

Using the CIPP Model to Analyse Structural Policies and Students' Social Awareness Through Social Studies Education

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Abstract: This study aims to analyse the CIPP (Context, Input, Process, Product) model in explaining the relationship between social, economic and cultural structural policies and the development of pupils' social awareness through Social Studies (IPS) learning. Unlike previous studies, which generally evaluated Social Studies learning or the implementation of the CIPP model in isolation, this study positions regional structural policies as the primary context, analysed in an integrated manner alongside the inputs, processes and products of learning to explain the formation of students' social awareness. This study employs a qualitative approach using a descriptive-analytical method, conducted at SMAN 2 Bandar Lampung. Data collection techniques included observation, in-depth interviews and documentation, supported by quantitative data analysis using a Likert scale. The research findings indicate that regional structural policies, as reflected in the Bandar Lampung City Medium-Term Development Plan (RPJMD), serve as the context that shapes pupils' social conditions. The heterogeneous social structure of schools acts as an input that influences pupils' learning experiences. The social studies learning process acts as the primary mediator in linking these policies to the development of pupils' social awareness. Meanwhile, students' social awareness, as an outcome, falls into the high category, reflecting critical thinking skills, social empathy and active participation. The main findings of this study indicate that structural policies do not directly influence students' social awareness, but are mediated by contextual and reflective social studies learning. This study makes a theoretical contribution to the development of a public policy-based social studies learning model through the CIPP approach.

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Introduction

Education is a strategic tool in societal development, serving not only as a means of transferring knowledge, but also as a vehicle for shaping learners' character, values and social awareness. Within the 21st-century educational paradigm, the success of education is no longer measured solely by academic achievement, but also by learners' ability to think critically, understand diversity, demonstrate empathy, and participate actively in democratic life. Social awareness is a key competence as it relates to an individual's ability to understand social

realities, recognise injustice, and play a role in driving constructive social change (Freire, 2005; OECD, 2023).

This objective is in line with the nature of Social Studies (IPS) education, which is not only focused on the mastery of social concepts but also on fostering critical, democratic and responsible citizens. Social Studies education is expected to link knowledge to real-life situations so that pupils can understand the relationships between individuals, society, and the various social institutions that influence their lives (Banks, 2022). Thus, the success of Social Studies education is reflected not only in cognitive aspects but also in the development of social awareness as part of the formation of civic character (Adha, 2019).

Various studies indicate that social studies teaching in schools is still dominated by an approach focused on mastery of subject matter and academic achievement. The curriculum is often delivered in a conceptual manner without being adequately linked to the social issues faced by pupils. Consequently, pupils understand social phenomena merely as theoretical concepts and are not yet able to develop reflective or participatory skills in social life. The critical pedagogy approach emphasises the importance of dialogue, reflection and the active involvement of pupils in analysing social issues, thereby enhancing their critical awareness and social concern (Freire, 2005; Pada et al., 2025).

On the other hand, the formation of social consciousness is influenced not only by the learning process at school, but also by the public policy context that shapes pupils' social environment. Social, economic and cultural policies determine the distribution of opportunities, access to resources, and the social experiences pupils undergo. From the perspective of social reproduction theory, social structures influence educational experiences through the distribution of economic, social and cultural capital (Bourdieu, 1986). Therefore, the learning process at school cannot be separated from the context of policy and development taking place in society.

At the regional level, development policies aimed at improving the quality of human resources, strengthening the local economy, and promoting socio-cultural development also help shape the learning environment for pupils. However, various issues such as social inequality, poverty, and disparities in access to public services remain a reality that affects pupils' learning experiences. Parsons (2005) explains that public policy is the result of interactions between various actors and institutions that have a direct impact on people's lives, including education. In line with this, UNESCO (2023) emphasises that education must be positioned as part of social transformation, enabling learners to critically understand societal issues and develop a sense of responsibility as citizens. To understand the relationship between public policy and the educational process, an analytical framework is required that can comprehensively link these factors. One relevant approach is the Context, Input, Process, Product (CIPP) model, which was developed to evaluate programmes based on context, resources, implementation processes, and outcomes achieved. Various studies indicate that the CIPP model is effective in educational evaluation as it provides a comprehensive overview of the factors influencing a programme's success (Riawan et al., 2025; Wulan et al., 2026). In Social Studies education, this model has also been utilised to evaluate the relevance of the learning context, the adequacy of resources, the effectiveness of the process, and pupils' learning outcomes (Jasrio et al., 2026).

