



Formative Evaluation of School Work Plan (RKS) Implementation in Curriculum Management: Evidence from a Vocational High School in Indonesia

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Abstract: This study aims to conduct a formative evaluation of the implementation of curriculum programs outlined in the School Work Plan (RKS) at SMKN 1 Martapura using the Context, Input, Process, and Product (CIPP) evaluation model. The study employed an evaluation research design with a qualitative approach. The primary informant was the Vice Principal for Curriculum Affairs, while additional data were obtained from the Principal and selected teachers for source triangulation. Data were collected through in-depth interviews, document analysis, and limited observations. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing/verification, guided by the CIPP evaluation framework. The results showed that curriculum program planning was developed based on the analysis of the Education Report and the School Medium-Term Development Plan (RKJM), reflecting a data-driven planning approach. From the input perspective, teacher readiness and the availability of practical learning facilities remained important factors influencing curriculum implementation. From the process perspective, most curriculum programs included in the School Work Plan had been implemented, including teacher professional development activities, curriculum synchronization with industry needs, and teaching factory-based learning, although their implementation had not yet achieved optimal effectiveness. From the product perspective, improvements were observed in several educational indicators, including literacy, numeracy, and the alignment between school programs and industry demands. However, the quality of classroom learning still requires improvement, particularly in the implementation of innovative instructional strategies. Unlike previous CIPP-based studies that primarily focused on standalone educational programs, this study evaluates curriculum management embedded within the School Work Plan as an integrated strategic planning instrument in vocational education. These findings suggest that the effectiveness of curriculum program implementation within the School Work Plan is influenced by data-driven planning, human resource readiness, the availability of learning facilities, and the transformation of teachers' pedagogical practices.

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Introduction

School strategic planning has become a critical component of educational governance to ensure that institutional development aligns with national education goals and local needs. In many countries, schools develop strategic planning documents such as the School Work Plan (Rencana Kerja Sekolah/RKS) to guide program implementation, resource allocation, and curriculum management. Effective implementation of these plans is essential for



improving educational quality and ensuring accountability in school management. However, the success of such plans depends not only on their design but also on systematic evaluation of their implementation processes and outcomes (Nouraey et al., 2020). In vocational education institutions, curriculum management plays a particularly strategic role because it must simultaneously respond to academic standards, labor market demands, and technological developments.

Evaluation is widely recognized as an important mechanism for monitoring program effectiveness and supporting continuous improvement. Among various evaluation approaches, the Context, Input, Process, and Product (CIPP) model developed by Stufflebeam has been extensively applied in educational settings due to its comprehensive and decision-oriented framework. The model enables evaluators to assess contextual needs, available resources, implementation processes, and program outcomes, making it particularly suitable for complex educational environments such as vocational schools (Dizon, 2023; Nouraey et al., 2020). Previous studies have employed the CIPP model to evaluate curriculum implementation, vocational training programs, industrial work practice, entrepreneurship programs, guidance and counseling services, and other educational initiatives (Areli et al., 2020; Kiong et al., 2024; Puspita et al., 2019; Setiawan et al., 2024). These studies demonstrate that the CIPP model provides a systematic framework for identifying program strengths and weaknesses and supporting evidence-based decision making.

The growing application of the CIPP framework in vocational education has also been highlighted in recent studies. Ratnay et al. (2022) emphasize that CIPP based evaluation enables vocational institutions to assess programs from multiple perspectives, including institutional needs, resource readiness, implementation processes, and outcomes. Similarly, Puspita et al. (2019) found that the model effectively identifies implementation gaps and supports improvement strategies in vocational schools. Furthermore, a systematic literature review by Wulan et al. (2026) confirms that the CIPP model remains one of the most widely used evaluation frameworks in educational research because of its flexibility and applicability across diverse educational contexts.

