыт өте келе бұл бейне жағымсыз кейіпкерге айналған [6, б. 249] деген пікір ғылыми тұрғыдан негізделген.

### Нәтижелер және оларды талдау

Ғалым Игілікова С.И. жалмауыз кемпір туралы зерттеулерінде осы пікірді растайды: «Ертегі мен жырлардағы жалмауыз кемпірдің ер баланы талап етуі – қауым ішінде кәметтік сынақтың қиындығын қорқынышты түрде бейнелеу үшін енгізілген. Жалмауыз кемпір осы қорқынышты бейнені атқарған. Алайда, ол жалмауыз болғанда да адамдарға қорқыныш сезімін тудырып, ер балалар өліп-тіріліп келеді» [7].

Қазақ фольклорында «Жалмауыз кемпір» мен «Мыстан кемпір» атауларын жеке қарастырған ғалым Е. Көкеев болды. Ол «Мыстан кемпірді» мыстан жасалған сауыт-сайманның бейнесі деп, ал «Жалмауыз кемпірді» уақыттың бейнесі деп сипаттайды [8]. Осылайша, екі кейіпкерді шатастыруға болмайтынын атап өтеді. З. Наурызбаева болса, «Мыстанды» ежелгі культ жрицасы және батырдың анасының көлеңкелі аспектісі ретінде

сипаттайды [9, б. 7]. Бұл тұжырымдар қазақ фольклорында кездесетін символизм мен мифологияның түрлі аспектілерін ашады, этностың мәдениеті мен наным-сенімдеріндегі олардың рөлін терең түсінуге мүмкіндік береді.

Жалмауыз кемпір бейнесі туралы көптеген еңбектер бар. Ш. Уәлиханов жалмауыз кемпірдің адамды жеп қоя алатыны туралы жазған. М. Әуезов «Қазақ халқының эпосы мен фольклоры» атты зерттеу еңбегінде (1939-1940 жж. «Литературный критик» журналы) ежелгі грек мифтеріндегі циклоптарға ұқсас жеті басты тіршілік иесі ретінде сипаттайды. Ол бұл зұлым кемпірді орыс ертегілеріндегі Баба Ягаға ұқсатып, адамның бейімділіктеріне ие деп көрсетеді. Ә. Қоңыратбаев: «Қазақ қиял-ғажайып ертегілерінде адамға жамандық ойлайтын мифтік образдардың бірі – жалмауыз кемпір», [10, б. 173]– деп, бұл бейненің тарихи өзгерістерге ұшырағанын және пайда болу уақытын көрсетеді. Академик С. Қасқабасов жалмауыз кемпір образының өлгендердің әлемімен байланысын және оның ерекше белгілерін зерттеген.

Бәйтерек - ертегідегі бала көтерілетін ежелгі білімге сәйкес, жұмбақ қасиеттері бар алып ағаш. Халықтық білімдегі "әлемдік ағаш" мифологиялық архетипінің символдық мысалы-тамыры жер астында орналасқан, діңі адам әлемінің үйі болып табылатын жердің кіндігінде өсетін көктегі "әлемдік ағаш", ал басы-рухтардың үйі. Мифологияда "әлемдік ағаш" көбінесе шындықтың әртүрлі деңгейлерін байланыстыратын және өмірдің, өлімнің және қайта туылудың циклдік табиғатын бейнелейтін ғарыштық тәртіппен байланысты. Бұл символ ғаламның әртүрлі аспектілерін байланыстыратын ғарыштық осьті де көрсете алады.

Бұл архетиптің әмбебаптығы туралы әдебиеттанушылар арасында түрлі пікірлер бар. В.Н. Топоров және оның ізбасарлары әлем ағашын кіндік, орталық, әлемдік жолақ ретінде қарастырады. Олардың пікірінше, кез келген мәдениеттегі ағаш бейнесі («өмір ағашы» да) «Әлем ағашына» сілтеме жасайды. Бұл теорияға В.В. Напольских, Ю.Е. Березкин, И.М. Дьяконов сияқты ғалымдар қарсы шыққанымен, біз «Алтын сақа» ертегісіндегі «Бәйтерек» бейнесін әлем ағашының архетипіне жатқызамыз.

Мұндай ағаштар дәстүрлі қауымда мырзатерек, мықан ағашы, сетер тал, әулие ағаш деп әртүрлі аталған. Зерттеуші Е. Жанпейісов «қазақ этимологиясын айқындауда әйел затына қатысты бәйбіше мен осы бәйтерек сөзіндегі бай-бәй түрінің берер мағынасы бір» [11] деп көрсетеді. Ғалымның пікіріне сүйене отырып, «Бәйтерек» ежелгі түркі сөзі екенін, бәй «үлкен» деген мағынаны білдіретінін, «бай» сөзінің дыбыстық өзгеріске ұшыраған түрі (бәйшешек, бәйбіше) алғашқы деген ұғымды білдіретінін, ал терек (парсы тілінде – дарак) «ағаш» деген мағынаны білдіретінін түсінеміз [12, б. 413]. Демек, «бәйтерек» сөзі «зәулім ағаш» деген мағынаны береді. Бұл түсінік «Бәйтерек» сөзінің лингвистикалық және мәдени тұрғыдан маңызын ашып көрсетеді, қазақ мәдениеті мен тіліндегі орнына тереңірек үңілуге мүмкіндік береді.

