

Evaluation Learning Sociology with CIPP Approach at SMAN 6 PALU

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ABSTRACT

Research result show that in terms of context, learning Sociology at SMAN 6 Palu is relevant and appropriate need students, vision and mission schools, and the 2013 curriculum. This is looks from teaching materials taught in accordance competence, condition students, and problems that occur in society. input aspects, qualifications Academic and professionalism of Sociology teachers fulfil standards, facilities and infrastructure available enough, and learning media used in a way creative, though Still happen obstacle technology and accessibility. From process aspect , planning learning arranged based on the relevant RPP , its implementation walk in a way creative and humane , and it happens active interaction between students and teachers. Discussion method, ask questions answer, and use of media also support creation living and meaningful learning. Obstacles occur in the aspect evaluation, namely limitations time and problems technicalities that sometimes interfere with the assessment process learning. Meanwhile, in the product aspect, learning Sociology at SMAN 6 Palu achieved sufficient results maximum. This is seen in aspect cognitive, attitudes, and skills students who demonstrate improvement. Students more understand material, capable analyze problem Social, and active look for solution on problems that occur in society. Based on findings said, it was concluded that learning Sociology at SMAN 6 Palu is underway Enough good and appropriate needs, but still need improvements in the process aspects, media usage, and evaluation in order to achieve objective maximum learning. Researchers recommend the need repair planning, approach learning, and more media use creative, contextual, and humane, in order to support achievement vision, mission and goals learning Sociology at SMAN 6 Palu.

Keywords: *Evaluation Learning, CIPP, Sociology*

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INTRODUCTION

Learning Sociology at the level School Senior High School (SMA) has role important in to form participant capable learner understand, analyze, and respond various phenomenon social in society in a way critical and reflective. As part from group eye lesson Knowledge Knowledge Social (IPS), Sociology give supplies to student in understand structure social , dynamics society , conflict , and change social —which is No also directly implant values humanity , justice and unity as stated in please second and third Pancasila (Saputra, 2024) . Therefore that, learning Sociology No only achievement oriented

cognitive, but also purposeful to form character social and responsibility answer citizenship students in the middle plurality Indonesian society

Reality on the ground show Still Lots constraint in implementation learning Sociology. Observation results the beginning at State High School 6 Palu on February 1 , 2025 indicated that facility Study Not yet fully adequate , teacher and student interaction not enough active , and achievements results learning in the realm affective Still classified as low . Situation This indicates that the learning process Not yet maximum in develop ability think critical and sensitivity social student (Auliya Yazmin Rafasia and Irwina Meilani 2025) .

Learning sociology in schools Still face various problems that hinder achievement objective curriculum optimally. From the aspect context, material learning Not yet fully capable accommodate need student For understand reality social in a way contextual and empirical . This is exacerbated by the lack of integration between theory and practice that should be become runway main in learning sociology (Rahayu et al. 2024) . If you review it from input side , challenges appear from limitations relevant and based learning facilities and media technology . in school Not yet own access to media such as documentary videos, simulations , or studies case real that can enrich understanding student to dynamics social (Oktavianti and Hasanah 2025) .

In the process aspect , starting from planning until evaluation , found weakness significant . Planning learning often not designed with approach scientific , contextual , or based on essential inquiry For develop ability think critical students . Implementation learning also tends to nature One direction , dominated method lectures , and minimal interaction , so that student No own enough space For discuss , observe , or solve problem social in a way collaborative . Evaluation learning Still focused on aspects cognitive like memorization concept , while aspect affective and skills think level tall Not yet worked on in a way maximum (Priyono , 2024) .

As for, from aspect product , result learning sociology Not yet show adequate development , especially in matter ability think critical , awareness social , and abilities analyze phenomenon social . This is reflect that the learning process Not yet succeed reach objective main from curriculum sociology . This also happened in SMA Negeri 6 Palu. Based on results observation beginning on February 1 , 2025 indicates that learning sociology Not yet maximum seen facility learning which has not been adequate For facilitate learning sociology and results learning especially in the aspect affective Still low .

Evaluation towards the learning program Sociology in a way comprehensive is very necessary For evaluate effectiveness implementation as well as identify weaknesses that need to be addressed fixed (Angelika and Rusilowati 2025) . Evaluation play a role as tool For increase quality education through analysis to various aspects that influence success learning . One of the relevant evaluation models used is the CIPP (Context, Input, Process, Product) model (Askar and Kanata, 2025) .

This model give approach evaluation in a way holistic with consider aspect context, input, process, and outcome in a learning program . Evaluation context aiming identify relevance of the program to need participant education and policy education (Baihaqi

2025) . Input evaluation focuses on sources. power used in implementation learning . Process evaluation focuses on assessing effectiveness implementation learning as well as obstacles that arise during implementation . Evaluation product directed at assessment impact end of learning program to understanding and skills participant educate (Laweangi, 2024) . Approach This allow evaluation No only highlight results end learning , but also observing how programs are designed and implemented For increase effectiveness in a way sustainable.

The CIPP model has superiority in evaluate learning programs sociology Because capable give description comprehensive related effectiveness of the program from various aspect (Wijayanti , Syahid , and Dewi, 2024) . Evaluation context evaluate relevance learning to need students and society ; input evaluation analyzes source power , energy educators , and learning media ; evaluation of the process of evaluating learning methods and strategies applied ; whereas evaluation product evaluate results learning and impact from learning to students . With approach this , evaluation become more comprehensive and able give recommendation concrete For repair to front.