Despite its extensive application, existing studies have predominantly focused on evaluating stand-alone educational programs rather than examining curriculum management within the broader framework of school strategic planning (Areli et al., 2020; Puspita et al., 2019; Setiawan et al., 2024). Limited attention has been given to evaluating the curriculum component embedded within the School Work Plan (RKS), particularly in vocational education settings. This represents an important gap in the literature because the RKS functions as a strategic management instrument through which schools translate educational policies into curriculum programs, teacher professional development activities, learning innovations, and resource allocation decisions. Consequently, existing research provides limited understanding of how curriculum related initiatives embedded within school strategic planning contribute to educational quality improvement and institutional development.

The absence of systematic evaluation of curriculum implementation within the RKS also has practical implications. In vocational schools, curriculum relevance must continuously adapt to technological change and labor market demands. Without comprehensive evaluation, schools may have limited evidence regarding the effectiveness, relevance, and alignment of curriculum programs with institutional goals and industry needs. Therefore, evaluating curriculum related programs within the School Work Plan is essential



not only for accountability purposes but also for supporting continuous improvement and evidence-based school development.

To address this gap, the present study applies the CIPP model to evaluate the implementation of the curriculum component within the School Work Plan (RKS) at SMKN 1 Martapura. Unlike previous studies that primarily evaluated stand-alone educational programs, this study examines curriculum management as an integrated element of school strategic planning. The novelty of this research lies in extending the application of the CIPP framework to the evaluation of curriculum-oriented school strategic planning in vocational education.

Based on this background, this study aims to conduct a formative evaluation of the implementation of the curriculum component of the School Work Plan (RKS) at SMKN 1 Martapura using the Context, Input, Process, and Product (CIPP) evaluation framework. Specifically, the study seeks to examine the contextual needs underlying curriculum planning, assess the adequacy of resources supporting implementation, evaluate the implementation process of curriculum related programs, and analyze the outcomes achieved. Through this evaluation, the study aims to identify strengths, challenges, and opportunities for improving curriculum management within the framework of school strategic planning in vocational education.

Research Method

This study employed a qualitative approach using the Context, Input, Process, and Product (CIPP) evaluation model to conduct a formative evaluation of the implementation of the School Work Plan (RKS) in the curriculum sector at SMKN 1 Martapura. The CIPP model was selected because it provides a comprehensive and decision-oriented framework for assessing contextual needs, resource readiness, implementation processes, and program outcomes. In qualitative research, the model enables evaluators to explore planning, implementation, and outcomes within their real-world contexts through in depth interpretation of empirical data rather than numerical measurement, thereby supporting decision making, accountability, and continuous program improvement (Stufflebeam & Coryn, 2014).

In qualitative inquiry, the researcher serves as the primary research instrument responsible for collecting, interpreting, and analyzing data. Accordingly, the researcher was directly involved in conducting interviews, observing activities, and examining relevant documents related to the implementation of curriculum programs within the School Work Plan. This direct engagement enabled a comprehensive understanding of how the curriculum programs were planned and implemented in the school context.

The study was conducted at SMKN 1 Martapura, located at Jalan Pendidikan No. 79, Sekumpul Village, Martapura District, Indonesia. Field data collection, including interviews, observations, and document review, was conducted over one week, while the overall research process also involved preparation, data analysis, triangulation, and member checking activities before and after the fieldwork period.

The focus of this study was the implementation of the curriculum component within the School Work Plan (RKS). The primary informant was the Vice Principal for Curriculum Affairs, who was selected due to their responsibility for coordinating, monitoring, and evaluating curriculum related programs. To strengthen source triangulation, additional information was obtained from the principal and selected vocational teachers. The principal provided perspectives regarding school strategic planning and policy implementation, while



teachers contributed operational insights as the primary implementers of curriculum activities in classroom and practical learning settings. The inclusion of multiple informants enabled the researcher to examine curriculum implementation from both managerial and operational perspectives and to enhance the credibility of the findings through triangulation.