Көптеген ежелгі заманнан бері халық мифологиясында бәйтерек туралы идеялар бар. Әр түрлі халықтардың мифологиясында сипатталғандай, әлем модельдерінің екі негізгі түрі бар: тік және көлденең құрылымдар. Бұл екі нұсқа да қазақ мифологиясында кездеседі. Көлденең модельдің мысалы-өлімнен құтылу үшін әлемнің төрт жағына саяхатқа шыққан Қорқыт туралы аңыз. Жол бойында ол айналасындағы барлық жерде жер қазып жатқанын көріп, ақыры Сырдария өзенінің жүрегіне жетті. Бұл аңызда Сырдария өзені жартылай көлденең және жартылай тік модель ретінде бейнеленген әлемнің орталығы ретінде ұсынылған.

Ежелгі мифологиялық білімге сәйкес, үлкен өзендер әлемнің көрінісі ретінде қарастырылады, мұнда өзеннің басы жоғарғы қабат, ортасы орта қабат, ал соңы төменгі қабат болып табылады. Сондықтан Қорқыт Сырдарияның жүрегіне келді. Ш. Уәлиханов бізде осындай үш қабат – жалпы ғалам туралы мифологиялық идеялар сақталғанын атап өтті.

Әлемнің түрлі халықтарының мифологиясында тамыры жерге терең бойлайтын, ал ұшар басы аспанға жететін бәйтерекке ұқсас үш қабатты әлем бейнесі жиі кездеседі. Бәйтерек пен дарак секілді ағаштар аспан, жер беті және жер асты әлемдерін тік бағытта байланыстыратын мифтік үш қабатты құрылым ретінде қарастырылады. Ғылыми тұрғыдан бұл құрылым "әлемдік ағаш" деп аталады. «Бүкіл ғаламның тағдыры осы ағашпен байланыстырылады. Ол –

төменгі, ортаңғы және жоғарғы қабаттарды бір-бірімен араластырмай ұстап тұратын тіреу, тұтас әлемді үйлесімде сақтауға қызмет етеді және осы үш қабаттағы тіршілік иелерінің тағдырларына әсер етеді [13, б. 214]».

Белгілі мифтанушы С. Қондыбай: «Ертегілер жинағының төртінші томында бәйтерекке қатысты тоғыз қайталанатын трафареттік сюжетті анықтадық. Сол сюжеттерге сүйене отырып, бәйтерек бейнесін жинақтап көрсетуге болады.

Біріншіден, бәйтерек ғаламның орталығы болып табылатын киелі жерде, киелі бұлақтың жанында орналасады. Ол үш дүниені байланыстырушы, ұшар басы – аспанда, тамыры – жерасты әлемінде. Екіншіден, бәйтеректің екі полюсінде алып қаракұс пен жылан-айдаһар орналасады, олар дуалистік қарама-қарсылықты бейнелейді. Үшіншіден, бәйтеректің түбінде белгілі бір мифтік – киелі процесс өтеді, бұл шамандыққа қатысты. Бұл жерге батыр келіп, жыланды өлтіріп, қаракұс балапандарын құтқарады, сол ерлігі үшін қаракұс батырды басқа дүниеге өткізеді. Осылайша, бәйтерек – ғаламдардың есігі болып табылады [4, б. 80]», – деп жазған. Автор бәйтеректі қарапайым орын емес, "ғаламдарға есік" деп санайды. Бұл бәйтеректің символдық мағынасын әртүрлі әлемдер немесе өлшемдер арасындағы өтпелі орын ретінде көрсетеді.

Сонымен қатар, қазақ мәдениетінде жеке тұрған ағашқа қол тигізбеу дәстүрі бар. Мұндай ағаштың бұтақтарына мата бөліктерін байлау ырым ретінде сақталған. Б. Ақбердиева: «Мұндай іс-әрекеттің астарында жақсылық пен жамандық, ақ пен қара, космос пен хаос қарама-қарсылықтарының шекарасын белгілеп, ажыратудың және ақиқат шындықты танудың сыры жатыр. Сондықтан да әлемдік ағашты ғалымдар таным ағашы деп те атайды» [14], – деп тұжырымдаған.

