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by Al Ishlah Final Al Ishlah Final

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CIPP Evaluation Model and Its Effect on E-Learning

Darul Prayogo

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Abstract

One indicator of quality of educational institutions is the use of information technology in teaching and learning activities. E-learning is fundamentally a teaching and learning activity using internet-based technology.
This study utilized CIPP (Context, Input, Process, Product) evaluation model in relation to e-learning. Analysis technique used was multiple linear regression using R Software to see how much effect context and input had on learning process and see how much effect context and input had on learning product.
Knowledge and understanding of Context component was of greater concern since 63 (44.68%) of 141 cadets stated 'poor'. Average score of knowledge and understanding of Input component was 41 which was in interval score 33–42, in good category. Moreover, average score of knowledge and understanding of Process component was 82 which was in interval score 65-84, in good category. Importantly, knowledge and understanding of Product component was of greater concern since 69 (48.94%) of 141 cadets showed poor results. Effect size of Context and Input components on Process was 0.5479 or 54.79%, while the remaining 45.21% was affected by other factors not examined in this study. Input component had a significantly greater effect on Process component with a significance level of 0.001 than Context component. Moreover, effect size of Context and Input components on Product was 0.3303 or 33.03%, while the remaining 66.97% was affected by other factors not examined in this study. Context component had a significantly greater effect on Product with a significance level of 0.001 than Input component.

Kata kunci:
Evaluasi,
CIPP,
Pengaruh,
E-Learning

Abstrak

Penggunaan teknologi informasi dalam kegiatan belajar mengajar menjadi sebuah indicator kualitas pada suatu lembaga pendidikan dan sebagai sarana dalam mengembangkan kualitas pembelajaran. Pembelajaran dengan e-learning adalah kegiatan belajar mengajar dengan menggunakan teknologi berbasis internet.
Penelitian ini menggunakan model evaluasi berbasis CIPP (context, input, process, product) yang terkait pelaksanaan pembelajaran e-learning, Teknik Analisa yang digunakan adalah Regresi linier ganda menggunakan R Software untuk mengukur besarnya pengaruh antara context dan input terhadap process pembelajaran dan mengukur besarnya pengaruh antara context dan input terhadap product pembelajaran.
Pengetahuan dan pemahaman terhadap komponen Context menjadi perhatian lebih karena 141 Taruna yang diteliti, sebanyak 63 responden yaitu sebesar 44,68% menyatakan kurang baik. Pengetahuan dan pemahaman terhadap komponen Input rata-rata skor sebesar 41 yang terletak pada interval skor 33 - 42 termasuk dalam kategori Baik. Pengetahuan dan pemahaman terhadap komponen Process, rata-rata skor sebesar 82 yang terletak pada interval skor 65 - 84 termasuk dalam kategori Baik. Pengetahuan dan pemahaman terhadap komponen Product menjadi perhatian lebih karena 141 Taruna yang diteliti,

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sebanyak 69 responden yaitu sebesar 48,94% menyatakan kurang baik. Besarnya pengaruh komponen Context dan Input terhadap Process, sebesar 0,5479 atau 54,79%, sisanya sebesar 45,21% dipengaruhi oleh faktor lain yang tidak diteliti. Komponen Input secara signifikan lebih besar pengaruhnya terhadap komponen Process dengan taraf signifikansi 0,001 jika dibandingkan dengan komponen Context. Besarnya pengaruh komponen Context dan Input terhadap Process, sebesar 0,3303 atau 33,03%, sisanya sebesar 66,97% dipengaruhi oleh faktor lain yang tidak diteliti. Komponen Context secara signifikan lebih besar pengaruhnya terhadap komponen Product dengan taraf signifikansi 0,001 jika dibandingkan dengan komponen Input.

INTRODUCTION

Use of information technology in learning influences process of transforming education from a conventional basis into various digital forms including materials, learning processes, systems, and evaluation. E-learning is basically a learning and teaching activity using internet based technology. This kind of learning and teaching activities include not only uploading teaching materials to be accessed by Taruna (henceforth cadets) but also assisting lecturers in evaluating their teaching and learning activities, communicating with their students, monitoring attitudes, observing cognitive, affective and psychomotor development, and managing various other aspects of learning. Uploading teaching materials on e-learning site is not simply taking material in textbooks, modules, or books, but various aspects of website design are also needed as an attempt to attract cadets to study materials presented. In March 2020, Coronavirus disease (COVID-19) pandemic has entered Indonesia. Politeknik Ilmu Pelayaran Semarang used to implement Boarding School education where it is more prone to experience COVID-19 transmission; therefore, it then implemented e-learning since October 2020.