Nevertheless, previous research still exhibits several limitations. Firstly, studies on structural policies generally focus on policy analysis at the macro level without linking it to the learning process in schools. Secondly, research on social studies learning tends to emphasise pedagogical aspects and learning outcomes without considering the influence of public policy

as the context for learning. Thirdly, the use of the CIPP model is still predominantly as a tool for evaluating educational programmes and has not yet been utilised as an analytical framework to explain the relationship between structural policies, the social studies learning process, and the development of pupils' social awareness (Riawan et al., 2025; Wulan et al., 2026; Jasrio et al., 2026).

The following is a synthesis of the research analysed by the author, based on a synthesis of previous research

Table 1. Summary of Previous Research

No.	Researcher	Research Focus	Key Findings	Limitations (Research Gaps)	Research Position (Novelty)
1	Freire (2005)	Critical pedagogy and the development of critical consciousness	Dialogic learning enhances learners' critical awareness of social realities.	Does not explain how public policies influence the development of students' social awareness in school settings. Focuses primarily on pedagogical dimensions without considering the influence of regional development policies.	Integrates the context of structural public policies with Social Studies learning to explain the development of students' social awareness.
2	Banks (2022)	Social Studies education and citizenship education	Social Studies education fosters democratic, reflective, and responsible citizens.		Positions Social Studies learning as the mediating mechanism linking structural policies to students' social awareness.
3	Bourdieu (1986)	Social capital, cultural capital, and social reproduction	Social structures shape educational experiences through the distribution of various forms of capital. The CIPP model provides a comprehensive framework for evaluating educational programs.	Does not explain how school-based educational processes transform social structures into students' social awareness.	Integrates social reproduction theory into the CIPP evaluation framework to explain the transformation of structural conditions into social awareness.
4	Riawan et al. (2025)	Systematic literature review on the CIPP model		The CIPP model is primarily positioned as a program evaluation framework.	Extends the CIPP model into an analytical framework that explains the relationships among structural policy, Social Studies learning, and educational outcomes.
5	Wulan et al. (2026)	Trends in the application of the CIPP model in education	The CIPP model remains relevant across diverse educational evaluation contexts.	Recommends integrating the CIPP model with contemporary educational issues but does not propose a new conceptual model.	Advances this recommendation by integrating structural public policy into the CIPP framework to explain the formation of students' social awareness.

In light of this gap, this study offers a new perspective by integrating social, economic and cultural structural policies into the Context, Input, Process, Product (CIPP) framework. In the model developed, structural policies are positioned as the context, the school's social structure as the input, social studies learning as the process, and pupils' social awareness as the product. This approach enables a more comprehensive analysis of the mechanisms by which public policy at the macro level influences the formation of social awareness through the educational process at the micro level.

Thus, this study not only expands the use of the CIPP model from a mere evaluation tool to a framework for analysing the relationship between public policy and social studies learning, but also makes a conceptual contribution to the development of social studies education, educational evaluation, and public policy studies. Against this background, the research question is: how can the CIPP model be used to analyse the role of social, economic and cultural structural policies in the formation of pupils' social awareness through social studies learning? The aim of this study is to analyse the interrelationships between structural policies, the school's social structure, the social studies learning process, and the formation of pupils' social awareness using the CIPP model approach.

Research Methods

This study employs a qualitative approach using descriptive-analytical methods to examine the relationship between social, economic and cultural structural policies and the development of pupils' social awareness through Social Studies (IPS) education. This approach was chosen because the study seeks to gain an in-depth understanding of phenomena occurring in their natural context and to explain the interrelationship between public policy at the macro level and educational processes at the micro level. The analytical framework used is the Context, Input, Process, Product (CIPP) model developed by Stufflebeam. In this study, social, economic and cultural structural policies are positioned as the context; the school's social structure as the input; Social Studies learning as the process; and pupils' social awareness as the product.

The research was conducted at SMAN 2 Bandar Lampung in 2026. The research location was selected purposively, given that this school is a state school with a heterogeneous student body from diverse socio-economic backgrounds and is situated in a dynamic urban environment, making it relevant for examining the relationship between policy context and the formation of social awareness.

There were 18 research informants, comprising 1 headteacher, 3 social studies teachers and 14 Year 10 pupils, selected using purposive sampling. The selection of informants was based on their involvement in the social studies learning process and their ability to provide relevant information regarding the implementation of teaching and the social conditions within the school. The headteacher was selected due to their role in policy-making and school management; the social studies teachers were selected due to their direct role in the delivery of lessons; whilst the students were selected to obtain information regarding their learning experiences, social interactions, and the development of social awareness.

