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Evaluating the Quality of Archival Learning Programs Using the CIPP Model: A Case Study at SMK Negeri 9 Semarang

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Received: 09 November 2024 Accepted: 16 March 2025 Published: 07 May 2025 Abstract: Evaluating the Quality of Archival Learning Programs Using the CIPP Model: A Case Study at SMK Negeri 9 Semarang. Objective: This study seeks to examine the evaluation of learning in the independent curriculum by applying the context, input, process, and product models. The Office Management and Business Services expertise program at SMK Negeri 9 Semarang has a subject, namely the sub-element of archive storage procedures, which has used the independent curriculum. Therefore, the purpose of this study is to evaluate the learning program using the CIPP Model. Methods: This study used a qualitative method design with 11 informants consisting of 2 teachers and 9 students. Furthermore, a content analysis was conducted by analyzing the curriculum content based on the construction of the CIPP model. Findings: In terms of context, archiving is embodied in the elements of archive management and focuses on practice, archiving is important in the Office Management and Business Services skill program, and there is no E-Archive training. Input aspects, teachers prepare teaching modules, students prepare learning materials, learning facilities are not optimal, PBL and PjBL learning models. Process aspect, learning for 3 hours and found obstacles. Product aspect, students practiced archive storage simulation. Conclusion: This study concludes that the implementation of learning the sub-element of archive storage procedures based on the independent curriculum is quite good, so it recommends that further research be carried out in various aspects of education, continuous and comprehensive evaluation, and development of archival learning content.

Keywords: learning evaluation, CIPP model, archives, independent curriculum.

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INTRODUCTION

Learning quality is the core of schools because it is related to school development and students' future (Haining et al., 2018). The quality and excellence of a school are not determined by how beautiful the school buildings are, but by how good the students are that are produced and graduated. Therefore, every academic establishes an appropriate teaching quality monitoring and evaluation system in school, aiming to stabilize teaching management and ensure learning and teaching quality (Abdelhadi & Nurunnabi, 2018; Yang, 2021). Following Arifin (2013), the evaluation system of learning is essential for determining the effectiveness of the learning process being conducted. Hence, it is essential to build a comprehensive and scientific learning evaluation system because the current learning quality evaluation methods have weaknesses such as inappropriate evaluation subjects, unscientific evaluation indicators, and outdated evaluation techniques (Xie & Su, 2021).

For more accurate and effective evaluation, learning should be based on a standardized model. Al-Shanawani (2019) found that there are different evaluation models such as the goalcentered model, management-oriented evaluation model, and CIPP (Context, Input, Process, Product) evaluation model, where each model has different purposes depending on the evaluator's background and practical experience. Among these models, the CIPP model was the choice for this study because it is widely recognized worldwide for its reliability and practicality. This model also has the principle of not only proving the success or failure of a program but also the enhancement of the quality of an implemented program (Stufflebeam, 2004). Consistent with the research of Darma (2019), the CIPP evaluation model is considered strategic to be used for improving the quality of educational programs. Therefore, this CIPP evaluation model is suitable to be used to improve the quality of learning programs, because this CIPP model does not only look at the success of a program but is useful for improving the quality and quantity of a program.

The applicable curriculum must be considered when evaluating the learning program. Currently, an independent curriculum is used in education in Indonesia. The Minister of Education, Culture, Research and Technology Decree No. 262 of 2022 states that the independent curriculum will be applied in the 2022/2023 academic year. The implementation of an independent curriculum causes changes, namely the concentration of expertise and subjects used in learning. It was decided that the specialization of Office Automation and Management was changed to Office Management and Business Service (OMBS). While vocational subjects for grade XI or phase F will be office management subjects. In the independent curriculum, it is realized in the element of archival management as one of the compulsory vocational subjects that must be taken by students who major in OMBS.

In the archive management element, one of the learning outcomes is archive storage procedures. Archive storage procedures must be carried out using a specific archive storage system and using the correct storage procedures. In fact, from the findings of SMK Negeri 9 Semarang, the researchers discovered several problems in the implementation of the learning elements of records management, especially in the subelement of records storage processes, namely facilities and infrastructure to support the learning records management are not optimum. Although students do not only practice in the office practice laboratory, the limited storage cabinet is only available in the office practice laboratory. As a result, students practicing archival management use other alternative media, namely snelhecter. On the other hand, Fahruddin (2020) found that the lack of practice facilities resulted in the practice activities not running optimally because the students did not gain maximum experience.

Another issue found is that there are still many students who have difficulty understanding the theoretical archival material that was delivered in Phase E before. However, the understanding of the material has a great impact on the practical abilities of students (Ermawati et al., 2024; Mete & Daud, 2023). Another problem is that the results of teachers' documentation in the production of teaching modules are still not adequate. This is indicated by the contents that are not following the learning objectives to be taught. In addition, the teaching modules created by teachers are also not following the current guidelines, one of which is that teachers do not include meaningful understanding in teaching modules. In line with Raibowo & Nopiyanto

(2020), poorly formulated learning objectives, inadequate learning tools and facilities, and inappropriate learning content result in ineffective learning implementation and lack of student participation and interest in learning.

It is interesting to discuss the problems related to the evaluation of the implementation of learning from the above studies and issues. Since learning must be considered from the planning of activities, through the implementation, to the evaluation. This research aims to find out the shortcomings that exist to identify the need for improvement for the next learning program. Thus, the purpose of this research is to evaluate learning programs using the CIPP model on the subelements of archiving procedures based on the independent curriculum. This research is expected to improve the effectiveness and quality of learning programs in schools because researchbased evaluation of learning programs is still lacking.

METHOD

This study utilizes evaluation methods that are descriptive in nature and employs qualitative approaches. It employs a holistic and complex approach to analysis, incorporating detailed perspectives from informants. The qualitative approach was selected for two primary reasons. First, the problems under study require a substantial amount of actual and contextual field data. Second, this approach is grounded in the relationship between the problems under study and a number of primary data from research subjects that cannot be separated from their scientific background. Evaluative research, in this context, refers to research activities that evaluate the success of an activity or program, determining whether it has met the expected success criteria.