In this case, researcher had conducted observation on cadets who joined e-learning and found that its implementation was not optimal. Cadets did already have an internet network, but its use was still only as a source of information. In fact, not all lecturers were able to make interesting teaching materials in cyberspace, interactive forums on social media, or e-learning based tests. Furthermore, several cadets also did not understand well importance of e-learning-based learning and teaching activities. Even though they already had supporting facilities including interconnected laptops, internet and smartphones, they tended to prefer playing, joking on social media, online games, looking and reading for information that was not related to learning materials.

A study conducted by (Okta, 2015) entitled Evaluation of Distance Learning Program using CIPP (Context, Input, Process, Product) Model concluded that CIPP model had a holistic approach to evaluation. This study aimed at providing a detailed and broad picture of a project, from context to implementation, which had a potential for formative and summative evaluation.

(Kurnia & Rosana, 2017) in his study on evaluation of e-learning implementation demonstrated that e-learning preparation obtained a score of 61.66. Based on Context, Input, Process, Product (CIPP) evaluation model, scores for context and input components were 64.22 and 64.08 respectively, while process and product components obtained scores classified as low: 58.95 and 58.23.

Moreover, (Mahmudi, 2011) found that CIPP evaluation model was a complete evaluation model since it included formative and summative evaluations. Evaluation of context, input, process, and product components can be practiced in making decisions (formative) and presenting information on accountability (summative). Thus, it is able to improve strategy that an institution will use in carrying out its educational program.

More importantly, (Gede & Divayana, 2015) conducted a study entitled Program Evaluation with Computer Assisted CIPP Model. In this study, conventional calculation obtained 91.000%, while computer calculation obtained 91.600%. This study then concludes that computer-assisted CIPP evaluation model obtains faster and more accurate results of calculations than using conventional calculation method, but not significant.

Based on the aforementioned conditions, researcher believes that it was necessary to conduct research to evaluate e-learning implementation, especially courses taught for the first semester Engineering Cadets at Politeknik Ilmu Pelayaran Semarang. Researcher was interested in finding out implementation and management of e-learning activities carried out by lecturers in terms of Context, Input, Process and Product; the extent to which cadets understood in following lesson; how supporting facilities and infrastructure were used; and challenges faced. Therefore, researcher

conducted a study entitled "Evaluation of E-learning Implementation in Learning Process at Politeknik Ilmu Pelayaran Semarang".

Accordingly, a further empirical study was needed to investigate this controversy. Researcher was interested in evaluating e-learning implementation at Politeknik Ilmu Pelayaran Semarang. There were basically two questions to answer: 1) How is evaluation of e-learning implementation at Politeknik Ilmu Pelayaran Semarang? and 2) How is the effectiveness of e-learning at Politeknik Ilmu Pelayaran Semarang implemented and developed using CIPP evaluation.

METHODS

This study used descriptive method, which is a research method to create picture of a situation or event, so that this method will only accumulate basic data. Evaluation in this study is CIPP model (context, input, process, product) in relation to e-learning implementation (Kurnia & Rosana, 2017). It was conducted at Politeknik Ilmu Pelayaran Semarang, that has implemented e-learning, in the first semester during COVID-19 outbreak in November 2020-March 2021. Subject was evaluation of e-learning at Politeknik Ilmu Pelayaran Semarang involving 141 cadets as respondents/data sources.

Various methods for data collection were used in this study, including observation, questionnaire, interview, and documentation. Observation was done by making direct observations to research object. Questionnaire was a collection of data using a list of questions in written form given to respondents at Politeknik Ilmu Pelayaran Semarang. Interview was chosen to collect data and information through instruments that researcher had prepared for parties who had a role in e-learning. The last one, documentation, was to reveal assessment process of evaluation results carried out.

Questionnaire was tested on 30 respondents with significance level of 5% and obtained values of r-count were greater than r table = 0.30. Therefore, it can be said that questionnaire was valid for conducting research (Hakan & Seval, 2011). Reliability testing was used to make measurements and then showed the extent to which measuring instruments could be used. It was carried out using Alpha Cronbach technique using SPSS Statistics 25 which obtained a reliability score of 0.934 more than specified reliability score (0.60). Thus, it can be said that measuring instruments were reliable and could be used for this study. Regression testing was done using R Software. In addition, analysis was carried out using Simple Linear Regression Technique.

