

**EVALUATION OF CIPP-BASED CURRICULUM MANAGEMENT IN IMPROVING
EDUCATIONAL PERFORMANCE**

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ABSTRACT

The quality of learning in Indonesia still faces various challenges, such as the mismatch between the curriculum and student needs and limited resources. Curriculum evaluation based on the CIPP (Context, Input, Process, Product) model is considered a comprehensive approach to improving the overall quality of education. This study used a literature review method with qualitative and comparative analysis of various studies on the application of the CIPP model in curriculum evaluation, specifically the Merdeka Curriculum and the 2013 Curriculum. The results show that context evaluation helps adapt the curriculum to the needs of the learning environment, while input evaluation highlights the importance of teacher readiness and supporting facilities. Process evaluation reveals the need for innovation in learning methods for greater effectiveness, and product evaluation shows improved student learning outcomes despite persistent implementation challenges. The CIPP model has proven effective as a holistic and sustainable evaluation tool to support improvements in the quality of learning. Thus, the implementation of CIPP-based curriculum evaluation is highly recommended as a strategy to improve the quality of education systematically and adaptively according to current developments.

Keywords: CIPP; Curriculum Evaluation; Improving Learning Quality; Management

INTRODUCTION

Education is a strategic instrument for developing the quality of human resources capable of facing the increasingly complex challenges of scientific and technological developments and social change. In this context, the curriculum is a key component that determines the direction, objectives, and processes of education delivery. The curriculum serves not only as a learning guide but also as a tool for realizing national education goals through the holistic development of student competencies. Therefore, effective curriculum management is a crucial factor in ensuring the achievement of sustainable educational quality (Mulyasa, 2022).

Curriculum management encompasses a range of integrated activities, from planning and organizing to implementing and supervising, to evaluating the curriculum. This process aims to ensure that all components of education operate systematically and meet student needs and the demands of modern developments. However, various challenges remain in its implementation, such as suboptimal curriculum planning, limited human resources, ineffective academic supervision, and a lack of comprehensive evaluation of curriculum implementation. These conditions can impact the quality of learning and overall educational performance (Rusman, 2021).

In Indonesia, various educational policies have been implemented to improve the quality of education by strengthening curriculum implementation, including the implementation of the Independent Curriculum (Kurikulum Merdeka), which emphasizes learning flexibility and student competency development. However, the success of curriculum implementation is determined not only by the curriculum's substance but also by the effectiveness of the management supporting its implementation. Therefore, an evaluation system is needed that can provide a comprehensive overview of the successes and weaknesses of curriculum management, thus providing a basis for decision-making and improving educational programs (Kemendikbudristek, 2023).

One evaluation model widely used in education is the Context, Input, Process, Product (CIPP) model developed by Daniel L. Stufflebeam. This model offers a comprehensive evaluation approach by comprehensively assessing the context, input, process, and outcomes of a program. Context evaluation focuses on program needs and objectives, input evaluation assesses available resources, process evaluation examines program implementation, and product evaluation measures achieved outcomes. The CIPP model's strength lies in its ability to provide relevant information for policymakers to make continuous improvements to the programs being evaluated (Daniel, 2007).

Various studies have shown that implementing CIPP-based evaluations can provide a more comprehensive picture of the effectiveness of curriculum management and educational programs. Through this approach, educational institutions can identify factors that support and hinder the achievement of educational goals. Furthermore, evaluation results can be used as a basis for improving the quality of educational services, strengthening the competency of teaching staff, and optimizing the use of available resources (Arikunto, 2021).

Thus, evaluating CIPP-based curriculum management is crucial to support sustainable improvements in educational performance. Based on this description, this study focuses on evaluating CIPP-based curriculum management in improving educational performance. This research is expected to provide theoretical and practical contributions to the development of educational management, particularly regarding effective curriculum implementation and evaluation. Furthermore, the research findings are expected to serve as a consideration for educational stakeholders in formulating policies and strategies for improving educational quality that are more adaptive to societal needs and global developments (Mujahid, 2024).

In practice, the success of a curriculum is determined not only by the documents or regulations developed by the government, but also by how the curriculum is managed and implemented by schools. While many schools have well-designed curriculum plans, their implementation often faces various obstacles, such as limited facilities, lack of teacher training, and differing understandings of curriculum objectives. Consequently, the ongoing learning process fails to fully achieve the desired results. Therefore, curriculum management evaluation is crucial to determine the extent to which the designed program is effectively implemented and positively impacts educational quality (Oemar, 2020).

Furthermore, advances in information technology and changing societal needs require educational institutions to continually adapt their curricula. Schools can no longer focus solely on academic achievement; they must also develop critical thinking, creativity, communication, and collaboration skills in students. To achieve these goals, flexible, adaptive curriculum management

that is focused on student needs is essential. Regular evaluations can help schools identify areas that need improvement to ensure the curriculum remains relevant and relevant (UNESCO, 2021).