Data were collected through in depth interviews, document analysis, and limited observations. Interviews were conducted to explore participants' perspectives regarding curriculum planning, implementation strategies, implementation challenges, and program outcomes. Document analysis involved reviewing curriculum related documents, including the School Work Plan (RKS), curriculum development plans, implementation reports, and supporting administrative records. Limited observations were conducted to understand the actual context of program implementation and to complement the information obtained from interviews and documents.

Data analysis followed the interactive qualitative analysis model proposed by Miles, Huberman, and Saldana (2014), consisting of three interrelated stages: data reduction, data display, and conclusion drawing/verification. During data reduction, the researcher selected and organized information relevant to the four CIPP evaluation dimensions: context, input, process, and product. The data were subsequently categorized and presented descriptively to facilitate interpretation and identification of patterns, relationships, and significant findings. Conclusions were continuously verified through comparisons across interview, observation, and documentary evidence to ensure consistency and credibility.

To ensure trustworthiness, several validation strategies were employed. First, data triangulation was conducted by comparing information obtained from interviews, observations, and documentation. Second, member checking was carried out by confirming the interpretation of interview results with the participants. Third, detailed field notes and supporting documentation were maintained to enhance transparency and reliability throughout the research process. These procedures contributed to the credibility and validity of the findings regarding the formative evaluation of the curriculum component of the School Work Plan.

Results and Discussion

This study aimed to conduct a formative evaluation of the implementation of the curriculum component of the School Work Plan (RKS) at SMKN 1 Martapura using the Context, Input, Process, and Product (CIPP) evaluation model. The findings are organized according to the four evaluation components of the CIPP framework to identify the effectiveness of curriculum program implementation and its implications for improving educational quality in vocational schools.

Context Evaluation

The context evaluation revealed that the development of the curriculum component within the School Work Plan (RKS) at SMKN 1 Martapura is primarily based on the results of the Education Report (Rapor Pendidikan) and the School Medium Term Development Plan (RKJM). Interview findings indicate that the school systematically analyzes indicators presented in the Education Report to identify priority areas for improvement, particularly those related to learning quality, which are subsequently translated into annual targets within the School Work Plan (RKT). In addition, government regulations require schools to submit analyses of Education Report results as part of the budget approval process, ensuring that planned activities are aligned with identified educational needs and strengthening accountability in school planning.



These findings demonstrate that curriculum planning at SMKN 1 Martapura follows a data driven planning approach in which strategic decisions are guided by measurable educational indicators and national education evaluation systems. From the perspective of the CIPP model, context evaluation aims to identify needs, problems, and opportunities that justify program implementation (Stufflebeam, 1983). Therefore, the utilization of Education Report data reflects the school's effort to align curriculum priorities with evidence based educational needs and national quality improvement agendas. This finding is consistent with Nouraey et al. (2020), who argue that educational program evaluation becomes more effective when planning is grounded in empirical evidence and contextual analysis. Similarly, Ratnay et al. (2022) emphasize that vocational education institutions increasingly rely on performance indicators to support curriculum planning and development. The findings also support the work of Mandinach and Honey (2008), who highlight the role of educational data as a foundation for organizational learning and strategic planning, as well as Bigner (2017), who found that schools integrating data driven decision making into school improvement planning tend to demonstrate stronger program coherence and institutional effectiveness. In the Indonesian context, Nurbani et al. (2025) similarly reported that data based planning contributes significantly to the alignment of school priorities, resource allocation, and educational quality improvement initiatives.

However, the findings indicate that the existence of data driven planning does not automatically guarantee successful implementation at the classroom level. The translation of strategic plans into effective learning practices remains a significant challenge. This issue is particularly relevant in vocational education, where curriculum implementation must continuously adapt to technological developments, industry standards, and labor market demands. Vocational schools are therefore required to invest in industry standard facilities, update learning resources, and strengthen teacher competencies to ensure curriculum relevance. Furthermore, vocational teachers are expected not only to possess strong pedagogical skills but also to maintain current technical expertise and industry certifications. Frequent curriculum reforms and evolving workforce requirements create additional pressures on curriculum management and instructional practices.

