

Evaluation of the Context, Input, Process, Product (Cipp) Model In the Man 3 Palembang Research Excellence Program

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<https://doi.org/10.56406/jkim.v9i01.205>

ABSTRACT

The aim of the study was to analyze the extent to which effectiveness is usability, as well as to analyze the inhibiting and supporting factors in the implementation of the MAN 3 Palembang Research Excellence Program using the Context, Input, Process, Product (CIPP) approach model from Daniel L. Stufflebeam. This type of research is field research using data analysis and a qualitative approach. Data collection techniques used include observation, interviews and documentation. The data analysis technique used is to carry out qualitative data analysis continuously until it is complete and the data is saturated. The stages carried out by the researcher were data reduction, data presentation and conclusion and verification. The results of this study indicate that in Context Evaluation, what is done after the program is running is that the program has reached the evaluation stage by carrying out program improvements by the MAN 3 Palembang management team. Input evaluation, supervision and assessment of KIR supervisor teachers and students has been carried out as well as during the selection of supervisor teachers and students. Materials, training, methods, media, research program facilities and infrastructure, operational funding sources and incentives have been managed as well as possible. Process Evaluation, MAN 3 Palembang has carried out a superior research program in the form of implementing both intra-curricular and extra-curricular Youth Scientific Groups (KIR). What makes it possible to revise the decision is that students who are advised that research class students whose proposals do not pass the selection for the competition to remain in the research class for the following year, are not immediately transferred to the regular class. Product, and achievement in winning research competitions, namely KIR's competition achievements are already good, while the research culture needs to be improved again. The inhibiting factor is that it is still possible to experience internet network interference, not all students use laptops, a lack of understanding of some students, lack of communication, students who still do not understand the material. Supporting factors are support in the form of motivation from various related parties, complete facilities and infrastructure, competent educators, enthusiastic students, support from student guardians and committees, comfortable school environment.

Keywords evaluation of madrasa flagship programs, CIPP, research programs, Youth Scientific Group (KIR)

INTRODUCTION

The government has issued policies that form the basis for the implementation of education, one of which is the independent learning curriculum policy. This policy is an effort and solution from the government to actualize education in Indonesia. Freedom of learning is meant for educational institutions, in this case, madrasas, to make plans to be able to explore the talents and potential of students from an early age according to their wishes. Of course, madrasas and teachers become facilitators for students with the long-term goal of preparing them to become adults who are accustomed to critical and systematic thinking to develop a research culture and a spirit of student literacy.

The independent learning curriculum is one of the policies with a mechanism for implementing learning program processes based on local wisdom and optimizing the resources owned by madrasas. So that in the teaching and learning process, they are freer to explore and actualize themselves. (Prakoso, Ramdani, and Rahmah 2021:135) It is appropriate for Madrasas to have excellent programs that can support the central government in realizing national education goals. One of them can be achieved with the madrasah flagship program. The art of critical, systematic, creative thinking to develop a research culture and student literacy spirit needs to be developed and taught to students. The mindset of students is expected to be able to solve the problems encountered. Students are trained to be more independent, create reliable and talented human resources, and have skills.

Dewey stated critical thinking as reflective thinking, active, persistent, and careful consideration of any beliefs or knowledge, attitudes, habits of mind, or internal motivations that help individuals to use critical thinking skills such as finding facts, seeking truth, curiosity, and skepticism, cognitive maturity, self-confidence, willingness to see things from other people's points of view, fair-mindedness, open-mindedness, the desire to get good information, and others. According to Lewis and Smith, philosophers emphasize critical thinking on the psychological aspect of focusing on the idea of thinking skills. the nature and quality of critical thinking products, for example, argument analysis, psychological cognition, components, and operations used to deal with academic problems and practical problems. (Olatunji 2017:207)

One of MAN 3 Palembang's flagship programs is the Research Excellence Program which consists of extracurricular and extracurricular activities. The extracurricular concerns all subjects with an independent learning curriculum, there is a "critical thinking" learning section that relates to extracurricular research proposals for the Youth Scientific Group (KIR). The research problem lies in the fact that the MAN 3 Palembang Research Program is not effective because there are still students who have not succeeded in proposing even though they have attended research class training. The next fact, more than half of the students enrolled in the research class will be returned to the regular class if they fail to win the research competition/competition. So that researchers feel the need to evaluate the program.

Evaluation is a process of describing, obtaining, and providing information that is useful for assessing alternative decisions to improve (Setiyaningrum 2016: 267). So evaluation is useful for decision-makers in the process of determining the needs to be achieved by the program, not to prove a deficiency or error. For program evaluation to work, researchers used a scientific approach in the form of the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. The CIPP model is one of the appropriate models for evaluating programs that have been running. According to Stufflebeam, four dimensions become scientific reviews that can be implemented to evaluate programs, namely Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation.

The function of program evaluation is to find out whether the program that has been running has been properly conveyed to the participants. If possible still need additions or subtractions as a form of business to maximize it. To be under the program goals (targets/objectives) of the program or not at all. For this reason, before conducting an evaluation, it is necessary to analyze how the process of implementing the MAN 3 Palembang Featured program. So that after the evaluation is done, the inhibiting factors and supporting factors of the program can be found. When viewed from the five management functions, namely Planning, Organizing, Staffing, Motivating, and Controlling (POSMC) proposed by George R. Terry, (Terry and Rue 2019: 8–9) then the position of the research class-based superior madrasa program evaluation process is included in controlling process. While the Planning, Organizing, Staffing, and Motivating processes have been carried out by MAN 3 Palembang.

