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CIPP model evaluation of school internship program in teacher education

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Abstrak

Program Pengenalan Lapangan Persekolahan (PLP) dirancang untuk mempersiapkan calon guru yang kompeten, namun dalam pelaksanaannya masih dijumpai berbagai kendala seperti kesenjangan antara teori dan praktik, pembekalan yang belum optimal, serta keterbatasan fasilitas. Penelitian ini dilakukan untuk mengevaluasi pelaksanaan PLP dengan menggunakan model CIPP (Context, Input, Process, Product) guna mengidentifikasi kelemahan sekaligus meningkatkan kualitas program. Pengumpulan data dilakukan melalui pendekatan kualitatif (wawancara dengan UP2KT, guru pamong, dosen pembimbing, mahasiswa, dan analisis dokumen) serta pendekatan kuantitatif. Analisis data kualitatif menggunakan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan analisis kuantitatif menggunakan statistik deskriptif. Validitas instrumen diuji dengan korelasi Pearson, dan reliabilitas diukur menggunakan Cronbach's Alpha. Penelitian dilaksanakan di Program Studi Pendidikan Administrasi Perkantoran FKIP UNS Surakarta pada November 2024 - Juli 2025. Hasil penelitian menunjukkan: (1) Konteks PLP berhasil mencapai sasaran dan tujuan, mencangkup: (a) Tujuan, (b) Relevansi, (c) Sasaran; (2) Masukan PLP menyatakan setuju, mencangkup: (a) Panduan PLP, (b) Sarana-Prasarana, dan (c) Bekal kompetensi mahasiswa; (3) Proses PLP menyatakan sangat setuju, mencangkup: (a) Peran mahasiswa, (b) Peran Dosen Pembimbing dan Guru Pamong, (c) Kedisiplinan Mahasiswa, (d) Tanggung jawab mahasiswa; (4) Hasil PLP menyatakan setuju, mencangkup: (a) Peningkatan kompetensi Mahasiswa, (b) Kesiapan Menjadi Pendidik, (c) Pengalaman praktik mengajar, (d) Tingkat kepuasan mahasiswa.

Kata kunci: calon guru; CIPP; evaluasi program; kesiapan mengajar

Abstract

The School Internship Program (PLP) is designed to prepare competent prospective teachers; however, implementation challenges persist, including theory-practice gaps, suboptimal preparation, and limited facilities. This study evaluates PLP implementation using the CIPP model (Context, Input, Process, Product) to identify weaknesses and enhance program quality. Data collection employed mixed methods,

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incorporating qualitative approaches (interviews with UP2KT, mentor teachers, supervising lecturers, students, and document analysis) and quantitative methods. Qualitative data analysis utilized data reduction, presentation, and conclusion drawing, while quantitative analysis employed descriptive statistics. Instrument validity was tested using Pearson correlation, and reliability was measured with Cronbach's Alpha. The research was conducted at the Office Administration Education Study Program, FKIP UNS Surakarta, from November 2024 to July 2025. Findings revealed: (1) Context evaluation demonstrated successful achievement of PLP objectives and targets, encompassing goal attainment, relevance, and target identification; (2) Input evaluation showed agreement across PLP guidelines, facilities and infrastructure, and student competency preparation; (3) Process evaluation indicated strong agreement regarding student roles, supervising lecturer and mentor teacher roles, student discipline, and student responsibility; (4) Product evaluation demonstrated agreement in student competency improvement, educator readiness, teaching practice experience, and student satisfaction levels. The study provides comprehensive insights for program enhancement and quality assurance in teacher education.

Keywords: prospective teachers; CIPP; program evaluation; teaching readiness

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Introduction

During the Industrial Revolution 4.0 era, significant transformations have emerged in various aspects of life, particularly in Science and Technology (IPTEK) development, positioning education as a crucial element in producing superior, adaptive, and competitive human resources (Ismail et al., 2018). Education is expected to prepare young generations capable of critical thinking, innovation, and mastering relevant 21st-century skills, including digital literacy, collaboration, and creativity.