Within the context of SMKN 1 Martapura, these vocational specific challenges reinforce the importance of strategic curriculum planning through the School Work Plan (RKS). The use of educational data and needs assessments enables the school to identify priorities related to infrastructure development, teacher professional development, curriculum alignment with industry requirements, and learning quality improvement. Nevertheless, the implementation challenges identified in this study, particularly teachers' adaptation to deep learning approaches and the need for continuous improvement of vocational learning facilities, illustrate the complexity of translating strategic curriculum plans into effective classroom and workshop practices.

Input Evaluation

The input evaluation examined the availability and readiness of resources supporting the implementation of the curriculum component within the School Work Plan (RKS). The findings indicate that teacher readiness emerged as the most critical enabling factor affecting curriculum implementation. Interview results revealed that teachers continue to face challenges in adapting to frequent curriculum reforms and emerging instructional approaches, including the transition toward deep learning strategies within the Merdeka Curriculum framework. To address these challenges, the school has implemented various professional



development initiatives, including workshops, In House Training (IHT), and industry internships, aimed at strengthening both pedagogical and professional competencies.

These findings suggest that continuous professional development plays a central role in enhancing teachers' capacity to implement curriculum innovations effectively. The results are consistent with King (2017), who demonstrated that data driven professional development positively influences instructional decision making and classroom practices. Similarly, Tumiyati et al. (2025) emphasize that teacher learning communities supported by school leadership contribute to sustainable professional growth and improved instructional quality. Shaheen and Mahmood (2024) likewise found that professional development programs significantly influence teachers' ability to adopt new instructional practices. In vocational education settings, this issue becomes particularly important because teachers are expected not only to possess strong pedagogical competencies but also to maintain up to date technical expertise and industry relevant knowledge. Without adequate preparation, curriculum reforms may not be translated effectively into classroom practice.

The findings further reveal an important gap between strategic planning and implementation. Although the curriculum component of the School Work Plan at SMKN 1 Martapura was developed through systematic educational data analysis, institutional needs assessment, and alignment with school improvement priorities, the implementation of curriculum initiatives was not always carried out consistently across learning environments. One possible explanation is the difference in capacities required at the planning and implementation stages. While strategic planning is generally managed by school leaders and curriculum management teams, successful implementation depends largely on teachers' readiness to adopt instructional innovations and adapt curriculum reforms to classroom realities. These findings reinforce the argument that effective curriculum management requires alignment between strategic planning structures and implementation capacity. A well-designed School Work Plan alone does not guarantee successful implementation unless teacher competencies and institutional support systems are simultaneously strengthened. Consequently, this study extends previous CIPP-based evaluation research by demonstrating that implementation gaps may emerge even when planning processes have been conducted effectively.

In addition to human resources, the availability of facilities and infrastructure also influences curriculum implementation. Interview findings revealed that some vocational programs, such as culinary arts and fashion, possess adequate practical facilities due to government assistance, whereas newer programs, including beauty expertise, continue to experience shortages of equipment and learning resources. These limitations reduce opportunities for students to participate in practical learning experiences aligned with industry standards. This finding is consistent with Dzakpasu (2024), who found that the availability of instructional resources and facilities significantly affects the effectiveness of teaching and learning processes in technical and vocational institutions. Similarly, Li (2025) argues that competency based vocational education requires adequate infrastructure, industry standard equipment, and continuous resource upgrading to support practical skill development.

Overall, the findings demonstrate that the effectiveness of curriculum implementation is influenced by both human and material resources. Teacher readiness, continuous professional development, and equitable access to learning facilities are essential prerequisites for ensuring that curriculum innovations outlined in the School Work Plan can be translated into effective vocational learning practices and improved student outcomes.



