



EVALUATION PROGRAM APPROACH IN EDUCATION

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ABSTRACT

This paper describes the evaluation program approach in education. This approach is carried out to evaluate the student's achievement level in learning. This activity needs to be conducted to help teachers thoroughly so that inputs and processes in learning can be contained in the learning process. The use of method is applied based on a literature review through meta-analysis derived from the results of reviewing journals regarding the implementation of the evaluation program approach in learning that has the same topic in this paper, analyzed, and compared to the review results, which are described in good language. The research result indicates eight approach models in the evaluation of educational programs, which are the CIPP model, Provus model, Stake model, Kirkpatrick model, Brinkerhoff model, Congruence model, Illuminative model, and Logical model. The CIPP model is an approach that teachers often use because it includes context, input, process, and outcome evaluation. The results of applying this approach model can be carried out thoroughly so that it can be applied to every learning subject.

Keywords: approach models, evaluation program, education

PENDEKATAN EVALUASI PROGRAM DALAM KEPENDIDIKAN

ABSTRAK

Tulisan ini mendeskripsikan pendekatan yang digunakan dalam evaluasi program pendidikan. Pendekatan ini dilakukan untuk mengevaluasi tingkat ketercapaian pembelajaran siswa. Kegiatan ini perlu dilakukan untuk membantu guru secara menyeluruh agar input dan proses dalam pembelajaran dapat dimuat dalam proses pembelajaran. Penggunaan metode dilakukan dengan studi kepustakaan dengan menggunakan meta-analisis yang berasal dari hasil *review* jurnal mengenai penerapan pendekatan program evaluasi pembelajaran yang mempunyai topik yang sama dalam tulisan ini dan dianalisis serta dibandingkan hasil *review* yang telah diperoleh yang dijabarkan dengan bahasa yang baik. Hasil penelitian menunjukkan bahwa terdapat delapan model pendekatan dalam evaluasi program pendidikan, yaitu Model CIPP, Model *Provus*, model *Stake*, model *Kirkpatrick*, model *Brinkerhoff*, model Kongruen, model iluminatif, model Logika. Model CIPP adalah model pendekatan yang sering digunakan oleh guru sebab mencakup evaluasi konteks, evaluasi masukan, evaluasi proses, dan evaluasi hasil. Hasil dari penerapan model pendekatan ini dapat dilakukan secara menyeluruh sehingga dapat diterapkan pada mata pelajaran apa saja.

Kata Kunci: model pendekatan, program evaluasi, pendidikan

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INTRODUCTION

Evaluation can be defined as an investigation process regarding evaluation which can provide a decision in determining its benefits. Tyles explained that evaluation is a process in determining the goals that have been achieved before. Furthermore, Cronbach stated that evaluation is a preparatory process in obtaining information in making a decision. From the description above, it can be concluded that evaluation is the process of investigating information about a matter to obtain evaluations

and decisions based on the goals to be achieved (Farida, 2017).

Since the 1960s until now, various evaluation approaches have been developed. Program evaluation is a process of describing, collecting data and obtaining information for decision makers that is used to consider improvements, termination and sustainability of a program based on the objectives of the program operated.

The gap in this research is that this approach does not require a long time to apply the assessment so that it does not provide losses in investing and greater opportunities. In addition, this approach is easily receptive to criticism and suggestions so that an exploration of the goals of the target group can be carried out. Therefore, this research needs to be carried out collecting data and obtaining information for decision makers that is used to consider the sustainability of a program to obtain evaluations and decisions based on the goals to be achieved (Yeni et al., 2020).

LITERATURE REVIEW

There are three approaches in the evaluation of educational programs, namely (1) objective oriented approach; (2) management oriented approach; and (3) naturalistic participant approach. Based on these three approaches, an objective oriented approach and a naturalistic participant approach are explained in this theoretical study. While the management oriented approach is explained in the results and discussion because it is an approach that is dominated by its use in educational evaluation programs. The following describes each of the approaches above (Darodjat & Wahyudhiana, 2015).