According to Government Regulation (PP) Number 74 of 2008 Article 4 paragraph (1), Teacher Certificates are obtained through professional education programs at accredited universities, including educational internship programs. These internship programs are assessed as having significant contributions to enhancing prospective teacher competencies, as revealed by Jogan (2019), who demonstrated that internship programs effectively help students develop practical work skills. Theory and practice can be integrated through such programs while providing understanding of appropriate learning material delivery. Additionally, student performance improvements can be observed through feedback provided by supervisors.

However, School Internship Program (PLP) implementation in the field does not always proceed as expected. Based on preliminary observations, phenomena were discovered including inadequate PLP preparation, unclear information, and internship outcomes that are not yet relevant to real field conditions. This aligns with findings by Dwi et al. (2024), who stated that internal and external factors become obstacles in PLP implementation. Internal factors include adaptation abilities, material readiness, and suboptimal time management. Furthermore, student confidence levels in creating conducive classroom atmospheres are low, impacting student interactions and learning effectiveness. External factors such as limited school facilities and variations in student characteristics also hinder PLP implementation. Mia and Sulastri (2023) emphasized that teacher competencies must be enhanced to motivate students through enjoyable learning. Thus, prospective teachers can continuously update their knowledge and skills according to contemporary developments and student needs.

Another problem is the mismatch between campus regulations and field requirements, causing confusion regarding internship outputs that must be completed. This is reinforced by interview results showing that internship participants are not fully prepared to enter the field. Additionally, practical results from Micro Teaching courses have not provided sufficient motivation for students to teach professionally. This practice tends to merely fulfill academic obligations without building real readiness as prospective educators. Student discipline also becomes problematic, such as non-compliance with agreed schedules. These conditions may affect student perceptions of students as prospective teachers and their experiences in facing the working world.

Research by Baeten and Simons (2016) demonstrated that globally, field experience models have been developed, including student teaching in Belgium that applies three collaborative approaches between prospective teachers and mentors. These models include: (1) Co-Planning and Co-Evaluation where planning and evaluation are conducted together, but teaching is implemented alternately; (2) Assistant Teaching with role distribution as main teacher and assistant during learning; and (3) Teaming Model involving full collaboration throughout the learning cycle.

Evaluation of PLP implementation is essential for identifying obstacles and challenges faced by students. The CIPP evaluation model developed by Stufflebeam (1971) was selected due to its ability to comprehensively analyze context, input, process, and product. The CIPP model is designed to complement decision-making foundations in evaluation systems through analysis oriented toward planned change. As explained by Burke and Hennessy (2021), Context, Input, Process, and Product (CIPP) evaluation is highly suitable for complex programs or systems, such as educational programs, research projects, or government policies. Its strengths covering various dimensions provide flexibility in identifying problems and solutions comprehensively.

Based on the above description, this research problem formulation is: (1) What are the Context evaluation results in PLP implementation? (2) What are the Input evaluation results in PLP implementation? (3) What are the Process evaluation results in PLP implementation? (4) What are the Product evaluation results in PLP implementation? This research aims to evaluate PLP implementation using the CIPP model to enhance future program quality.

Research Method

This research was conducted at the Office Administration Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta. Location selection was based on two considerations: (1) the phenomenon of ineffective School Internship Program (PLP) implementation, and (2) data availability and permission from relevant parties. Research implementation lasted eight months, from November 2024 to July 2025.

An evaluative design with the CIPP model (Context, Input, Process, Product) was used to assess PLP implementation. According to Stufflebeam (2015), this model is considered superior compared to other evaluation models due to its approach encompassing all program dimensions, not merely focusing on final outcomes. This research utilized mixed methods with qualitative and quantitative approaches. Data analysis was conducted using tabulation methods including narrative tabulation and non-tabulation, employing systematic approaches to process information comprehensively.

The qualitative approach was applied with quantitative data support to strengthen findings. Context aspects were evaluated through in-depth interviews and document analysis, while input, process, and product aspects were assessed through interviews supplemented with Likert scale-based questionnaires. This combination of approaches enabled the research to provide comprehensive insights about the PLP program. Research instruments were developed based on observation-based problem identification, with indicators arranged based on CIPP theory and previous studies.

