Analysis of CIPP Evaluation Model on Religious Programs in Schools: Systematic Literature Review

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ARTICLE INFO	ABSTRACT
	Purpose – This study aims to analyze the application of the CIPP (Context, Input, Process, Product) evaluation model in school religious programs, focusing on identifying factors that affect the effectiveness and utilization of evaluation results for program development. The background of this research is the importance of comprehensive evaluation in religious education programs to ensure the achievement of goals that are by the vision and needs of students. **Methodology—**This study uses the Systematic Literature Review (SLR) method to review and analyze 34 articles published between 2015 and 2024 on applying the CIPP model in religious programs at various levels of education. The analysis is carried out on a thematic basis to identify the main themes that emerge from the articles. **Findings –** Key findings suggest that the CIPP model provides a holistic evaluation of religious programs, covering aspects of context, inputs, processes, and products that allow for identifying strengths and weaknesses in each stage of program implementation. Factors that affect the program's effectiveness include the quality of human resources, facilities, learning methods, and the involvement of stakeholders such as teachers and parents. The results of this evaluation are used to improve the program's quality, for example, through teacher training, improvement of teaching methods, and the use of technology in learning. **Significance—**This study is significant because it provides insight for education managers, especially in schools that implement religious programs, to implement CIPP model-based evaluations to increase the effectiveness and sustainability of religious programs in schools.

INTRODUCTION

Religious education is vital in forming students' religious and moral character. Character values must be instilled from an early age, especially when children are still in elementary school and continue to the next level of education. Character formation is not a quick process but requires good habituation, which should start when the child begins to imitate various things around him (Wahyuni et al., 2024). Although many religious programs in schools aim to improve students' understanding of religion and character, implementing such programs is often undersupported by systematic and comprehensive evaluations. In the absence of a complete evaluation, there are often discrepancies between the goals set and the results achieved, which can hinder the achievement of a positive impact on the development of students' religious character. Evaluation of religious education programs generally only focuses on the final results (output) without paying attention to the context, inputs, and processes that are important factors in the program's success. Therefore, it is essential to use a more comprehensive evaluation model that can provide a complete picture of the effectiveness of religious education programs. Complete information by considering context, inputs, processes, and products will provide a stronger basis for decision-making, policy-making, and planning for future programs (Daud et al., 2023).

One of the evaluation models that can solve this problem is the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. This model evaluates the program based on four main components: context, inputs, processes, and products, allowing for a more in-depth analysis at each stage of program implementation. The CIPP model was chosen in this study because it provides a more comprehensive evaluation compared to the model that focuses only on the final outcome. By evaluating all aspects that affect the program, the CIPP model provides more accurate and helpful information for the sustainable development of religious programs. Evaluation using this model helps assess the achievement of program goals and provides input for future program improvement (Shabrina et al., 2025; Ulfa & Syamsudduha, 2025).

Program evaluation is a process of identifying and collecting information used as a basis for decision-making to determine various alternative actions (Maharani et al., 2024; Putra et al., 2021). This evaluation is important to determine whether a program has achieved its goals or needs improvement, as well as to provide a clear picture of the program's effectiveness (Nasution et al., 2023). In this case, Stufflebem views the purpose of evaluation as establishing and providing information that can be a benchmark in assessing decision-making, as a tool for staff in assessing and developing the benefits of an educational program, as well as assisting in developing policies and programs (A. Z. Fitriani, 2021).

A more in-depth evaluation of religious education programs is important because many programs are not evaluated comprehensively. Without a comprehensive evaluation, shortcomings in the delivery of materials, failures in achieving goals, or discrepancies between program goals and achieved outcomes cannot be detected. This leads to ineffectiveness in religious education programs and a lack of impact on strengthening students' religious character (Ismail & Rasyid, 2023).

The CIPP evaluation model has various advantages in program evaluation, especially compared to models focusing only on results or products, such as the goal-oriented evaluation model. The CIPP evaluation model assesses programs from four main components: Context, Input, Process, and Product. The evaluation is carried out holistically to cover all stages of program implementation, from planning to final results. The goal is to provide a comprehensive overview of the program's effectiveness and provide feedback for continuous improvement (Albar & Syamsudin, 2023). Meanwhile, the goal-oriented evaluation model focuses on achieving program goals. The evaluation is carried out by measuring the extent to which the goals that have been set have been achieved. In this model, a program is considered successful if the goals set at the beginning can be achieved. Evaluation is more focused on the final result (output) and less on assessing other aspects, such as process or context.

The CIPP evaluation model also analyzes four important components separately and in-depth: Context to understand the background and needs, Inputs to evaluate the resources used, the process to assess how the program is executed, and product to assess the final result. This evaluation helps improve the program (Julianto & Fitriah, 2021). Meanwhile, the goal-oriented evaluation model only focuses on whether the goals

that have been set have been achieved or not, regardless of the process or context. Only the final result is the main focus of the evaluation. In addition, the CIPP evaluation model also uses detailed feedback from all components, namely context, inputs, processes, and products, to provide direction on how far the set plan has implemented the program. The program is continuously improved and improved. This model provides broader insights for future program development (Qadafi et al., 2023). Meanwhile, the goal-oriented evaluation model uses feedback more limited to achieving goals. If the goal is achieved, the program is considered successful, but if not, it is considered a failure. Not much information is provided for further improvements.

Thus, the CIPP evaluation model is more appropriate for evaluating religious education programs because it provides a more comprehensive picture and allows for more sustainable improvement in their implementation. This can help improve the teaching and learning process, allocate resources, and formulate goals that are more realistic and relevant to students' needs.