FINDINGS AND DISCUSSION

Effect of Context, Input, Process, Product (CIPP)

Effect of Context and Input Components on Process of E-Learning

Multiple regression done on Context and Input Components on e-learning process at Politeknik Ilmu Pelayaran Semarang was to see how much effect Context and Input components had on learning process. Regression was performed using R Software.

a. Normality Test

Normality test was used to see normality of data under study using QQ Plot Method with Code:

```
> resid1<-resid(LinModel_1)
> qqnorm(resid1)
> qqline(resid1, col="red")
```

Here is an output (plot) produced in the form of diagram 1:

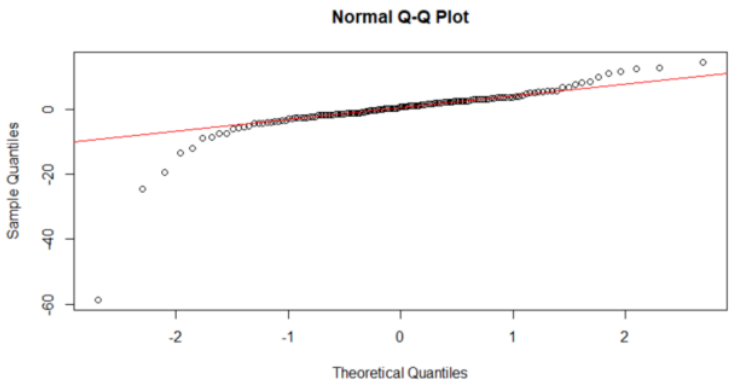

Diagram 1 Normality Test
Source: Processed Research Data, 2021

Based on diagram 1 showing results of normality test, it can be seen that most of data shown by small circles tend to approach linear line. Accordingly, it can be concluded that data are normally distributed.

b. **Homoscedasticity Test**

The second test that needed to be done in making Classical Assumption Interpretation of Linear Regression with statistics was heteroscedasticity or homoscedasticity test. There are basically many types of heteroscedasticity tests including Glejser test, Park test, etc. However, this study only used Breusch-Pagan Test. Code used was:

```
> library(lmtest)
> bptest(LinModel_1,data=Data)
```

Here is an output produced in the form of table 1:

```
        studentized Breusch-Pagan test

data:  LinModel_1
BP = 0.91953, df = 2, p-value = 0.6314
```

Table 1 Breusch-Pagan Test Output.
Source: Processed Research Data, 2021.

Based on Table 1 of results of Breusch-Pagan Test, it can be seen that p value is 0.6314> 0.05, indicating that regression model is free from heteroscedasticity or is homoscedasticity. It is said to be free from heteroscedasticity if P value, indicated by "Prob > chi2", is > 0.05.

c. **Autocorrelation Test**

Autocorrelation test was used to perform statistical analysis to determine whether there was a correlation between variables in prediction model and changes in time. This study used Durbin-Watson method, with Code:

```
> library(lmtest)
> dwtest(LinModel_1)
```

Here is an output produced in the form of table 2:

```
        Durbin-Watson test

data:  LinModel_1
DW = 1.5619, p-value = 0.003774
alternative hypothesis: true autocorrelation is greater than 0
```

Table 2. Autocorrelation Test Output.
Source: Processed Research Data, 2021.

Based on Table 2 of results of Autocorrelation Test, it can be seen that DW and P-values are more than zero, indicating that there is no positive and negative autocorrelation in analysis. Thus, it can be concluded that there is absolutely no autocorrelation.

d. Multicollinearity Test

Multicollinearity test in this study was used to determine whether or not there was a deviation from classical assumption of multicollinearity; linear relationship between independent variables in regression model. It was performed to ascertain whether there was an intercorrelation or collinearity between independent variables in a regression model. In this study, VIF (Variance Inflation Factor) method was used with Code:

```
> library(car)
> vif(LinModel_1)
```

Here is an output produced in the form of table 3:

```
context   input
1.00183 1.00183
```

Table 3. Multicollinearity Test Output.

Source: Processed Research Data, 2021.