Data were collected through observation, interviews, document analysis, and questionnaires. Qualitative samples were taken using nonprobability sampling focused on purposive sampling involving mentor teachers, supervising lecturers, UP2KT teams, and students. According to Lenaini (2021), this technique is used by ensuring specific informants align with research objectives. Meanwhile, quantitative samples were taken using saturation sampling involving the entire population of 2021 cohort students. As explained by Wenno (2018), saturated sampling was chosen

because the population size was not too large, so the entire population became the research sample. This technique was used to guarantee information quality and data representativeness.

The research methodology framework is presented in Table 1, which outlines the systematic approach used in this evaluation study. As shown in Table 1, the research framework encompasses four CIPP components with specific indicators, sub-indicators, and data collection techniques for each aspect.

Table 1
Research Indicator Guidelines

CIPP Component	Indicator	Sub-Indicator	Data Collection Technique
Context	Objectives, Relevance, and Targets	Achievement of Objectives	Interview, Document Analysis
		Relevance to Prospective Educators	Interview, Document Analysis
		Targets	Interview, Document Analysis
Input	Resource Readiness	PLP Guidelines	Interview, Questionnaire
		Facilities and Infrastructure	Interview, Questionnaire
		Student Basic Competency Preparation	Interview, Questionnaire
Process	Student Performance and Contribution	Student Role	Interview, Questionnaire
		Supervising Lecturer and Mentor Teacher Role	Interview, Questionnaire
		Student Discipline	Interview, Questionnaire
		Responsibility	Interview, Questionnaire
Product	PLP Success in enhancing competency, teaching readiness, practical experience, and student satisfaction as prospective educators	Student Competency Improvement	Interview, Questionnaire
		Readiness to Become Educator	Interview, Questionnaire
		Teaching Practice Experience	Interview, Questionnaire
		Student Satisfaction Level	Interview, Questionnaire

Qualitative data were analyzed using the Miles and Huberman model (data reduction, presentation, and conclusion drawing), while quantitative data were processed using descriptive statistics with Likert scales. Data analysis was conducted with assistance from SPSS Statistics 26. Validity testing used Pearson correlation and reliability testing used Cronbach's Alpha to ensure instrument accuracy. Analysis results were presented in percentage and narrative forms to provide deep understanding regarding PLP program evaluation.

Results and Discussion

Research Results

This research evaluates School Internship Program (PLP) implementation at the Office Administration Education Study Program FKIP UNS using the CIPP model (Context, Input,

Process, Product). Overall, School Internship Program implementation proceeded according to plans established by the UP2KT team. Various data related to research problems were successfully collected, including PLP overview, utilized resources, implementation processes, and benefits obtained post-PLP implementation.

Research instruments were tested for validity and reliability to ensure data accuracy. Instrument validity was confirmed through expert judgment, while reliability was measured with Cronbach's Alpha coefficient showing good internal consistency (>0.70). Data were collected through in-depth interviews, document analysis, and questionnaires involving students, supervising lecturers, mentor teachers, and UP2KT.

The validity testing results are presented in Table 2. As demonstrated in Table 2, the validation process revealed that out of 25 questionnaire items, 18 items were considered valid while 7 items were deemed invalid based on Pearson correlation analysis with r-table value of 0.413.

Table 2
Validity Test Results

CIPP	Item Number	Pearson Correlation (r)	r_{tabel} Value	Status
Input	1	-0,343	0,413	Invalid
	2	0,101	0,413	Invalid
	3	-0,311	0,413	Invalid
	4	0,558	0,413	Valid
	5	-0,074	0,413	Invalid
	6	0,554	0,413	Valid
	7	-0,192	0,413	Invalid
	8	0,855	0,413	Valid
	9	-0,173	0,413	Invalid
	10	-0,029	0,413	Invalid
Process	11	0,874	0,413	Valid
	12	0,883	0,413	Valid
	13	0,504	0,413	Valid
	14	0,864	0,413	Valid
	15	0,699	0,413	Valid
	16	0,877	0,413	Valid
Product	17	0,880	0,413	Valid
	18	0,866	0,413	Valid
	19	0,595	0,413	Valid
	20	0,938	0,413	Valid
	21	0,806	0,413	Valid
	22	0,831	0,413	Valid
	23	0,872	0,413	Valid
	24	0,417	0,413	Valid
	25	0,587	0,413	Valid