Participants

In this study, data on product aspects related to student learning outcomes in the subelement of archival storage procedures was collected using the population in question. The population of the study consisted of all students enrolled in the Office Management and Business Services (OMBS) expertise program at SMK Negeri 9 Semarang. The population was divided into three classes and totaled 108.

All students participated in the evaluation of student learning outcomes in the sub-element of archival storage procedures. Eleven individuals were identified as informants, including the Deputy Curriculum Director, the Head of the Office Management and Business Services department, and nine students who had received learning subelements of archival storage procedures. The selection of these informants was based on considerations of role relevance and expertise. Two teachers from the Office Management and Business Services expertise program were included in the informants. They held positions as Deputy Principal for Curriculum and Head of Expertise Program. The selection of the Deputy Principal for Curriculum was informed by his extensive knowledge of pertinent policies and his active engagement in curriculum implementation, particularly with regard to the sub-element of archival storage procedures. Similarly, the selection of the head of the expertise program was guided by his profound understanding of the educational materials intended for student beneficiaries. Moreover, the inclusion of students as informants was meticulously planned to ensure the depth and representativeness of the collected data. A total of nine students were selected from three classes, with the objective of ensuring representation from various perspectives, including those of school policy, academics, and learning experiences.

Research Design and Procedures

The research design used in this study is qualitative evaluation using Stufflebleam's 1973 Context, Input, Process, Product (CIPP) evaluation model. The CIPP model is explained as follows:



Figure 1. Evaluative research design using the CIPP model

Data were collected through direct observation, interviews, documentation, and surveys to determine the learning outcomes of students in the evaluation of the learning program for the sub-element of archival storage procedures based on the independent curriculum in SMK Negeri 9 Semarang. This study employed an observational approach to assess the viability and condition of the facilities and infrastructure intended for the implementation of archival management education at SMK Negeri 9 Semarang, based on the school's independent curriculum.

To this end, the study employed individual face-to-face interviews and verbal interviews pertaining to the elements of archival management at SMK Negeri 9 Semarang, which adheres to an independent curriculum. The participants in the study included the Vice Principal for Curriculum, the head of the expertise program, and class XI students of the OMBS Phase F expertise program, who received instruction on the subelement of archive storage procedures. The present study utilizes individual face-to-face interviews and verbal interviews concerning the elements of archival management at SMK Negeri 9 Semarang, which employs the independent curriculum. The study's participants include the Vice Principal for Curriculum, the head of the expertise program, and class XI students of the OMBS Phase F expertise program who received the sub-element subject of archive storage procedures.

In addition to interviews, this study employs documentation to support the research. The documentation includes Teaching Modules, CP, curriculum structure, assessment rubrics, and job sheets. Finally, the questionnaire used in this study is a closed questionnaire. A closed questionnaire is a questionnaire that has been provided with answers in several choices, so that respondents only need to choose the answer that matches their thoughts. Each question item is measured using a Likert Scale (1: Strongly Disagree; 2: Disagree; 3: Agree; 4: Strongly Agree), thereby enabling the collection of data on the respondents' preferences and attitudes.

Instruments

This study uses qualitative criteria based on the CIPP evaluation model (Warju, 2016). This model comprises four evaluation components: context evaluation, input evaluation, process evaluation, and product evaluation. The effectiveness of the implementation of the archiving management element learning program will be determined based on the suitability of research data with interview results and field data with success indicators contained in the criteria table created. The indicators have been meticulously formulated based on sound reasoning, and they have been identified by researchers according to established guidelines and theories (Appendix 1). The context component encompasses the evaluation of the context in the learning program of the archive storage process, sub-element oriented toward the position of archiving subjects in the independent curriculum, the urgency of archiving for the students' expertise program, and the training of archiving teachers concerning e-archive as a learning medium. In addition, the input component involves the preparation of teachers and students, the completion of infrastructure conducive to learning within schools, and the delineation of learning models, while the process component entails the assessment of the learning process, including management of learning, facilities, infrastructure, training programs, and media support. Finally, the product component is characterized by formative assessment in terms of student learning outcomes.

Data Analysis

In this study, the instrument development process utilizes data validity testing. Validity is defined as the degree of accuracy between the data that occurs in the research object and the data that can be reported by the researcher (Sugiyono, 2017). Consequently, valid data is data that does not differ between the data reported by the researcher and the data that actually occurs in the research object. Assessing the validity of data in qualitative research encompasses a range of tests, including credibility tests, which evaluate internal validity, and transferability tests that gauge external validity. Additionally, dependability tests, also known as reliability tests, and confirmability tests, which test objectivity, are used to evaluate the reliability of data.

The credibility testing method involves comparing the data collected through interviews with the relevant documentation and observations made in the field, as there is often a discrepancy between these data sources. Conversely, the transferability test's objective is to ascertain the extent to which research findings can be extrapolated to all relevant contexts within a given population, conditional upon the representativenes of the sample. To illustrate, in the evaluation of an archive management learning program, the implementation of direct observation in the field is imperative. This ensures the accuracy of the collected data, which, by definition, must align with actual conditions.

The dependability assessment is conducted through the implementation of direct observations and in-depth interviews. In this study, the subjects who will be utilized as data include the Vice Principal for Curriculum, the Archives Teacher, the Head of Expertise Competence, and students. To ensure reliability, the researchers have repeatedly collected and reviewed the data obtained from informants and additional documentation. Conversely, the confirmability test is implemented by ascertaining the subject based on informants who align with the title of the theme designated by the researcher. This approach facilitates the initial selection of informants who are willing to furnish sources of information throughout the research process, ensuring the integrity and reliability of the data collected. Therefore, the data can be considered objective and valid for utilization if it is endorsed by a substantial number of individuals and is in accordance with the prevailing consensus of the research community.