Based on Table 3 of results of Multicollinearity Test, range value is narrow and does not even exist, namely X1 = 1.00183 to 1.00183. It indicates that multicollinearity is not detected. Thus, it can be concluded that there is absolutely no Multicollinearity.

e. Model and Effect Size

To determine effect size of Context and Input components on Process, R Software application was used with Code:

```
> LinModel_1<-lm(process~context + input,data=Data)
> summary(LinModel_1)
```

Sehingga menghasilkan Output (Plot) berupa Tabel 4 berikut ini:

```
Call:
lm(formula = process ~ context + input, data = Data)

Residuals:
    Min      1Q  Median      3Q     Max
-58.785  -1.876   0.835   3.000  14.604

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  11.4277     6.0491   1.889  0.06097 .
context       0.2172     0.0771   2.817  0.00557 **
input         1.4711     0.1155  12.732  < 2e-16 ***
---
Signif. codes:
0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 7.2 on 138 degrees of freedom
Multiple R-squared:  0.5479,    Adjusted R-squared:  0.5414

F-statistic: 83.63 on 2 and 138 DF,  p-value: < 2.2e-16
```

Table 4 Output of Effect Size of Context and Input Components on Process

Source: Processed Research Data, 2021.

Based on Table 4, effect size of Context and Input components on Process is 0.5479 or 54.79%, while the remaining 45.21% is affected by other factors not examined in this study. Input component has a significantly greater effect on Process component with a significance level of 0.001 than Context component. It can be formulated as follows:

$$\boldsymbol{Y = b_0 + b_1X_1 + b_2X_2 + e}$$

then

$$\boldsymbol{Y = 11,4277 + 0,2172X_1 + 1,477X_2 + e}$$

Information:

Y = Process

X_1 = Context

X_2 = Input

Generally, it can be shown in diagram 2 below:

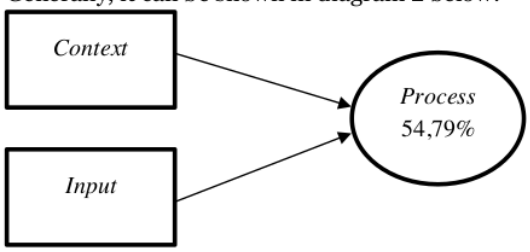

Diagram 2. Effect of Context and Input Components on e-learning process
Source: Processed Research Data, 2021.

Effect of Context and Input Components on Product of E-Learning

Multiple regressions on Context and Input Components on Product of e-learning at Politeknik Ilmu Pelayaran Semarang was carried out to see how much effect Context and Input components had on Product of learning. Regression was performed using R Software.

a. Normality Test

Normality test was used to see normality of data under study using QQ Plot Method with Code:

```
> resid2<-resid(LinModel_2)
> qqnorm(resid2)
> qqline(resid2, col="red")
```

Here is an output (plot) produced in the form of diagram 3:

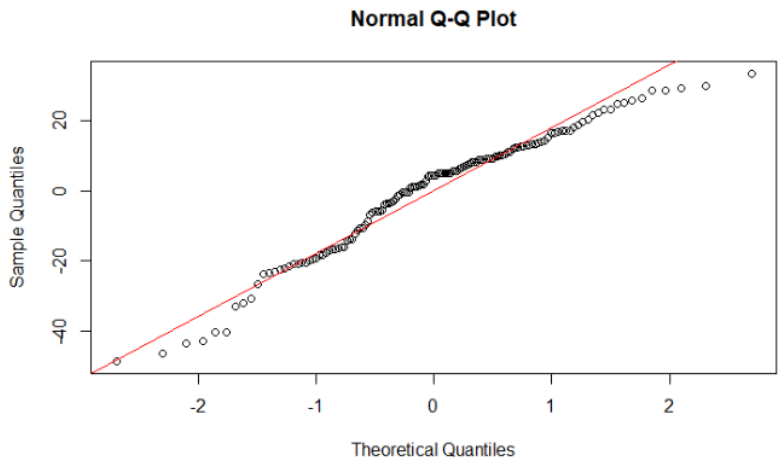

Diagram 3. Normality Test.
Source: Processed Research Data, 2024.

