



CIPP Model: Evaluation of Moral Aqidah Learning Design Program Darul Falah Islamic Boarding School, Enrekang Regency

¹²Ushwa Dwi Masrurah AB , Sitti Mania , Nur Akbar Rashid³

¹ (University of Muhammadiyah Enrekang, Indonesia).

³(State Islamic University of Alauddin Makassar, Indonesia).

²(State Islamic University of Alauddin Makassar, Indonesia).

* Corresponding Author. ¹E-mail: ushwaarifin@gmail.com

Receive: 11/08/2024

Accepted: 11/09/2024

Published: 01/10/2024

Abstract

This study aims to evaluate the moral aqidah learning design program at Darul Falah Islamic Boarding School, Enrekang Regency using the *CIPP* model (*context, input, process and product*). This evaluation aims to provide a comprehensive picture of the effectiveness of the program and identify existing strengths and weaknesses. The research method used is a qualitative approach with data collection techniques in the form of observation, interviews and documentation. *While the* data analysis used is descriptive analysis by reducing data, presenting data and drawing conclusions. The results of this study indicate that: (1) From the context aspect, the form of moral aqidah learning design used is the 2013 curriculum-based moral aqidah learning design which is in accordance with the vision and mission of the Darul Falah Islamic boarding school and the needs of the students determined through an agreement with teachers and leaders. Teacher qualifications are in accordance with the educational background, the pedagogic competence of some teachers is still not optimal, supporting factors of facilities and infrastructure are quite adequate. (2) From the aspect of input, school support and teacher efforts are still not optimal. (3) From the process aspect, learning is effective with interactive and participatory teaching methods, but it still needs to be improved in terms of continuous evaluation because the use of the design of learning moral aqidah is sometimes appropriate and inappropriate. (4) From the product aspect, the program used the moral aqidah learning design has succeeded in increasing the understanding and practice of the values of moral aqidah of the students, although there are some negative responses expressed by some students and educators and it also required more attention to achieve more optimal results.

Keywords: Evaluation Program, Moral Aqidah Learning Design, CIPP

Introduction

Education is the process of interacting students with educators and learning

resources in a learning environment (Moh Suardi, 2018). Along with the development of education and the education system in

Indonesia, all elements of society, especially those directly related to educational activities, are required to be more creative and professional to develop education (Nur hayati et al, 2019). Careful planning is needed to face various challenges, learning planning is the result of a thought process that is prepared not arbitrarily but through careful consideration so that all available resources support the success of the learning process (Sanjaya, 2012). The learning plan in question is a learning design that is expected to facilitate the teaching and learning process in relation to the subject of moral aqidah at Darul Falah Islamic Boarding School.

Related to the learning process, in this case teachers who teach and students who learn, it is important to have a systematic planning or design so that it will be applied and applied to teachers and students (Suharni and Fachruddin: 2019). A design that describes the detailed process and creation of environmental situations that allow learners to interact so that changes or developments occur in learners (Amri, 2013). Good learning design will produce quality and meaningful learning, not only for teachers but especially for students (Muhammad Yaumi, 2013).

Learning design is crucial for ensuring the quality of both the learning process and outcomes. Teachers are expected to design moral aqidah learning in accordance with established learning procedures.

Learning design must have the following characteristics: it should be learner-centered, goal-oriented, and focused on developing and improving student performance. It must lead to results that can be measured validly and reliably, be based on empirical experiences that can be corrected and evaluated, and involve collaborative efforts within a team (Kurniawati, 2021).

Based on observations made at the Darul Falah Islamic Boarding School, Enrekang Regency, the moral aqidah subject teacher is less than optimal in designing learning. This is caused by several factors: 1) moral aqidah teachers do not have good experience in making religious learning designs, especially moral aqidah subjects, because of the many *jobdesk* held, 2) moral aqidah subject teachers assume that the lessons to be implemented can be mastered so they do not need a learning design. Impact on learning that is carried out with the use of learning designs that are less effective, inefficient time management and teaching materials that are not systematized properly (Observation at PP Darul Falah, 2023).

Another obstacle that causes the lack of effectiveness of the moral aqidah learning design is because teachers are only content-oriented and ignore learning objectives, where the presentation of teaching materials is given only based on the knowledge of students not based on the needs of students, learning methods and strategies that are monotonous and only involve teachers, not maximizing various learning resources that can reach the needs of each individual learner. In terms of evaluation, assessment is only oriented towards learning outcomes and ignores the learning process.

