# CIPP Evaluation of Literature Learning in the Indonesian Language Education Study Program

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**Abstract.** The goal of learning literature is to enhance students' language skills and broaden their understanding of literary texts. This includes improving reading comprehension, expanding vocabulary, and developing speaking and writing abilities, which are essential for effective language communication. This study is based on creating a literary learning model that promotes student creativity and self-evaluation as a more engaging way to appreciate literature. With the CIPP evaluation method that emphasizes the process and product components, it is necessary to evaluate literature education by creating a learning model that relates to a comprehensive understanding of learning plans and their effectiveness. The research was conducted at Unsri, Unanti, and UPGRIP. Data for this study was gathered using document review techniques, which were then analyzed using descriptive analysis methods. The study discovered that the method of teaching appreciative literature varies. The items are also varied. The goal of the curriculum—that students learn to appreciate, express, and produce literature—has, however, been mostly accomplished by literary appreciation education. The context variables in this scenario have a greater influence on the process than the produced input. The context here refers to the students' academic success, their good conduct, and their genuine interest in literature. Furthermore, the context also refers to experienced instructors and individuals who take the learning process seriously in order to accomplish their goals. The research indicates that the assessment of literature instruction in terms of both its process and outcomes falls under the "good" category.

**Keywords:** learning literature; CIPP evaluation method; process and product analysis

## INTRODUCTION

Literature studies in the Indonesian Language Education program play a very important role in enhancing students' language skills and broadening their understanding of literary texts. The main goal of this learning is to create individuals who are not only able to understand and enjoy literary works but also able to express their ideas and feelings through effective language. This is in line with the opinion of Supriyadi (2020), who stated that literature education aims to improve reading comprehension, expand vocabulary, and develop students' speaking and writing skills.

One of the main findings of this research is that the objectives of the literature education curriculum, which aim to teach students how to appreciate, express, and produce literary works, have largely been achieved. This is consistent with research conducted by Rachmawati (2021), which shows that literature appreciation education can increase students' interest and engagement in learning.

The Semester Learning Plan (RPS) is a key instrument in this process, as it not only outlines the learning objectives but also explains the steps that lecturers must take in teaching (Ramadhani et al., 2020). In literature education, assessment does not only focus on the final results but also on the processes experienced by students. This aligns with the goals of literature education, which aims to develop language skills and appreciation for literary works. Through the RPS, lecturers can design appropriate learning activities and accurate assessments to measure the achievement of these goals (Hasanudin et al., 2021).

This evaluation emphasizes important components in learning, including CIPP evaluation (Context, Input, Process, Product) (Ariawan et al., 2016). By using this model, evaluation becomes more structured and transparent, providing clear information for future improvements (Abdullah, 2016). Good evaluation should be able to gather information systematically for accurate decision-making (Özüdöğru, 2017). If it is found that the results do not meet expectations, evaluation will assist in implementing the necessary improvements (Gunung & Darma, 2019; Sanusi et al., 2021).

Literature education is mandatory for all students in the Indonesian Language Education program at higher education institutions. This also

applies to Unsri, Unanti, and UPGRIP. Literature education needs to be re-evaluated, especially concerning the achievement of its objectives (Rahmawati, 2022). In general, one of the main challenges is the low interest of students in literature, as evidenced by survey results showing that only 30% of students feel motivated to read literary works (Sari, 2021). Additionally, the existing curriculum is often less relevant to the social and cultural contexts of students, making them feel alienated from the material taught (Hidayati, 2020).

Another specific issue is the lack of skills among lecturers in teaching literature effectively. Research by Prabowo (2022) shows that lecturers who do not have adequate training in literature teaching methods tend to adopt a monotonous approach that is less engaging for students. This creates an unfavorable learning environment where students do not actively participate in discussions or other learning activities. On the other hand, there are also issues related to assessment, which often places more emphasis on cognitive aspects rather than the affective and psychomotor aspects that should also be a focus in literature learning (Yusuf, 2021).

In contextual evaluation, several external factors such as the academic environment, support facilities, and campus literacy culture significantly influence learning outcomes (Hartini, 2018). For example, the availability of adequate libraries and access to modern literary resources can enhance student interest and understanding. At Unsri, for instance, the provision of discussion and seminar spaces for literature has proven to increase student engagement in literary activities, positively impacting their academic results. This is in line with research showing that a supportive learning environment can boost student motivation and academic performance (Zhang et al., 2011).