METHOD

The type of research used in this research is field research using qualitative data analysis. The research approach method is descriptive qualitative. The data analysis technique uses Milles and Hubberman's analysis. According to Milles and Huberman, namely the activity in qualitative data analysis is carried out continuously until it is complete and the data is saturated. The stages carried out by the researcher were data reduction, data presentation, and conclusion and verification. This research was conducted in a superior research program, without control and treatment, so the results of the research only describe ongoing characteristics and phenomena. Data collection by 1) Interviews were conducted with research informants, namely the head of the research program who became a key informant, deputy head of curriculum, deputy head of education quality assurance, deputy head of facilities and infrastructure, class X.7 homeroom teacher, KIR supervisor teachers, students -students involved in the program; 2) the observations made were structured non-participatory observations; 3) documentation is carried out by studying MAN 3 Palembang documents in the form of written materials and photos of activities related to research programs.

RESULTS

Evaluation of the CIPP Approach Model Research Program at MAN 3 Palembang

Program Evaluation according to Stufflebeam is an evaluation to assess the success of services from the relevance and quality of policies, plans, budgets, processes, products, results, and other entities. The Context, Input, Process, Product (CIPP) evaluation model is to provide information to improve and develop programs. Next, it considers how an evaluator determines the success or continuation of a program. (Yeni, Wulandari, and Hadiati 2020:5) Essentially, the four types of evaluation answer four fundamental questions, namely: (1) What is needed? (2) How should it be done? (3) Is that what is being done? (4) Does it work? (Stufflebeam and Guili 2017:21–24) The main concept of the CIPP model is to ensure effectiveness in initiating planning, implementing, finalizing, and evaluating results as an improvement effort.

1. Context Evaluation

Context Evaluation is an initial activity to identify various types of programs that match the available background. (Jumari 2020: 26). Context Evaluation is an Evaluation conducted to describe and detail the environment, organizational and individual needs, and goals that have not been met. To provide information to decision-makers in planning a future program. (Susita 2023: 133). Context evaluation is an evaluation of something that preceded the program, whether it caused the failure or success of the program. (Turmuzi 2021:7223) Therefore things that will be discussed regarding everything related to schools such:

a. Legal Basis for Research Programs

The head of the madrasa has approved a decree and a letter of assignment to regulate the implementation of the research program. The program head and research supervisor teacher are required to carry out an SK and letter of assignment under their respective duties after carrying out their main duties as teachers in the subjects/fields of study they are teaching. The legal basis is the Decree of the Director General of Islamic Education Number: 6757 of 2020 dated December 1, 2020, concerning the Determination of Madrasas to Organize Research in 2020. Then it is followed up through the Decree of the Head of MAN 3 Palembang, SK Head of Research Program MAN 3 Palembang Number: 1/M.a.06.05.003/ PP.00.6 /1/2023 dated January 19, 2023, concerning Study Field Teachers Receiving Additional Assignments for Chairperson of the Even Semester Program MAN 3 Palembang for the 2022/2023 Academic Year. Decree of the Head of Madrasa No. 1/Ma.06.05.003/PP.006/1/2023 dated 19 January 2023 concerning Teachers in the field of study who receive additional assignments in the even

semester. Copies of the SK were submitted to the Head of the Regional Office of the Ministry of Religion of South Sumatra Province, the Head of the Office of the Ministry of Religion of Palembang City, and the Chair of the MAN 3 Palembang Committee. The document study on the Decree of the Head of MAN 3 Palembang found that:

- 1) Government Regulation Number 74 of 2008 concerning Teachers as professional educators who have the main task of teaching, guiding, directing, training, assessing, and evaluating students in formal education including upper secondary/madrasah aliyah levels;
- 2) Decree of the Minister of Religion No. 373 of 1993 concerning Madrasah Aliyah, totaling 29 articles which regulate the administration of MA. ;
- 3) Accreditation Charter from the National Accreditation Board for Madrasah/Madrasahs for South Sumatra Province Number: 1347/BAN-SM/SK/2021 dated 8 December 2021 with Grade A (Excellent). (Anon n.d.: 1) With accreditation A means MAN 3 Palembang has sufficient facilities to carry out superior program innovation.

The results of interviews and observations conducted on January 11 2023 indicated that the MAN 3 Palembang Research Program had been carried out according to the legal basis. It can be observed, first, that teachers carry out their main duties as professional educators. Madrasahs have added KIR extracurriculars under the environmental conditions and characteristics of madrasahs without reducing the national curriculum. Accreditation A can be observed from PPDB brochures that have been distributed through the WA application, and the MAN 3 website as well as the adequate facilities and infrastructure of MAN 3 Palembang to carry out the flagship program which can be seen from the documentation in the form of photographs of ongoing training activities.

a. Background and Objectives of the Research Program

All elements of the madrasah jointly formulate a program of activities according to the vision, mission, goals and objectives of the madrasah in accordance with the components of national education, culture and environment standards, community participation and the formation of student character. (Wildani 2021: 23). According to Dawan Rahardjo, vision is an image of the future of the organization. According to Burt Nanus, the contents of the vision describe the results to be achieved. The mission contains the tasks needed to achieve the vision. (Hutabarat 2006:34–37). The MAN 3 Palembang research program already has goals according to the vision "Increasing academic and non-academic achievements, Increasing curriculum development/Content Standards, Realizing the implementation of Madrasah-Based Management and increasing institutional quality". In accordance with the results of the interview with Ms. Nurfika Putri Utami, S.T. stated that "To prepare and face the competition, do research, be like a real researcher". Supported by Mr. Andarusni Alfansyur, S.Pd., stated that "The basis for achievement is not just making (writing) but making it necessary to win competitions."

