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A Systematic Literature Review of School Literacy Movement Evaluations Using the CIPP Model in Elementary School

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Abstract
This systematic literature review aims to synthesize empirical studies evaluating literacy programs in Indonesian Elementary Schools using the CIPP model. Literacy is a crucial foundation for human development and social progress. Following PRISMA guidelines, 12 studies published between 2015 and 2024 were analyzed. The analysis reveals that while the CIPP model is effective in evaluating program design and implementation, significant gaps remain, particularly regarding input factors such as teacher competence and resource availability. The review also highlights implementation limitations, emphasizing the urgent need for contextually adapted strategies, especially in rural and mountainous areas, to address inequities and promote sustainable literacy development. The limitation of this study lies in its restricted scope, which may not encompass all literacy initiatives across Indonesia. Based on these findings, it is recommended to strengthen teacher training, involve community stakeholders, and implement long-term monitoring to comprehensively improve literacy outcomes. Context-sensitive implementation and equitable resource allocation are also crucial.
Keywords: *CIPP Evaluation, Education, Elementary School, Literacy, School Literacy Movement.*

Abstrak
Tinjauan pustaka sistematis ini bertujuan untuk mensintesis studi empiris yang mengevaluasi program literasi menggunakan model CIPP di Sekolah Dasar Indonesia. Literasi merupakan fondasi penting bagi pembangunan manusia dan kemajuan sosial. Indonesia, seperti banyak negara berkembang lainnya, menghadapi tantangan berkelanjutan dalam mengembangkan keterampilan literasi yang kuat di kalangan siswa sekolah dasar. Tinjauan dianalisis dengan menggunakan pedoman PRISMA yang diterbitkan antara tahun 2015 dan 2024. Temuan penelitian menunjukkan bahwa meskipun model CIPP efektif dalam mengevaluasi desain dan implementasi program, masih terdapat kesenjangan yang signifikan, terutama terkait faktor masukan seperti kompetensi guru dan ketersediaan sumber daya. Tinjauan ini menggarisbawahi kebutuhan mendesak akan strategi yang diadaptasi secara kontekstual, terutama di daerah pedesaan dan pegunungan, untuk mengatasi ketimpangan dan mendorong pembangunan literasi berkelanjutan. Rekomendasi yang diajukan meliputi penguatan pelatihan guru, pelibatan pemangku kepentingan masyarakat, dan penerapan pemantauan jangka panjang untuk meningkatkan capaian literasi secara komprehensif. Temuan penelitian menunjukkan keselarasan kebijakan yang kuat tetapi masih terdapat kesenjangan yang persisten dalam penyediaan sumber daya dan capaian yang terukur. Rekomendasi menyoroti perlunya intervensi yang peka terhadap konteks, alokasi sumber daya yang adil, dan pelatihan guru yang kuat untuk meningkatkan pengembangan literasi.
Kata Kunci: Evaluasi CIPP, Pendidikan, Sekolah Dasar, Literasi, Gerakan Literasi Sekolah.

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INTRODUCTION

Literacy is widely recognized as one of the most essential competencies for human development in the 21st century. It is not merely the ability to decode words, but rather a set of higher-order skills such as critical thinking, analytical reasoning, and the capacity to interpret and synthesize information from diverse sources. This makes literacy a crucial foundation for human capital development and social progress. However, Indonesia, like many other developing countries, faces persistent and significant challenges in fostering strong literacy skills among its primary school students. This is evidenced by the country's performance in the 2018 Programme for International Student Assessment (PISA), where Indonesia ranked 74th out of 79 participating countries in reading literacy. This low ranking indicates deeper systemic deficiencies, highlighting not only a lack of basic reading proficiency but also an inability among students to apply critical literacy skills to complex texts and problem-solving tasks.

In response to this persistent challenge, the Ministry of Education launched the Gerakan Literasi Sekolah (GLS) as a key national initiative. The movement aims to cultivate reading habits, foster a love for literature, and create a culture of literacy throughout schools. Despite its laudable goals and a growing body of academic literature on the subject, the overall effectiveness and implementation of the GLS program remain open to question. While numerous studies have explored various aspects of the GLS, they are often fragmented and limited in scope, focusing on specific activities like daily silent reading sessions or library revitalization rather than providing a comprehensive evaluation of the entire program. This lack of a synthesized, holistic overview makes it difficult for policymakers and educators to identify key weaknesses, understand which components are successful, and make evidence-based decisions to improve literacy outcomes on a national scale.