Process Evaluation

The process evaluation focused on examining how curriculum related programs outlined in the School Work Plan (RKS) were implemented in practice. The findings indicate that most planned programs have been carried out, including curriculum synchronization with industry partners, teacher internships, professional development activities, and practical learning initiatives such as teaching factory programs. These findings suggest that the school has demonstrated a strong commitment to implementing the curriculum programs that were established during the planning stage.

Despite this positive progress, the findings reveal that several programs have not yet achieved optimal effectiveness. Some teaching factory activities are not fully operational, while certain practical learning programs still require students to provide their own materials due to limitations in school resources. These conditions indicate that the implementation of curriculum programs is influenced not only by the existence of planned activities but also by the school's capacity to provide adequate operational support and learning resources.

The findings further suggest that curriculum implementation is affected by multiple organizational factors, including resource availability, institutional support, and the consistency of program execution across different vocational departments. Although various curriculum programs have been implemented, differences in facility availability and operational readiness may influence the extent to which planned activities achieve their intended outcomes. This finding highlights that successful curriculum implementation requires continuous coordination between planning, resource allocation, and program monitoring to ensure that strategic objectives are translated into effective educational practices.

These findings are consistent with previous studies emphasizing the importance of implementation quality in determining program effectiveness. Aziz et al. (2018) found that the success of educational programs evaluated through the CIPP framework depends significantly on effective implementation processes and active stakeholder involvement. Similarly, Basaran et al. (2021) argue that program effectiveness can only be fully understood by examining the interaction among institutional policies, implementation practices, and available resources.

Beyond program execution, effective curriculum implementation also depends on organizational support systems and leadership practices. Recent studies suggest that schools achieving successful implementation of educational innovations generally establish strong supervision mechanisms, collaborative professional learning cultures, and systematic monitoring processes (Daniati et al., 2026; Susanto et al., 2026). Such organizational supports help ensure that curriculum programs are implemented consistently, implementation challenges are identified promptly, and continuous improvements can be made throughout the implementation process.

Overall, the process evaluation indicates that the curriculum programs contained within the School Work Plan have largely been implemented as intended. However, variations in operational readiness, facility support, and program execution effectiveness remain important challenges. These findings demonstrate that the effectiveness of curriculum implementation depends not only on the quality of planning but also on the school's capacity to sustain implementation through adequate resources, monitoring systems, and institutional support mechanisms.



Product Evaluation

The product evaluation examined the outcomes resulting from the implementation of curriculum programs within the School Work Plan. The interview results indicate that several indicators in the Education Report have shown improvement, particularly in literacy, numeracy, and link and match between school programs and industry needs. The improvement in the link and match indicator reflects successful collaboration between the school and industry partners through activities such as curriculum synchronization and internships.

However, the findings also reveal that learning quality remains a critical issue, as reflected in the Education Report indicators that still categorize it as relatively low. Although some improvement has occurred, the results suggest that changes in teaching practices have not yet been fully realized across all classrooms.

The scientific finding from this analysis indicates that curriculum programs focusing on industry collaboration have produced tangible improvements, whereas classroom learning quality improvements require deeper pedagogical transformation. This phenomenon occurs because structural programs such as partnerships and internships are easier to implement administratively compared to pedagogical innovations that require sustained teacher capacity development.

Another positive outcome identified in the study is the implementation of teaching factory learning models, which allow students to engage in real world production activities such as culinary services, pharmacy practices, and fashion product sales. This learning model provides authentic learning experiences and strengthens students' vocational competencies.

This finding supports the argument presented by Ratnay et al. (2022) that vocational education programs benefit significantly from experiential learning models connecting classroom learning with real industrial practices. Teaching factory approaches enable students to develop technical skills while simultaneously experiencing real business environments.

The positive outcomes associated with industry collaboration and teaching factory implementation are consistent with studies emphasizing the importance of authentic learning experiences in vocational education. Natsheh (2025) argues that curriculum quality improves when educational programs are systematically aligned with industry expectations and supported by evidence based curriculum review processes. Similarly, Syahrir and Fandir (2025) note that evaluation driven quality assurance mechanisms can strengthen institutional accountability and support continuous improvement efforts in vocational education settings.