Data collection was carried out through observation, in-depth interviews, documentation and a Likert-scale questionnaire. Non-participatory observation was conducted during six social studies lessons (each lasting 2×45 minutes) to observe the implementation of teaching, teacher-pupil interactions and social dynamics in the classroom. In-depth interviews were conducted in a semi-structured manner using interview guidelines based on the CIPP framework. Each interview lasted approximately 45–60 minutes, was recorded with

the informants' consent, and was subsequently transcribed verbatim to facilitate analysis. Documentation included a review of the Bandar Lampung City Medium-Term Development Plan (RPJMD) for 2021–2026, curriculum documents, the Learning Objectives Flowchart (ATP), teaching modules, school profiles, and other supporting documents relating to education policy and the delivery of Social Studies lessons.

In addition to qualitative data, this study utilised a Likert-scale questionnaire as supporting quantitative data. The role of quantitative data in this study was not to serve as the basis for hypothesis testing or inferential statistical analysis, but rather as a complement to corroborate the qualitative findings through a process of triangulation. The questionnaire was administered to students to gain an understanding of their perceptions regarding the indicators within each component of the CIPP model, so that the results could be used to confirm the interpretation of data derived from observations, interviews and documentation.

The research instruments were developed based on the indicators within each component of the CIPP model. The 'context' component encompasses regional social, economic and cultural policies, analysed through the Bandar Lampung City Medium-Term Development Plan (RPJMD) documents. The 'input' component covers students' economic, social and cultural capital based on Bourdieu's perspective. The 'process' component covers contextual, dialogic and reflective social studies learning, as well as the reinforcement of the values of empathy, tolerance and social participation. The 'product' component covers critical awareness, social concern and students' active participation in community life. All instruments were validated by two experts a social studies education specialist and an educational evaluation specialist to ensure the indicators were aligned with the research objectives.

Data analysis followed the interactive model proposed by Miles, Huberman and Saldaña, which comprises data condensation, data presentation, and the drawing and verification of conclusions. The analysis process began with the transcription of all interview recordings, followed by open coding to identify key concepts. This was followed by axial coding to group the codes into categories representing the context, input, process and product dimensions, and concluded with selective coding to formulate the main themes explaining the relationships between the CIPP components. Questionnaire data were analysed descriptively using mean values, percentages and Likert scale categories, and were subsequently integrated with the results of the qualitative analysis to provide supporting evidence in the interpretation process.

Data validity was ensured through source triangulation, methodological triangulation, member checking and an audit trail. Source triangulation was carried out by comparing information from the headteacher, social studies teachers and pupils. Methodological triangulation was carried out by comparing the results of observations, interviews, documentation and questionnaires. Member checking is carried out by asking several informants to verify summaries of interview results to ensure that the meaning is consistent with the experiences they described, whilst an audit trail is maintained by documenting the entire process of data collection, coding and analysis so that the analytical trail can be traced, thereby enhancing the reliability and confirmability of the research.

The following is the research process for the CIPP model: Analysis of Structural Policy and the Formation of Social Awareness:

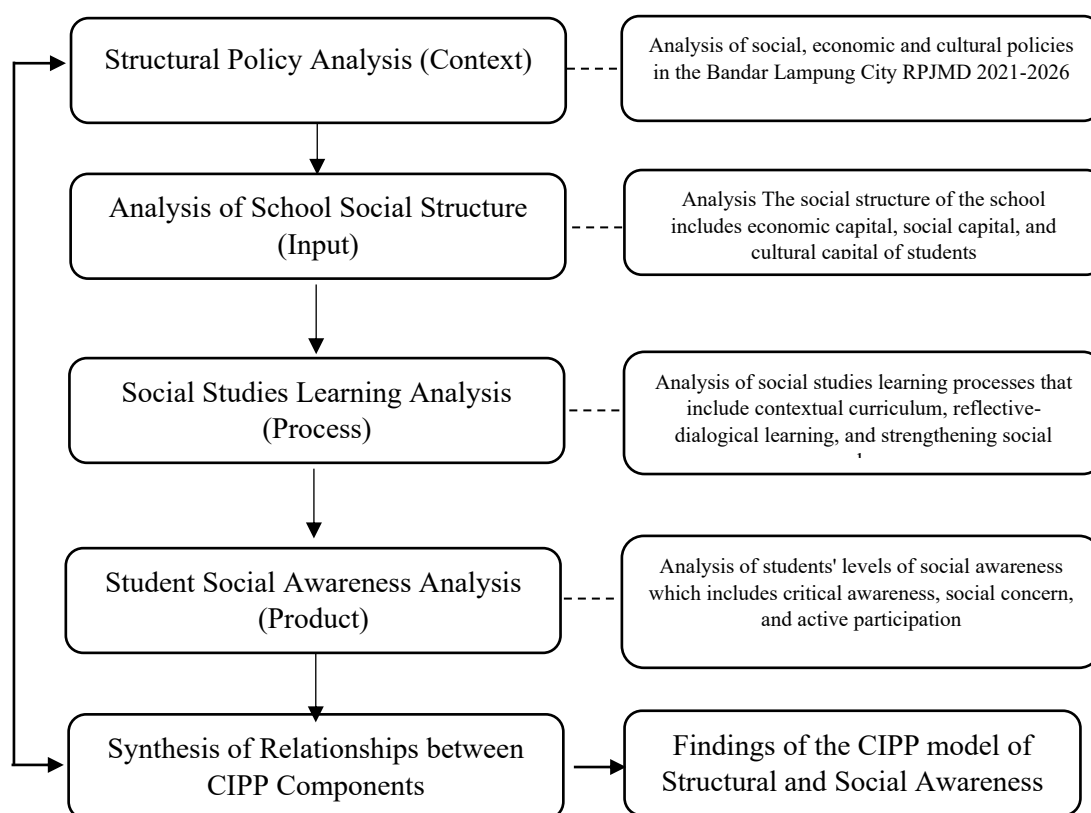


Figure 1. Research Flow of CIPP Model Structural Policy Analysis and Social Awareness Formation

Results and Discussion

Context: Structural Policies as an Environment for Shaping Social Consciousness

An analysis of the Bandar Lampung City Medium-Term Development Plan (RPJMD) for 2021–2026 reveals that the direction of regional development focuses on improving the quality of human resources, strengthening the local economy, and socio-cultural development. These findings suggest that regional structural policies shape the social context in which pupils live and learn. However, the study found that structural policies do not directly shape pupils' social awareness. The influence of these policies is first mediated through the school environment and the social studies learning process. The results of the analysis of the RPJMD document show that regional development policies constitute the context that shapes the school's social environment. These findings reinforce the research by Muda et al. (2025), which indicates that educational inequalities are influenced by economic factors, geographical conditions, and policy implementation that does not yet fully take local needs into account. Consequently, education policy needs to be understood as part of regional development policy that takes into account the social and spatial characteristics of the community.

In line with this, Miswar et al. (2022) explain that sustainable development will be more effective if policies are formulated on the basis of an integration of the socio-economic

conditions of the community and the potential of the region, thereby enabling them to address local needs more effectively.

These findings reinforce Parsons' (2005) public policy theory, which explains that the impact of policy on individuals is always mediated by social institutions such as schools. In line with this, UNESCO (2023) emphasises that education serves as a space for social transformation that links development goals with learners' educational experiences. Furthermore, the OECD (2023) explains that the development of pupils' social and civic competences is determined not only by macro-level policies, but also by how schools implement these policies in their day-to-day teaching practice. Thus, structural policies function as the 'context' within the CIPP model, providing the social environment for the formation of pupils' social awareness.

Furthermore, the research findings indicate that the context component does not act directly on the product, but rather first shapes the characteristics of the input in the form of the school's social structure. An analysis of the RPJMD documents reveals that regional development policies promote the provision of educational resources, the strengthening of school culture, and the development of social networks, which subsequently serve as capital for the delivery of social studies education. Thus, the policy context provides an enabling environment that allows schools to develop contextual learning processes. These findings indicate an empirical relationship between Context and Input, such that public policy functions as a structural foundation rather than as a factor that directly generates pupils' social awareness.

The findings of this study also support Bronfenbrenner's (1979) view that individual development is influenced by the interaction between various environmental systems, ranging from policies at the macro level to learning experiences at the micro level. In this context, schools and social studies education serve as a vehicle for translating development policy objectives into meaningful educational experiences for pupils.

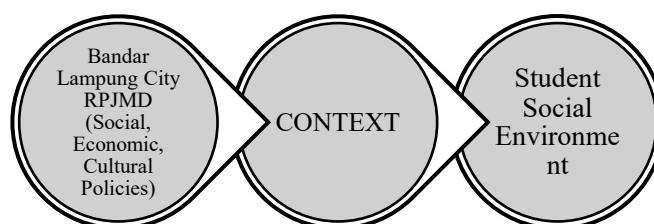


Figure 2. The Position of Structural Policy in the CIPP Model

Input: School Social Structure as Social Studies Learning Capital

The results of the Likert scale indicate that the school's social structure falls into the 'very high' category. Economic capital scored an average of 4.86, cultural capital 4.43, and social capital 4.57. These findings suggest that Bandar Lampung State Senior Secondary School No. 2 has strong support in terms of resources, school culture and social relationships to underpin the educational process.

Table 2. Results of School Social Structure Analysis

Capital Aspect	Average Score	Categories
Economic Capital	4,86	Very High
Cultural Capital	4,43	Very High
Social Capital	4,57	Very High

Source: Research Analysis Results, 2026

The quantitative data was strengthened by the results of the principal's interview which stated:

"All of these existing components must be empowered according to their respective functions... because this is like a family in the process of education (Principal's Interview, 2026).

