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Implementation and Validation of the CIPPO Model: A Case Study at Nurul Fajri Senior High School Palasah, Majalengka Supporting SDG 4

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ABSTRACT

Objective: To analyze the implementation and validation of the CIPPO (Context, Input, Process, Product, and Outcome) evaluation model as an educational evaluation framework to improve learning quality at Nurul Fajri Senior High School Palasah Majalengka. The study highlights the importance of comprehensive evaluation models in supporting sustainable educational improvement and achieving the objectives of Quality Education (SDG 4). **Method:** A qualitative program evaluation approach. Data were collected through classroom observations, semi-structured interviews with teachers, students, and school administrators, as well as document analysis. Data validation was conducted through triangulation to obtain comprehensive information regarding the implementation process of the CIPPO model. **Results:** The findings indicate that the implementation of the CIPPO model positively contributed to improving student engagement, teaching effectiveness, learning outcomes, and teacher satisfaction. The context component showed strong support from school management and community involvement, while the input and process components emphasized the importance of teacher development and curriculum adaptation. The outcome component demonstrated improvements in students' academic achievement, motivation, and character development. **Novelty:** To provide empirical evidence regarding the application of the CIPPO model in an Islamic-based secondary school context by integrating academic achievement and character education. The findings contribute to educational evaluation practices that support sustainable quality improvement aligned with SDG 4.

INTRODUCTION

In the field of education, evaluation plays an essential role in improving the quality of learning and ensuring that educational programs achieve their intended objectives (Smith & Cramp, 2020). One of the widely recognized evaluation models is the CIPP model, which was initially developed by Stufflebeam in 1965 as part of efforts to evaluate the Elementary and Secondary Education Act (ESEA). The CIPP model consists of four main components: context, input, process, and product evaluation (Stufflebeam & Shinkfield, 2021). Over time, the CIPP model was expanded through the addition of the outcome component, resulting in the development of the CIPPO model (Goh & Liem, 2023). While the CIPP model primarily focuses on measuring program outputs or products, the CIPPO model extends evaluation by incorporating the implementation stage and examining long-term impacts or outcomes (McKenzie & McGinnis, 2023).

The CIPPO model views an educational program as an integrated system; therefore, evaluators, including teachers, need to analyze each component based on the characteristics and requirements of the system being evaluated (Goh & Liem, 2023). Research by Drake and Burns (2022) suggests that educational evaluation models incorporating long-term student outcomes, such as career readiness and moral development, tend to produce more comprehensive improvements in educational systems. This approach is consistent with the objectives of Islamic-based educational institutions, such as SMA Nurul Fajri, where holistic student development represents