Despite these achievements, the study suggests that improving teaching quality and pedagogical practices remains the primary priority for future curriculum development. Strengthening teacher competence through targeted professional development programs and expanding collaboration with industry partners could help address this issue.

Overall, the findings suggest that curriculum management within the School Work Plan functions as a dynamic organizational process involving strategic planning, resource mobilization, implementation monitoring, and continuous improvement. Consistent with recent literature, effective curriculum implementation requires not only well designed plans but also strong leadership, adequate resources, professional learning opportunities, and systematic evaluation mechanisms (Abdurrahman, 2025; Jasrio et al., 2026; Ogwudile, 2025). Therefore, curriculum evaluation should be viewed as an ongoing process supporting evidence based school improvement rather than a one time assessment activity.



This study has several limitations. First, the evaluation was conducted in a single vocational school, limiting the generalizability of the findings. Second, the study relied primarily on qualitative data from a limited number of informants. Future studies may employ mixed method approaches and involve multiple vocational schools to provide broader evidence regarding curriculum implementation within School Work Plans.

Conclusion

The findings of this study indicate that the implementation of the curriculum component within the School Work Plan (RKS) at SMKN 1 Martapura has generally been effective in supporting school improvement efforts through a data driven planning approach and the systematic implementation of curriculum related programs. The evaluation demonstrates that the school has successfully aligned strategic planning, institutional priorities, and educational quality improvement objectives. This alignment has contributed to positive outcomes, including improvements in educational performance indicators and stronger relevance of curriculum programs to vocational education needs and industry expectations.

However, the study also reveals that the effectiveness of curriculum management depends not only on the quality of planning but also on the school's capacity to translate strategic intentions into effective implementation practices. Although curriculum programs have been planned and implemented systematically, challenges remain in ensuring equitable learning facilities, strengthening institutional support systems, and maintaining the effectiveness of curriculum implementation across different vocational programs. These findings suggest that the primary challenge in vocational curriculum management lies in bridging the gap between strategic planning and program implementation.

Overall, this study highlights that the effectiveness of curriculum implementation within the School Work Plan is influenced by the alignment between planning processes, resource availability, implementation capacity, and institutional support mechanisms. Therefore, strengthening professional development programs, optimizing the allocation of learning resources, enhancing monitoring systems, and expanding collaboration with industry partners are essential strategies for improving the quality and sustainability of curriculum implementation in vocational education.

Recommendation

Based on the findings of this study, several recommendations can be proposed for both practical improvement and future research development. These recommendations are intended to strengthen the implementation of curriculum programs within the School Work Plan (RKS) and to support the advancement of research on curriculum evaluation in vocational education.

First, from a practical perspective, schools are encouraged to strengthen teacher professional development programs in a more targeted and needs based manner. The findings indicate that variations in teachers' readiness to implement innovative learning approaches remain one of the main factors influencing learning quality. Therefore, professional development activities such as In House Training (IHT), workshops, and teacher internships in industry should be designed based on a systematic mapping of teachers' competency needs. Such an approach would ensure that training programs address specific pedagogical gaps and contribute more effectively to improving classroom learning practices.



Second, schools should continue to enhance collaboration with industry partners as part of vocational curriculum implementation. Strengthening partnerships with industry can support curriculum synchronization, teacher competency development, and student internships, thereby improving the relevance of vocational education to labor market needs. Expanding the scope of cooperation beyond internship programs such as industry based mentoring, guest teaching, and collaborative training may further enhance the effectiveness of vocational learning programs.

Third, educational institutions and policymakers are advised to improve the distribution and availability of practical learning facilities across different vocational programs. The study found that disparities in facilities among study programs may affect the quality of competency based learning. Ensuring more equitable allocation of resources and prioritizing the development of facilities in newly established programs could support more balanced educational outcomes.

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