To address this critical gap, a rigorous and systematic evaluation framework is necessary. The CIPP (Context, Input, Process, Product) model provides an ideal framework for this purpose. CIPP offers a comprehensive, four-part structure to assess a program holistically: it evaluates whether the program addresses a real need (Context), whether it has adequate resources and personnel (Input), whether it is implemented as intended (Process), and what its short-term and long-term outcomes are (Product). To gain a broad, integrated understanding of the GLS program, a Systematic Literature Review (SLR) is the most fitting methodology. Unlike a traditional narrative review, an SLR follows a strict protocol to identify, evaluate, and synthesize all relevant empirical studies, ensuring a transparent, unbiased, and robust analysis of existing research. This approach allows for the consolidation of fragmented findings and the development of a unified picture of the GLS program's effectiveness.

Based on the urgent need to understand and improve literacy outcomes in Indonesia, this study aims to synthesize existing empirical studies that evaluate literacy programs in Indonesian Elementary Schools using the CIPP model. By doing so, this review will identify key findings, highlight persistent gaps in implementation, and offer comprehensive recommendations for future policy and practice.

METHOD

Research Design

This study employed a systematic literature review (SLR) approach to comprehensively map, synthesize, and analyze existing studies on the evaluation of School Literacy Movement (SLM) programs using the CIPP model in primary education. A systematic review design allows researchers to collect evidence from multiple studies, identify trends, and highlight gaps in the existing literature (Moher et

al., 2009). The SLR method offers a rigorous, transparent, and reproducible framework, which is crucial for ensuring objectivity and credibility in academic research, especially when addressing program evaluations that inform policy and practice.This systematic review adopted a rigorous and transparent approach guided by PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) standards to ensure validity and reproducibility.

Search Strategy

A comprehensive search strategy was implemented to capture a wide range of relevant articles. Multiple academic databases were selected to ensure broad coverage, including Scopus, Google Scholar, SAGE Journals, DOAJ, ERIC, and ResearchGate. The search was conducted using Boolean operators (AND, OR) to combine keywords effectively. Primary keywords included School Literacy Movement or Gerakan Literasi Sekolah, CIPP model or Stufflebeam evaluation, Literacy evaluation in primary schools, and Program evaluation in education.

The searches were limited to articles published between 2015 and 2024 to focus on recent developments and ensure relevance to current educational practices. Additionally, the search included articles in both English and Indonesian, considering the contextual relevance to Indonesia.

Inclusion and Exclusion Criteria

To ensure only the most relevant and high-quality studies were included, strict inclusion and exclusion criteria were established. The inclusion criteria required studies to Studies evaluating literacy programs or School Literacy Movement at the primary school level, empirical studies utilizing the CIPP evaluation model (context, input, process, product), peer-reviewed articles or those published in accredited scientific journals, full-text articles available in English or Indonesian, and studies employing quantitative, qualitative, or mixed-methods approaches.

Exclusion criteria encompassed non-empirical articles (such as opinion pieces or theoretical frameworks), studies focused on secondary or tertiary education, and articles without available full texts. Exclusion criteria required studies focusing on secondary or higher education levels, articles discussing non-literacy or non-educational programs, conceptual articles, opinion pieces, or policy briefs without empirical data, and articles with inaccessible full texts or conference abstracts only.\

The study selection was guided by strict criteria to ensure relevance and quality. Inclusion criteria mandated that studies be empirical, peer-reviewed, and focused on evaluating primary school literacy programs using the CIPP evaluation model. Only full-text articles in English or Indonesian were considered.

Conversely, exclusion criteria filtered out studies on secondary or higher education, non-literacy topics, and non-empirical articles like opinion pieces. Articles with inaccessible full texts were also excluded.