Source: Data processed by researchers (2025)

The reliability analysis results are shown in Table 3. As indicated in Table 3, the Cronbach's Alpha value of 0.825 exceeded the threshold of 0.7, confirming the instrument's reliability for data collection purposes.

Table 3
Reliability Test Results

Number of Items	Cronbach ‘s Alpha Value	Threshold Value	Status
25	0,825	0,7	Reliabel

Source: Data processed by researchers (2025)

Results showed that PLP successfully achieved its objectives in providing direct experience for prospective teacher students to apply learning theories, understand educator roles, and develop teaching skills through guidance from lecturers and mentor teachers. The program is also relevant in preparing students to face school dynamics while opening career opportunities in education, with structured activities including orientation, observation, guided teaching practice, and practical examinations. PLP targets were achieved both academically (mastery of learning technology, preparation of teaching materials) and non-academically (extracurricular mentoring, laboratory management), although variations in achievement occurred due to differences in student mental readiness. Overall, PLP is effective as a bridge between campus theory and field practice, but strengthening preparation, mentoring, and guideline adjustments are needed for future optimization.

Input evaluation aspects showed that PLP guidelines obtained 71% percentage, although updates are still needed to adjust with the Independent Curriculum. Supporting facilities and infrastructure for PLP achieved 61% percentage, indicating minimal adequacy but with several limitations such as projector availability and internet signal. Student basic competency preparation obtained the highest score (72%), indicating that preparation from study programs was adequate, although socialization from UP2KT needs improvement.

In process evaluation, student roles were assessed as very good at 83%, especially in school activity contributions and learning innovations. The roles of supervising lecturers and mentor teachers reached 78%, with notes on the need to improve consistency in guidance intensity from lecturers. Student discipline obtained 76%, while responsibility in completing tasks reached 89%, although obstacles in timeliness and creativity of task results were still encountered.

Product evaluation results showed comprehensive student competency improvement with 81% percentage, especially in pedagogical, professional, personality, and social aspects. However, student readiness to become educators remained in the moderate category (49%), indicating the need for strengthening preparation programs. Teaching practice experience was assessed as highly successful (90%), providing complete understanding of responsibilities as educators. Student satisfaction levels reached 77%, with variations depending on partner school conditions and mentoring quality.

The comprehensive results across all CIPP dimensions are summarized in Table 4. As presented in Table 4, the evaluation revealed varying performance levels across different aspects, with teaching practice experience achieving the highest score (90%) and educator readiness showing the lowest score (49%).

Table 4
Percentage Results Across CIPP Components

No	Aspect	Component	Percentage per Aspect
1	Input	PLP Guidelines	71%
2		Facilities and Infrastructure	61%
3		Student Basic Competency Preparation	72%
4	Process	Student Role	83%
5		Supervising Lecturer and Mentor Teacher Role	78%
6		Student Discipline	76%
7		Student Responsibility	89%
8	Product	Student Competency Improvement	81%
9		Readliness to Become Educator	49%
10		Teaching Practice Experience	90%
11		Student Satisfaction	77%

Discussion

Research findings demonstrate that the School Internship Program (PLP) successfully provides direct experience for students in applying learning theories in schools, aligning with its original objectives as a vehicle for developing prospective teacher pedagogical

competencies. These results are reinforced by Khaerunnas and Rafsanjani (2021) and Sherly et al. (2025), who emphasized PLP as an essential program for developing practice-based teaching skills. However, disparities were found with research by Dwi et al. (2024), who identified low student adaptation abilities to new curricula, particularly the Independent Curriculum. This difference is suspected to be caused by variations in pre-PLP preparation intensity at respective institutions.