Descriptive Statistical Analysis

This study utilized descriptive analysis for the purpose of describing the evaluation of learning

outcomes of class XI students of the OMBS expertise program. The focus of this analysis pertained to student comprehension of the subelements of archive storage procedures. The findings of this analysis have been presented in numerical form, and to ascertain the frequency of percentage figures, calculations were executed using the descriptive formula, as follows:

$$P = \frac{n}{N} \times 100\%$$

In this calculation, "P" denotes the percentage of a specific variable, "n" represents the value obtained, and "N" signifies the total score. Subsequently, the calculated results are categorized into four distinct groups, as illustrated in the subsequent table.

Percentage	Criteria						
Interval	TP1	TP2	TP3	TP4			
82% - 100%	Excellent	Excellent	Excellent	Excellent			
63% - 81%	Good	Good	Good	Good			
44% - 62%	Poor	Poor	Poor	Poor			
25% - 43%	Very Poor	Very Poor	Very Poor	Very Poor			

Table 1. Descriptive criteria interval of student learning outcomes percentage

Data Analysis

A data analysis approach was implemented in three phases: before entering the field, during the field, and after completing the fieldwork. Initially, a preliminary study or secondary data were analyzed to inform the research focus. This analysis entailed the collection of references from diverse sources, including articles, online sources, preliminary studies, interviews, and other archival materials relevant to the subject. Subsequently, during the field phase, researchers will engage in data collection through various methods, such as direct observation, interviews, document analysis, and other relevant sources. In the field, researchers will also conduct reviews related to the research problems. The approach employed in this study is the interaction approach, as it aligns with the analysis conducted during the field phase. As elucidated by Miles & Huberman (2014), the processes involved in qualitative data analysis are conducted interactively and persist until saturation is attained of the pertinent data, thereby ensuring comprehensive analysis. The following activities were undertaken during the data analysis stage: data condensation, data display, as well as the formulation of conclusions and their subsequent validation. Concurrently, the data processing of the Learning Outcomes Questionnaire has undergone analysis employing descriptive statistics through utilization of the Microsoft Excel application.

RESULT AND DISCUSSION

Evaluation analysis of the learning program for the sub-element of archive preservation procedures based on an independent curriculum is conducted by reviewing based on the CIPP (Context, Input, Process, Product) evaluation model by Stufflebleam 1973.

Context Evaluation

Contextual assessment is useful for planning, determining the need for programming, and formulating programming goals (Arifin, 2013). This evaluation is used by program organizers to select programs from several possible program alternatives to choose from, to improve program objectives that can ensure programs can meet needs, and to help evaluate program effectiveness and significance (Suraiya et al., 2024). The contextual evaluation in the learning curriculum for the subcomponent of archival preservation processes focuses on the position of archival subjects in the independent curricula, the importance of archival for the OMBS expertise curriculum, and the training of archival instructors concerning electronic archives as a learning tool.

The findings from interviews and observations indicate that archiving learning encompasses a wide array of complex material. In Phase F, or Grade XI, students apply theories acquired in Phase E, or Grade X, through practical activities, emphasizing the integration of theory and application in archiving management. The emphasis on practical learning is further underscored by the requirement for students to possess archiving skills, preparing them for internship activities and the workforce. The development of students' archiving management skills leads to the emergence of psychomotor aspects, which are related to an individual's ability or skill in acting after acquiring specific learning experiences (Arone & Putra, 2022). Research conducted by Arone & Putra (2022) indicates that a teacher's ability to provide skills, or psychomotor skills, to students has a significant impact on students' learning outcomes. In this case, the students have obtained knowledge related to the implementation of archiving practice activities, which can be applied when they transition into the workforce. This viewpoint is reinforced by (Abdillah et al., 2021), which asserts a correlation between psychomotor skills and learning outcomes. These outcomes are attained through the acquisition of knowledge competencies and the development of skills, which represent a level of expertise in executing a specific task.

At SMK Negeri 9 Semarang, the integration of archiving management education aligns with the objectives outlined in Minister of Education and Culture Regulation Number 033/ H/KR/2022, focusing on the acquisition of competencies in archiving management. In Phase F, students are instructed in the principles of archiving management, encompassing activities related to storage, utilization, maintenance, determination of retention periods, reduction to digital formats, and management. Not only in the context of complex material, the implementation of an independent curriculum entails several modifications to the approach, strategy, methods, and learning models (Nikmatin Mabsutsah & Yushardi, 2022; Risna, 2023). The element of archiving management constitutes a critical learning component in the OMBS expertise program, as archiving represents a foundational skill set within the office environment.

A comprehensive analysis of interview data, collected from all participants, substantiates the significance of archiving within the OMBS membership program at SMK Negeri 9 Semarang. Archiving materials are recognized as a scientific discipline, providing studentsparticularly those pursuing careers in the office field-with the necessary skills and knowledge to successfully transition into the workforce. As asserted by Pratama & Meilani (2020), archiving constitutes an essential aspect of vocational high school education, particularly for students specializing in housing concentrations. The significance of archiving for office majors stems from its role as a pivotal subject, essential for cultivating competencies that are vital to professional success in the field. Mastery of archiving skills is not merely an option but an imperative for all office majors, as it represents a fundamental skill set that distinguishes a graduate from someone lacking proficiency in this discipline.

The role of archiving in the professional landscape extends far beyond mere recording and storage, underscoring its importance and relevance to contemporary professional demands. Nevertheless, the implementation of archiving procedures, from storage to destruction, necessitates adherence to a series of precise steps. The execution of these procedures must be entrusted to personnel possessing the necessary qualifications to ensure its proper execution. The concept of archiving, as articulated by Desyana Qudsy & Puspasari (2020), encompasses a comprehensive array of activities, ranging from the initial creation of archives to their storage. The management of this process is orchestrated by an archiving system, a structured framework that delineates the procedures for the creation and subsequent disposition of archival material.