But in theory there are elements that have not been fulfilled, namely the "mission" of MAN 3 Palembang. It should be more specific to communicate direction, focus on competence or ability, and be unique, by stating the goods or services produced and the market they serve. (Hutabarat 2006:34–37). In addition, the mission of MAN 3 should reflect the ideals of madrasahs in the field of research/KIR extracurriculars. Vision: "Behave Noble, Excellence and Achievement." Next, make questions using the question word "How to achieve the vision" (Wildani 2021:26). "How to achieve the vision of the research field?" Answers that can be used to determine the mission are for example "Developing a research culture in madrasahs". Thus there will be a relationship between the vision and mission of the research program objectives listed in the MoU, namely research culture and achievements in research.

b. Curriculum Relevance to Research Programs

The curriculum used is the independent learning curriculum. Madrasahs that use an independent learning curriculum should have excellent programs that can support the central government in realizing national education goals. One of them can be achieved with the Madrasah flagship program. The art of critical, systematic, creative thinking to develop a research culture and student literacy spirit needs to be developed and taught to students. The mindset of students is expected to be able to solve the problems encountered. Students are trained to be more independent, create reliable and talented human resources, and have skills. The MAN 3 Palembang research program is carried out based on policies that have been set effectively and efficiently. The research program is commensurate with the conditions of the madrasa, the potential of the surrounding area, the socio-cultural conditions of the surrounding community, and also the needs of students. The basic principles of the curriculum and learning process have been able to define program objectives, build useful experience in program implementation, organize the maximum cumulative good experience, and evaluate and revise the curriculum of educational programs that have not proven to be effective. (Putra, Andreas 2018:62) Observations of researchers observed that the training used the Project Based Learning method, namely learning activities that used a project as the foundation. The KIR MAN 3 Palembang program is under the basic principles of the madrasah flagship program curriculum.

c. Needs Analysis

Needs analysis is used in making program planning decisions (Johnson and Dick 2012:97) Need is a condition/circumstance where it is needed (Sugiman, Luthfie, and Taufikkurohman 2020:127) Needs analysis is related to Human Resources.

1) Teacher Readiness

The first step is to select teachers who are used to doing research. Some of them are outstanding teachers who have won teacher research competitions, both at the Palembang city level and at the national level. Then determine who will be the head of the program and KIR supervisor teachers. There are six KIR MAN 3 Class Supervisor Teachers, they are assigned by the head of the madrasa because they are seen as capable of carrying out the task of guiding students in conducting research and participating in training in the 6-month Research Class Training.

The composition of the KIR Supervising Teachers can be said to be ideal, when viewed from the educational background some of the teachers are already strata two, and some are currently undergoing undergraduate education. Furthermore, if seen from the positions of the three KIR Supervising Teachers with a background in social studies, partly in science studies. So that the composition, according to researchers, can be stated to be balanced for them to collaborate in guiding research programs.

2) Readiness of Students through Acceptance of New Students (PPDB)

PPDB is the initial selection of new students planned by each madrasah. There are many ways to carry out the PPDB socialization program, through print and online media. Every year we are always treated to banners, banners, pamphlets, and promotional stickers. The aim is to find students and promote the school (Sofica et al. 2020: 117) In the Assignment Letter it is known that one student in class X.2, 27 students in class X.7, three students in class X.11, and two students of class XI.IPA.1 with a total of 33 students. For this reason, the researcher compared it with the Madrasah Education Ratio Data based on the Circular Letter of the Ministry of Religion which is presented as follows:

Tabel 1. Data Rasio Pendidikan Jenjang Madrasah Aliyah

No	Senior High School	Terms of Amount
1.	Maximum Number of Students per Group	36 Students

2. Maximum Number of Groups per Level	12 class
3. Maximum Number of Classes per Madrasah	36 class

The difference in the data provided by MAN 3 Palembang when viewed from the education ratio data can be analyzed from the data ratio between class: students which is 1:36 which means that a classroom contains 36 students. Based on the diagram, the ratio between class: and students is 1:33. While the description on the web, the ratio between class: and students is 1:39. The ratio between group: students in the KIR Program at MAN 3 Palembang is declared to have met the capacity standard. This fact is under the provisions of the Decree of the Director General of Education Number 1 of 2022 concerning Acceptance of Students (PPDB) for the RA, MI, MTs, and MA/MAK Levels of 2022/2023 dated 11 January 2022 which allows changes in the number of students as long as they do not interfere with the quality of education and receive approval from the local Regional Office of the Ministry of Religion.