The scientific findings obtained are not only the high social capital scores of schools, but the existence of a pattern of collective relationships that form a collaborative educational environment. In the perspective of Bourdieu (1986), this condition shows the existence of *strong social and cultural capital* so that schools are not only a place for knowledge transfer, but also a space for socializing values and character. This is strengthened by Coleman (1988) who emphasized that social capital in the school environment plays an important role in shaping the effectiveness of education through connections between actors (parents, teachers, and students), and Putnam (2000) who showed that strong social networks increase trust and cooperation in educational institutions.

Empirical findings indicate that economic capital, social capital and cultural capital do not automatically foster social awareness amongst pupils. Data from observations and interviews show that these forms of capital only exert an influence when teachers utilise them in designing social studies lessons that are dialogic, experience-based and contextual. In other words, these inputs serve as prerequisites that enhance the quality of the process. Schools with high levels of social capital foster more open relationships between teachers and pupils, enabling discussions, reflection and collaboration to take place more effectively. This empirical relationship illustrates the Input → Process mechanism, whereby the quality of the school's social structure determines the effectiveness of social studies teaching.

A number of international studies also support this finding, such as Dika and Singh (2002) who found that social capital in schools contributes significantly to academic achievement and student engagement, and Ream and Palardy (2008) who emphasized that the quality of social relations in schools has an effect on the equality of learning outcomes. Furthermore, the OECD report (2019–2023) on *social and emotional learning* also emphasizes that a collaborative and strongly networked school environment contributes to the development of students' social-emotional competencies.

Thus, the findings of this study are not only in line with classical theories of social capital, but also expand on them by showing that social and cultural capital in schools serves as the foundation for the formation of students' social consciousness in a more contextual manner in the Indonesian educational environment. The social capital, cultural capital, and economic capital owned by schools show that the success of the implementation of education policies is not only determined by the availability of internal resources of the school, but also influenced by the characteristics of the area where the school is located. These findings are supported by Miswar et al. (2021) who state that regional development needs to consider the distribution of resources based on local characteristics for development to take place sustainably. This shows

that the social conditions of the community are an important part of shaping the quality of the learning environment of students.

Process: Social Studies Learning as a Mediation Mechanism

The results of the study show that social studies learning is the component with the most dominant influence in the CIPP model. Social studies teachers consistently connect learning materials with students' social realities so that the learning process takes place contextually and reflectively

The results of the teacher's interviews showed:

"Theory must be implemented into the social environment and daily life of students."
 (Sociology Teacher)

"Learning is carried out through co-curricular activities based on students' real experiences." (PPKn Teacher)

"History material is always associated with current conditions so that students can respond to social circumstances." (History Teacher)

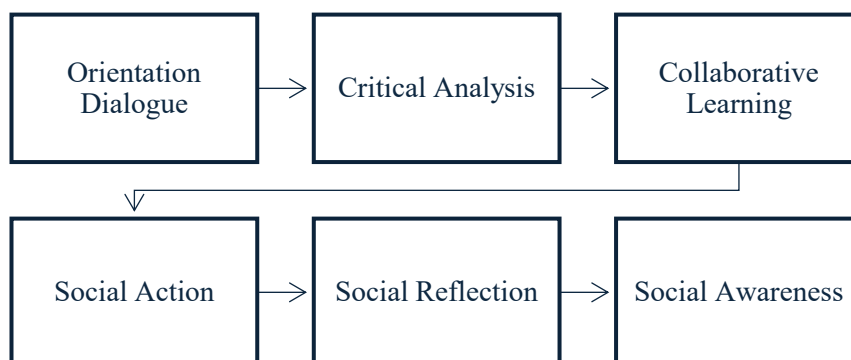


Figure 3. Social Studies Learning Process Model

The main scientific finding of this study is that social studies education acts as a mediating variable linking structural policies to pupils' social awareness. Observations show that teachers consistently link the curriculum to current social issues through discussions, case studies and co-curricular activities. Meanwhile, interviews with pupils indicate that these learning experiences encourage them to understand social realities, value diversity and engage in social activities within their local communities. The integration of findings from observations, interviews and questionnaire data reveals that the quality of learning is the primary mechanism that transforms the school's policy context and social capital into changes within the students themselves. Thus, the relationship between Context and Input and the Product occurs through Process, meaning that social studies learning functions as a mediating mechanism within the CIPP model developed in this study.

These findings explain why the 'process' component occupies the most strategic position within the CIPP model. Theoretically, these results support Freire's (2005) concept of critical consciousness, which explains that social awareness does not arise from information alone, but through a dialogical process that enables learners to reflect critically on social reality.