Students are expected to demonstrate the ability to differentiate between significant and inconsequential archives, to categorize archives according to their storage necessity, and to process documents. The knowledge acquired through their education can prove advantageous when entering the workforce. In a similar vein, Wati (2018) asserts that the subject of archiving is of paramount importance and should be incorporated into the curriculum for students majoring in office administration. Supporting this assertion is the work of George Terry (Selly et al., 2024), which identifies seven primary office work activities, including typing and calculating, each accounting for 24.60% and 12.30% respectively. 19.50% of office work is dedicated to checking, 12.30% to storing archives, 10.30% to calling, 8.80% to duplicating, 6.40% to sending letters, and 5.50% to other activities. A comparison of the percentages indicates that archiving activities are among those office jobs considered to be of significant urgency. In the OMBS expertise program at SMK Negeri 9 Semarang, archiving management is incorporated as a component of the students' professional development, preparing them for entry into the field of office work.

Archival activities are presently executed in both conventional and electronic manners; the advent of recent technological developments has rendered the latter increasingly prevalent. In the context of archiving learning, students are not only instructed in manual archiving management in practice but have also adapted to the utilization of electronic archives. Undoubtedly, the implementation of electronic archives in education necessitates the active involvement and expertise of educators in fulfilling their professional duties and achieving educational objectives. Teachers are expected to cultivate their aptitudes in leveraging contemporary technological resources. Teachers' digital competence, a recent inclusion in their training requirements, is instrumental in facilitating quality learning experiences for students.

However, a recent study conducted at SMK Negeri 9 Semarang's OMBS expertise program revealed the absence of electronic archives in the educational curriculum, and archiving teachers lacked training in utilizing these tools for archiving purposes. In the archiving management learning module, students engage in electronic archive storage activities via Google Drive, a platform developed by the teaching faculty. However, the utilization of electronic archives remains limited due to a lack of familiarity with the concept among teachers and a paucity of training opportunities. This assertion is further substantiated by the insights of Pazriah & Adman (2020) dan Suspito et al. (2023), who contend that the electronic organization of archives facilitates enhanced control and eliminates paper waste, as the system provides comprehensive regulation.

In light of these observations, there is an evident demand for specialized training to be provided to archiving teachers at SMK Negeri 9 Semarang. This training should focus on the integration of technology as a tool to boost teacher competence in the development of learning media, particularly with the use of electronic archives. The adoption of this training initiative is predicated on the expectation that it will foster teachers' proficiency and comprehension of electronic archives, thereby empowering them to design more engaging learning experiences. It is imperative, as teachers are expected to possess the necessary competencies that define their professional standing. Further substantiated by research conducted by Rokhman et al. (2022), Wulandari et al. (2022), dan Lukman Hakim et al. (2022), teacher competence cannot be viewed in isolation but rather as an integral component of daily behaviors and actions.

Consequently, the teacher competence delineated in Minister of Education and Culture Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence encompasses pedagogical competence; personality competence; and social competence; in addition to professional competence (https://peraturan.bpk.go.id). In essence, the possession of these competencies by teachers is predicated on their undergoing training. In support of Sa'bani (2017), Katamwatiningsih (2020), dan Mulyaningsih (2020) posit that training constitutes a teaching and learning process, facilitating the acquisition of knowledge, skills, and attitudes that enhance an individual's capacity to fulfill their responsibilities following established standards. Concomitantly, the training of teachers represents an endeavor to augment knowledge, cultivate skills, and refine competence.

Input Evaluation

Input assessment helps organize satisfaction, determine existing resources, what options are available, what plans and strategies are in place for achieving the goal, and what work procedures are in place for achieving the goal (Pratiwi et al., 2019). Input evaluation focuses on identifying what needs to be prepared for learning, the completeness of the school infrastructure in supporting learning, and determining the learning model. Lesson preparation informs the preparation of lesson plans and guides teachers to better target learning activities (Fitriani & Hapsari, 2019; Mete & Daud, 2023). The teaching module is the lesson plan prepared by the teacher. Teachers use the evaluation guidelines issued by the Ministry of Education, Culture, Research, and Technology based on the document analysis of the teaching modules made by the teachers in the archives when making the teaching modules.

Based on the interview results, it was found that the preparation carried out by the archive

			e	1	
	General Information		Core Components		Attachment
a.	Module author identity	a.	Learning objectives	a.	Learner worksheet
b.	Initial competencies	b.	Assessment	b.	Enrichment and remedial
c.	Pancasila learner profile	c.	Meaningful	c.	Educator and learner
d.	Facilities and		understanding		reading materials
	infrastructure	d.	Sparking questions	d.	Glossary
e.	Learner target	e.	Learning activities	e.	Bibliography
f.	Learning model used	f.	Learner and educator		
			reflection		

Table 2. Full version teaching module components

management teacher of SMK Negeri 9 Semarang before learning was to compile a teaching module. By studying the learning outcomes (CP) that have been determined by the Kepmendikbudristek, then it is reduced to TP and reduced again to the learning objective flow (ATP) that has been formulated by the related subject teacher. After determining the learning objective flow, the teacher then realizes it by creating a teaching module. The teaching module is made per learning objective, so the learning objective is implemented how many meetings are realized or planned in the teaching module. The teaching module that has been made by the archiving teacher of class XI or Phase F of the current OMBS expertise program, namely the sub-element of the archiving concept and the sub-element of the archive storage procedure. The focus of this study is on learning the sub-element of the archive storage procedure, so the teaching module analyzed in this study uses the sub-element of the archive storage procedure teaching module. The following is the suitability of the teaching module that has been prepared by the archiving management element teacher in class XI or Phase F with the components contained in the learning and assessment guide which can be analyzed as follows:

As illustrated in Table 3, the teaching module for the sub-element of the archive storage procedure, developed by the teacher supervising