The tests carried out included an online TPA test using their respective devices and internet pulses. Participants who were declared to have passed continued the Al-Quran reading test. Furthermore, follow-up tests reading the Koran, announcements of regular pathways, verification of files, and committee meetings (parents/guardians). Re-register then enter the hostel. Apart from that, there is also a special achievement track test for class champions, who have won medals at the provincial level and 5 juz tahfiz. Students who are declared to have passed PPDB, then during the introduction to the school environment (MPLS), are given an essay writing test to find students' writing talent. The theme is determined by the students themselves, handwritten. Students who meet the criteria will be directed to the research class and take part in the extracurricular KIR.

3) Involvement of Student Guardians, Madrasah Committees, and Readiness of Funds

The involvement of student guardians and Madrasah Committees is in line with Permendikbud Number 75 of 2020 concerning School Committees, which alludes to the principle of cooperation of school committees consisting of parents, school officials, and community leaders to improve school quality. In addition, these funds are used to finance programs/activities to improve school quality and develop infrastructure. For the reader to more easily understand where the involvement of parents and the MAN 3 Palembang committee lies, the researcher presents the following:

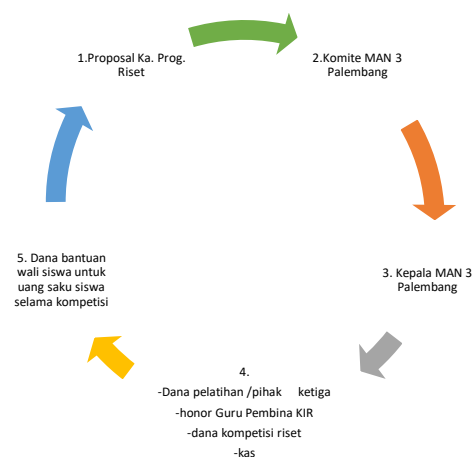


Figure 1: Disbursement of Funds for Research Program MAN 3 Palembang.

The study of documents was carried out in addition to the approval letter from the parents/guardians of the students as well as the MoU and Letter of Assignment that the research

program is based on the needs of madrasas to discover the talents of students as young researchers who will represent madrasahs in participating in research competitions. For this reason, the Head of MAN 3 Palembang assigned six KIR Supervisor Teachers and 33 students who joined the research class to take part in the training. This training is important because of the research competition that the madrasah takes part in. On the other hand, students who attended the training left the lesson for three days. Given the importance of this training and the training instructors deliberately brought in from Jakarta, participants must remain focused on the training to get maximum results.

2. Evaluasi Input

According to Stufflebeam, input evaluation is primarily oriented to help determine programs to improve services to the intended beneficiaries. To assess proposed programs, projects, or service strategies and related work plans and budgets to carry out these efforts. (Susita 2023:133). Input evaluation looks for obstacles and potential resources available in an institution. (Rini Aulia, yaswinda 2022:2368) Input Evaluation is making decisions about determining the resources needed, determining alternatives, plans, and strategies to achieve goals that have not been achieved, and determining procedures that work to achieve goals. (Hutabarat 2006:27–28). Input Evaluation includes the needs that must be held for the success of the research program including program organizers, training, and training participants as follows:

a. Assessment Techniques

The researcher found that there was process assessment by supervisors. At least twice in one semester, the supervisor from the Regional Office of the Ministry of Religion comes and evaluates the learning process carried out by the teacher. However, more intensively, the evaluation of this process is mostly carried out by the Head of the Palembang MAN 3 Research Program himself. Furthermore, the assessment of results is an assessment of student learning outcomes which include the domains of knowledge (cognitive), attitudes (affective), and skills (psychomotor). The results of this assessment can be carried out continuously and/or at certain times. Assessment methods can be done through observation, written or oral tests, and assignments. Assessment of the process at MAN 3 Palembang conducted by the head of the madrasah on the process of implementing learning, including research programs, is carried out by monitoring classes in extracurricular and extracurricular learning by: Assessment of learning in general in class, namely the head of the madrasa conducts an assessment in the form of class supervision by conducting guidance on the process of implementing learning at that time. If he is unable to attend class, the head of the madrasa does so by way of assessment through teaching tools made by the teacher concerned. Evaluation of clinical supervision, namely conducting coaching to the teacher concerned, both carried out in the principal's room and at the teacher council service meeting.

1. Research Program Intracurricular Assessment

Assessment of the learning outcomes of the Palembang MAN 3 research program based on observations, interviews, and documentation that researchers conducted, found that the assessment process for each teacher was similar, both cognitive and affective assessments. The cognitive assessment is taken based on the results of the Daily Deuteronomy (UH), Mid-Semester Deuteronomy (UTS), and Semester Deuteronomy (US). While the results of the assessment for the affective and attitudinal domains are based on the signs: discipline, responsibility, social relations in the form of guidance and KIR groups, and active participation in extracurriculars as a whole.