This concept is also reinforced by Dewey (1938), who emphasised that reflective learning experiences are central to the formation of meaningful social understanding. Social Studies learning that links the subject matter to the realities of learners' lives demonstrates that the implementation of educational policy proceeds through a contextual learning process. This finding is consistent with Muda et al. (2025), who assert that Social Studies-based educational policy will be more effective if it takes into account the social, economic and geographical conditions of the community as the basis for the development of learning. Thus, the learning process serves as a medium that connects policy objectives with learners' learning experiences.

These findings are also consistent with the research by Pada et al. (2025), which found that critical pedagogy enhances pupils' engagement in understanding social issues. In line with this, Giroux (2011) asserts that critical education plays a vital role in shaping active citizens through learning that fosters political and social awareness. Furthermore, Biesta (2010) also emphasises that education serves not only as the transmission of knowledge, but also as a process of subjectification that shapes individuals as critical social subjects.

This study makes a new contribution by demonstrating that social studies education not only fosters social awareness but also serves as a link between public policy and pupils' learning experiences. This expands upon the findings of Darling-Hammond (2017), who argued that the quality of classroom learning is the primary bridge between education policy and pupils' learning outcomes, by adding the dimension of social awareness as a more contextual pedagogical outcome. These findings are consistent with those of Sinaga et al. (2022), who demonstrated that learning that integrates reasoning models and moral simulations is capable of enhancing social skills through the development of pupils' emotional intelligence. This reinforces the argument that a learning process that is dialogic, reflective and based on social experience is a crucial mechanism in shaping pupils' social awareness.

Product: Student Social Awareness

The results of the analysis showed that students' social awareness was in the very high category with an average score of 82.89%. The social concern indicator obtained the highest score (87.86%), followed by critical awareness (84.59%), and active participation (76.22%).

Table 3. Results of Student Social Awareness Analysis

Indicator	Percentage	Categories
Social Awareness	84, 59	Very High
Social Care	87, 86	Very High
Active Participation	76, 22	Height
Average	82, 89	Very High

Source: Research Analysis Results, 2026

These quantitative results were reinforced by student interviews. On the critical awareness aspect, students stated:

"His learning helps us to think critically about things we haven't felt yet." (Student interview, 2026)

On the aspect of social concern:

"Because we in Indonesia live with various ethnicities, cultures... So we must respect each other." (Student interview, 2026)

On the aspect of active participation:

"We were ordered to make a video... The activity is to share takjil or basic necessities to people in need." (Student Interview, 2026)

The integration of quantitative and qualitative data indicates that students' high level of social awareness cannot be explained solely by the existence of regional development policies or the high level of social capital within the school. Interviews revealed that students developed critical awareness after engaging in learning activities that linked social studies content to real-life experiences, whilst social project activities fostered a sense of concern and active participation. Thus, the 'product' is the result of the interaction between the components of the CIPP model, rather than the outcome of any single component in isolation.

Empirically, this study demonstrates the existence of a causal sequence: Context → Input → Process → Product. Regional structural policies shape the educational environment (context); this environment influences the characteristics of the school's resources and social structure (input); the school's social structure supports the delivery of dialogic and contextual social studies learning (process); and this learning process ultimately results in students' social awareness (product). These findings indicate that the relationships between the components of the CIPP model are systemic and interdependent, rather than merely a sequence of evaluation as understood in the classical formulation of the CIPP model. Consequently, this study expands the function of CIPP theory from a programme evaluation model to an analytical framework capable of explaining the mechanisms by which public policy is transformed into educational outcomes through the learning process.

An interesting scientific finding is the emergence of *the awareness-action gap* phenomenon, which is a condition when students' critical awareness and social concern are in the very high category, but active participation is relatively low. This phenomenon shows that understanding social problems is easier than turning that understanding into real social action. This finding can be explained through Dewey's (1916) theory of educational experience which asserts that social action requires direct experience and real involvement in people's lives. This concept is also strengthened by Kolb (1984) in *experiential learning theory* who explains that the transformation of knowledge into action only occurs through cycles of concrete experience, reflection, conceptualization, and active experimentation.

The phenomenon of *awareness-action gap* is also widely discussed in the literature on citizenship education. Westheimer and Kahne (2004) explain that social awareness does not always automatically result in civic engagement, as a learning design is needed that explicitly directs students to social action. This is in line with Youniss and Yates (1997) who show that adolescents' social engagement is strongly influenced by opportunities for real participation in the community. Therefore, even though students already have high social awareness, increasing social participation still requires a social project-based learning program (*service learning*) and community involvement. The high social awareness of students also shows that social studies learning has contributed to strengthening national character. Social awareness that develops through an attitude of respecting diversity, caring for others, and participation in social life is part of the actualization of Pancasila values in daily life. Adha and Susanto (2020) explain that Pancasila values are the foundation for the formation of a democratic, humanist, and responsible Indonesian society.