		•		
Acitivity Details	Compliance		_	Information
	Agree	Disagree		
GENERAL				
INFORMATION	,			
a. Module Identity	✓		a.	Wrong class, it should be class XI
b. Initial competency	\checkmark		b.	There is a description of initial competencies
				that refer to learning outcomes
c. Pancasila Student			c.	There is a description of the attitude and
Profile	\checkmark			behavior of the Pancasila Student Profile,
				namely: independent, creative, critical
				thinking
d. Facilities and			d.	Only contains facilities. not complete
Infrastructure		\checkmark		infrastructure
e. Student Targets			e.	There is no target for students with learning
		\checkmark		difficulties: There is no target for students
				with high achievement
f. Learning Model			f.	There is a learning model used, namely
110401	\checkmark			problem based learning through face-to-
				face/offline mode
CORF				
COMPONENTS				
a Learning	\checkmark		0	The final objective of the Dhase is described
a. Leanning Objectives	•		а.	in a hierarchical manner
h Mooningful			h	III a metalemetal mannel Thora is no mooningful understanding
U. Inderstanding		v	0.	There is no meaningful understanding
	./		-	There is a trigger synastic :
c. Initiator Questions	v		c.	There is a trigger question
u. Kellection of	./		1	These and here in a set of the
Educators and	v		đ.	I here are learning reflections
Students				
e. Assessment		,		·
		\checkmark	e.	There is no summative assessment at the end
				of learning
ATTACHMENT				
a. Student		\checkmark	a.	There are no rubrics and check lists attached
Worksheets				
b. Enrichment and	\checkmark		b.	There is enrichment and remidial
Remedial			c.	There are reading materials used by teachers
c. Reading Materials	\checkmark			and students
for Educators and				
Students				
d. Glossary				
e. Bibliography	\checkmark		d.	There is a glossary
	\checkmark		e.	A list of references used in the teaching
				module is available

Table 3. Analysis of the suitability of teaching module components

the archive management element in Phase F or class XI of SMK Negeri 9 Semarang, appears to align with the guidelines outlined in the independent curriculum. However, there are notable inadequacies and omissions, including incorrect class writing, the absence of infrastructure utilization, a limited focus on typical/ general student targets, a lack of meaningful understanding, and student learning reflections confined to oral tests. Moreover, the learning assessments lack sufficient elaboration, and an assessment rubric is conspicuously absent. Consequently, the instructor of the archive management element must exercise greater caution and rectify the deficiencies in the components of the teaching module that have been formulated, thereby ensuring that the teaching module is more focused and detailed. This viewpoint is reinforced by the perspective of Primayana (2022), who asserts that teaching modules have a significant role in assisting teachers in designing learning experiences. The absence of a well-designed teaching module can lead to a disorganized delivery of content to students, resulting in an uneven learning experience between teachers and students.

The teaching module created by the teacher of archiving management for grade XI or Phase F of the OMBS expertise program is currently the sub-element of both the concept of archiving and the sub-element of the procedure for storing archives. The teaching module has been implemented in two learning meetings with four learning objectives, namely explaining the meaning of archives, identifying the function of archiving, identifying the purpose of archiving management, and describing the scope of archiving activities. The results of the analysis indicate that the teaching module of the sub-element of the procedure for storing archives created by the teacher contains weaknesses. Specifically, the content of the material in the fifth, sixth, and seventh meetings deviates from the fourth learning objective, which focuses on implementing the alphabetical, subject,

date, number, and regional archive storage system.

However, the teacher still includes the second learning objective, namely explaining the archive storage system. Furthermore, the learning strategies employed by the teacher during the fifth, sixth, and seventh meetings do not align with the fourth learning objective of implementing the aforementioned archive storage system. Students have engaged in simulation practice activities; however, the teacher's teaching module utilizes a discussion-based strategy. To address these deficiencies, it is imperative for teachers to exercise greater caution and adjust the content of the teaching module to align with the achievement of the specified learning objectives. Teachers must also pay close attention to the learning strategies employed by adjusting the learning materials that will be delivered, and they must use the learning implementation plan that has been prepared in the teaching module as a guideline for the flow of learning implementation in the classroom to make it easier.

It is imperative to recognize the significance of student readiness for learning, as asserted by Wahyuningsih et al. (2022), Rifqiyah & Nugraheni (2023), Sihite et al. (2023), Firman & Dedy Sandiarsa (2024), dan Santosa & Munawaroh (2024). Their seminal work underscores the notion that student preparedness, underpinned by the requisite materials such as textbooks, lesson notes, and learning modules, is a crucial element in facilitating effective learning. The results of interviews with class XI students of the OMBS expertise program at SMK Negeri 9 Semarang reveal that the preparation made before learning archiving is one of preparing the learning materials that will be implemented. However, there are still some students who have not made preparations because they do not know the material that will be taught.

The archiving material prepared in Phase E (in class X) is theoretical in nature, focusing on archiving theories and digital-based document

elements in basic office management. Students in Phase E learn about document handling procedures, types of document maintenance equipment, and digital-based document storage procedures according to the system used in the world of work. These practical activities are crucial, given that they serve as preparatory measures for the students before they advance to Phase F. Research by Wahyuningsih et al. (2022) dan Santosa & Munawaroh (2024) has highlighted the pivotal role of student readiness in facilitating the learning process. The findings underscore the importance of incorporating student learning readiness as a crucial component in the educational framework. It is particularly significant because it enables students to effectively receive and comprehend the instructional material presented by the instructor, thereby enhancing the learning experience and outcomes.

Following the preparation of learning devices by teachers and students, the subsequent stage entails the arrangement of learning facilities and infrastructure. Fertika et al. (2022), Yusutria et al. (2024), Permana et al. (2023), dan Rohmadi (2024) research underscores the multifaceted nature of educational success, emphasizing that it is influenced by a multitude of components, including the quality and quantity of educational programs, facilities and infrastructure, educators, community and stakeholder participation, and environmental carrying capacity. The efficacy of these components is further highlighted by the integration of educational programs, encompassing curriculum, syllabus, teaching materials, methods, teaching aids, and time allocation. Supported by the theory proposed by Arikunto (2012), the incorporation of facilities and infrastructure is intended to ascertain whether they are essential to facilitate the implementation of the learning process. This involves assessing their availability, evaluating the quality of facilities and infrastructure, and examining whether they have been utilized

properly, with an emphasis on student engagement, when compared to the absence of equipment.