Based on the MAN 3 Palembang curriculum document, student learning outcomes must achieve the minimum completeness criteria (KKM), namely, the minimum limit that must be achieved by students in taking a subject. For extracurricular research programs related to all subjects. As for extracurriculars, the KKM that has been set is 76. Students who have not reached the KKM, are allowed to take remedial (repeat exams) before the final grade is entered into the report card. The competency achievement categories for each subject are classified as follows: Very good: 90-100, good: 80-89, sufficient: 75-80, poor: <75

2. KIR Extracurricular Assessment

Meanwhile, the assessment of extracurricular activities is carried out more on attitude assessment. The evaluation of the program is carried out by the head of the madrasah through the deputy head of the student affairs section, namely by looking at the attendance list of the supervisor, the attendance list of participants (students), the program of activities made and the achievements or progress achieved. For KIR extracurricular activities in research programs, the main assessments are the value of student activity, discipline in making proposals and added value when students take part in competitions and can win competitions. The assessment for extracurricular KIR boys/girls is classified as active in KIR activities, namely: Very good: 90-100, good: 80-89, moderate: 75-80, poor: <75.

Penilaian terhadap guru dilakukan secara menyeluruh bukan hanya per program unggulan MAN 3 Palembang saja. Begitu pula untuk pengawas yang datang ke madrasah menilai secara keseluruhan bukan program riset saja. Menurut Rahman Mulyasa guru sebagai pendidik, pengajar, pembimbing, mengarahkan, melatih, menilai dan mengevaluasi peserta didik pada jalur pendidikan formal. Selain tugas utamanya guru juga dimungkinkan memiliki tugas-tugas lain di tempat mengajar yang relevan dengan fungsi madrasah. (Hutabarat 2006:27–28).

Menurut Suratman Purnomo “Sistem penilaian kinerja guru adalah sebuah sistem penilaian kinerja berbasis bukti yang didesain untuk mengevaluasi tingkat kinerja guru secara individu dalam melaksanakan tugas utamanya sebagai guru”. Syarat penilaian kinerja pada *kemenag.go.id* adalah valid, dalam melaksanakan tugas pokok atau tambahan, *pertama*, bersifat reliabel, artinya walau kepala madrasah kemudian hari berganti penilaian tetap dapat dipercaya; *Kedua*, bersifat praktis, artinya dapat dilakukan oleh siapapun dengan relatif mudah, dengan tingkat validitas dan reliabilitas yang sama dalam semua kondisi tanpa memerlukan persyaratan tambahan.

a. Program and Training Participants

The training participants consisted of teachers and students. the total number of students who took part in the research program was 33 students. This number consists of class X.7 totaling 28 students consisting of boys 9 girls 19 students. Class X.11 consists of 3 students consisting of 1 male, and 2 female students. As well class XI IPA I, there are 2 female students. Scientific Work Supervisor Teachers consist of 3 PNS teachers and 3 Non-PNS teachers. However, researchers found differences in data. Based on observations and absences from the training participants, there were 39 students. Likewise, on the MAN 3 Palembang news page, it was explained that "39 students participated in the training, researched class students, and several students had participated in research competitions." Meanwhile, in the attachment to the Letter of Assignment and the MoU the student participants were 33 students. The education ratio data can be analyzed from the data ratio between classes: students at madrasah aliyah is 1:36, meaning a classroom contains 36 students. The class: student ratio is 1:39.

The researcher's analysis of the ratio between group: students in the Palembang 3 MAN Research Program stated that it did not violate the rules and indeed met the capacity standards. This fact is under the provisions of the Decree of the Director General of Education Number 1 of 2022 concerning Acceptance of New Students (PPDB) for the RA, MI, MTs, and MA/MAK

Levels of 2022/2023 dated 11 January 2022 which allows changes in the number of students in the group ratio, as long as it is not interfere with the quality of education and obtain approval from the local Regional Office of the Ministry of Religion.

b. Material Eligibility

The MoU explained that the feasibility of the material presented was in the form of a research culture. Achievements that can be achieved by madrasas through increasing the competence of teachers and students in building a research culture. Guidance is carried out from basic to advanced in exploring data and seeking research novelties for research excellence. Assistance in a basic understanding of research, preparation of proposals, and writing of research reports. The observations that the researchers made were indeed delivering material under the latest research needs. Starting from the basics of methodology as material for proposal writing techniques, discussion of titles, methods not just lectures, visually showing videos related to field research, quiz games about science as an interest, learning to present presentations with the Canva application, and so on. The process of delivering material is fun. According to the researchers, before collaborating, the madrasah had chosen which institutions were deemed appropriate to work with.

3. Training Methods in KIR Extracurriculars

Students learn to go down to the research location, collect data, and complete a research project that involves students independently while still being accompanied by the teacher which in the end produces a product in the form of a proposal and presentation. This document study is also outlined in the assignment letter from the head of the madrasa "Training Method: Routine meetings once every 3 weeks virtually, Guidance offline every 2 months. The name of the training is 6 Months Research Class, where the training is held at MAN 3 Palembang City."

a. Learning Media Used

Gerlach and Ely define learning media as an intermediary or message delivery containing knowledge (cognitive), attitudes (affective), or skills (psychomotor). Heinrich et al. express learning media including television, film, photos, radio, audio recordings, projected images, and printed materials. Hamidjojo in Latuheru narrows it down into all forms of intermediaries that humans use to convey ideas, ideas, or opinions. (Kustandi and Darmawan 2020:5–6).