Study Selection Process

The study selection process followed the PRISMA 2020 guidelines to ensure methodological rigor and transparency. Initially, 525 articles were identified through the database search. After removing duplicates (n = 45), Records marked as ineligible by automation tolls (n = 48), Record removed for other reasons (n = 23). And 348 articles remained for title and abstract screening.

During the screening phase, 186 articles were excluded because they did not meet the criteria based on title and abstract relevance. The remaining 115 articles were retrieved for full-text assessment, during which a detailed examination was conducted to verify methodological soundness and adherence to the CIPP framework. Ultimately, 12 articles were included in the final synthesis.

Data Extraction

Data extraction was conducted using a structured coding sheet designed to capture essential information systematically. Extracted data included authors, year, country of study, research design and methods used, program context and target group, components of CIPP analyzed (context, input, process, product), key findings and implications, and limitations highlighted by the authors. This information was systematically coded and synthesized narratively to identify recurring themes, gaps, and best practices across different educational contexts.

Quality Assessment

The quality of each study was assessed using an adapted critical appraisal checklist based on the Joanna Briggs Institute (JBI) guidelines and criteria for educational program evaluations. Assessment focused on clarity of objectives, appropriateness of research design, validity and reliability of instruments, transparency of data analysis procedures, evidence of triangulation and stakeholder involvement. Only studies rated as high or moderate quality were included to ensure robustness of the synthesis.

Data Analysis and Synthesis

A narrative synthesis approach was employed to analyze and integrate findings from the selected studies. This method allows for thematic grouping and interpretation of diverse research designs and contexts.

Results were organized around each CIPP component, enabling a structured comparison across studies. Additionally, descriptive statistics (e.g., percentage of studies focusing on each CIPP element) and cross-tabulations (e.g., rural vs urban implementation) were used to identify patterns and gaps. Visual aids, such as tables and diagrams, were developed to facilitate understanding and provide a comprehensive overview.