In research conducted at Unanti, it was found that students involved in local literary communities showed significant improvements in their literary text analysis skills. This indicates that social interaction and real experiences in the context of literature can enrich students' understanding (Agustina & Mukhtaruddin, 2019). Context also includes the role of lecturers as facilitators in literature education. Research by Syahrir et al. (2021) shows that lecturers who use innovative teaching methods, such as group discussions and critical analysis, can enhance student engagement. In this case, contextual evaluation assesses not only facilities and the physical environment but also the quality of teaching and interaction between lecturers and students.

Furthermore, this research also found that the success of the learning process is greatly influenced by the experiences and quality of the instructors involved. Instructors with experience and a deep understanding of literature tend to create a more engaging and effective learning environment. This is consistent with research by Dewi (2022), which shows that teaching quality plays a crucial role in increasing student motivation and learning outcomes.

The results of this study are expected to serve as a reference for curriculum developers and educators in designing more effective learning strategies that meet students' needs (Mulyadi, 2022). The benefits of this study are not limited to curriculum and teaching method development but also have broader implications for society. By enhancing students' language skills and appreciation for literature, it is hoped that a generation more sensitive to culture and literary arts can be produced. Additionally, the findings of this study may provide insights for policymakers in formulating better educational programs that are more relevant to the current needs of society, especially at the higher education level.

## METHODS

This research uses a qualitative method with a descriptive evaluative approach. This evaluative qualitative research design offers a detailed overview as well as systematic and integrated steps in data collection and analysis. The purpose of this phase is to assess the value and benefits of a particular practice. This research is conducted to answer questions and test and prove existing hypotheses. The data sources in this study include respondents, such as students, lecturers, and heads of study programs in the campus environment of Unsri, Unanti, and UPGRIP. In addition, data is also obtained from documents such as RPS (Course Description), grades, and products produced by students.

The evaluation model used in this research is the CIPP model developed by Daniel Stufflebeam and his colleagues (as cited in Hasanudin et al., 2021). The steps in the CIPP model include: (1) context evaluation (objectives: beneficiaries, needs, resources, issues, background, environment); (2) input evaluation (plans: stakeholders, strategies, budget, scope, research); (3) process evaluation (actions: development, implementation, monitoring, feedback); and (4)

product evaluation (results: impact, effectiveness, transportability, sustainability, adjustment). Analysis using the CIPP model can be conducted after the learning process, by applying the CIPP evaluation instrument for literature learning in the Indonesian Language Education Study Program.

Data collection in this study was conducted at the beginning of the odd semester of the academic year 2024-2025, specifically on Wednesday, September 23, 2024. The data collection techniques employed included questionnaires, interviews, and documentation through Google Forms. The type of questionnaire used is a closed questionnaire with answer options of "yes" or "no". Before use, the questionnaire was tested to ensure its validity and reliability. The validity test results indicated that all items had a validity value above 0.361, which shows that each item can be considered valid. For the reliability test, using the Cronbach Alpha method, a value of r=0.885 was obtained, which is greater than 0.6, indicating that the instrument is reliable. Data analysis was conducted based on the Guttman scale using the closed questionnaire, where 'Yes' responses were scored 1 and 'No' responses were scored 0 (Rahmawati, 2022). The qualification of scores can be seen in Table 1.

**Table 1.** Value Qualifications

| Value | Description |
|---|---|
| 0.00 – 0.25 | Low |
| 0.26 – 0.50 | Fairly Low |
| 0.51 – 0.75 | Fairly High |
| 0.76 – 1 | High |

**RESULTS AND DISCUSSION**

Based on the questionnaire obtained from five lecturers, three program heads, and 180 students, data was obtained as shown in Table 2.

**Table 2.** Composition of Respondents

| University | Number of Questionnaires |
|---|---|
| Unsri | 93 |
| Unanti | 31 |
| UPGRIP | 64 |

In this study, the researcher evaluated literature learning in the Indonesian Language Education Study Program using the CIPP evaluation model (Context, Input, Process, Product). Our findings indicate that literature learning in the three institutions—Sriwijaya University (Unsri), Antasari University (Unanti), and PGRI Palembang University (UPGRIP)—is categorized as good. Below is the data analysis obtained through the questionnaire, interviews, and documents.