Teaching and learning activities at MAN 3 Palembang use learning media in the form of 1) Instructional materials, namely audio-visual communication in the form of training via Zoom, visuals in the form of photos, learning posters, teaching aids, and explanatory media in the laboratory; 2) Media software or hardware (software/hardware), namely a) Media that is used en masse, namely subject matter from YouTube media; b) Media used in small groups (slides, videos, OHP), namely during training or student presentations. c) Media used by individuals, namely modules in the form of textbooks, books in the library, LKS; computer/laptop, voice recorder, and video recorder.

c. Training Research Program Facilities and Infrastructure

"Educational facilities are all the necessities needed in the teaching and learning process, both mobile and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently". According to Ibrahim Bafadal, educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process in schools. So to achieve the desired educational goals, facilities, and infrastructure are very important factors. (Pera 2019:72). Facilities are tools that are used directly by students both in the extracurricular learning process and during KIR extracurricular

activities. For example books, projectors, blackboards, chairs, tables, and others. While infrastructure is an indirect means of supporting programs, for example, buildings in madrasas such as laboratories, libraries, and money or sources of funds/budget used to finance the program. The facilities used during the research training were projectors, projector screens, smartphones, laptops, speakers, microphones, wireless networks (wi-fi), air conditioners (AC), folding table chairs, connecting cables, and whiteboards. While the infrastructure used during the research training was taking place, namely the MAN 3 Palembang meeting room and class X.7. In addition, it is also used when guiding proposals in the teacher's room, when delivering KIR material in the classroom, during competitions, and preparing for competitions to research locations.

The meeting room is spacious, and the equipment used is in good condition. The library is inconvenient because there is a renovation process and the process of selecting old books that are no longer relevant. However, if you look at the visitor books, there are quite a lot of students who come. The floor tiles in the science laboratory were partly broken, but indeed the lab was seen to be frequently used, chemicals were stored safely in a glass cupboard in a special room, there was a blackboard for teachers to convey material and there were reference books for laboratory practice in cupboards. Meanwhile, the air in the biology laboratory smelled musty. However, props are quite a lot, in good condition. The classrooms are comfortable and spacious, there is no noise from the highway and the corridors are clean and cool. The facilities and infrastructure used for the KIR MAN 3 Palembang program are complete and can be declared sufficient for use.

d. Sources of Operational Funds and Incentives

Funds used for training come from school committee funds. The MoU explained that the 6-Month Research Training held by MAN 3 Palembang had 32 students subject to training costs, with a bonus of 1 student not being subject to training costs. Payment for training is carried out in two installments. The first payment at the beginning of the collaboration is paid within the period of 11 November 2022 to 16 November 2022. The second payment in the middle of the collaboration is paid within the period of 1 to 15 February 2023.

Sources of operational funds and incentives are under Permendikbud Number 75 of 2020 concerning school committees. (Ministry of Education and Culture 2020). Where committee funds are allowed to be used to finance school innovation programs to improve the quality of education. Likewise, incentives paid to KIR MAN 3 Palembang Supervisors are paid from committee funds as incentives for additional assignments given by the Madrasah Principal related to the school's innovation program. Of course, it was preceded by a madrasah committee meeting. Likewise the details of the costs paid by MAN 3 Palembang as the cost of implementing the KIR training. In addition to programs, a group of acts of mobilizing resources in the form of personnel (HR, capital goods including equipment and technology, funds, and/or their combination as inputs) produces outputs in the form of goods/services. In the budget structure, programs are defined as policy instruments. which contains activities carried out by ministries/agencies (Puspita, Iskandar, and Kusuma 2021: 18). So, MAN 3 Palembang has tried to manage KIR program funds as input efforts for output in the form of services.

3. *Process Evaluation*

According to Stufflebeam, process evaluation helps implement decisions. To what extent has the plan been implemented? What should be revised? so that procedures can be monitored, controlled, and improved. (Soleh 2023:27). Implementation of the MAN 3 Palembang Research Program consists of implementing extracurricular and extra-curricular programs.

Extracurricular (curricular) programs are activities carried out in the madrasah environment with a predetermined time in the program structure. Meanwhile, extracurricular programs are programs that are integrated with research values extracurricular programs (Widodo 2019: 169). The implementation of extracurricular (curricular) activities includes components related to the curriculum. This means that in one research proposal, students can relate to several subjects at once.

Observation results on May 3, 2023, that students have finished writing research proposals that link mathematics, art, culture, and history. Documents in the form of Research Proposals to take part in the Indonesian Student Research Olympiad (OPSI) competition. The title of the proposal is "Ethnomathematics of Cemetery Songket: Study of Songket Symbols as Cultural Identity in the Tomb of the Tengkuerep Crater Sultanate" written by Fatimah Azahrah Harahap and Hanifah Nur Aziza.

a. The process of implementing extracurricular activities (curricular)

The implementation of extracurricular activities includes components related to the curriculum. This means that in one research proposal, students can relate to several subjects at once. The curriculum used in the Palembang MAN 3 Research Program is the independent learning curriculum. The MAN 3 Palembang Research Program Intracurricular Planning Document can be seen in the form of "Learning Sets" consisting of annual programs, semester programs, educational calendars, effective week allocations, learning objectives flow (ATP)/Syllabus, Teaching modules (RPP), Minimum Completeness Criteria (KKM), questions (including question grids), learning contracts and homeroom work programs. Learning tools are adjusted to the applicable educational calendar, school lesson schedule, and facilities and infrastructure owned by MAN 3 Palembang. In the Teaching Module/RPP number "3" it is stated that the Pancasila Student Profile plan is what the independent learning curriculum wants to achieve, namely thinking critically in applying the material to solving problems in the context of the real world.