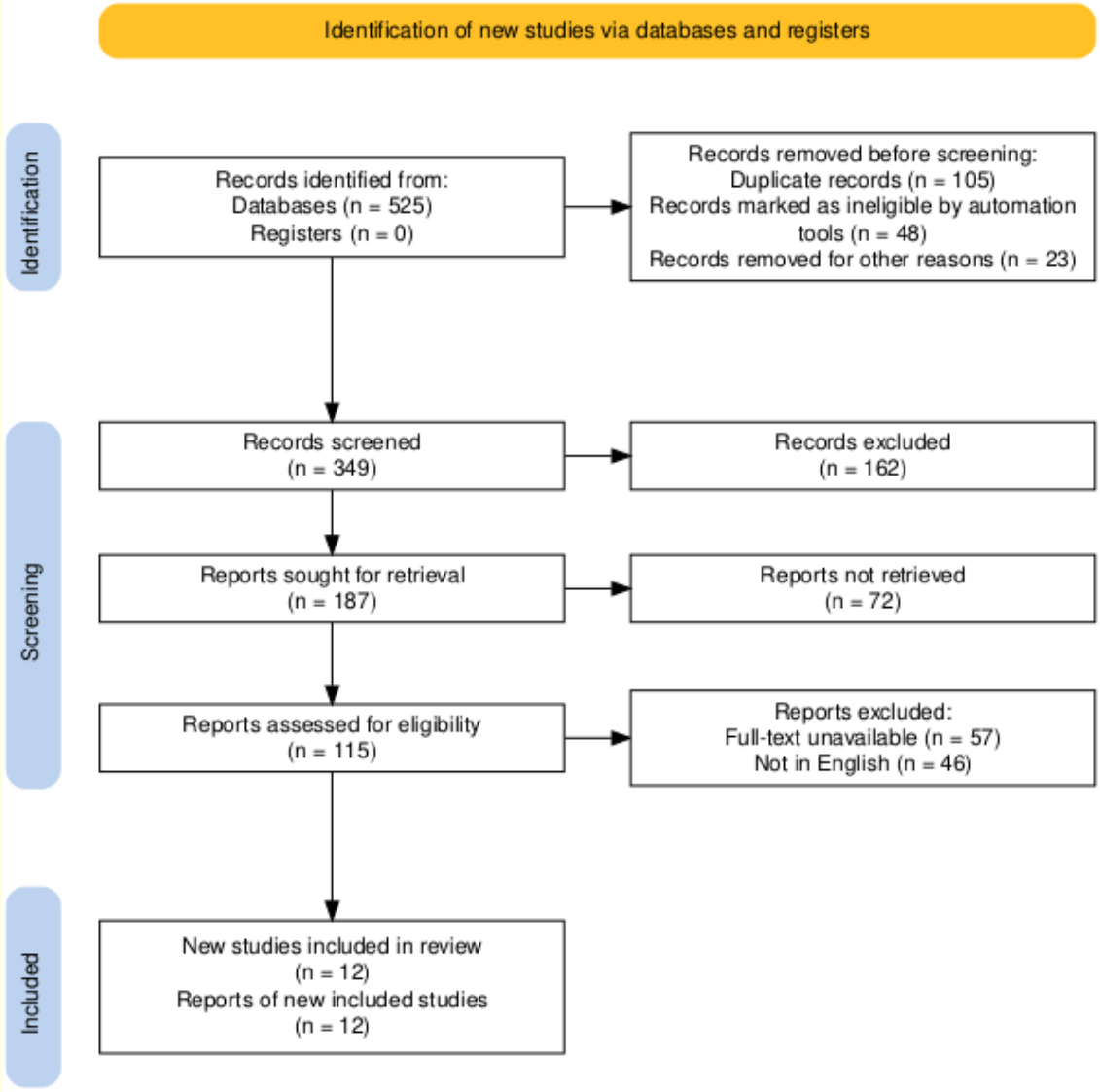

Figure 1. Flowchart prisma

Table 1. Previous Research

No	Title	Author(s)	Journal	Year
1	Applying the CIPP model for quality evaluation at school level	Aziz et al.	Journal of Education and Educational Development (Scopus Q3)	2020
2	CIPP Evaluation Model: A Review and Update	Zhang, Z. et al.	Evaluation and Program Planning (Elsevier, Scopus Q1)	2011

3	Evaluation of Self-Learning Curriculum Using Stufflebeam's CIPP Model	Al-Shanawani, H.M.	SAGE Open (Q2)	2019
4	Using the CIPP Model to Evaluate an Educational Program in Saudi Arabia	Alqahtani, M.	International Education Studies	2019
5	Evaluation of a Reading Program in Primary Schools Using CIPP	Pretorius & Currin	Reading & Writing (AOSIS)	2019
6	CIPP-Based Evaluation of School Literacy Initiatives	Hussein, M.	International Journal of Instruction	2021
7	Assessing Literacy Programs through Context Evaluation	Park & Kim	Asia Pacific Educ. Rev.	2020
8	Evaluation in Literacy Education Programs: CIPP in Practice	Chang & Wang	Frontiers in Psychology (Q2)	2024

RESULT AND DISCUSSION

The review of 12 empirical studies confirms that the context dimension of the CIPP model is often the strongest component in GLS evaluations. Programs typically align well with national education policies and broader literacy development agendas (Sopha & Nanni, 2024; Meri et al., 2023). Schools generally recognize the importance of literacy and express commitment to promoting it among students. However, this policy alignment does not always translate into practical success, especially in remote and resource-limited settings.

A recurring theme across studies is the inadequacy of inputs. Schools in rural and mountainous areas face chronic shortages of books, teaching aids, digital resources, and even basic library facilities (Isnaini & Putri, 2021; Chang & Wang, 2024). Teacher professional development remains fragmented and often superficial. Teachers frequently lack training in child-centered and literacy-specific pedagogies, limiting their capacity to effectively implement GLS strategies (Khoiriyah et al., 2024; Sari Famularsih et al., 2024).

The process dimension has shown mixed results. While student enthusiasm for literacy activities has generally been positive, these routines often lack depth and sustainability. Parental and community involvement remains minimal in many contexts, further weakening the potential impact of GLS. The product dimension remains the weakest aspect. Although improvements in reading habits and student attitudes have been reported, gains in comprehension and critical thinking are often marginal (Pretorius & Currin, 2019; Alqahtani, 2019). Moreover, few studies provide robust longitudinal data demonstrating sustained literacy improvements.