Objective oriented approach

This approach is an approach that emphasizes the evaluation of goal achievement. Therefore, every educational activity should be able to formulate the right goals. The intended purpose focuses on learning activities in class. The basic concepts and developments in the history of evaluation have been known since the 1930s, originating from Tyler's thoughts. There are several other experts who developed Tyler's thinking, namely Metfessel and Michael (1967), Hammond (1973), and Provus (1973). There are 6 (six) recommendations for the general purpose of education, namely (a) obtaining information; (b) developing work habits and learning skills; (c) thinking development; (d) internalize social behavior, interest, appreciation, sensitivity; (e) physical health appearance; (f) the development of a philosophy of life (Putra, 2020).

Objective oriented approach can be implemented in the form of evaluation in class, school and other school activities. Therefore the advantages of this approach can be easily understood and applied and are able to create information related to the objectives of the program implemented in the school. This approach can identify the attention of teachers and students to avoid confusion in educational goals with the hope that accountability can be designed to be strengthening in its application. However, there are also drawbacks to this approach, as noted below

- a) The evaluation element focuses on achieving objectives rather than creating actual justification
- b) Inability to balance goals and performance
- c) Inability to evaluate the goals to be achieved
- d) Inability to balance the design of educational program activities
- e) Inability in program evaluation activities
- f) Inability to determine the context of the assessment
- g) Inability to formulate goals
- h) Inability to realize goals
- i) Inability to balance assessments flexibly

Putra (2015) states that the evaluation which focuses on describing the achievement of program objectives capable of providing an evaluation in making a decision. Assessment is needed to meet learning objectives, such as the overall assessment process, stages in preparing questions, collecting data, and presenting information. Then the results of the assessment support the decision-making process, and the advantages of this approach focus on content that is easy to understand and apply to encourage the development of techniques, procedures and instruments in educational evaluation programs (Putra, 2020).

Naturalistic and Participant Approach

This approach involves the evaluator in an evaluation target that focuses on the process of evaluating the implementation of activities. In 1967, a number of experts carried out a mechanistic and insensitive evaluation approach in education. This approach emphasizes the formulation and identification of objectives, the

design of evaluation systems, the development of instruments, and the preparation of technical reports. This approach involves educators as evaluators to participate in class. Educational experts have started publications in understanding events in the field, reports on evaluation results, the complexity of educational programs in society. Therefore, the evaluation focuses on experience in the setting of educational activities.

Stake (1967) developed an evaluation model that was implemented for educational evaluation. This Stake evaluation model is part of the assessment process that has an impact on the evaluation development. Stake focuses on two types of evaluation activities, namely description and consideration, which is called the two countenances of evaluation. An evaluator examines the information in the form of an overview of the results of observations, and the dependence of the results of achievement. Parlett and Hamilton (1976) provide a critique of the paradigm that comes from agricultural-botanists. Based on these criticisms, it is stated that an alternative approach can function as an anthropological paradigm. This evaluation approach responds to the educational program as a whole, such as rationale, evolution, operation, achievement, and difficulties found in the school context. The use of this approach only has an impact on a small scale, such as identifying problems, issues, forms of program significance. This approach is based on the paradigm of social anthropology, and a number of studies involving psychology and sociology. Illuminative evaluation emphasizes description and interpretation and prediction (Yahya, Anandita et al., 2021).

The evaluation process proposed by Parlett and Hamilton includes three steps:

- 1) Observation: describing the reality in everyday life in evaluation
 - 2) Further inquiry: focusing on the application of implementation to issue selection
 - 3) Explanation: focusing on the elaboration of ways related to cause-and-effect relationships
- The emphasis on class processes, information on naturalistic and illuminative evaluation approaches is adapted to observations,

interviews, questionnaires and tests, as well as available document sources. Tringulation results are needed to obtain efficiency and accuracy of data. Therefore, an evaluation is carried out to save time in the field. Another opinion that is in line with the naturalistic-participatory approach is suggested by Rippey (1973); (Dahono, 2017). Rippey's offer of transaction evaluation is an effective part. This approach focuses on changing the output system activity (Purnomo & Wulandari, 2019). Transactional evaluation is an effective technique for management that functions in pursuing changes that are implemented, such as revisions to the curriculum. The stages in transactional evaluation include:

- 1) Initial which aims to identify problems in the assessment
- 2) Instrumentation is carried out for data collection in each face-to-face meeting with the group
- 3) Program development, redefining the goals and assessment of the group
- 4) Monitoring program that ends in group agreement to implement and monitor the new program
- 5) Recycling is a reprocessing of a conflict

Rippey provides the application of continuous assessment of changes both temporarily and permanently for conflict resolution related to educational program innovations (Warju, 2016). McDonald (1974 and 1976) stated that the evaluation approach is an evaluation of information related to politics. It is designed to provide protection against meeting the needs of participating communities. This is a democratic evaluation design to provide protection for the rights and information needs of the community. There are three types of evaluation based on function, purpose, target, strategy, and content (Haryanto, 2020), namely:

- 1) Bureaucratic Evaluation to monitor evaluation information and reports on evaluation results
- 2) Autocratic evaluation which is used to provide research reports
- 3) Democratic evaluation is carried out to see evaluation information for the community

During the 1970s, Stake developed an evaluation that led to participatory-naturalistic

known as responsive assessment which led to shareholder observers. Guba (1969) discusses the notion of educational evaluation which leads to a rational evaluation approach. In 1981, Guba and Lincoln conducted an analysis of educational evaluation. Stake argues that responsive evaluation is assumed to be in line with the naturalistic approach as the parent of the educational evaluation approach (Sudijono, 2017).

From the description above, there are special features of the naturalistic-participatory approach, including:

- 1) Inductive reasons, contents, events based on the results of observations
- 2) Use of multiple data. Understanding of the problem of assimilating data from various sources. These results are the impact of evaluations that are subjective and objective.
- 3) Planning based on experience and involving all group members in all program activities
- 4) Multiple and single recording of reality. The reality in question is based on one's views in assessing a truth.

Research that supports the above description was conducted by Lazard (2017) which states that (1) evaluation is the collection of information for measurement in making decisions to achieve goals; (2) the evaluation model approach is categorized into decision making, program elements, program content, program implementation, and achievement of program objectives, as well as the effect of the assessment results on program objectives; (3) the evaluation approach is defined as the application of evaluation and evaluation stages; (4) data collection uses program evaluation methods known as evaluation instruments, such as questionnaires, interviews, observations; (5) the assessment measure is based on a description in the form of a number compared to other measures; (6) the evaluation is carried out by interpreting the measurement results; and (7) program assessment is to describe performance to compare with the characteristics determined by the achievement of program objectives (Darodjat & Wahyudhiana, 2015); (Irawan & Prasetyo, 2020).

REASERCH METHOD

This method in this study is a literature study with a meta-analysis to identify ten articles in national journals. Then for the analysis to be carried out, such as the following method (1) an identification process that uses the exact google search engine search with the research theme of ten articles in national journals; (2) each article is categorized with a code to group according to this research indicator, namely the program evaluation approach in education ; (3) each article is analyzed with indicators of the program evaluation approach in education and summed up the dominance of the use of the socialization process used in national journal articles; (4) the predominance of the use of program evaluation in education is linked to implications for the discussion and conclusion of each article; (5) the results of dominance are spelled out and elaborated to make a difference in this study. (6) the calculation is displayed by creating a table containing the name of the researcher, the study's year, the study, the title of the study, the use of the program evaluation approach in education, and the method used. The six stages of analysis were used as benchmarks and performance in this study (Moher et al., 2010) (Wahyuni Ningsih et al., 2019); (Mieghem et al., 2018);(Argaheni, 2020); (Rosyada & Retnawati, 2022) .

RESULTS AND DISCUSSION

The results describe the continuation of the theoretical explanation which is used as an indicator in this paper, namely the management oriented approach which is often used in the evaluation of educational programs. Of the six approaches referred to above, there is one approach that is often used in the educational realm, namely the CIPP Model. Here's an explanation.