Several previous studies using the CIPP evaluation model showed significant results. For example, Turmuzi (2022) evaluated the implementation of the 2013 Curriculum using the CIPP evaluation model. They found that CIPP-based evaluation allows for a comprehensive analysis of educational programs' context, inputs, processes, and products, which can ultimately provide a clearer picture of the successes and shortcomings of curriculum implementation. This research also indicates the importance of training teachers to understand curriculum changes effectively and implement them better. Research conducted by Alfani and Sigit (2023) also discusses the application of the CIPP evaluation model, especially in the context of physical education. The study used the CIPP evaluation model to assess the quality of physical education learning programs in secondary schools, focusing on evaluating aspects of context, input, implementation process, and student learning outcomes. Looking at other research, Toosi (2021), in a systematic review, reviewed the application of the CIPP evaluation model in the evaluation of medical education. The study revealed that although many studies focus on achieving goals in medical education, the CIPP evaluation model emphasizes improving the quality of education through evaluation that covers the entire program stage, from planning to evaluation of the final product.

In the field of religious education, Putri and Rohman (2024) evaluated the Qur'an literacy program in strengthening the religious character of students in junior high school. Their research shows that Qur'anic literacy programs improve students' academic understanding of Qur'anic verses and strengthen their religious character, such as honesty, discipline, and a sense of responsibility. The evaluation using the CIPP evaluation model revealed that the evaluation of the process, input, and product aspects positively impacted student character development through more holistic and applicative learning of the Qur'an. In addition, Ika (Ika et al., 2021), in evaluating the dhuha prayer program at SMP Insan Kamil Legok, used the CIPP evaluation model to assess the program's success in improving student discipline. Although students have well received the implementation of the dhuhr prayer, the evaluation results show that in terms of context and process, there are still shortcomings in terms of collaboration between teachers and supervisors to increase student awareness.

From the five previous studies that used the CIPP evaluation model, this model is more effective than other evaluation models focusing more on results alone, such as the goal-oriented evaluation model. The CIPP evaluation model provides a more comprehensive analysis, from context analysis, inputs, processes, to products. In the context of religious education, these studies show how CIPP-based evaluations help to understand the strengths and weaknesses of each stage of the program and provide a stronger basis for the improvement and development of religious education programs.

The novelty of this study lies in its more focused goal to analyze the application of the CIPP evaluation model in the context of religious programs as a whole. This study not only evaluates the program's effectiveness but also identifies the factors that affect the success of religious programs and how the evaluation results can be used to improve and develop religious programs in the future. Another novelty lies in using the systematic literature review method, which allows researchers to analyze and present the results of relevant literature in the last 10 years. With this approach, this study seeks to provide a deeper and more comprehensive insight into the application of the CIPP evaluation model to the evaluation of religious

programs and contribute to the development of policies and practices in religious education.

METHODOLOGY

This research uses the systematic literature review method, which is only known as SLR. SLR is a systematic research method to collect, critically evaluate, integrate, and present findings from various studies related to research questions or topics of interest (Sari et al., 2023). Using this method, the researcher will identify, review, evaluate, and interpret all the research that has been found. Furthermore, the researcher conducted a review in a structured way, namely assessing the articles carefully and systematically (Anditiasari et al., 2021).

SLR is carried out through several main steps: clearly determining research questions and objectives, setting inclusion and exclusion criteria, and then systematically searching for relevant studies. This process allows for a comprehensive analysis of the available literature over the last 10 years, between 2015 and 2024. The SLR in this study is focused on identifying, reviewing, evaluating, and interpreting articles relevant to the CIPP evaluation model in religious programs in schools. Through a search using a tool and a specific set of keywords, the number of articles successfully collected reached 343 articles. Furthermore, the articles will be screened based on the inclusion and exclusion criteria set, and the result is that only 34 articles meet the selection criteria for further analysis.

This method was chosen because it allows researchers to identify common patterns, strengths, and weaknesses in existing research and to provide a deeper understanding of the latest developments in the field under study. Thus, SLR provides significant added value to this research by allowing researchers to explore more comprehensive information and contribute meaningfully to knowledge development in religious program evaluation in schools.

The first step is to determine the criteria for the relevant article. This criterion facilitates the search and selection of articles that suit the topic of discussion at the next stage.

Table 1. Eligibility Criteria

Criterion	Inclusion	Exclusion
Article type	Journal articles	Other than journal articles
Period	Published between 2015 and 2024	Published before 2015
Journal source	Sourced from Google Scholar and Scopus	Sourced from Other than Google Scholar and Scopus
Open access	Journal can be accessed freely (open access)	Journals are not freely accessible (non-open access)
Study focus	About the CIPP evaluation model on religious programs in schools	Other than the CIPP evaluation model on religious programs in schools
Educational institution level	Elementary School, Junior High School, and Senior High School/Vocational School	Other than Elementary School, Junior High School, and Senior High School/Vocational School

Journal articles are chosen because they are of higher quality and have gone through a peer review process, making them a more reliable source for scientific research than other types of publications such as books, conference reports, or magazine articles. Articles published between 2015 and 2024 were selected to ensure that the literature used is relevant to the latest developments in the evaluation of educational programs, in particular, the CIPP evaluation model. Google Scholar and Scopus were chosen because both sources provide articles that have been rigorously curated and trustworthy, providing access to quality scientific literature.

Only articles that are freely accessible (open access) are included in the criteria to ensure that the research is accessible to anyone without the barriers of cost or subscription and to support transparency in the research process. Articles that can only be accessed through institutional subscriptions or limited access (non-open access) are not included because they will limit access to research and reduce transparency. Articles that discuss applying the CIPP evaluation model to religious programs in schools were selected to maintain

conformity with the research objectives and focus on aspects of evaluation in the context of religious education. Articles discussing evaluation programs at the elementary school, junior high school, and high school/vocational high school levels were selected because of their relevance to religious education at the primary and secondary education levels. Religious programs at the higher education level are not included in the scope of this research because of differences in the curriculum and evaluation approaches applied at the education level.