Based on diagram 3 showing results of normality test, it can be seen that most of data shown by small circles tend to approach linear line. Accordingly, it can be concluded that data are normally distributed.

b. Homoscedasticity Test

The second test that needed to be done in making Classical Assumption Interpretation of Linear Regression with statistics was heteroscedasticity or homoscedasticity test. There are basically many types of heteroscedasticity tests including Glejser test, Park test, etc. However, this study only used Breusch-Pagan Test. Code used was:

```
> library(lmtest)
> bptest(LinModel_2,data=Data)
```

Here is an output produced in the form of Table 5:

```
        studentized Breusch-Pagan test

data:  LinModel_2
BP = 0.86145, df = 2, p-value = 0.65
```

Table 5. Breusch Pagan Test.
Source: Processed Research Data, 2021.

Based on Table 5 of results of Breusch-Pagan Test, it can be seen that p value is 0.65 > 0.05, indicating that regression model is free from heteroscedasticity or is homoscedasticity. It is said to be free from heteroscedasticity if P value, indicated by "Prob > chi2", is > 0.05.

c. Autocorrelation Test

Autocorrelation test was used to perform statistical analysis to determine whether there was a correlation between variables in prediction model and changes in time. This study used Durbin-Watson method, with Code:

```
> library(lmtest)
> dwtest(LinModel_2)
```

Here is an output produced in the form of Table 6:

```
        Durbin-Watson test

data:  LinModel_2
DW = 0.96638, p-value = 2.066e-10
alternative hypothesis: true autocorrelation is greater than 0
```

Table 6. Durbin-Watson Test.
Source: Processed Research Data, 2021.

Based on Table 6 of results of Autocorrelation Test, it can be seen that DW and P-values are more than zero, indicating that there is no positive and negative autocorrelation. Thus, it can be concluded that there is absolutely no autocorrelation.

d. Multicollinearity Test

Multicollinearity test in this study was used to determine whether or not there was a deviation from classical assumption of multicollinearity; linear relationship between independent variables in regression model. It was performed to ascertain whether there was an intercorrelation or collinearity between independent variables in a regression model. In this study, VIF (Variance Inflation Factor) method was used with Code:

```
> library(car)
> vif(LinModel_2)
```

Here is an output produced in the form of Table 7:

```
> vif(LinModel_2)
context   input
1.00183 1.00183
```

Table 7. Multicollinearity Test.
Source: Processed Research Data, 2021.

Based on Table 7 of results of Multicollinearity Test, range value is narrow and does not even exist, namely X1 = 1.00183 to 1.00183. It indicates that multicollinearity is not detected. Thus, it can be concluded that there is absolutely no Multicollinearity.

e. Model and Effect Size

To determine effect size of Context and Input components on Product, R Software application was used, producing Output (Plot) in the following Table 8:

```
Call:
lm(formula = product ~ context + input, data = Data)

Residuals:
   Min     1Q Median     3Q    Max
-48.61 -12.07   4.41  12.12  33.50

Coefficients:
            Estimate Std. Error t value Pr(>|t|)
(Intercept)  25.3459    14.6647   1.728   0.0862 .
context       1.5416     0.1869   8.248 1.14e-13 ***
input         0.1435     0.2801   0.512   0.6092
---
Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 17.45 on 138 degrees of freedom
Multiple R-squared:  0.3303,    Adjusted R-squared:  0.3206
F-statistic: 34.03 on 2 and 138 DF,  p-value: 9.694e-13
```

Table 8 Output of Effect Size of Context and Input Components on Product
Source: Processed Research Data, 2021

Referring to Table 8, effect size of Context and Input components on Product is 0.3303 or 33.03%, while the remaining 66.97% is affected by other factors not examined in this study. Context component has a significantly greater effect on Product with a significance level of 0.001 than Input component. It can be formulated as follows:

$$\boldsymbol{Y = b_0 + b_1X_1 + b_2X_2 + e}$$

then

$$\boldsymbol{Y = 25,3459 + 1,5416X_1 + 0,1435X_2 + e}$$

Information:
Y = Product
X_1 = Context
X_2 = Input

Generally, it can be shown in diagram 4 below:

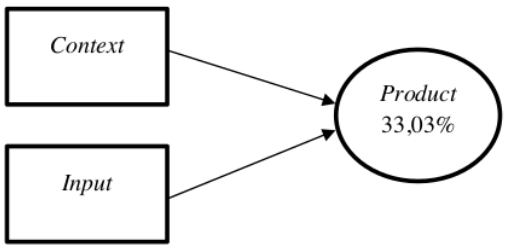

Diagram 4. Effect of Context and Input Components on Product
Source: Processed Research Data, 2021

Discussion

Effect of Context and Input Components on E-Learning Process

Based on Table 4.4, effect size of Context and Input components on Process is 0.5479 or 54.79%, while the remaining 45.21% is affected by other factors not examined in this study. Context factor, in this case, is an ability of lecturer to plan and create e-learning materials, especially on all subjects from the 1st meeting to the 14th meeting plus one Mid Test and One Final Semester Examination. Besides, factors that were not examined could be in the form of delivery methods, teaching methods, time allocation, application views, ease of access, etc. which contributed 45.21%.