This approach focuses on educational management pioneered by Stufflebeam and Alkin (1960). The emphasis on this approach is cooperation between evaluators and administrators in evaluation. They identify the decisions that are collected based on predetermined considerations and characteristics. Stufflebema developed an evaluation called the CIPP model (Context, input, process, and

product). The CIPP foundation was introduced for the first time by Stufflebeam (1985) which aims to revise which consists of context, input, process, and product so that it is abbreviated as CIPP whose targets are elements and processes in an activity (Ahmad, 2015). The explanation for each element in the CIPP model is as follows

- 1) Context evaluation: is a service in the form of a decision at the planning stage. At this stage it focuses on efforts to determine basic compliance in improving education including formulation in program targets. At present, the curriculum and learning methods are determined by the government. As stated in Law no. 20 concerning the National Education System, it is known as non-formal and informal channels. Context evaluation is adapted according to the learning needs of the community so that it is usually called needs analysis.
- 2) Input evaluation: is a service performed in the form of giving a decision on an activity. This includes determining the availability of resources, alternative solutions needed in activities, planning to meet needs focused on assessment.
- 3) Process evaluation: is a service performed related to the implementation of activities. This focuses on the implementation of the determination of the plan that is carried out, the obstacles encountered, and the evaluation of the revisions that have been implemented. Evaluation of the process is called monitoring. Monitoring is done to evaluate the implementation of an activity. At this level, project management is a part that can be changed or revised, as abbreviated as Monitoring and Evaluation (ME). Monitoring is carried out as an evaluation of the implementation of activities, while evaluation is the value generated in a project.
- 4) Product evaluation: is a service related to the achievement of the activities carried out. Therefore, evaluation focuses on obtaining results, meeting needs, and targeting the completion of the activities carried out. The evaluation carried out can understand the stages in evaluation, control, and management. Usually the evaluation is

developed in obtaining results based on activity achievement targets and empowering a program. Each achievement target produces an evaluation of the results of the activity, and is influenced by the application of time. Evaluation has an impact on the implementation of the activities carried out so that it has an influence on the impact of the program, and requires a pre-designed mind. The following are the stages in carrying out the design of evaluation activities, such as (1) the core of the evaluation, such as identification in the form of services starting from local, regional and national; (a) at the decision-making level considering the core, (b) the level of difficulty, time, and solution finding; (c) the understanding to comply with decisions made based on the variables measured and the provision of alternative considerations; (d) and understanding of the evaluation of evaluators who have carried out activities; (2) collection of information consists of (a) the origin of the information; (b) data collection methods; (c) determination of the sample; (d) conditions and time of application in the data collection: (3) information organization, including information collection; (4) analysis of information, such as stages of analysis and methods used in analysis; (5) information reporting, such as evaluation reporting targets, methods of presenting information results, determining report templates, reporting scheduling; (6) evaluation administration, i.e. recap of evaluation scheduling, method of fulfilling evaluation implementation, assessment of evaluation design regarding provision of information, determination of periodic evaluation design schedules, provision of evaluation budget (Darodjat & Wahyudhiana, 2015; Haryanto, 2020).

Another opinion states that the Center for Evaluation Studies at UCLA was developed in an outline form that is in line with the thoughts stated by CIPP. This evaluation reference is known as the UCLA Evaluation Model. These evaluations are categorized into 5 types:

- 1) System Assessment, the availability of

information related to the origin of the system refers to the context evaluation in the CIPP Model

- 2) Program Planning supports the selection of programs that specialize in fulfilling educational needs
- 3) Program implementation, the availability of information related to the implementation of the expected activity targets
- 4) Program improvement, the availability of information about the role that is determined by its achievement
- 5) Program certification, availability of information about the implementation of the activities carried out.

Based on the explanation of the five categories above, it shows the sequence of stages in the program evaluation process. In accordance with its development, the CIPP model produces references that focus on the type of evaluation. In 1977, Stufflebeam adapted the stages of implementing context evaluation designed to carry out needs analysis of educational programs. In 1972, Reinhard adapted a reference that focused on input evaluation known as the advocate team technique. This method is used to design activities that have never existed before. The creation of this method is then monitored, developed so as to produce new activities. This method has been successfully applied by the

federal government (Reinhart, 1972), and the school district (Sanders, 1982) to produce a template designed for educational activities. While process evaluation has been adapted by the evaluation stages proposed by Cronbach in 1963 (Jannah, 2017); (Aziz et al., 2018).