In the context of the office management and business service expertise program at SMK Negeri 9 Semarang, which operates under the independent curriculum as outlined in Law No. 34 of 2018, the necessity for specific facilities and infrastructure is addressed. The facilities available for the office administration expertise program consist of five designated practice rooms, of which five are currently operational. An evaluation of the results of interviews and observations conducted reveals that, while the infrastructure for learning archiving management at SMK Negeri 9 Semarang is satisfactory, it is not optimal. In the OMBS independent curriculum expertise program at SMK Negeri 9 Semarang, the rooms and equipment utilized for archiving practice activities are provided by the school, in the form of office equipment. During archiving practice, students have not used filing cabinets, as archiving learning is not exclusively in the office administration practice room. Rather, the teacher has provided an alternative, namely a schnellecter, in which to store archives.

An evaluation of the facilities supporting archiving learning at SMK Negara 9 Semarang revealed the presence of adequate infrastructure, including dedicated classrooms, computer rooms equipped for electronic archiving, and office rooms conducive to administrative tasks as well as archiving practices. Nevertheless, there is room for improvement regarding the equipment used for archiving learning. Specifically, a number of computers are currently inoperable. In total, there are 36 computers available for archiving learning, but 10 of these are currently out of service. Additionally, some computers are characterized by slow processing speed and inability to connect to the internet network, while the number of printers is also limited. The office space is also serving a dual function as a learning space during the current semester, due to the suspension of Practical Knowledge and Learning activities by Class XII students. The utilization of offices as classrooms has led to the current state of disarray in the designated practice room. Despite these challenges and limited facilities, students are able to successfully execute archiving learning activities.

In the context of educational institutions such as SMK Negeri 9 Semarang, the challenges related to the infrastructure and facilities for educational archiving management are evident. The efforts made by the teacher are evident, as when a computer is not operational, they allow two students to share the same computer for printing worksheets. The sequence in which students approach printing worksheets indicates a need to address the existing infrastructure and facilities at this educational institution in alignment with the provisions outlined in the Regulation of the Minister of Education and Culture Number 34 of 2018. As evidenced by the research findings of Septianingrum & Indartono (2019) dan Ernawati et al. (2024), the facilities utilized for archiving learning are found to be deficient. Similarly, Lukman Hakim et al. (2022) research revealed that the facilities for archiving learning are inadequate, particularly the ineffective utilization of computer laboratories for archiving practices, which often resulted in their use for classroom activities. In the context of archiving management learning, teachers play a pivotal role in determining the learning model. The teacher's performance in preparing material in class or in the laboratory is determined based on Arikunto (2012). The teacher's ability to use the right method, which ensures the explanation is accepted and easily understood by students, is considered.

The study's findings suggest that the archive management teacher of Phase F or class XI of the OMBS expertise program at SMK Negeri 9 Semarang utilizes an adjusted independent curriculum, with learning centered on students' talents and interests or contextual learning. To achieve this, the teacher employs two learning models: project-based learning and problembased learning. One rationale for adopting project-based learning is its ability to be tailored to individual or group learning, offering flexibility in implementation. Conversely, problem-based learning prioritizes problem-based or contextual learning, engaging students in critical thinking and active involvement. This instructional approach is aligned with the directives outlined in the Decree of the Minister of Education, Culture, Research and Technology Number 033/H/KR/2022, which permits the adoption of various learning models in archive management instruction, including project-based learning and problem-based learning.

The implementation of project-based learning, as outlined in the decree, entails the execution of authentic tasks, including project work in groups, with the objective of attaining significant learning experiences. This implementation is slated to be conducted for students enrolled in the OMBS expertise program at phase F or class XI of SMK Negeri 9 Semarang. The program encompasses the implementation of learning in sub-elements such as archival storage procedures, entailing students to undertake archival storage simulation activities grounded in particular systems. These students will be tasked with projects that range from composing letters to maintaining an agenda book to utilizing a rapidex to store archives. This approach aligns with the theoretical framework outlined by Berns & Erickson (2001), which emphasizes that project-based learning is centered on the principles of engaging students in authentic work that is aligned with their learning objectives.

Conversely, the problem-based learning (PBL) model promotes students' active engagement in the learning process, aligning with the independent curriculum's objective of cultivating self-directed competencies for ongoing learning (Mawarsari & Wardani, 2022; Suparjan

et al., 2024). The PBL approach, as articulated by Berns & Erickson (2001), is a learning methodology that involves students in the resolution of challenges by integrating diverse concepts and proficiencies. The process involves the collection and integration of diverse concepts and skills, and the presentation of findings by students (Mawarsari & Wardani, 2022). The implementation of this model, as outlined by Berns & Erickson (2001), is particularly effective in learning sub-elements of archive storage procedures. In this context, students are tasked with analyzing content provided by the instructor related to archival material. This analytical process is intended to cultivate critical thinking skills in students.

The problem-based learning model aims to actively engage students in learning while fostering the development of high-order thinking skills, particularly critical thinking. The opinion of Akcanca (2020) corroborates this assertion, emphasizing that PBL is an effective method for student-centered learning, in which students learn to use their ideas in an original way to solve problems, thereby ensuring a more varied learning process and better results. The application of diverse learning models by teachers has been shown to enhance the learning process, thereby ensuring students do not feel bored but rather that they enjoy the learning process in a pleasant atmosphere. Furthermore, the findings of Simbolon & Koeswanti (2020) underscore the significance of selecting an appropriate learning model, thereby facilitating educators' execution of their duties. This selection ensures enhanced comprehension of lessons, fostering the development of students' competencies throughout the learning process, and consequently, results in a superior learning outcome.

Process Evaluation

The objective of process evaluation is to ascertain the extent to which the activities

stipulated in a program are executed as planned. In essence, this evaluation determines the extent to which the program has been implemented as intended, while concomitantly identifying components that necessitate enhancement. In the context of learning archiving procedures, process evaluation facilitates the assessment of two primary components: first, the effectiveness of the teaching modules developed by archiving teachers, and second, the adequacy of time allocated to support student learning. The results of this study suggest that the learning objectives have not been fully achieved and that learning implementation is not optimal.