Good curriculum management also requires the involvement of various parties, including principals, teachers, education staff, students, parents, and the community. Strong collaboration among stakeholders will help create a conducive learning environment and support the success of educational programs. However, in reality, coordination between these parties is often suboptimal. Therefore, CIPP-based evaluation can be an effective tool for identifying factors that support or hinder stakeholder involvement in curriculum implementation (Nanang, 2020).

Through comprehensive evaluation, schools can not only determine the final results of curriculum implementation but also understand the processes that occur during its implementation. The information obtained from these evaluations can be used as a basis for formulating policies, improving the competency of teaching staff, improving school management systems, and developing more effective learning strategies. Therefore, CIPP-based curriculum management evaluation is expected to be a tool to encourage sustainable improvements in educational performance and produce graduates who are better prepared to face future challenges (Daniel et al., 2014).

RESEARCH METHODS

The research method used in this study is a literature review method, which aims to examine and analyze the application of the CIPP (Context, Input, Process, Product) evaluation model in curriculum evaluation, specifically the 2013 Curriculum and the Independent Curriculum. This approach is carried out by collecting, reading, and analyzing scientific works, articles, and previous research documents relevant to curriculum evaluation using the CIPP model. The data obtained are then presented descriptively with a comparative analysis to identify similarities, differences, and the relevance of the application of the CIPP model in the context of improving the quality of learning.

In addition, this study also uses a qualitative approach with a comparative analysis of indicators that serve as benchmarks in each component of the CIPP model, such as aspects of context (learning needs and environment), input (teacher resources and facilities), process (learning implementation), and product (student learning outcomes). Supporting data is obtained from official curriculum documents, the results of interviews with educators, and case studies of the implementation of the CIPP model at various levels of education. This approach allows for a comprehensive and systematic evaluation in assessing the effectiveness of curriculum evaluation based on the CIPP model in improving the quality of learning.

The research subjects consisted of the principal, vice principal for curriculum, teachers, education staff, students, and other relevant parties involved in curriculum management. Research informants were selected using purposive sampling, which is the selection of informants based on the consideration that they have knowledge and experience relevant to the research focus.

Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing, as proposed by Matthew B. Miles and A. Michael Huberman. To ensure data validity, the study employed source triangulation, technical triangulation, member checking, and observational persistence. Thus, the research results are expected to provide an objective picture of the effectiveness of CIPP-based curriculum management in improving educational performance and serve as a basis for decision-making in developing educational quality (Matthew, 2020).

RESULTS AND DISCUSSION

The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam offers a comprehensive framework to address this need. Unlike traditional evaluation models that focus solely on outcomes, the CIPP approach views evaluation as a continuous cycle encompassing four interrelated dimensions. This advantage makes it relevant to addressing the multidimensional challenges of the Indonesian curriculum:

1. The Context dimension in the CIPP model emphasizes the evaluation of the learning environment and basic needs. In Indonesia, this includes analyzing technological infrastructure gaps, student characteristics, and the alignment of curriculum objectives with community needs. (Hariyanto , 2023) Context evaluation is a crucial foundation for policymaking, such as in the implementation of the Independent Curriculum, which requires mapping the local context (Suprpto et al., 2023).

2. Input Evaluation analyzes the readiness of resources such as teacher competency, availability of facilities, and implementation strategy design. A case study in Lubuklinggau showed that the input evaluation of the Kampung Cambridge program successfully identified the need to improve teacher quality and supporting facilities. This finding aligns with the 2025 policy that focuses on strengthening educator competency through certification training.
3. In the Process stage, the CIPP model examines the alignment between curriculum planning and implementation. Research on the 2013 Curriculum revealed that the learning process often does not optimally implement student-centered learning principles, necessitating process evaluation for improvement. The digitalization of education in the form of hybrid learning is an example of a process adaptation relevant to the digital era.
4. The final dimension, Product, assesses cognitive, affective, and psychomotor learning outcomes. Product evaluations in the Kampung Cambridge program demonstrate improvements in students' English proficiency, despite improvements in methods. This approach aligns with the 2025 education priorities, which emphasize 21st-century skills such as critical thinking and creativity.

Context evaluation in the CIPP model plays a crucial role in identifying the needs and conditions of the educational environment before curriculum implementation. Previous research has shown that evaluation using the CIPP model is highly strategic for expanding educational access and raising public awareness of diversity, despite ongoing constraints on facilities and teacher training (Rasyid et al., 2025). This confirms that context evaluation helps ensure that the implemented curriculum is relevant to the real needs of students and their social environment. In the context of the Independent Curriculum, the context evaluation revealed that the school's vision and mission were aligned with the curriculum objectives, and learning materials were tailored to student needs. However, deficiencies in the availability of facilities and infrastructure and teacher competency were still identified, which needed to be improved for optimal curriculum implementation .