After determining the relevant article criteria, the next step is to collect articles with the Publish or Perish (PoP) tool using predetermined keywords. Keywords are developed based on the main concepts of the research.

Table 2. Keyword String

Keyword String
Evaluasi AND CIPP AND program AND keagamaan AND sekolah
CIPP AND evaluation AND religious AND program AND school
CIPP AND evaluation AND Islamic AND program
CIPP AND model AND Islamic AND school

The keywords "evaluate" and "evaluation" are used to search for articles focusing on evaluation, which is the core of this research. The keywords "model" and "CIPP" refer to the CIPP evaluation model. This model is used to evaluate various aspects of a program. The keyword "program" is used to ensure that the article's search focuses on evaluating a particular program, particularly programs related to education, especially those related to religion in schools. The keywords "*keagamaan*," "religious," and "Islamic" are used to target articles that discuss Islamic religion-based education programs. The keywords "*Sekolah*" and "school" are used to ensure that the articles found are related to the educational context at the school level, be it elementary, junior high, high school, or vocational school.

This PoP tool allows searching for articles based on predefined keywords, generating a list of relevant articles that can be downloaded for further analysis. The PoP helps identify articles with a high number of citations, which shows significant influence and contribution to the field of research. Compared to other search tools, PoP has the advantage of providing citation metrics that can be used to assess the quality and relevance of articles. With PoP, the found articles can be directly exported in an appropriate format for further review.

PoP is used to search for relevant articles from Google Scholar and Scopus. Google Scholar provides a wider coverage, including locally and regionally relevant articles, while Scopus guarantees the quality of the articles used, focusing on international journals. Based on searches using these keywords, the total number of articles collected is 343.

After collecting articles, the next step is to select articles based on inclusion and exclusion criteria. Researchers use the Covidence tool to select articles that meet the criteria and visualize them in a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram. Covidence is used to facilitate the automated selection process of articles. This tool allows for deducing articles found during a search, ensuring that the same article is not counted twice. Covidence also supports the article screening process, where relevant articles can be selected based on predetermined inclusion and exclusion criteria. With this feature, the article selection process becomes more efficient and systematic, reducing manual errors and ensuring consistency in selecting articles for the analysis.

PRISMA diagrams provide an overview of the article selection flow from the initial search stage to the final stage—first, identification. The first articles were collected from various data sources such as Google Scholar (330) and Scopus (13). The total number of articles found was 343 articles. All relevant article references based on the specified keywords have been found and recorded at this stage. Second, the removal of duplicate articles. Removing duplicate articles was carried out using Covidence, which identified 11 duplicates out of the total articles found. After deletion, the articles left for further analysis are 332 articles. Third, the screening process. The remaining articles (332 articles) were further examined to ensure their conformity with the inclusion criteria. At this stage, articles that do not meet the initial criteria are removed. Fifty-two articles were excluded from this process because they were irrelevant to the research topic. At this stage, the researcher

conducted a screening by looking at the journal's title and abstract.
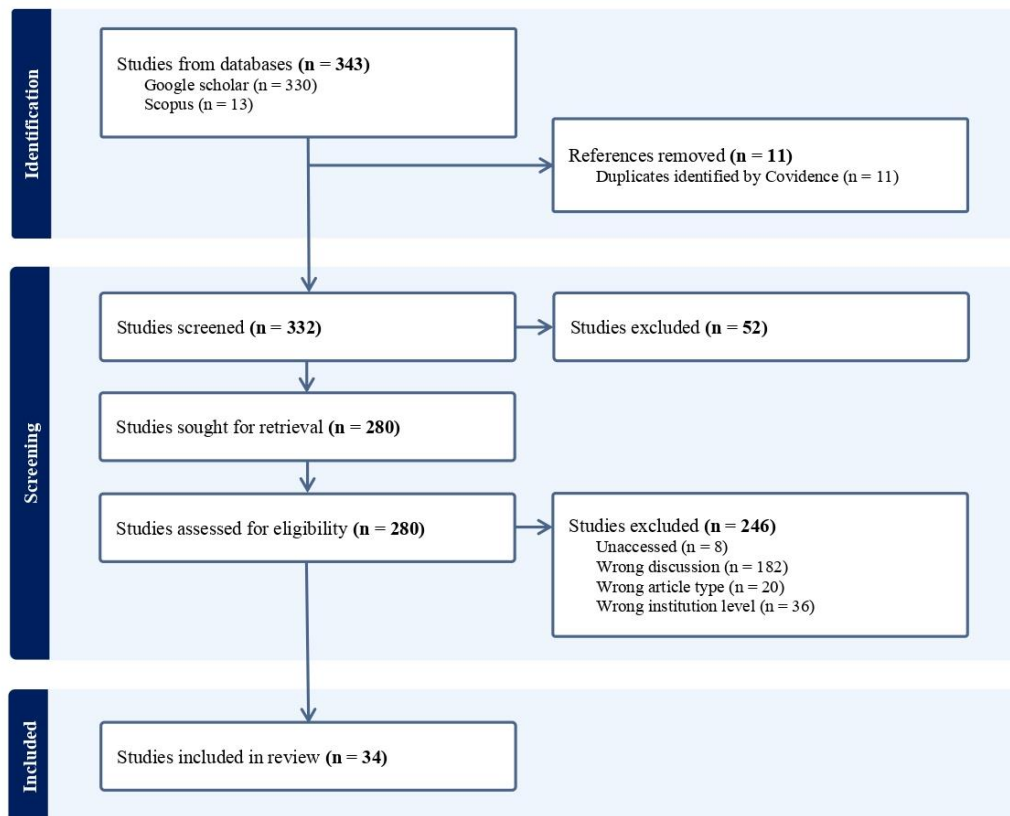
Figure 1. PRISMA Flowchart

Fourth, Feasibility Assessment. Each article is checked based on predetermined eligibility criteria. At this stage, 280 articles were further evaluated to see if they met the inclusion or exclusion criteria. Fifth, article production. A total of 246 articles were issued at this stage for reasons such as articles that were inaccessible (8 articles), irrelevant to the topic of discussion (182 articles), the wrong type of article (20 articles), or the wrong institutional level (36 articles). This indicates a rigorous selection process to ensure the remaining articles completely fit the research objectives. Sixth, Articles Included in the Review. In the end, 34 articles that passed the selection were included in the review for further analysis. These articles were considered the most relevant and met the overall research criteria.