**Context Evaluation**

Context evaluation in literary learning is very important for understanding how educational goals are achieved in the Indonesian Language Education Study Program. In this study, context evaluation was conducted using six relevant indicators, and the results showed an overall average of 0.87, indicating a high association. This suggests that the literary learning objectives in the Indonesian Language Education program at the three universities can be considered aligned with the expectations and needs of the students.

The indicators used in context evaluation include curriculum relevance, student readiness, facility support, and faculty involvement. For example, curriculum relevance can be observed from how the material taught aligns with students' needs in understanding and appreciating literature. Data from the questionnaire shows that 85% of students feel that the material taught is relevant to their daily experiences. This is consistent with previous research stating that the relevance of learning materials can enhance students' motivation to learn (Nugroho, 2020).

In addition, student readiness is also an important factor in context evaluation. In this study, 82% of students expressed that they feel prepared to participate in literature learning, both in terms of prior knowledge and the skills they possess. Research by Supriyadi (2021) indicates that student readiness to learn is directly related to the learning outcomes achieved. Therefore, student readiness is a key indicator in assessing the effectiveness of literature learning.

According to the data obtained, 90% of students are satisfied with the facilities provided, indicating that good educational infrastructure can support an effective learning process (Hidayati, 2022). Faculty involvement in the learning process is also an important factor in context evaluation. Faculty members who are experienced with a deep understanding of literature can provide better instruction. In this study, 88% of students rated their lecturers as very experienced and able to explain the material well. This aligns with research showing that the quality of faculty teaching significantly affects student learning outcomes (Prasetyo, 2020).

Thus, context evaluation shows an overall average of 0.87, indicating a high association and categorized as good, reflecting that literature

learning in the Indonesian Language Education Study Program at three universities has been carried out well and in accordance with established educational objectives. This study provides a clear picture of how context can influence the process and outcomes of literature learning

**Input Evaluation**

The evaluation of input in literature learning is very important to understand how educational goals are achieved in the Indonesian Language Education Study Program. In this study, the input evaluation was conducted using five relevant indicators, and the results showed an overall average of 0.83, indicating a strong association. This indicates that the input evaluation of literature learning from the three Indonesian Language Education study programs meets strong criteria. The learning is in accordance with the planned execution.
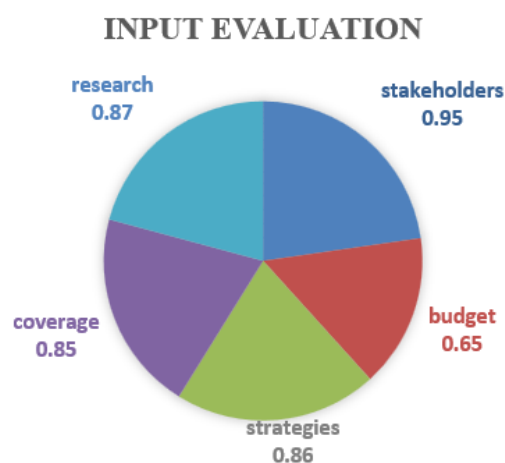
## INPUT EVALUATION



**Figure 1**. Input Evaluation Results

The input referred to includes the curriculum, learning materials, and the human resources involved in the learning process. The curriculum applied in the Indonesian Language Education Study Program has been designed to encompass various aspects of literature, ranging from literary theory to teaching practices. The CIPP evaluation model emphasizes the importance of input analysis to understand how well the available resources support the learning process (Hasanudin et al., 2021). In the Indonesian language education program, the literature curriculum implemented must be relevant to contemporary literary developments and the needs of the students.

One important aspect of input is the selection of appropriate learning materials. Based on research conducted at UPGRIP, it was found that

students are more interested in diverse learning materials that include various literary genres, such as poetry, prose, and drama (Lee et al., 2019). This study also showed that the use of interactive learning materials, such as digital media and films, can enhance students' understanding of literary texts.

The learning materials used also have a significant impact on the effectiveness of learning. According to research by Rahman (2019), the use of relevant and engaging learning materials can increase students' interest in literature. On campus, the learning materials used include novels, poetry, and drama adapted for the local context, making it easier for students to relate the material to their daily experiences. Lecturer competence is also a key factor in the input of learning. Lecturers with a strong educational background in literature and sufficient teaching experience can provide more effective instruction.