Planning for the research extracurricular program prepared by Palembang MAN 3 teachers and has been implemented in the form of;

- 1) The teacher prepares the syllabus and examines it to find out what competency standards and basic competencies will be taught and achieved in the field of study taught by each teacher.
- 2) The teacher makes an annual program (prota), with this annual program an overview of core competitions and basic competencies will be seen as well as the time allocation used in implementing learning for the next year.
- 3) The teacher makes a semester program (prosem), with the semester program, the teacher has detailed targets for what must be taught and achieved in the learning process for one semester.
- 4) The teacher makes a learning implementation plan (RPP), in which with this RPP, the teacher has an overview of what will be conveyed, what strategy or approach is used, what methods and models can be applied in learning, what media/tools are used and the type evaluation of what to do.
- 5) The teacher makes a question grid and question cards, this is part of the evaluation carried out by the teacher in each of the lessons taught. This evaluation is expected to show the extent to which learning objectives can be met, which indicators have not been absorbed by children, and what steps and strategies must be taken again so that competency objectives can be met.
- 6) The teacher makes a list of assessments, based on an emphasis on cognitive, affective, and psychomotor aspects if the material requires this. Furthermore, the assessment of

each of these aspects is combined to get the final result of the entire evaluation process for each subject.

b. KIR Extracurricular Implementation Process

Planning activities for KIR extracurricular activities, Research Program MAN 3 Palembang, which have been carried out with various administrations, including in the form of:

- 1) A letter requesting cooperation and coordination from the head of research, vice student, and head of the dormitory for students to take part in the training, bring gadgets/handphones, modems, and laptops during the training in the MAN 3 environment only, students may not leave the madrasah environment without the permission of the dormitory supervisor. Furthermore, the request to provide breakfast, lunch, and dinner for students, mentor teachers, and trainers from Jakarta 40 people.
- 2) There is a written statement signed by the student's parents/guardians regarding their willingness to enroll their children in training for six months from 14 November to 15 May 2023.
- 3) The list of attendees of the training contains the names of participants, presenters, materials, and dates. There are several attendance lists. Each attendance list varies according to who the presenters are and what subject matter they convey during the training.
- 4) Training materials in the form of Student Worksheets (LKS) introduction to in-depth research, playing games looking for scientific articles from scientific journals, LKS-1 scientific literacy, LKS-2 studying scientific studies, LKS-3 looking for supporting journals. After that, there is a Material Review 2 and correcting the results of LKS-1 and so on. Then evaluate the title of the research and others.
- 5) The supervisor's work plan, includes activities, goals, targets, and indicators of success every week. The supervisor's work plan is reported per semester approved by the head of the madrasa, checked by the Deputy for Student Affairs, and made by the research supervisor teacher.
- 6) The agenda for extracurricular activities is a schedule of activities signed by the Deputy Head of Student Affairs. The activity agenda is made per the extracurricular supervisor teacher. A description of the activity in the form of an explanation of the material and guidance on the proposal as well as the number of students present on the day the activity took place.
- 7) The attendance list for youth scientific work is a record of student attendance every time they carry out guidance with a research supervisor or teacher.
- 8) The extracurricular management structure which involves students in management as chairman, deputy, treasurer secretary, and activity members, is made by the extracurricular supervisor teacher and is known by the Deputy Head of Student Affairs.
- 9) Research in the field (excursion) is a form of activity going to conduct research directly in the student field accompanied by a guiding teacher.

4. Evaluasi Product

Product Evaluation is an assessment of the achievement or success of a program in achieving predetermined goals. The results of product evaluation regarding the program can be continued, developed, or even stopped by madrasah management. (Susita 2023: 133). The MoU states that the desired product or outcome or program success or achievement in the KIR MAN 3 program is "output in the form of a research culture and achievements for schools/madrasas through the competence of teachers and students in building a research culture."

a. Research Culture MAN 3 Palembang

"An indicator of program success is 50 percent to 75 percent of students who can master the material well" (Susita 2023: 133). This has not been seen in the observations because only a small portion of the proposals were received for selection. Observation On January 18 2023 39 students took part in the training. Data from the attachment to the Letter of Assignment there are 33 students consisting of 31 students in class X. That means eight students in class XI participated in the training. The surviving students are less than 50 percent. It shows that the research culture at MAN 3 still needs to be developed further.

b. Research Achievement MAN 3 Palembang

Stufflebeam summarizes the questions on product evaluation, to analyze the Research Achievement of MAN 3 Palembang, namely: What results have been achieved? output in the form of achievements in winning research competitions. What to do after the program is running? this program is already running, it is hoped that continuous evaluation will allow the management of MAN 3 Palembang to map the progress of the program.

DISCUSSION

Evaluasi CIPP

Researchers have presented data on the evaluation of leading research programs using the CIPP model approach at MAN 3 Palembang. The first finding is that the context assessment of the legal basis of the program is in accordance with the independent learning policy because the formation of the program is based on the research potential of MAN 3 Palembang; Assessing the background and objectives of the vision and mission document, there are elements that have not been fulfilled, in other words, they have not focused on competence or ability, have not been seen and have not been unique, the method is by stating the goods or services produced and the market they serve, namely the research program; and curriculum relevance to the program: students are given additional hours of training and guidance to develop their potential. Needs analysis focuses on HR. Recruitment of students through PPDB plus essay writing tests, teachers who are involved in programs that are competent in the field of research, as well as the involvement of student guardians, madrasah committees in funding readiness are in accordance with regulations.