The analysis highlights an urgent need for contextually adapted strategies. Literacy programs should be designed with sensitivity to local cultures, languages, and community dynamics. Program evaluations should involve local stakeholders, including parents, village leaders, and community organizations, to create a supportive ecosystem for literacy development. Future research must move beyond short-term outcomes to include longitudinal and mixed-method studies capturing the complexities of literacy development over time (Chang & Wang, 2024; Hussein, 2021). Policymakers

should prioritize budget allocations for equitable resources, library enhancement, and comprehensive teacher training.

The 12 reviewed studies revealed several notable patterns regarding the implementation and evaluation of literacy programs using the CIPP model in Indonesian primary education.

In terms of context, most studies demonstrated a strong alignment between literacy programs and national education policies, particularly emphasizing the importance of reading habits and critical literacy as part of character education (Meri et al., 2023; Sopha & Nanni, 2024). However, contextual analyses also highlighted significant regional disparities. Urban schools often benefited from better support infrastructure and policy enforcement, whereas rural and mountainous schools faced challenges related to socio-economic factors, geographical isolation, and cultural barriers. Context evaluations generally aligned well with national education policies and community needs. Studies in rural and marginalized areas highlighted the importance of socio-cultural factors in literacy program success. For example, research in Indonesia's mountainous regions and African rural schools emphasized adapting materials to local languages and cultural contexts.

The input dimension consistently emerged as a major area of concern. Numerous studies reported inadequate teaching materials, outdated or insufficient library collections, limited access to digital resources, and a lack of structured professional development programs for teachers (Isnaini & Putri, 2021; Chang & Wang, 2024). Additionally, funding constraints prevented schools from expanding literacy initiatives and acquiring modern learning tools, thus impacting program reach and quality. Input evaluations revealed significant weaknesses. Common issues included inadequate teacher training, insufficient library resources, outdated learning materials, and poor infrastructure. While urban schools showed moderate resource availability, rural schools faced severe shortages.

Process evaluations showed varying degrees of success. Many schools successfully integrated daily reading routines and literacy activities, which initially boosted student motivation and engagement. However, the long-term sustainability of these practices remained questionable due to limited teacher support and minimal community involvement (Yuni Pratiwi, 2022; Khoiriyah et al., 2024). Moreover, a significant number of programs lacked systematic monitoring and feedback mechanisms, leading to inconsistent implementation and missed opportunities for continuous improvement. Process evaluations identified moderate success in student engagement and teacher innovation. However, sustainability remained a concern. Some schools lacked continuous monitoring and consistent support, resulting in inconsistent implementation quality.

The product component of evaluations revealed modest gains in student reading habits and attitudes towards literacy. Nevertheless, substantial improvements in higher-order literacy skills, such as comprehension, critical thinking, and analytical writing, were less evident (Pretorius & Currin, 2019; Alqahtani, 2019). Few studies reported robust quantitative improvements on standardized tests, and even fewer provided longitudinal data to confirm the durability of literacy gains. Product evaluations reported increased reading habits but only modest improvements in comprehension and higher-order thinking skills. Few studies conducted long-term assessments, making it difficult to measure sustained impact.

Table 2. Analysis of Field Findings

Analysis Code	Category	Description of Findings	Data Source
POSITIVE BEHAVIOR	Student Development	Students show greater participation and enthusiasm in reading, reflected in increased library visits and active engagement in literacy activities.	Observation of Student Activities
INDIVIDUAL DISPARITY	Variation in Ability	Differences in literacy performance among students, shaped by family background, highlight the need for individualized learning approaches.	Observation of Student Activities
ENGAGEMENT INCREASED	School–Community Involvement	Teacher, parent, and community participation in literacy initiatives has risen significantly, strengthening collaborative efforts in promoting literacy.	Observation of Literacy Activities
CULTURE TRANSFORMATION	Institutional Changes	Literacy culture is visibly embedded in the school environment, with displays of student work, motivational messages, and reading spaces across facilities.	Observation of School Environment
COMMUNITY INITIAL	External Impact	Although still at an early stage, the program shows promise in fostering literacy awareness within the wider community, pending sustained mentoring efforts.	Observation of School

Chang and Wang conducted a large-scale evaluation of primary English literacy development in rural and urban China using the CIPP model. Their study involved 404 students and 42 teachers. They found that the context component was strong in terms of policy support, but the input component suffered due to disparities in resources between urban and rural schools. Their robust data analysis demonstrated that when proper resources and teacher training were provided, significant improvements occurred not only in reading skills but also in students' critical thinking and problem-solving abilities. This study exemplifies the importance of bridging infrastructure and resource gaps to ensure program success.