Input component has a significantly greater effect on Process component with a significance level of 0.001 than Context component, which can be formulated as follows:

$$\boldsymbol{Y = 11,4277 + 0,2172X_1 + 1,477X_2 + e}$$

In this matter, $=$ Process , X_1 = Context, X_2 = Input. It can be interpreted that the greater the Context and Input values, the greater the effect on Process component.

Input component in this study is mastery of information technology during teaching and learning activities. Cadets considered that lecturers' mastery of information technology during e-learning implementation had a greater effect on virtual learning process. Lecturers who seem to be very proficient in teaching in conventional learning, although not face-to-face learning, generally make teaching and learning process more real, where students can understand material presented and get additional abilities in terms of cognitive, affective and psychomotor aspects.

Lack of learning planning and teaching materials in e-learning can be improved by mastering information technology and understanding importance of distance learning with an interesting and humanist delivery. Quizzes, entertainment, and ice breaker activities related to learning, packaged in quiziz/kahoot can increase learning motivation and interest in doing practice questions.

Effect of Context and Input Components on E-Learning Product

Based on Table 4.8, effect size of Context and Input components on Product is 0.3303 or 33.03%, while the remaining 66.97% is affected by other factors not examined in this study. Context factor, in this case, is an ability of lecturer to plan and create e-learning materials, especially on all subjects from the 1st meeting to the 14th meeting plus one Mid Test and One Final Semester Examination. Besides, factors that were not examined could be in the form of delivery methods, teaching methods, time allocation, application views, ease of access, etc. which contributed 66.97%.

Input component had a significantly greater effect on Process component with a significance level of 0.001 than Context component, which can be formulated as follows:

$$\boldsymbol{Y = 25,3459 + 1,5416X_1 + 0,1435X_2 + e}$$

In this matter, $= \text{Product}$, $X_1 = \text{Context}$, $X_2 = \text{Input}$. It can be interpreted that the greater the Context and Input values, the greater the effect on Process component.

Input component in this study is mastery of information technology during teaching and learning activities. Cadets considered that lecturers' mastery of information technology during e-learning implementation had a greater effect on virtual learning process. Lecturers who seem to be very proficient in teaching in conventional learning, although not face-to-face learning, generally make teaching and learning process more real, where students can understand material presented and get additional abilities in terms of cognitive, affective and psychomotor aspects.

Lack of learning planning makes level of mastery of cadets less optimal. They become lazy to study since learning materials are monotonous which only link to existing materials or videos to be studied on their own without any explanation from lecturers.

This study is in line with research conducted by (Gede & Divayana, 2015), that by using the computer-assisted CIPP evaluation model, the results of calculations are faster and more accurate than using the calculation method, the influence of Context and Input factors is proven to be significant in influencing the factors of the learning process using E-medium. study. The novelty of this research is the use of the Context, Input, Process and Product (CIPP) method in e-learning which was carried out during the Covid-19 Pandemic.

CONCLUSION

The Context component in the form of the ability to make e-learning based learning plans is in the good category on average. Input components in the form of skills in the use of information technology, e-learning-based learning media on average are in the good category. Process components in the form of the ability to manage and explain e-learning-based learning materials, on average, are in the good category. Product components in the form of teaching materials and better mastery of materials in e-learning-based learning are included in the good category. The e-learning learning method is proven to be feasible for cadets to learn as an effort to improve cognitive, affective and psychomotor abilities. This can be seen from the magnitude of the influence of the Context and Input components on the learning process. The e-learning learning method is proven to be good and feasible to be used for cadets for teaching and learning activities and increasing professionalism to be applied on board. The limitations of this study are that the research was only conducted at the Semarang Shipping Science Polytechnic and was conducted in Semester 1. However, the author hopes that the results of this research can be continued with more in-depth research in the future, adapted to the development of each science.

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