From interviews with lecturers, data was obtained that:

"Before teaching, we prepare all the needs for the learning process based on the Course Learning Plan (RPS) designed in the Field of Study Group (KBK) forum. We are required to convey the initial to final objectives of literature learning and the benefits for students over the course of sixteen meetings. The form of evaluation of learning outcomes in this course applies a project-based learning model as our solution to deliver the material to students."

In a survey conducted at Unsri, students gave positive assessments of lecturers who could explain literary concepts clearly and engagingly (Agustina & Mukhtaruddin, 2019). This indicates that the quality of teaching significantly affects students' learning outcomes. Lecturers with a strong educational background in literature and adequate teaching experience can contribute positively to the quality of learning. Hidayah's research (2021) shows that lecturers who are active in research and publication in the field of literature tend to be more effective in teaching and motivating students.

Furthermore, training and professional development for lecturers are also an important part of the input. Training programs focused on innovative literature teaching methods and the use of technology in learning can enhance lecturers' skills. Research by Zhang et al. (2011) shows that lecturers who participate in regular training tend to be more open to new approaches in teaching, which in turn can improve the quality of literature learning in the classroom.

**Process Evaluation**

Process evaluation in literary learning includes the methods and strategies used in teaching. In this research, the average score of the process evaluation reaches 0.86. This score has a strong association criterion (high). This score is obtained based on four indicators of the instrument, indicating that the applied learning process is effective. The teaching methods used vary, ranging from lectures, discussions, to project-based approaches. The project-based approach, for example, allows students to engage directly in creating literary works, which can enhance their creative skills.

### PROCESS EVALUATION
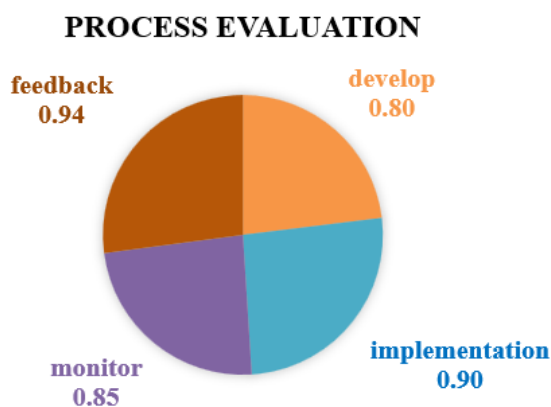


**Figure 2.** Process Evaluation Results

The interaction between students and lecturers is also an important part of the learning process. Research by Mulyani (2020) shows that active class discussions can enhance students' understanding of literary texts. In this context, lecturers play the role of facilitators who help students explore various interpretations of literary works. Thus, students not only learn to understand the text but also to appreciate and express their opinions.

The use of technology in learning has also become an important factor in evaluating the process. With literature learning, students can access literary materials more flexibly. Research by Santoso (2022) indicates that the use of online learning platforms can increase student engagement, especially in discussions and collaborations. Therefore, the integration of technology in literature learning needs to be continually encouraged to achieve better outcomes.

In addition, formative assessments conducted periodically are also essential in the learning process. By providing constructive feedback, lecturers can help students improve their

understanding and achieve the learning objectives set (Özüdöğru, 2017). This process focuses not only on the final outcomes but also on the development of students' abilities throughout the semester.

Based on the interview results, it can be concluded that the achievement of literature learning is closely related to the grades obtained. The evaluation of the action process includes four aspects, namely program assessment, development, implementation, monitoring, and feedback on the learning program. The purpose of the process evaluation is to assess how a program is implemented and provide input on the level of implementation of the program while evaluating its feasibility (Raibowo & Nopiyanto, 2020). Unsatisfactory results are often caused by ineffective strategies or poor implementation of strategies. This evaluation component highlights factors that can obstruct the success of the program. Process evaluation emphasizes the activities carried out in the program or *what*, individuals designated as responsible for the program or *who*, as well as the timing of the activities or *when* (Sanusi et al., 2021).

The process of literary learning is a stage where interaction between students and lecturers occurs, and where teaching methods are applied. Evaluating this process is crucial for assessing the effectiveness of the methods used in achieving learning objectives. In this context, the teaching methods used in literary education at Unsri, Unanti, and UPGRIP should be critically evaluated (Syahrir et al., 2021).