The two input assessments, namely the form of cooperation, technical meeting activities and instructors, are clear and structured; Assessment of teachers is generally carried out by the supervisor and the head of the madrasa as a whole together with the assessment of all teachers in the madrasa. Specifically, the assessment is carried out by the head of the madrasah through the head of the program. While the assessment of students is carried out by KIR supervisor teachers; Program and training participants consist of coaching teachers and students; Assessment of the feasibility of the material, training methods in the research program is good; the learning media used, the facilities and infrastructure of the training research program are quite complete and in a state that can be used, the sources of operational funds and incentives already exist.

Ketiga, evaluasi *proccess*, jadwal kegiatan riset dilakukan sepanjang tahun ajaran, jadwal The training is conducted at the beginning of the semester in the current school year. the performance of MAN 3 Palembang organizers has been experienced in the field of research for a long time, even long before the program was formed. The performance of the instructor/resource person is adequate, and the activities of the students in learning and training are good and interactive. What makes it possible to revise the decision is that students who are advised that research class students whose proposals do not pass the selection for the competition to remain in the research class for the following year are not immediately transferred to the regular class.

Product Evaluation, assessing firstly, the research culture of MAN 3 Palembang has been carried out as a whole. However, there is still a culture that has not been optimally achieved because the number of students who are still in the research class from the results of the previous year's evaluation is still below 50 percent. Second, the research achievements of MAN 3 Palembang, namely the output in the form of achievements in winning research competitions, the results are already visible. So, it is hoped that the evaluation by the management of MAN 3 Palembang will be carried out continuously so that they can map out the research program. The results of the program evaluation at MAN 3 Palembang need additions/changes to the Vision and Mission documents, Products (in research culture), and infrastructure, namely laboratories that still need improvement.

This finding is supported by previous findings by Faizal Amir(., Retnowati, and Laihad 2020:15–19) asserting that the context evaluation process includes a legal basis, needs analysis, background, objectives, and curriculum relevance; input evaluation includes forms of cooperation, technical activities, and instructor meetings, evaluation of teachers, program and training participants, material feasibility, training methods in research programs, learning media used, training research program facilities and infrastructure, operational funding sources and wage/incentive levels; Process evaluation includes research activity schedules, organizer performance, instructor/resource performance, student activities in learning and training, evaluation of research and training activities; Product evaluation includes achievement and mastery of the material.

However, previous research has not analyzed the elements of planning and implementation data/documents that have been carried out by the educational institution concerned. In addition, the elements of vision and mission data were also not discussed in previous studies, which according to researchers are also important in evaluating CIPP.

The challenges in the CIPP model evaluation approach in this thesis are:

1. Whereas the CIPP Model is a comprehensive model. That is, the results of the evaluation in this thesis are aimed at madrasah leaders so that the decision to use or not the research results depends on the policy of the highest authority of MAN 3 Palembang;
2. Research takes longer. Research conducted at madrasas is different from research at the education office/office of the Ministry of Religion or other Islamic educational institutions which have regular work schedules. Researchers must adjust to the madrasah academic calendar, especially long holiday days which can reach two weeks or even one month;
3. Researchers must interpret their own definitions of each CIPP component by reading books that contain supporting theories and previous journals.
4. The number of documents studied is quite a lot. Researchers must read and understand the MAN 3 Palembang Research Excellence Program document both intracurricularly and KIR extracurricularly repeatedly to find the essence they are looking for. So it takes a lot of time, effort and other resources.
5. The CIPP model is interpreted differently by each researcher depending on the program and institution studied, also depending on the experience and scientific background of each.

Inhibiting and Supporting Factors

The results of interviews, documentation studies and observations that have been carried out and discussed previously found that the supporting factors are support in the form of motivation from various related parties, complete facilities and infrastructure, competent educators, enthusiastic students, support from student guardians and committees, a comfortable school environment. The inhibiting factor is internet network interference, not all students use

laptops, lack of understanding of some students, lack of communication, students still find students who do not understand the material

The inhibiting and supporting factors of the program are closely related to the evaluation of the CIPP program, namely the input evaluation. Input evaluation looks for obstacles and potential resources available in an institution. (Rini Aulia, yaswinda 2022:2368) Input Evaluation is making decisions about determining the resources needed, determining alternatives, plans and strategies to achieve goals that have not been achieved and determining procedures work to achieve goals. However, the inhibiting and supporting factors for the program are discussed at the end in order to get a comprehensive picture of the results of the CIPP program evaluation.

CONCLUSION

Overall the results of the CIPP evaluation on the MAN 3 Palembang Research Leading Program can be stated to be in the good category. However, there are still elements that need to be improved, such as in MAN 3 Palembang's Vision and Mission to emphasize superiority in the field of research/KIR, in product. It was also found that more than half of the research program students returned to regular classes indicating that the research culture still needs to be improved.

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Volume 09 Nomor 01 Juni 2023
JURNAL KAJIAN ISLAM MODERN
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P-ISSN : [2337-8298](#)
E-ISSN : [2962-5858](#)