Once the articles have been collected and selected based on relevant criteria, thematic analysis is carried out. The analysis process begins with reading and understanding the selected articles. Furthermore, the data in the article is encoded manually, that is, by marking the parts of the text that are relevant to the research topic. Each relevant section is assigned a corresponding label or code, which is then grouped into categories or themes based on emerging patterns.

This thematic analysis is carried out systematically by identifying the central theme of the research. The three major themes found in the selected articles are the application of the CIPP evaluation model, the factors that affect religious programs, and the utilization of CIPP evaluation results. Data from different articles were compared to find patterns, similarities, and differences in applying the CIPP evaluation model to religious programs in schools.

This research has limitations regarding reference sources that only come from Google Scholar and Scopus. Most of the articles used are sourced from Google Scholar, whose quality is not always comparable to articles from Scopus, which is known to have more verified and more rigorously indexed articles. To overcome this, the researcher combined a series of keywords in two languages, namely Indonesian and English. These two languages expand the search scope, including English-language articles indexed in Sinta 2, which may not be reachable with a search in just one language. Thus, this allows researchers to obtain more quality articles relevant to the research topic.

In addition, researchers set explicit inclusion and exclusion criteria to ensure that only relevant and quality articles are selected, even though most of the articles come from Google Scholar. This limitation of sources can impact the validity of the findings because articles available on Google Scholar do not always go through a rigorous review process like those in Scopus. To improve accuracy and systematization in article selection, researchers also utilize tools such as Covidence to eliminate duplication, making the article selection process more efficient and organized.

FINDINGS

The following is a summary table of relevant articles that have been selected based on inclusion and exclusion criteria using the Covidence tool:

Table 3. Summary of Relevant Articles

No	Authors (Publication Year)	Title	Evaluation Model	Religious Programs	Educational Institution Level
1	(Ardho et al., 2021)	*Analisis Program Unggulan Masyarakat Religius Menuju Masyarakat Madani Berbasis Model CIPP*	CIPP evaluation model	Religious character education	Elementary School
2	(Ayu, 2017)	*Evaluasi Program Praktek Pengamalan Ibadah di Sekolah Dasar Ar-Raudah Bandar Lampung*	CIPP evaluation model	Practice of Worship	Elementary School
3	(Fajri et al., 2023)	*Evaluasi Program Gerakan Sekolah Mengaji di SDN Sumberjati 03 Menggunakan Model CIPP (Context, Input, Process, and Product)*	CIPP evaluation model	Reciting school movement	Elementary School
4	(Y. Fitriani et al., 2024)	*Evaluasi Program Tahfidz Kurikulum Utrujah Menggunakan Model CIPP pada Sekolah Islam Markaz Ashabul Qur'an*	CIPP evaluation model	Tahfidz utrujah curriculum	Elementary School
5	(Ilyasa & Madjid, 2021)	*Evaluasi Program Terapi Al-Qur'an Melalui Model Context, Input, Process, Product (CIPP)*	CIPP evaluation model	Al-Qur'an therapy	Elementary School, Junior High School, and Senior High School
6	(Huraerah et al., 2023)	*Evaluasi Program Tahfizhul Quran di Pondok Pesantren Assalam Manado dengan Menggunakan Model CIPP*	CIPP evaluation model	Tahfizhul Qur'an	Elementary School, Junior High School, and Senior High School
7	(Maesaroh et al., 2022)	Analysis of Context, Input, Process, and Product (CIPP) Model Evaluation in the Kibar Guidance Program in Learning to Read and Write Al-Qur'an at Elementary School During Covid-19	CIPP evaluation model	Kibar guidance in learning to read and write Al-Qur'an	Elementary School
8	(Mardiansah et al., 2024)	*Evaluasi Program Tahfidz Ummi Model CIPP di SD Ummu Aiman Malang*	CIPP evaluation model	Ummi tahfidz method	Elementary School
9	(Pebriansyah et al., 2024)	*Evaluasi Program Seven Habits with Sunnah dalam Menunjang Pendidikan Karakter di Sekolah Dasar Islam Terpadu*	CIPP evaluation model	Seven Habits with Sunnah	Elementary School
10	(Pranata et al., 2023)	*Evaluasi Kegiatan Keagamaan dalam Memperkuat Nilai-Nilai Religius Siswa Menggunakan Model CIPP (Context, Input, Process, Product) di SDN 14 ATTS Bukittinggi*	CIPP evaluation model	Religious activities	Elementary School
11	(Purwanto et al., 2023)	*Evaluasi Program Pembelajaran Membaca Al-Qur'an di Sekolah Dasar Muhammadiyah Kayen*	CIPP evaluation model	Learning to read Al-Qur'an	Elementary School