Stufflebeam's (1971) theory in Muryadi (2017) regarding context evaluation emphasizes the importance of program alignment with field needs, so these findings indicate the need for PLP curriculum alignment with educational policy developments. Improvement recommendations focus on intensive preparation for current curricula and school environment adaptation training to minimize theory-practice gaps.

Analysis of PLP guideline quality revealed that respondents assessed guideline completeness and clarity as adequate, supported by research by Handayani et al. (2023), who stated guidelines as main references for developing prospective teacher professionalism. However, these findings are not entirely consistent with field conditions, where guidelines are assessed as less responsive to Independent Curriculum changes. The cause lies in guideline update mechanisms that have not been integrated with national curriculum dynamics. Therefore, the research recommends three improvement aspects: acceleration of material updates, synchronization with curriculum policies, and optimization of distribution.

In process evaluation, research revealed that School Internship Program (PLP) implementation generally proceeded according to procedures, with student participation levels reaching 83% in school activities, but weaknesses remained in learning innovation and mentoring aspects. These results align with research by Nugraheni (2021), who emphasized the importance of experiential learning in PLP, but differ from Sopandi's (2019) findings regarding student discipline as a reflection of prospective educator professionalism, which achieved 90% success rates.

This gap is caused by lack of intensive supervision from supervising lecturers—only 78% of students received adequate guidance due to lecturer time limitations and unsynchronized schedules with mentor teachers. Monitoring consistency becomes key to program success, so these findings indicate the need for mentoring mechanism restructuring. Improvement recommendations include: (1) implementation of structured guidance schedules with fixed frequency, (2) utilization of digital platforms for lecturer-mentor teacher coordination, and (3) special training for innovative media development to enhance teaching creativity.

Research by Rahmawati et al. (2023) elaborated that teaching skills are important for teachers, especially in basic abilities such as questioning skills, support, variation, explaining, opening and closing lessons, guiding small group discussions, classroom management, and small group or individual teaching.

Student readiness levels to become educators post-PLP recorded only 49%, contrasting with findings by Geraldine (2023), who stated PLP as an effective vehicle for developing teaching readiness. This low figure particularly occurred among students without initial interest in becoming teachers, indicating that PLP has not fully functioned as a transformative learning experience. Findings by Koç et al. (2022) strengthen this analysis by showing that prospective teachers participating in professional development activities outside formal education have higher teaching readiness levels and 21st-century skills mastery compared to those who do not participate.

This aligns with theory by Suharto et al. (2022), who explained that PLP success must be measured not only from technical achievements but also from professional identity formation. Therefore, improvement recommendations through continuous mentoring programs and teacher world introduction from early semesters are not only aimed at closing competency gaps but also building continuous commitment as prospective educators.

Conclusion

This research found that School Internship Program (PLP) implementation generally proceeded according to plans and successfully provided practical experience for prospective teacher students in applying learning theories, although several limitations persist. Context evaluation demonstrated that PLP is relevant to pedagogical competency development needs, while Input evaluation revealed that PLP guidelines, facilities and infrastructure, and student competency preparation were adequate despite requiring updates to align with the Independent Curriculum. In process aspects, student performance was assessed as good in school contributions and task completion, but improvement in consistency of guidance from lecturers and mentor teachers is needed. Product evaluation results showed significant student competency improvements, although readiness to become educators remained in the moderate category. Overall, PLP is assessed as effective, but improvements in mentoring, monitoring, and guideline adjustments are needed to enhance future implementation quality. This research's limitations lie in the sample scope limited to one study program and dependence on respondents' subjective perceptions in questionnaire completion, which may not fully reflect real conditions. Additionally, this research has not tested PLP's long-term impact on graduate work readiness, requiring follow-up studies with broader scope and longitudinal approaches. Future research should consider expanding the sample to include multiple study programs and institutions to enhance generalizability. Longitudinal studies examining the long-term impact of PLP on graduate career success would provide valuable insights for program improvement. Additionally, incorporating perspectives from school administrators and students taught by PLP participants could offer more comprehensive evaluation data.

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