Therefore, social studies learning has a strategic position as a medium for internalizing these values in the lives of students. The high level of social awareness of students shows that education policies do not work directly on changes in student behavior, but through the learning environment formed by schools and society. These findings reinforce the research results of

Muda et al. (2025) that the effectiveness of education policies is greatly influenced by the implementation of policies that are responsive to regional social and geographical conditions

Synthesis of CIPP Model Findings

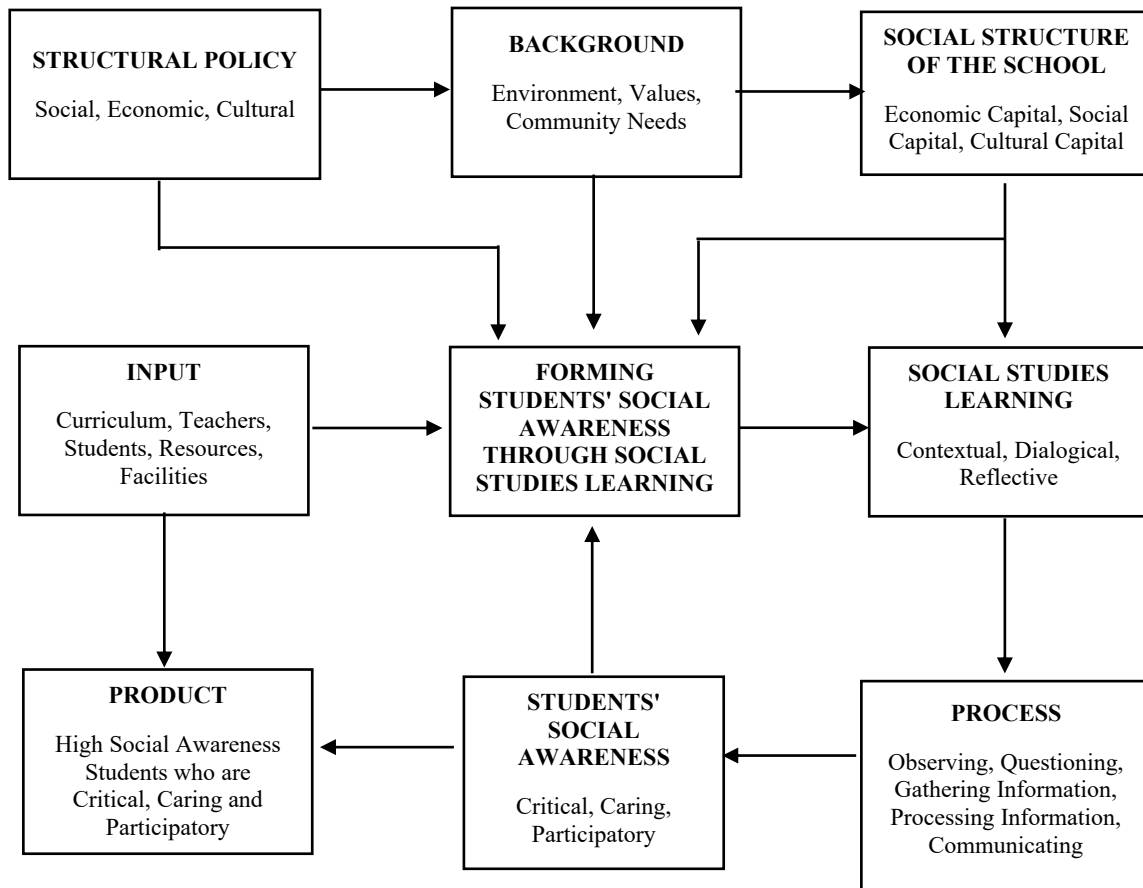


Figure 4. Synthesis of CIPP Model Findings

Based on a synthesis of the evaluation findings using the CIPP Model (Context, Input, Process, Product), this study has produced a conceptual model for the development of pupils' social awareness through systemic and contextual social studies learning. This model demonstrates that social awareness is not formed directly by educational policy, but rather through the interplay between the social context, the school's social structure, the quality of teaching, and pupils' learning experiences.

In the context dimension, structural policies covering social, economic and cultural aspects shape the educational environment through values, community needs and social characteristics. These conditions influence the school's social structure, which is reflected in social capital, cultural capital and economic capital as the foundations for the delivery of education. Furthermore, in the 'input' dimension, the curriculum, teacher competences, student characteristics, resources and facilities are factors that determine the quality of social studies teaching and learning. Adequate inputs enable contextual, dialogic and reflective learning to take place, so that students are able to connect social studies concepts with the realities of life.