The two models above are grouped into management-focused evaluations. This can be seen in the model evaluation focused on the availability of information for the authorities. The evaluation approach focuses on policy makers. It is focused on identifying and organizing processes related to decision makers and users of information which is the initial stage in evaluation. According to Patton, the application of the results found in the evaluation is necessary for consideration in making decisions, the information needed for the target group, the fulfillment of the information needed by the target group, and the way the information is collected is presented. Other experts argue that system analysis is part of the evaluation approach, and the direction of analysis in research.

The CIPP model is applied by many countries, both government and private. Stufflebeam and Shinkfield (1985) state that CIPP empowerment has two significances; they are decision maker and accountability.

Tabel 1. CIPP empowerment significances

	Decision Maker	Accountability
Context	Reference for selecting goals and setting priorities	Recording of needs, opportunities, and problems
Input	Reference for the selection of activity models and stage designs	Recording of strategy and design selection and reasons
Process	reference in application	Process logging
Product	References to discontinue, continue, adapt	Achievement of objectives and formulation of decisions

The CIPP evaluation model mentioned by Stufflebeam and Shinkfield (1985) is an evaluation approach that focuses on decision making that provides support to administrators. Stufflebeam stated that the results of the evaluation serve as a way to find solutions for decision makers. The CIPP evaluation model is divided into four (Nasution, 2014), described as follows.

- a. Context evaluation to serve planning decision. An evaluator examines and understands the context of evaluation related to decision planning, identification of fulfillment of needs, formulation of program objectives
- b. Input evaluation structuring decision. It is a matter that is influenced by the implementation of evaluations that have been

prepared beforehand. Input evaluation provides assistance in the form of structuring decisions, determining the fulfillment of sources, finding solutions, determining designs, and developing strategies in showing work stages in their achievements.

- c. Process evaluation to serve implementing decision. At this stage, it is closely related to the implementation of an activity. There are several questions answered in this application, such as the compatibility of planning with implementation, improvements to implementation that have been carried out, and monitoring the implementation of activities that have been carried out
- d. Product evaluation to serve recycling decision. The results of the evaluation are applied in determining the next decision, the use by the community is related to the activities that have been carried out, the impact on the implementation of the activities, and the evaluation results related to the implementation of the evaluation. Empowerment models have an effect on decision-making and responsibility to society. At this stage, evaluation describes the acquisition of findings and availability by decision makers.

The advantages of this approach are emphasized in decision making. That way, the collection of information has issues and answers that are in accordance with the aspects of the program so that the assessment is more focused. In addition, this approach does not require a long time to apply an assessment so it does not provide losses in investing and greater opportunities. Another advantage is that this approach is easy to accept criticism and suggestions so that exploration can be carried out about the target group's goals. Meanwhile, the weakness of this approach is the inability of evaluators to provide responses to questions and issues that can hinder decision making in monitoring educational programs. Another weakness is the difficulty in reviewing the evaluation of coverage, which requires a lot of money. Thus, in planning evaluation, the application of this approach requires consideration of time and resources (Setiadi, 2016); (Sopha & Nanni, 2019).

Based on the explanation above, CIPP is an approach model often used by teachers because it includes context, input, process, and result evaluation. This step in implementing the CIPP model can apply to any subject so that it can achieve reasonable learning goals (Agustina & Mukhtaruddin, 2019).

CONCLUSIONS AND RECOMMENDATION

The results of the research show that the approach to evaluation of educational programs can be developed according to the needs and objectives of program evaluation. Of the three approaches described in the theoretical study, the approach in evaluating educational programs is the management oriented approach or the so-called CIPP model which is often used in education because the approach discusses context, input, processes and products that can reach all aspects of education than the two another approach.

The recommendations of this research are not only the CIPP model that can be applied to learning, it is hoped that other approaches in program evaluation can be applied so that they can adjust in learning

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