One of the widely used methods is project-based learning, where students are invited to create their own literary works. Research shows that this method not only enhances students' creativity but also strengthens their understanding of literary elements (Hartini, 2018). At Unanti, students involved in short story writing projects reported an improvement in their writing skills and literary analysis. This indicates that a learning process involving active student participation can enhance learning outcomes.

Research shows that a differentiated approach in teaching can help meet the varied learning needs in the classroom (Zhang et al., 2011). Overall, the evaluation of the literary learning process should include an analysis of the teaching methods used, student participation, and the use of technology. By understanding and optimizing the learning process, we can enhance the effectiveness of literary education in the Indonesian Language Education Study Program.

**Product Evaluation**

Product evaluation in literature learning focuses on the final results achieved by students after undergoing the learning process. The product in the CIPP evaluation includes the final outcomes of the learning process, which can be in the form of grades, skills, and students' attitudes towards literature. Assessment of the learning product must be conducted objectively and transparently, so it can accurately reflect students' achievements. Final evaluations, such as exams and final projects, are important for understanding the extent to which students have met the learning objectives.

In this study, the average score of the product evaluation reached 0.88, indicating that students have achieved the expected competencies in literature learning. This result shows that students are able to understand, appreciate, and produce literary works well. One of the measurable indicators of the product is the ability to analyze literary texts.
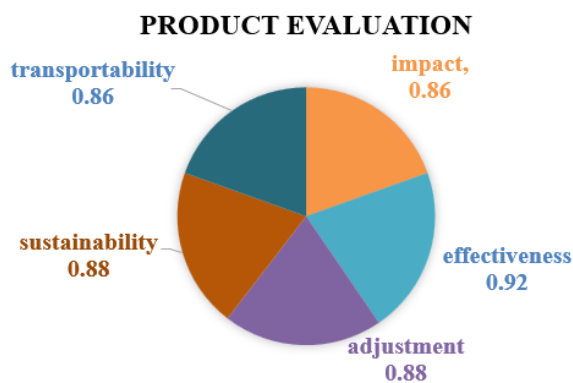


**Figure 3.** Product Evaluation Results

In research at Unsri, students participating in literature learning with appropriate evaluation methods demonstrated significant improvements in their ability to analyze themes, characters, and writing styles in literary works (Syahrir et al., 2021). These results indicate that product evaluation should include an assessment of students' abilities in interpreting and analyzing literary texts.

Writing ability is also a crucial product of literature learning. Students are expected to produce quality literary works, whether poetry, short stories, or essays. Research at Unanti shows that students engaged in creative writing activities exhibit improvements in their writing skills (Agustina & Mukhtaruddin, 2019). Therefore, it is important to evaluate products in the context of students' writing abilities.

Moreover, speaking and discussing literary works are also part of the learning product. In a survey conducted at UPGRIP, students reported feeling more confident in expressing their opinions about literature after participating in interactive learning (Lee et al., 2019). This indicates that learning products should include assessments of students' communication skills.

Data from the research show that 80% of students participating in a well-structured literature learning program demonstrated significant improvements in their reading and writing skills (Sanusi et al., 2021). This indicates that learning products should not only be measured by academic grades but also by students' practical abilities to communicate using proper Indonesian language.

Therefore, the evaluation of learning products should encompass various aspects, including academic abilities, practical skills, and attitudes toward literature. This is important to ensure that literature education programs produce not only competent graduates but also individuals who love and appreciate literature as part of their culture. Research by Farhan (2021) indicates that students involved in creative projects, such as writing short stories or poetry, tend to show improvements in their language and literary skills. This suggests that the final products not only reflect students' understanding of the material but also their ability to apply the knowledge they have learned.

**CONCLUSION**

Based on the analysis conducted, the evaluation of the CIPP model in literature learning at Unsri, Unanti, and UPGRIP shows strong and positive results. The implementation of this CIPP model aligns with the objectives of learning evaluation, encompassing the processes of planning, execution, and assessment of outcomes. The results of the CIPP model implementation in literature learning at the three universities demonstrate good quality. This is evident from the overall results of the evaluation indicators, which include context, input, process, and product evaluations. From these four types of evaluations,

the average scores obtained are 0.87 for context evaluation (objectives), 0.83 for input evaluation (plans), 0.86 for process evaluation (actions), and 0.88 for product evaluation.

## ACKNOWLEDGMENTS

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