The learning design that has been used by moral aqidah teachers certainly affects the activities of teachers, students and the teaching and learning process. The end result of using learning design in the teaching and learning process must essentially be improved for the purposes of a sustainable teaching and learning process. Evaluation of the learning design program is considered very necessary to do to find out the process of preparing the learning design of aqidah, the effect of utilizing the learning design of moral aqidah and the response of students to the use of moral aqidah learning design. The evaluation model used in this

research is the *context, input, process, product* (CIPP) evaluation model initiated by Stufflebeam whose four components are interrelated.

In connection with learning, maximum results are something that needs to be planned or designed in such a way that it will achieve effectiveness in its implementation (Hakim et al: 2021) Effective learning is learning that includes 4 dimensions. First, context (the situation/background that influences the goals and strategies developed. For example, in the form of a continuous policy that is intensified as an implementation of the implementation of education in an agency or institution (Sukardi: 2015). Second, input (includes materials, equipment and facilities prepared for program purposes. For example documents, curriculum, teaching staff, learning media and so on). Third, process (the real implementation of the education program in the classroom / field), Fourth, product (Is the overall result achieved by the program whose main objective is to improve the competence of students).

Methods

This research is a field research using qualitative research design. The approach used is a management approach, which includes planning, organizing, directing, implementing, and supervising.

The research time was from August to December 2024 at Darul Falah Islamic Boarding School, Enrekang Regency.

The research subjects were principals, moral aqidah subject teachers, and students at Darul Falah Islamic boarding school.

The data collection techniques and instruments used in this study determine the success of research or evaluation, which are usually used including interviews, observation and documentation (Jailani, M. S: 2023).

In this study, the main instrument is the researcher himself to determine the

focus of research, select informants as data sources, conduct data collection, assess data quality, analyze data, interpret data and make conclusions on findings in the field (Sugiyono: 2012).

Other supporting instruments used are *field* notes. The accumulated data is analyzed qualitatively using an inductive logic approach, where syllogisms are built based on specific things or data in the field and produce general conclusions.

Results and Discussion

Concept of Program Evaluation

The history of the development of the education evaluation process which began around the 1960s until now, many evaluation figures have developed around dozens of evaluation models (Putra: 2012). The purpose of evaluation is to obtain accurate and objective information about a program (Miftahul Fikri et al: 2019).

Evaluation is an assessment carried out to find out whether something has gone as it should or not (Widiyaka et al: 2013).

Program evaluation is a process to determine whether educational objectives have been realized (Arikunto and Jabar: 2018).

An evaluation model is a framework for the process of carrying out an evaluation and a plan for capturing and utilizing data so that the data is obtained with sufficient precise information and the evaluation objectives can be achieved. The evaluation model determines what must be done and how the process of carrying out the evaluation is carried out. If the evaluator chooses the CIPP evaluation model, it must carry out four types of *context, input, process, product* evaluations (Wirawan: 2011).

CIPP Evaluation Model

The CIPP evaluation model was originally developed by *Stufflebeam* with the aim of

helping to improve and educate curriculum and learning programs in schools (Razikin Masruri: 2016).

The use of the CIPP model evaluation is carried out to evaluate a project, program or performance of an institution (Shamsa Aziz et al: 2018).

The use of this model can be done effectively to evaluate the quality of education in schools. The four elements of the CIPP evaluation model are interrelated and become a unified whole, evaluators can use one evaluation model or combine these types of evaluations (Latri Winarni et al: 2017).

Research Results

Evaluation of Context Aspects

The needs analysis aspect of the Enrekang Regency Islamic Boarding School within its scope really needs guidance in terms of moral aqidah learning design. Intensive understanding and guidance in terms of designing religious learning programs, especially in the subject of moral aqidah, aims to develop or improve the understanding of moral aqidah teachers in designing learning in accordance with the needs of students.

The perfect moral aqidah learning design will make good learning outcomes as well. Not only on cognitive aspects, but also affective aspects and psychomotor aspects. This is in accordance with the Vision and Mission of Darul Falah Islamic Boarding School which realizes the character and moral character of students.