No		Title	Model	Focus	Level
12	(Ismail & Rasyid, 2023)	*Evaluasi Program Baca Tulis Al-Qur'an Menggunakan Model CIPP di TPQ Al Anwar Pasir Panjang Mempawah Timur*	CIPP evaluation model	Read and write Al-Qur'an	Elementary School
13	(Parozak & Rosita, 2018)	*Evaluasi Penerapan Kegiatan Keagamaan dalam Upaya Pembangunan Nilai Karakter Siswa di Madrasah Ibtidaiyah (MI) Nahdatul Wathan (NW) No. 4 Poncor Lombok Timur Tahun 2019/2020*	CIPP evaluation model	Religious activity	Elementary School
14	(Kadir et al., 2023)	*Evaluasi Program Tahfidz dengan Model CIPP (Context, Input, Process, Product) di Sekolah Dasar Integral Al-Bayan Makassar*	CIPP evaluation model	Tahfidz	Elementary School
15	(Risdoyok, 2021)	*Model Evaluasi CIPP dalam Mengevaluasi Program Tahfiz Selama Daring di SMP Islam Al-Ishlah Bukittinggi*	CIPP evaluation model	Tahfiz	Junior High School
16	(Faizin, 2021)	*Evaluasi Program Tahfidzul Qur'an dengan Model CIPP*	CIPP evaluation model	Tahfidzul Qur'an	Junior High School
17	(Ika et al., 2021)	*Efektivitas Pelaksanaan Shalat Dhuha dalam Peningkatan Disiplin Siswa di SMP Insan Kamil Legok Kabupaten Tangerang*	CIPP evaluation model	Dhuha prayer	Junior High School
18	(Julianto & Fitriah, 2021)	*Evaluasi Program Ekstrakurikuler Baca Al-Qur'an di SMP Negeri 03 Bengkulu Selatan*	CIPP evaluation model	Extracurricular reading Al-Qur'an	Junior High School
19	(Nisak et al., 2024)	*Implementasi Model Evaluasi CIPP Pelaksanaan Shalat Dhuha dalam Meningkatkan Kedisiplinan Siswa di SMP Negeri 1 Gubug*	CIPP evaluation model	Dhuha prayer	Junior High School
20	(Putri & Rohman, 2024)	*Evaluasi Dampak Program Literasi Al-Qur'an terhadap Penguatan Karakter Religius Siswa Sekolah Menengah Pertama*	CIPP evaluation model	Al-Qur'an literacy	Junior High School
21	(Qadafi et al., 2023)	*Evaluasi Pelaksanaan Program Tahfizul Qur'an Menggunakan Model CIPP (Context, Input, Process, dan Product) di SMP Negeri 3 Ampek Angkek Kabupaten Agam*	CIPP evaluation model	Tahfizul Qur'an	Junior High School
22	(Siagian, 2022)	*Evaluasi Program Pelaksanaan Tahfizh Al-Qur'an di Pondok Pesantren Basilam Baru*	CIPP evaluation model	Tahfizh Al-Qur'an	Junior High School and Senior High School
23	(Sofinatun & Musringudin, 2022)	*Evaluasi Program Baca Tulis dan Hafalan Qur'an (BTHQ) di SMP Muhammadiyah 30 dengan Menggunakan Model CIPP*	CIPP evaluation model	Read, write, and memorize Al-Qur'an (BTHQ)	Junior High School
24	(Syafi'i & Sulkifli, 2023)	*Evaluasi Program Mengaji di SMP Muhammadiyah 11 Tello Baru Makassar, Sulawesi Selatan, Indonesia*	CIPP evaluation model	Reciting	Junior High School
25	(Anisa & Moh. Muslih, 2023)	Assessing the Effectiveness of the Tahfidz Program: A CIPP (Context, Input, Process, and Product) Model Evaluation Approach	CIPP evaluation model	Tahfidz	Senior High School
26	(Miswanto, 2016)	*Evaluasi Pelaksanaan Pendidikan Pesantren Mini di Madrasah Aliyah Patra Mandiri Plaju Palembang*	CIPP evaluation model	Mini Islamic boarding school	Senior High School
27	(Rostina et al., 2022a)	*Evaluasi Literasi Al-Qur'an di SMA Negeri 6 Bulukumba (Studi Evaluasi Model Context, Input, Process, dan Product)*	CIPP evaluation model	Al-Qur'an literacy	Senior High School
28	(Nugroho & Ridha, 2024)	*Evaluasi Program Tahfidzul Qur'an dengan Model CIPP di MA Al-Islam Jamsaren Surakarta*	CIPP evaluation model	Tahfidzul Qur'an	Senior High School

29	(Rohmah et al., 2024)	*Evaluasi Program Qur'an, Tajwid, dan Tahfidz di SMA IT Hasanka Palangka Raya*	CIPP evaluation model	Al-Qur'an, tajwid, and tahfidz	Senior High School
30	(Rostina et al., 2022b)	*Evaluasi Program Literasi Al-Qur'an Berbasis Model CIPP (Studi SMAN 6 Bulukumba Sulawesi Selatan)*	CIPP evaluation model	Al-Qur'an literacy	Senior High School
31	(Albar & Syamsudin, 2023)	*Evaluasi Program Baca Al-Qur'an dan Shalat Dhuha di SMK Muhammadiyah Gamping Sleman*	CIPP evaluation model	Reading Al-Qur'an and Dhuha prayer	Vocational High School
32	(Fitriah et al., 2022)	*Evaluasi Program Camp Al-Qur'an di SMK Nasional Makassar (Studi Evaluasi Model Context, Input, Process, dan Product)*	CIPP evaluation model	Camp Al-Qur'an	Vocational High School
33	(Jannah & Pradana, 2024)	*Evaluasi Program Jumat Bersemi yang Bertema Muhadharah dengan Model CIPP pada Kelas XII Multimedia di SMK NU Gresik*	CIPP evaluation model	Jum'at Bersemi (Clean, Healthy, Islamic Friday) with muhadharah activities	Vocational High School
34	(Musarofah et al., 2020)	*Aplikasi Evaluasi Model CIPP pada Program Keagamaan di SMK Ma'arif 1 Kroya*	CIPP evaluation model	Special classes on aswaja, worship, and Qur'an reading and writing (BTQ)	Vocational High School

The selected articles cover the year of publication from 2016 until 2024. Newer articles may indicate developments or improvements in the application of the CIPP evaluation model that could reflect changes in educational practices, technological advancements, or changes in focus in religious education programs. Most articles focus on programs at the elementary level, but some cover middle and high school. This difference can be explained to understand whether the application of the CIPP evaluation model differs at each level of education. For example, religious education programs in secondary schools are more structured, or the focus of evaluation on the process has different implications for different levels of education.