These findings demonstrate the importance of contextual evaluation as a foundation for effective curriculum planning and development. The forms of this evaluation are as follows:

1. Input evaluation focuses on the readiness of resources such as teaching staff, facilities, and supporting policies. Previous research has identified various factors supporting program implementation, but training and facilities remain key obstacles. This aligns with the findings of the Independent Curriculum evaluation, which demonstrated the need to improve teacher capacity and provide support for facilities to ensure a smooth learning process. The input evaluation also highlighted the need for independent training for teachers to understand and implement the Independent Curriculum without having to wait for government policy, as an effort to accelerate the curriculum's successful implementation in elementary schools. This approach emphasizes that human resource readiness is key to the curriculum's success.
2. Process evaluation : Curriculum implementation is assessed based on the alignment between planning and implementation of learning. Studies show that although the learning process has been running quite well, there are still weaknesses such as monotonous and lack of varied learning methods. This indicates the need for innovation and variation in learning methods to make students more active and involved in the learning process. Process evaluation also reveals that process evaluation is important for identifying obstacles in implementation and providing timely recommendations for improvement. (Miftahudin, 2024) Process evaluation using the CIPP model highlights challenges such as the lack of support from school management and limited human resources trained in using this evaluation model. (Rama et al., 2024) This indicates that the success of process evaluation also depends on adequate institutional support and training.
3. Product evaluation : Assessing the final results of curriculum implementation, both in terms of learning outcomes and the impact on students. Product evaluation shows improvements in students, but the assessment and reporting system for students with special needs still needs improvement. This emphasizes the importance of product evaluation to ensure learning outcomes align with curriculum objectives.

Product evaluations of the Independent Curriculum in elementary schools have demonstrated considerable success in achieving learning objectives, although obstacles such as teacher capacity constraints and technological constraints remain (Hattarina & Agustin, 2024). This indicates that product evaluations can provide a concrete picture of the curriculum's effectiveness in everyday learning contexts.

Overall, curriculum evaluation based on the CIPP model provides comprehensive data and information for better decision-making in curriculum development and the learning process. By understanding the strengths and weaknesses of curriculum implementation, stakeholders can formulate targeted improvement strategies. The flexible CIPP model allows for specific and relevant evaluations tailored to school conditions and diverse student characteristics, as required in the implementation of the Independent Curriculum.

This flexibility is a key advantage of the CIPP model in addressing complex and dynamic educational challenges. Comprehensive evaluation using the CIPP model also emphasizes the importance of regular monitoring and evaluation by trained supervisors to maintain the quality of curriculum and program implementation. This approach ensures that improvements can be made continuously and responsive to changing conditions.

The study in vocational schools highlighted the need for improved understanding and training on the CIPP evaluation model to ensure effective implementation and maximize benefits for improving educational quality. This highlights the need for investment in developing the capacity of evaluators and educators. Continuous process and product evaluation can help schools identify effective learning innovations and adapt teaching strategies to student needs and technological developments. This is key to improving the quality of learning in the digital age.

Evaluation results show that improving learning quality depends not only on the curriculum itself, but also on the availability of resources, learning methods, and an adaptive and accommodating assessment system. Therefore, curriculum evaluation must be conducted comprehensively and systematically. Recommendations from various studies emphasize the need for collaboration between schools, government, and industry to support curriculum development relevant to job market needs and current developments.

This collaboration is crucial in ensuring the curriculum optimally enhances student competency. Curriculum evaluation based on the CIPP model has proven effective in providing a comprehensive overview of curriculum implementation and outcomes, and serves as a strategic tool for improving the quality of learning. With comprehensive and ongoing evaluation, the curriculum can be continuously developed to meet student needs and current demands.

CONCLUSIONS

Curriculum evaluation using the CIPP (Context, Input, Process, Product) model has been proven to provide a comprehensive and in-depth picture of curriculum implementation and outcomes. In the Context dimension, the evaluation helps identify the alignment between the needs of the learning environment and curriculum objectives, thus ensuring the relevance of the learning program to real-world conditions. However, there is still a need to improve teacher understanding and the readiness of infrastructure as important factors in supporting effective curriculum implementation. In the Input dimension, the evaluation shows that the readiness of human resources and facilities remains a major challenge that must be overcome. Teacher training and the provision of adequate facilities are crucial for the success of the learning process. Process dimension highlights the importance of alignment between learning planning and implementation, where method innovation and adaptation to curriculum changes are key to improving learning quality. The Product dimension assesses student learning outcomes and the achievement of curriculum objectives. Product evaluations demonstrate improvements in learning quality, although tangible results require time and ongoing support. Overall, the CIPP model provides constructive feedback for continuous improvement and more targeted decision-making in curriculum development.

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