Evaluation of Input Aspects

The input evaluation discussion consists of 5 components

1. Curriculum

The curriculum used is the 2013 curriculum

2. Human Resources

Evaluation of human resources from various components

a. Leader

The support from the leadership of Darul Falah Islamic Boarding School has been sufficient to facilitate the moral aqidah subject teachers in participating in MGMP forums held outside the school. provide various facilities in supporting the success of learning design.

b. Moral aqidah Subject Teachers

The qualifications of graduates of 3 moral aqidah subject teachers are in accordance with the competencies of graduates, namely Bachelor of Islamic Education.

In designing moral aqidah learning, only one teacher designs lessons according to the needs of students, using the 2013 curriculum each semester. However, this design is in the form of soft files and is not bound in hard copies. Another teacher has incomplete learning tools, having only created annual programs, semester programs, syllabuses, and lesson plans for three meetings. A third teacher has only made lesson plans, which are incomplete for 14 learning sessions.

3. Facilities and Infrastructure

Provision of classrooms that are very conducive to the learning environment of santri and santriwati at Darul Falah Islamic Boarding School. Office stationery that is complete to support moral aqidah subject teachers in making learning designs.

Some supporting facilities are still inadequate such as the provision of LCDs in displaying learning

powerpoints so that teachers only explain through the blackboard and textbooks.

4. Budget

The school's ability to provide a budget that is not optimal in accommodating moral aqidah subject teachers in participating in training or supporting seminars in maximizing teachers' pedagogic competence in terms of designing lessons. So that only 1 or several teachers are sent to participate in several trainings and even then it is not optimal because it is not sustainable.

Evaluation of Process Aspects

1. Preparation of learning design

Making learning designs is carried out at the beginning of the semester in the new academic year, in the preparation of learning designs accompanied by the head of the pesantren and the curriculum department.

The learning design made by the moral aqidah subject teacher is only to fulfill administrative requirements for semester performance evaluation. The semester program, syllabus and lesson plans made are only for the needs of 1 semester only, and in making lesson plans, they have not been maximized in making them, only 1 to 3 meetings, and only complete all meetings when the *supervisor* comes to review the school, this happens because of the assumption that moral aqidah subject teachers who have mastered the teaching material because it has been repeated in each semester do not need lesson plans and syllabi.

2. Learning Activities

The results of observations in utilizing the learning design applied in the classroom are as follows:

- a. In Class X.A the learning process takes place the teacher uses the lesson plan that has been designed, the material presented is in accordance with the learning design, the delivery of material and the use of methods and learning strategies is also in accordance with the learning design contained in the lesson plan and is in accordance with the 2013 curriculum.
- b. In Class X.B the learning process tends to be less effective and maximized, learning materials that should be displayed through *powerpoints* are constrained due to the limitations of LCD Projectors used in other classes, so that teachers in delivering Moral aqidah material only use the lecture method and check the students' prayer memorization.

Evaluation of Product Aspects

The results of observations made by researchers found several facts that in the utilization of moral aqidah learning design has a negative impact and a positive impact in terms of the implementation of moral aqidah learning.

1. For Teachers

a. Positive Impact

The utilization of moral aqidah learning design that is made provides benefits not only for teachers but also for students, in bringing moral aqidah teaching material the teacher makes lesson plans and syllabus as guidelines so that in learning moral aqidah, the material and learning methods used can be maximized, learning moral

aqidah is more directed and can achieve predetermined indicators. The interaction between teachers and students in learning moral aqidah creates active communication between the two, where the teaching material about

b. Negative Impact

The learning design that is made imperfectly will certainly give difficulties to the moral aqidah teacher in the learning process, bringing moral aqidah teaching material with makeshift media certainly does not create innovative learning. Teaching materials in the form of *powerpoints* should be displayed using an LCD *projector*, but limited sarpras so that teachers only use makeshift teaching modules.

2. For students

In the implementation of moral aqidah learning that has utilized learning design well, of course, it produces a pleasant learning atmosphere for students. The clear delivery of material from the teacher supported by inadequate infrastructure is an obstacle for students in understanding the moral aqidah material brought by the teacher. The competence of the moral aqidah teacher in delivering teaching material is quite good, creating a learning atmosphere that encourages students to be more active, using methods that are more varied and fun. Involving students in summarizing and concluding the material that has been learned.