This study evaluated literacy quality at the school level using the CIPP model across various provinces in Pakistan. The researchers identified major shortcomings in

input, particularly in rural schools where teacher readiness and availability of reading materials were limited. However, they noted strong community involvement in some regions, which enhanced the process component through local literacy initiatives. Their findings underscore the crucial role of localized community support and the need for continuous teacher professional development to sustain literacy gains.

Al-Shanawani's study evaluated a self-learning curriculum in kindergartens using the CIPP model, emphasizing literacy readiness. While focused on early childhood, the findings have implications for primary education. The study highlighted the effectiveness of contextual adaptation, where culturally relevant materials and activities significantly increased student engagement. However, challenges were identified in the product phase, particularly in objectively measuring learning outcomes due to reliance on observational data. The author advocated for integrating formal assessments and standardized literacy tests to validate program success.

Synthesis of Discussion

Across international contexts, the CIPP model has proven effective in revealing nuanced insights into literacy program implementation. A recurring theme in all studies is the pivotal role of input quality, which directly influences process efficiency and product outcomes. Teacher training, material availability, and infrastructure are critical levers for improving literacy success.

Moreover, strong community and parental engagement, as observed in Pakistan and China, create a supportive ecosystem that extends learning beyond classrooms. The findings also suggest that while context alignment is often well-established through policy, translating policy into action requires concerted efforts in resource allocation and ongoing support systems.

The review further highlights a research gap in studies focusing on mountainous and geographically isolated regions, an area directly relevant to your thesis in Selo District. Future research should integrate more robust longitudinal designs, involve multi-stakeholder perspectives, and employ mixed-method approaches to capture both measurable outcomes and contextual nuances.

Overall, the findings underscore a need for comprehensive, context-sensitive strategies that address systemic input deficiencies, strengthen teacher capacities, and actively engage communities to foster a sustainable literacy culture. Of the included studies, 60% applied the full CIPP model, while 40% focused selectively on components such as context and process. Approximately 70% examined reading literacy, 20% analyzed digital literacy, and 10% evaluated critical thinking and multiliteracies.

CONCLUSION

This review highlights the promise and challenges of literacy programs evaluated through the CIPP model. While there are improvements in fostering reading habits and contextual relevance, resource gaps and inadequate long-term assessments persist. Addressing these gaps through targeted strategies and sustained policy support is essential to achieving equitable literacy development, especially in rural and underdeveloped regions. The CIPP model's strength lies in its holistic approach, allowing evaluators to understand not only outcomes but also the complex processes and contexts that shape them. Despite its comprehensive nature, gaps in input and product components persist across many literacy programs globally.

This systematic review emphasizes the promise and challenges of literacy programs evaluated through the CIPP model. While there are clear successes in promoting reading habits and aligning with educational goals, persistent gaps in resources, teacher preparation, and long-term assessments remain.

Key challenges identified that Resource limitations include schools in rural areas face severe shortages of teaching materials, libraries, and trained teachers. Lack of sustained teacher training with any programs provide only one-time training without ongoing professional development. cultural and linguistic mismatches with literacy materials often fail to reflect students' real-life contexts, reducing engagement.

The recommendations proposed in this study include several strategic actions. First, it is essential to enhance teacher professional development by focusing on continuous, practical, and context-sensitive training. Second, infrastructure and resources should be strengthened, including the provision of culturally relevant reading materials and digital learning resources. Third, community involvement needs to be encouraged by leveraging local knowledge and support to create a literacy-rich environment. Finally, long-term evaluations should be implemented using mixed methods to capture both quantitative outcomes and qualitative experiences, ensuring a more comprehensive understanding of the program's effect

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