In the process dimension, activities such as observing, asking questions, gathering and processing information, and communicating learning outcomes serve as the primary

mechanisms for transforming social experiences into social awareness. This process yields the development of students' critical, caring and participatory character, ensuring that social studies education not only fosters mastery of knowledge but also shapes responsible citizens.

A synthesis of the findings indicates that the relationship between structural policies and pupils' social consciousness is not direct. The school's social structure provides social, cultural and economic capital as a resource for learning, whilst social studies education functions as a transformative mechanism that converts social experiences into social consciousness. These findings are consistent with Bourdieu's (1986) theory of social reproduction, which explains that social structures provide the capital that shapes educational practices, whilst the transformation of values depends on pedagogical processes within the classroom. Coleman (1988) also emphasises that social capital within educational institutions is a key factor influencing learning outcomes, but its effectiveness is determined by the quality of interactions at school.

This finding is supported by Stufflebeam and Shinkfield (2007), who identify process as a key component of the CIPP Model, linking context and inputs to outcomes. This perspective is consistent with Dewey (1938) and Biesta (2010), who emphasise that meaningful learning experiences are formed through reflective interaction, as well as Lave and Wenger (1991), who describe learning as a process of social participation within communities of practice.

Conceptually, this model can be generalised to educational institutions with similar characteristics, particularly schools that implement context-based social studies learning oriented towards character development. The novelty of this research lies in the expansion of the CIPP Model's function, from merely a programme evaluation framework to a framework for analysing the relationship between public policy, the social structure of education, the learning process, and the formation of students' social awareness. These findings also expand upon the research results of Miswar et al. (2022) and Muda et al. (2025) by demonstrating that the influence of structural policies on pupils' social awareness is mediated by school capital and the social studies learning process. Thus, this study contributes a model for the implementation of structural policies in social studies learning based on the CIPP evaluation approach.

Conclusion

Based on the research findings, the Context, Input, Process, Product (CIPP) model has been shown to explain the relationship between social, economic and cultural structural policies and the development of pupils' social awareness through social studies lessons at SMAN 2 Bandar Lampung. In terms of context, regional development policies set out in the Bandar Lampung City Medium-Term Development Plan (RPJMD) serve as the social environment that shapes pupils' life experiences, but do not have a direct influence on their social awareness. In terms of input, the school's social structure supported by very high levels of economic, social and cultural capital provides resources conducive to the educational process and the development of pupils' social character.

Furthermore, in terms of the process, social studies teaching conducted in a contextual, dialogic and reflective manner serves as the primary mechanism linking structural policies to the development of pupils' social awareness. These findings indicate that social studies teaching plays a strategic role as a mediating variable that transforms pupils' social experiences into critical understanding and reflection on social reality. In terms of the 'product' aspect, pupils' social awareness falls into the 'very high' category, as reflected in their critical thinking

skills, social concern and active participation. Nevertheless, an ‘awareness–action gap’ was identified, namely a discrepancy between high levels of social awareness and concern and a relatively lower level of active participation. In addition to fostering social awareness, the learning model developed in this study also supports the strengthening of national identity through an appreciation of diversity. The findings of this study demonstrate that contextual, dialogic and reflective social studies learning provides a space for pupils to develop social awareness whilst simultaneously strengthening their national identity.

Overall, this study found that structural policies do not directly shape pupils’ social awareness, but rather that this is mediated by the school’s social structure and, in particular, by meaningful social studies learning processes. These findings expand the function of the CIPP model from merely a programme evaluation tool to an analytical framework capable of explaining the interrelationships between public policy, the social structure of education, and the formation of pupils’ social awareness.

Nevertheless, this study has several limitations. The research was conducted at only one school, namely SMAN 2 Bandar Lampung; consequently, the school’s relatively high levels of social, cultural and economic capital may limit the extent to which the findings can be generalised to schools with different conditions. Furthermore, the study employed a case study approach with a cross-sectional design; consequently, it was unable to explain changes in pupils’ social awareness over time or to measure the sustainability of the impact of social studies learning on pupils’ social behaviour outside the school environment.

Given these limitations, it is recommended that future research test this conceptual model across different school levels and characteristics, in both urban and rural areas, to establish stronger external validity. Future research should also employ a longitudinal or mixed-methods design to observe the development of students’ social awareness and changes in their behaviour over time. Furthermore, the model needs to be tested using statistical approaches, such as Structural Equation Modelling (SEM), to verify the mediating relationship between structural policies, the school’s social structure, the social studies learning process, and pupils’ social awareness. Further research is also important to explore the factors causing the awareness–action gap so that more effective social studies learning strategies can be formulated to encourage the transformation of social awareness into tangible social participation.

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