The inconsistency in the application of teaching modules in the sub-material of archiving procedures can be attributed to the necessity for teachers to adapt instructional methods to the students' level of comprehension. This phenomenon can be elucidated using Vygotsky's social constructivism theory, which posits that effective learning occurs when teaching strategies are tailored to students' proximal development zones. Consequently, it is imperative that educators undergo training to effectively implement these learning modules. Moreover, educators must optimize learning objectives, aligning them with the developmental level of students' learning. Notwithstanding the inconsistencies observed in the module implementation, students demonstrated a capacity to attain all learning objectives for the archiving sub-material, signifying the presence of a compensatory mechanism in the learning process (Smith & Dodovski, 2023).

A number of challenges were identified during the implementation of the sub-elements of archive maintenance practices for grade XI students, which corresponds to Phase F. The primary issue was the inadequate level of student preparation, attributable to the absence of a guidebook from the library. Additionally, students exhibited difficulty in recalling the theoretical concepts of archiving previously taught in Phase E, a phenomenon that can be explained through the cognitive load theory (Sweller, 1988). This theory asserts that without periodic reinforcement of new knowledge, students encounter challenges in re-accessing prior learning. Consequently, many students experienced confusion during the simulation of archiving coding activities. The second challenge pertains to the learning infrastructure, which was found to be limited in its capacity to support optimal learning.

This is evidenced by the fact that 10 out of 36 computer devices were inoperable, and the projector screen frequently exhibited issues due to malfunctioning cables. This finding aligns with those reported by Verspoor (1992) dan Ulla (2018), who posited that inadequate infrastructure can significantly impede the effectiveness of learning. Additionally, some students exhibited a lack of engagement, which was characterized by their engagement in online gaming during teaching and learning activities. These observations underscore the necessity for the development of a more efficacious classroom management strategy to ensure optimal student engagement.

The allocation of learning time for archive management procedures is three hours per week. The primary focus of this learning time is on archival practices, although it aims to provide flexibility and maximize teachers' roles in guiding students. However, the available time may not be sufficient to enable students to connect theory to practice. Takaya (2008) scaffolding theory states that effective learning should occur in stages, wherein students are provided with guidance before applying skills independently. In the present context, a discernible disconnection exists between the pedagogy employed in Phase E, involving theoretical instruction, and its practical implementation in Phase F. This discrepancy has the potential to result in a knowledge discrepancy among students.

The allocation of instructional hours at SMK Negeri 9 Semarang was determined through an analysis of the distribution of materials

intended for instruction across grades 11 and 12. The internship undertaken by grade XII students during the semester in question was considered, and it was determined that allocating an additional six instructional units to grade XI would ensure a total of 18 instructional hours. The weekly allocation of three hours was predicated on the assumption that fundamental theory had been previously introduced in grade However, the findings of this study have highlighted the necessity for further refinements in time management and instructional methodologies to ensure that students attain comprehensive understanding and proficiency in archival management skills.

In comparison with the extant literature, Pratama & Meilani (2020) research demonstrated that the efficacy of vocational curriculum implementation is contingent on the integration of theory and practice. Nevertheless, the present study indicated discrepancies in the transition phase between theoretical and practical modules, thereby underscoring the necessity for an enhanced curriculum structure. Moreover, Chandra's et al.'s (2020) research underscored the pivotal role of infrastructure in fostering student engagement in learning. The present study's findings suggest a correlation between the technical limitations at SMK Negeri 9 Semarang and the challenges experienced with learning archiving, although the conclusions should be interpreted in light of several limitations. Firstly, the number of informants was limited to only a group of students at SMK Negeri 9 Semarang; therefore, it is uncertain whether the results can be extrapolated to other vocational schools. Secondly, while the data collection methods employed were predominantly interviews and observations, providing rich insights, they were insufficient in describing the effectiveness of learning on a broader scale. To achieve a more comprehensive understanding of the effectiveness of archiving learning in the context of vocational education, future research is recommended to utilize a mixed-method approach, incorporating quantitative analysis of student performance longitudinally.

Product Evaluation

Product evaluation aims to determine the results achieved by the program, and whether it met the needs according to the expected goals. The component in product assessment is students' learning results in class XI or phase F on the implementation of learning subcomponents of the archival preservation process. The archive storage procedure simulation practices are the learning outcomes that students receive. Students perform practice in the form of archive storage simulation using a specific system for each learning objective of the archive storage procedure subelement. In the meantime, the instructor conducts a process evaluation to determine the level of student understanding with the achievement of the learning goals. Teachers use formative assessment during the learning process rather than numerical assessment. Teachers provide formative assessment by adapting their instruction to meet

the needs of their students. Proof of student knowledge can be obtained through various activities such as group discussions, dialogues with the instructor, reflections, and monitoring of students through classroom activities (Bacq & Eddleston, 2018).

The findings showed that the formative assessment used by teachers for learning the subcomponents of records management practices included questions, debates, and tasks. Pupils learn not only cognitive skills but also psychomotor skills. From the learning obtained, students will have provisions when participating in fieldwork practice activities in the next phase. Students can apply this learning while working.