Many studies focus on Islamic religious education programs, such as *Qur'an* literacy, *tahfidz* programs, and religious character education. These articles are essential to understanding how the CIPP evaluation model can be used to evaluate the effectiveness of these programs and how they contribute to developing the religious character of students at different levels of education. Articles focusing on programs such as *tahfidz, Qur'anic* literacy, and religious activities explain how these programs are evaluated to assess their impact on students' religious and moral development. Discussing these specific programs can further explain the importance of this kind of evaluation in shaping an effective religious education program in schools.

The CIPP evaluation model applied at the elementary level has gone well in various religious programs in the schools studied. At SD Muhammadiyah Condongcatur, the KIBAR program for learning to read and write the *Qur'an* shows the suitability between the context of the program and the needs of students, even though there are obstacles to online learning during the pandemic that affect student activity (Maesaroh et al., 2022). At the junior high school level, applying the CIPP evaluation model to various religious education programs shows varying results. At SMP Muhammadiyah 11 Tello Baru Makassar, although the context evaluation showed that the recitation program was to the needs of students, there were obstacles in the method used. The evaluation of the process and products also shows that the achievement of program results has not been felt evenly across all students (Syafi'i & Sulkifli, 2023). At the high school level, applying the CIPP evaluation model to various religious education programs in schools shows mixed results. However, it provides in-depth insights into effectiveness and areas for improvement. In Al Fawwaaz PPTQ, the evaluation showed that although the objectives of the tahfidz program were clear and to the needs of the students, challenges arose in achieving the memorization targets and the use of facilities for specific learning styles (Anisa & Moh. Muslih, 2023).

The most dominant factors influencing the success of religious programs at the elementary school level in each school involve several main aspects, such as teacher competence, parental support, and the availability of facilities and infrastructure. At TPQ Al Anwar Pasir Panjang, student motivation and parental support are

the dominant factors influencing the program's success, with parents supporting learning at home and helping students be more enthusiastic about learning the *Qur'an* (Ismail & Rasyid, 2023). At the junior high school level, some of the dominant factors that affect the success of religious programs are commitment and support from the school, teacher competence, and awareness and involvement of students and parents. At Insan Kamil Legok Junior High School, for example, despite challenges in cooperation between teachers, religious programs are still carried out with supportive policies and clear goals, showing that school support is critical in maintaining the program's success (Ika et al., 2021). At the high school level, the most dominant factors influencing the success of religious programs in various schools are teacher competence, careful planning, and active student participation. At SMK Nasional Makassar, the success of the Camp *Al-Qur'an* program is more influenced by the interesting and varied teaching methods and the suitability of the program with the school's vision (Fitriah et al., 2022).

Using the results of the CIPP evaluation at the elementary level for school development in the future is very important to improve the quality of religious programs. At SD Muhammadiyah Condongcatur, the evaluation results showed that teachers' competence affected the program's success. Therefore, schools can use these results to develop professional training for teachers, especially in the face of online learning, to ensure that the quality of *Qur'an* teaching remains high (Maesaroh et al., 2022). At the junior high school level, using the results of the CIPP evaluation in school development in the future is very important to increase the effectiveness of religious programs and overcome existing obstacles. Based on the results of evaluations from various journals, one of the primary uses is to develop better planning. In SMP Insan Kamil Legok, for example, the evaluation of the context that shows the lack of cooperation between teachers can be used to design better strategies for increasing collaboration between teachers. This can encourage the development of teacher training or regular meetings to strengthen cooperation between related parties, which will increase the effectiveness of religious programs in schools (Ika et al., 2021). At the high school level, using the results of the CIPP evaluation for school development in the future can be seen from how schools can improve and develop their programs based on existing findings. The evaluation results at SMK Muhammadiyah Gamping Sleman show that the challenges in increasing student motivation can be used to design better motivation strategies, such as increasing parental involvement in students' religious activities (Albar & Syamsudin, 2023).

Thirty-four relevant articles were successfully selected from 343 articles collected per the inclusion and exclusion criteria. These articles were published between 2015 and 2024 and cover topics related to the CIPP evaluation model, school religious programs, and primary and secondary education levels. The analysis of these articles aims to identify the main findings that support this study. Based on the results of the analysis, most articles consistently apply the CIPP evaluation model to assess the effectiveness of religious programs at various levels of education. As a general pattern, applying the CIPP evaluation model focuses on context and process aspects, aiming to improve program outcomes through comprehensive evaluation. Some articles also identify external factors that influence the program's success, such as parental involvement and support facilities.

However, it should be acknowledged that there are some limitations in the articles analyzed. One is the potential for bias because most articles come from Google Scholar, which can affect the diversity of sources and the depth of analysis. In addition, several important themes related to the influence of education policy or the role of other stakeholders have not been discussed in depth in the existing literature. Therefore, while the findings provided valuable insights, it was necessary to expand the analysis to include literature from more varied sources and to consider other factors that may not be revealed much in the analyzed articles.