### Қорытынды

Қазақ әдебиетінде кездесетін сюжеттер мен образдардың алуан түрлілігіне қарамастан, олардың негізі әртүрлі ұрпақ жазушыларының шығармаларында әртүрлі интерпретациялар мен бейнелерді бастан кешіретін әмбебап архетиптер болады.

Қазақ әдебиетіндегі архетиптік сюжеттер мен бейнелерді зерттеу қазақ халқының мәдени дәстүрлерін, құндылықтары мен бірегейлігін тереңірек түсінуге мүмкіндік береді. Архетиптер әмбебап символдар бола отырып, адамның мәңгілік тақырыптары мен адам тәжірибесінің аспектілерін бейнелейтін сюжеттер мен бейнелерді қалыптастыруда шешуші рөл атқарады.

Архетиптік тұжырымдамаларды зерттеу, батыс әдебиетінің көптен бері назарында, қазіргі қазақ әдебиетінде де өз орнын табады. Біздің авторлардың шығармаларында архетипті тереңірек түсінуді қажет ететін мифологиялық субтекст жиі кездеседі. Әдебиетпен байланыс көбінесе мифтік тақырыптар арқылы көрінеді, онда архетиптік мотивтер мен бейнелердің бастапқы мағынасы ашылады. Әдебиет әрқашан мифологиялық тамырлармен байланысты сақтайды, өйткені архетиптер мифологиямен тығыз байланысты. Осының арқасында біз осы тақырыптың қазіргі әдеби контекстегі маңыздылығын мойындаймыз.

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## STUDYING ARCHETYPAL IMAGES IN KAZAKH LEGENDS

**Abstract.** This article analyzes the study of archetypal images and plots in Kazakh fairy tales and legends. The article shows the importance of mythological ideas about the world and their influence on the formation of cultural subjects and images in Kazakh knowledge. The works of various researchers, their conclusions and hypotheses regarding the meaning and interpretation of archetypes in Kazakh literature are differentiated. Outstanding scientists Kaskabasov S., Kondybay S., Igilikova S.I., Kamzabekuly D. analyzed the conclusions drawn from the study of archetypal plots



and images in Kazakh literature. In general, the article is aimed at studying the cultural heritage and literary creativity of the Kazakh people through the prism of archetypal plots and images. The article concludes with a conclusion about the importance of studying archetypes to understand the characteristics of archetypes, cultural heritage and literary creativity of the Kazakh people.

**Key words:** archetype, old woman, matriarchy, myth, witch, model of the world.

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## ИЗУЧЕНИЕ АРХЕТИПИЧЕСКИХ ОБРАЗОВ В КАЗАХСКИХ ЛЕГЕНДАХ

**Аннотация.** В данной статье анализируется исследование архетипических образов и сюжетов в казахских сказках и легендах. В статье показано значение мифологических представлений о мире и их влияние на формирование культурных сюжетов и образов в казахском знании. Дифференцированы работы различных исследователей, их выводы и гипотезы относительно значения и интерпретации архетипов в казахской литературе. Выдающиеся ученые Каскабасов С., Кондыбай С., Игиликова С.И., Камзабекулы Д. проанализированы выводы, сделанные при исследовании архетипических сюжетов и образов в казахской литературе. В целом статья направлена на изучение культурного наследия и литературного творчества казахского народа через призму архетипических сюжетов и образов. В заключении статьи сделан вывод о важности изучения архетипов для понимания особенностей архетипов, культурное наследие и литературное творчество казахского народа.

**Ключевые слова:** архетип, старуха, матриархат, миф, ведьма, модель мира.

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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).

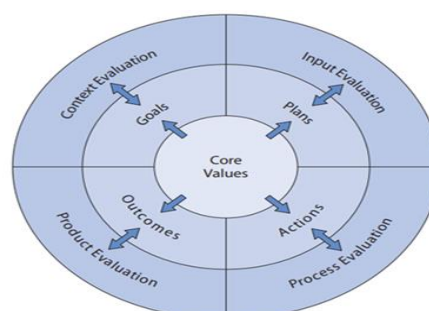


Figure 1. Main Components of the CIPP Evaluation Model and Their Relationship to the Program

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.

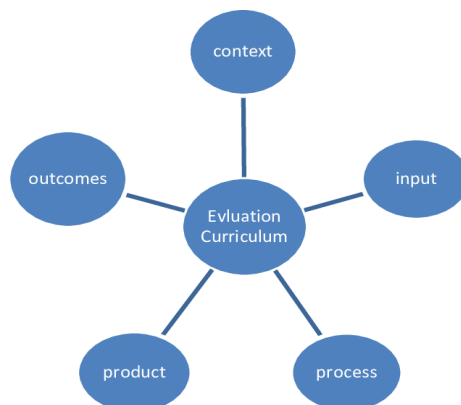


Figure 2. Main Components of the CIPPO Evaluation Model

### ***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.

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