Conclusion

Based on the results of data analysis, it can be concluded that in terms of *context*, the

form of Moral aqidah learning design used is Moral aqidah learning design based on the 2013 curriculum which is formulated jointly and individually and aims to complete learning administration, as a measuring tool for the effectiveness of a learning process, and helps teachers guide the learning process. The qualifications of teachers are in accordance with their educational background and the competence of some teachers is still not maximized, especially pedagogical competence, namely the ability of teachers to design the learning process and supporting factors, namely computers, paper and *printers*. In terms of *input*, school support is still not optimal and teachers' efforts are still not optimal. In terms of *process*, the suitability of utilizing Moral aqidah learning design is sometimes appropriate and sometimes not. The time of making the Moral aqidah learning design is carried out at the beginning of each semester even though sometimes the learning tools have not finished everything and the period of utilization of the Moral aqidah learning design is valid for one semester. In terms of *product*, the impact of the utilization of Moral aqidah learning design has a positive impact and a negative impact and student responses also cause positive responses and negative responses. Recommendations include improving supporting facilities, developing a more dynamic curriculum, and continuous training for teachers. It is suggested that the competence of Moral aqidah teachers can continue to be improved and the school's ability to develop Moral aqidah learning designs and improve the managerial and leadership abilities of school principals in empowering the MGMP forum.

Bibliography

- [1] Amelia (2023). *Wawancara Guru mata pelajaran Aqidah akhlak di Pondok Pesantren Darul Falah Kabupaten Enrekang*.
- [2] Baharudin dan Wahyuni (2007). *Teori Belajar dan Pembelajaran*, Yogyakarta: Ar-Ruz Media.
- [3] Djali (2008). *Pengukuran Dalam Bidang Pendidikan*, Jakarta: Grasindo.
- [4] Ismanto (2014). *Evaluasi Hasil Belajar Pendidikan Agama Islam*, Jurnal Edukasia Vol. 9, No. 2,
- [5] Maulana, Guru mata pelajaran aqidah akhlak di Pondok Pesantren Darul Falah Kabupaten Enrekang, *Wawancara*, tanggal 30 November 2023
- [6] Muhammad Yaumi (2013). *Prinsip - Prinsip Desain Pembelajaran*, Jakarta: Kencana.
- [7] Muri Yusuf (2015). *Asesmen Dan Evaluasi Pendidikan*, Jakarta: Kencana.
- [8] Nasution (2010) *Kurikulum dan Pengajaran*, Jakarta: Bumi Aksara, 2010.
- [9] Nurhikmah, Guru mata pelajaran Aqidah Akhlak di Pondok Pesantren Darul Falah Kabupaten Enrekang, *Wawancara*, tanggal 30 November 2023
- [10] Observasi di Pondok Pesantren Darul Falah Kabupaten Enrekang, 29 November 2023.
- [11] Oemar Hamalik (2002). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara, 2002.
- [12] Santriwati di Pondok Pesantren Darul Falah Kabupaten Enrekang, *Wawancara*, tanggal 30 November 2023
- [13] Suardi (2018). *Belajar dan Pembelajaran*, Yogyakarta: Deep Publish.
- [14] Miftahul, dkk (2019) *Pelaksanaan Evaluasi Program Pendidikan*, Jakarta: www.nulisbuku.com.
- [15] Mutmainnah dkk (2022). *Sistem Model dan Desain Pembelajaran*, Aceh: Yayasan Penerbit Muhammad Zaini.
- [16] Suharsimi Arikunto (2010). *Evaluasi Program Pendidikan, Jakarta : Bumi Aksara*.
- [17] Sugiyono (2012) *Metode Penelitian Pendidikan, Pendekatan Kuantitatif & Kualitatif*, Bandung: Alfabeta.
- [18] Supriandi, Guru mata pelajaran PAI di Pondok Pesantren Darul Falah Kabupaten Enrekang, *Wawancara*, tanggal 30 November 2023.
- [19] Wirawan (2011). *Evaluasi*, Jakarta : Rajawali Pers.

Author Profile

Ushwa Dwi Masrurah Arifin Bando, Born in Belajen, April 17, 1993. The second of eight children of Arifin Bando and Megawati. Muslim, currently serving as a permanent Foundation Lecturer at the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Enrekang. Education History, SDN 172 Enrekang, SMPN 1 Enrekang, SMAN 1 Enrekang, S1 State Islamic University Alauddin Makassar, S2 Muhammadiyah University Pare- Pare.