DISCUSSION

Application of CIPP Evaluation Model to Religious Programs in Schools

The CIPP evaluation model on religious programs in elementary schools involves four stages. At the context level, the program's relevance to the school's vision and mission depends heavily on understanding the values instilled. As a result, the socialization of the program's vision and mission and the active involvement of schools and parents need to be increased. For example, at SDN 14, ATTS Bukittinggi supports

strengthening religious values by Law Number 20 of 2003 (Pranata et al., 2023). At the input stage, the program's success depends on the quality of resources, such as teachers and facilities, such as the *Tahfidz Qur'an* program at SD Integral Al-Bayan Makassar (Kadir et al., 2023). For the program's sustainability, increasing teacher training and regular evaluation of facilities is necessary. The problem of limited teachers and facilities must be immediately overcome by adding teaching staff or updating facilities. At the process stage, obstacles in implementation, such as the shortage of teachers in the Recital School Movement at SDN Sumberjati 03, affect effectiveness (Fajri et al., 2023). The solution is to strengthen the time allocation, increase the number of teachers, and carry out regular monitoring to maintain the quality of learning. At the product stage, although religious programs have succeeded in improving student competence, such as the tahini summer program at SD Ummu Aiman Malang, it is necessary to ensure the achievement not only in the quantity of memorization but also in the quality of understanding (Mardiansah et al., 2024). This can be achieved by increasing student engagement and introducing digital app-based evaluation methods, allowing wider access to materials.

At the junior high school level, the context stage assesses the relevance of the program to the needs of students, such as the tahini program at SMP Negeri 3 Ampek Angkek, which received a score of 100% (Qadafi et al., 2023). To maintain the program's relevance, it is necessary to regularly evaluate the needs of students and implement feedback from students and teachers. At the input stage, even though the facility supports the dhuha prayer program at SMP Negeri 1 Gubug, the low awareness of students can hinder the program's sustainability (Nisak et al., 2024). Therefore, there needs to be counseling involving parents and teachers as well as providing incentives to increase student participation. At the process stage, the obstacles to online learning in the tahini program at Al-Ishlah Islamic Junior High School show the need for a more interactive method (Risdoyok, 2021). Combining online and in-person elements and using video-based apps can improve student understanding and engagement. At the product stage, even though the ability to read the *Qur'an* has improved, the failure to achieve the memorization target needs to be overcome with a results-based evaluation system, such as periodic memorization exams and the use of digital aids or memorization applications to accelerate the achievement of the target (Sofinatun & Musringudin, 2022).

At the high school level, the context stage assesses the program's relevance to the school's vision, such as the *Tahfidzul Qur'an* program at MA Al-Islam Jamsaren Surakarta (Nugroho & Ridha, 2024). To maintain the program's relevance, it is necessary to regularly evaluate the needs of students and the development of religious education, as well as collaboration between schools, parents, and the community. Even though the facilities are supportive at the input stage, the evaluation shows the need to improve teacher competence at SMAN 6 Bulukumba (Rostina et al., 2022). For the program's sustainability, teachers must be continuously trained to improve teaching skills and religious knowledge. At the process stage, constraints in the time allocation for *Tahfidzul Qur'an* at SMA IT Hasanka affect the program's effectiveness (Rohmah et al., 2024). It is recommended that the schedule and time structure between classes be adjusted and extracurricular sessions focusing on the *Tahfidz* program be added. At the product stage, although the Camp *Al-Qur'an* program at SMK Nasional Makassar improves the ability to read the *Qur'an*, the failure to achieve the memorization target requires intervention in the form of the use of memorization applications and strengthening student motivation through awards to accelerate the achievement of the memorization target (Fitriah et al., 2022).

Applying the CIPP evaluation model to religious programs at various levels of education, ranging from elementary, junior high, to high school, has proven to be effective in comprehensively evaluating the program through four stages: context, input, process, and product. The context stage focuses on assessing the program's suitability with the vision, mission, and educational needs. The input stage evaluates aspects of available resources such as educators, facilities, and curriculum. At the process stage, evaluation is directed at the program's implementation, including learning methods, interaction between participants, and time management. Meanwhile, the product stage assesses the final achievement of the program, including success in meeting the goals that have been set. While most programs show satisfactory results, challenges such as resource limitations and technical constraints still need to be considered. Overall, the CIPP evaluation model is a comprehensive evaluation tool to support the sustainability and improvement of the quality of religious programs.

Factors Affecting the Effectiveness of Religious Programs in Schools

The support of resources, learning methods, and stakeholder involvement influences the success of religious programs in elementary schools. For example, the *Tahfidz Utrujah* Curriculum program at *Markaz Ashabul Qur'an* is successful because of its structured curriculum and family support (Y. Fitriani et al., 2024). The involvement of teachers and parents, such as at TPQ Al Anwar Mempawah Timur, is also an important factor (Ismail & Rasyid, 2023). Innovative methods, such as the KIBAR method at SD Muhammadiyah Condongcatur, improve the ability to read the *Qur'an* despite facing the challenges of the pandemic (Maesaroh et al., 2022).

The main factors for the success of religious programs in junior high schools include resource support, learning methods, and stakeholder involvement. The evaluation at MTs YMI Wonopringgo shows the importance of the quality of teachers and facilities (Faizin, 2021). Online learning methods, such as at Al-Ishlah Islamic Junior High School, show obstacles during the pandemic (Risdoyok, 2021). In addition, the involvement of parents and the community strengthens the *Qur'an* literacy program at An-Nizam Private Junior High School (Putri & Rohman, 2024).

At the high school level, the effectiveness of religious programs is influenced by resources, stakeholder support, and innovative methods. Adequate facilities support the *Tahfidzul Qur'an* program at MA Al-Islam Jamsaren (Nugroho & Ridha, 2024). The collaboration of external institutions, such as the Qur'an Literacy program at SMAN 6 Bulukumba, is a success factor (Rostina et al., 2022a). The outdoor-based learning method at Camp *Al-Qur'an* also effectively improves learning, even though the COVID-19 pandemic is a challenge (Fitriah et al., 2022).