The different understanding of the learning objectives by the students in the sub-element of the archival storage procedures can influence the learning outcomes obtained by the students. The results of calculating the evaluation data of learning outcomes for the sub-element archival procedures using Microsoft Excel are as follows:

Interval	Category	Frequency	Percentage
82% - 100%	Excellent	33	30.56%
63% - 81%	Good	66	61.11%
44% - 62%	Poor	9	8.33%
25% - 43%	Very Poor	0	0%

Table 4. Evaluation of student learning outcomes

Based on Table 4, the learning outcomes of Class XI or Phase F students are: The percentage of 30.56% or as many as 33 students are very good or excellent at learning Archive Storage Procedures sub-elements. A percentage of 61.11% or as many as 66 students were good at learning the sub-elements of archival procedures. A percentage of 8.33% or 9 students did poorly in understanding subcomponents of Archive Storage Processes, no students did poorly in understanding subcomponents of Archive Storage Processes. Therefore, the student's learning outcomes are good in learning the sub-elements of archive storage procedures. Among 108 students, there are 9 students with poor learning outcomes. So, the teacher needs to improve the ability of students who still have poor learning outcomes. One of the ways that teachers can measure student learning is through evaluation. Evaluation is not only for determining the achievement of learning outcomes but also for determining the improvement of pupils' understanding and ability in the learning process (Aziz et al., 2018).

Interval	Category	Learning goals	Percentage
82% - 100%	Excellent	TP1. Explaining the concept of	86.57%
		archive storage procedures	
63% - 81%	Good	TP2. Identifying archive storage	79.62%
		procedures	
44% - 62%	Poor	TP3. Explaining the concept of	84.02%
		archive storage	
25% - 43%	Very Poor	TP4. Implementing archive storage	75.61%
		system alphabetically, date, subject,	
		region, number	

Table 5. Percentage of student understanding

As illustrated by Table 5, students demonstrated a satisfactory understanding of the learning objectives associated with the subelement of archive storage procedures. Specifically, the conceptualization of this procedure was classified as very good (85.67%), and its identification was designated as good (79.62%), indicating that students have met the objectives set forth in this component of the curriculum. Additionally, students demonstrated a strong comprehension of the concept of archive storage, with an average of 84.02% in the very good category. Furthermore, the implementation of an alphabetically arranged archive storage system, encompassing date, subject, region, and number, was also well-received, averaging 75.61% in the good category.

In consideration of these outcomes, it can be determined that the learning outcomes obtained by students in grade 11 or Phase F of the OMBS Expertise Program are satisfactory with respect to the sub-element of archiving storage procedures. A total of 108 students were examined, 9 of whom exhibited substandard learning outcomes. Consequently, it is imperative that educators implement measures to enhance the competencies of students who are still demonstrating deficiencies in their learning outcomes. Teachers may utilize a variety of assessment tools, including the Pratomo & Shofwan (2022) dan Suklani (2023), which emphasizes the assessment of student learning as a process to gather information about students' development during teaching and learning activities. This assessment can inform teaching practices, allowing educators to adjust and optimize the educational process to better meet students' learning needs and improve their achievement of learning objectives. As articulated by Pratomo & Shofwan (2022) dan Suklani (2023), assessment functions as a conduit for the acquisition of information regarding students' development during teaching and learning activities. It serves as a pivotal instrument in the pedagogical decision-making process for educators, facilitating the refinement and enhancement of the educational process and outcomes for students.

Rosnaeni (2021), Gunadi et al. (2022), Yusoff et al. (2018), Thornhill-Miller et al. (2023), dan Warnich & Bosch (2022) posit that educators must possess the capacity to conceptualize continuous assessments, entailing the implementation of assessments at the initiation of student activities, throughout the execution of said activities, and subsequent to the conclusion of the activities. The determination of assessments to be administered by educators in the classroom is delegated to the discretion of each educator as a learning facilitator. The assessment process can be facilitated through the adjustment of the learning environment, with the intention of enabling educators to orchestrate a substantial learning process for students and inspire them to attain optimal competencies. Assessments play a crucial role in gauging students' aptitudes concerning material previously studied. The outcomes of these assessments can then be employed as an evaluation instrument to inform subsequent teaching practices, allowing educators to devise suitable learning strategies that align with their students' capabilities, thus fostering continuous learning. The overarching objective is the enhancement of students' competencies, with the ultimate goal being the attainment of favorable learning outcomes. If satisfactory results are achieved, they can serve as a motivational catalyst, fostering an environment conducive to enhancing achievements. Conversely, if results are found to be unsatisfactory, students are expected to engage in rigorous study, leading to improvements in their performance.

CONCLUSION

The conclusion of the research on the application of the CIPP model for the examination of the quality of the archival learning program based on an independent curriculum at SMK Negeri 9 Semarang is that the implementation of learning is quite good in terms of context, input, process, and product. This is evidenced by the application of the independent curriculum, which does not 100% follow the guidelines of the implementation of the independent curriculum, in learning the sub-elements of archival preservation procedures starting from planning, implementation, and evaluation. From the contextual point of view, the learning of archives is realized in the element of archives management, which focuses on practical learning to improve the psychomotor skills of students and to provide them with practical work. Meanwhile, because teachers have not been trained to master this material, the content of archival learning has not yet led to digital or electronic records management.

Input side, in the learning preparation phase, teachers made teaching modules not according to the guidelines, where the material content did not follow the learning objectives and the selection of learning strategies was also not appropriate. Moreover, learning facilities are still limited, which affects learning quality. Meanwhile, in the determination of the learning model, teachers apply PBL and PjBL in the learning process. The implementation of learning is not according to the teaching module, but the learning objectives are reached. In addition, the determination of the allocation of the practical learning time is carried out for 3 hours. According to the obstacles in the learning process, there are still some students who are not ready and are still puzzled by the practice of archive storage simulation.

In the product aspect, the assessment of student learning in the form of archive storage simulation practice, and the formative assessment during the learning process to determine the achievement of learning objectives used by the teacher. The learning results of the students were obtained, namely 30.56% in the excellent category, 61.11% in the good category, and 8.33% in the unfavorable category. Therefore, this study recommends that the learning program for the sub-element of archive storage procedures based on the independent curriculum can be improved, namely to hold training/workshops on the use of electronic archives. In addition, the results of this study are expected to increase the awareness of teachers to make the teaching modules more thorough. Therefore, the school must provide workshops for teachers on making teaching modules according to the current curriculum. Moreover, the limited facilities of the school need to be improved to enhance the learning interest. Future research should improve continuous and comprehensive evaluation, and develop archival learning content according to needs and times.

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