The success of religious programs in elementary, junior high, and high school is greatly influenced by three main interrelated factors: resource support, learning methods, and stakeholder involvement. Resource support, such as the quality of teaching staff and adequate facilities, is essential to ensure a smooth learning process. Religious programs will find it challenging to achieve optimal results without competent teachers and supporting facilities. At every level, from elementary to high school, the quality of teaching and learning infrastructure is the primary key that determines whether students can follow the program well and achieve the desired results.

The learning methods also play a significant role in achieving the desired results. Innovative methods, such as the KIBAR method at SD Muhammadiyah Condongcatur, which utilizes technology to accelerate the learning process, allow students to remain actively involved despite external obstacles such as the pandemic. These interactive and technology-based methods facilitate better understanding and help students learn in a way that is appropriate to the times. At the junior high and high school levels, adaptive learning methods, such as online learning implemented during the pandemic or outdoor-based learning in high school, provide space for students to develop according to their learning styles and achieve more optimal results.

Stakeholder engagement, especially among teachers, parents, and the community, also plays an important role. The involvement of parents in supporting the program, as seen in the *Tahfidz* program of the Utrujah Curriculum in Markaz Ashabul Qur'an, helps to strengthen the motivation of students to participate actively. At the junior and senior high school levels, community involvement and collaboration with external institutions provide additional support that enriches religious programs in terms of resources and skill development. All parties involved, from teachers who teach to parents and supportive communities, ensure that religious programs remain relevant and run well, creating an environment conducive to achieving the desired outcomes. With a strong synergy between these three factors, religious programs can succeed at every level of education.

Utilization of CIPP Evaluation Results for the Development of Religious Programs

The results of evaluating religious programs in elementary schools are used for program development, such as improving teaching methods and supporting facilities at SD Muhammadiyah Kayen (Purwanto et al., 2023). Evaluation data also supports curriculum development, such as the Seven Habits with *Sunnah* approach

in Integrated Islamic Elementary Schools, strengthening student character education (Pebriansyah et al., 2024). CIPP model-based evaluations provide critical feedback for continuous improvement.

At the junior high school level, the evaluation results are used to develop new strategies and improve learning methods. For example, Muhammadiyah 30 Junior High School added post-pandemic learning sessions (Sofinatun & Musringudin, 2022), and Al-Ishlah Bukittinggi Islamic Junior High School improved the online tahfidz method (Risdoyok, 2021). Periodic evaluations, such as at SMP Negeri 3 Ampek Angkek, help ensure the program remains relevant and effective (Qadafi et al., 2023).

The results of the evaluation in high school are used for learning efficiency and improving the quality of the program. For example, SMA IT Hasanka improved the allocation of time for *Tahfidzul Qur'an* (Rohmah et al., 2024), SMAN 6 Bulukumba improved the competence of accompanying teachers (Rostina et al., 2022a), and SMK Nasional Makassar increased the study time in the Camp *Al-Qur'an* program (Fitriah et al., 2022). Evaluating the CIPP model provides a basis for sustainable and effective development.

The results of the evaluation of religious programs at various levels of education are used for sustainable development and improvement. In elementary schools, evaluation helps improve teaching methods, supporting facilities, and curriculum development to support student character education. In junior high school, the evaluation results are used to develop new learning strategies, improve teaching methods, and ensure the program runs more effectively. Meanwhile, in high school, evaluation is the basis for more efficient time management, improvement of teacher competence, and optimization of facilities. Overall, the CIPP evaluation model provides valuable feedback to ensure the effectiveness, sustainability, and relevance of religious programs at all levels of education.

The CIPP evaluation model can be widely applied in other schools to strengthen religious programs. Schools must conduct periodic evaluations based on CIPP to ensure that the program meets students' needs. Teacher training must be strengthened to support continuous improvement. Challenges such as technological changes and resource limitations can be overcome with flexible learning methods and the use of technology for online or hybrid learning. The implementation of a broader CIPP evaluation model can ensure the sustainability and relevance of religious programs in the future.

CONCLUSION

This study aims to analyze the application of the CIPP evaluation model in evaluating religious programs in schools. This study presents three main themes, namely how to apply the CIPP evaluation model to religious programs in schools, what factors affect the effectiveness of religious programs in schools, and how to use the evaluation results for program development in schools. The results show that the CIPP evaluation model can evaluate the program comprehensively, starting from the relevance of the program (context), the availability of resources (input), the implementation of activities (process), and the achievement of results (product). Key factors for program effectiveness include teacher competence, supporting facilities, learning methods, and stakeholder engagement. This model is proven to provide data-based recommendations for improving the quality of religious programs at various levels of education.

This study has several shortcomings, such as the limited amount of literature reviewed, which means that the results may not fully reflect the general situation, and the absence of direct data from the field, which limits the depth of analysis and the accuracy of conclusions. In addition, differences in conditions in each school, such as facilities, teacher competencies, and local culture, can affect the application of the CIPP evaluation model, making the results difficult to generalize for all contexts. Research is also limited to sources from Google Scholar and Scopus, which may miss important studies from other sources.

These limitations can be expanded with further explanation of how the limitations of the literature may affect the generalization of findings or how the absence of field data might reduce the validity of the conclusions. Therefore, the researcher suggests further research that is more specific or contextual to local conditions in each school. Further research involving direct field data from several schools or comparative studies in different regions can strengthen the research results.

This study implies that the CIPP evaluation model can effectively guide schools in improving the quality of religious programs through in-depth analysis of context, input, process, and product aspects. This model allows for identifying weaknesses, resource optimization, and planning continuous improvement strategies. In addition, applying this model contributes to increasing the effectiveness of religious learning, supporting the formation of students' religious character, and providing a solid basis for strategic decision-making in managing religious education programs.

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