Various studies previously has discuss learning program evaluation with various approach , but Still little that is specific implementing the CIPP model in context learning sociology in high school (Waldo Venalosa) Harianja et al. 2024) . Most of the existing research more focus on effectiveness method learning without evaluate the program in comprehensive from aspect context , input, process, and outcome . Therefore that , research This try filling the research gap with evaluate learning sociology using the CIPP model, so can give description more complete about program effectiveness and needed improvements (Mania, and Akbar Rasyid 2024) . With Thus , research This expected can contribute in increase quality learning sociology in high school with give recommendation based on comprehensive data . The results of the study this is also expected can become reference for educators , decision makers policies , and parties related in develop learning strategies more sociology effective and appropriate with need student as well as development of the times (Forgiveness , Benefits, and Persada 2024) .

State Senior High School 6 Palu is one of the adequate public school known and have amount diverse students in a way social and cultural . This is become potential big in evaluate How learning sociology applied in context public compound . Through study this , i want identify strengths and weaknesses learning sociology in schools so that it can give the right recommendation For its development . Until moment this , is still very little research that uses the CIPP (Context, Input, Process, Product) evaluation model comprehensive in context learning sociology at high school level . Therefore that , research This try fill in emptiness the with see learning sociology from various aspect start from program relevance , availability source power , implementation process , up to results learning student.

METHOD

Study This use approach qualitative with type study evaluative. Approach qualitative chosen Because capable describe in a way in-depth and comprehensive about

the process and results evaluation learning Sociology at SMAN 6 Palu through interaction direct with participants, as well as understand phenomenon from corner view subject research . Approach qualitative is a approach research that aims For understand phenomenon social through description holistic in context natural and use researcher as instrument main . While study evaluative aiming For evaluate the program or activity certain with use criteria or standard certain (Ismail et al. 2024) .

FINDING AND DISCUSSION

RESEARCH RESULT

Context evaluation aspects in research This focused on suitability objective learning, relevance the material taught , and its suitability curriculum in learning Sociology in Class XI SMAN 6 Palu. This is intended For see harmony planning and implementation learning Sociology in Class XI SMAN 6 Palu based on Curriculum 2013. Based on results observation , RPP documentation , and syllabus Sociology Class XI, can seen that objective the learning listed in the RPP is indeed arranged based on Core Competencies (KI) and Basic Competencies (KD) in the 2013 Curriculum. The material taught is also relevant and appropriate with material the main points listed in the syllabus Class XI, namely material about “ Group Social , Problems Social , Social Integration , and Mobility Social ”. The material of course listed in the syllabus Sociology Class XI and appropriate with Standard Competencies and Basic Competencies that are enforced . In addition , based on RPP documentation , aspects and objectives The learning stated in the RPP is also appropriate and relevant . In the RPP, it is stated objective learning , namely : " Students can understand the formation process group , differences primary and secondary groups , problems that occur in society , efforts finish problems , and the integration and mobility processes that occur in society ." This is in line with Basic Competencies in the 2013 Curriculum for Sociology Grade XI.

Based on results data collection , input aspects that become focus on research This that is background academic , professionalism , and experience teach from the Sociology teacher at SMAN 6 Palu. In terms of This , based on the information obtained , the Sociology teacher at SMAN 6 Palu is named Mr. Sudirman, S.Pd. He is graduates of Makassar State University (UNM) Sociology Education study program in 2022. In addition to fulfilling qualification relevant academic , Mr. Sudirman also obtained certificate educators in 2023, which is proof that he considered fulfil condition professional and competent For carry out learning Sociology at high school level . In addition to the aspects academic and professional, another aspect that is also important that is experience teaching . In terms of Here , Mr. Sudirman is recorded just 1 year old teaching at SMAN 6 Palu. Experience that is still arguably short This become challenge at a time opportunity for him For Keep going learn , search approach appropriate learning , and improve quality his learning in order to achieve objective curriculum .

The Product (Results) aspect is size from achievement Study students , namely happen or No happen significant differences in students after learning . In this Product aspect , researchers find that the learning process sociology at SMAN 6 Palu experienced

maximum achievement , can seen from aspect cognitive , attitude , skills , and motivation Study students . This is happen Because approach learning , media use , and applied assessments in accordance need students , so that student can reach objective learning that is expected . "If you learn group , I became more active and not shy Again convey opinion. I prefer believe self moment speak , because Study together friends make atmosphere become more comfortable and open . In groups , I can also Study from other people's opinions and mutual complete if There is material that is still not enough understood . This is make Study become more fun , easy understood , and I became more ripe in think and convey ideas.

Based on results research and discussion that has been described , can concluded that learning Sociology at SMAN 6 Palu is basically walk based on careful planning , creative implementation , and continuous evaluation . perfected in accordance condition students and needs learning . From the aspect planning , Sociology teacher in a way independent prepare RPP based on characteristics students , availability means , and conditions learning in the field . This is in accordance statement informant , "I made the RPP in a independent ... in order to adapt materials , approaches , and activities Study in accordance characteristics students and conditions in the classroom ." Planning steps based on need students and conditions Study of course in line with principle learning contextual and relevant . From the aspect implementation , learning process walk in a way interactive , creative and humane , namely student invited discussion , ask answer , and search solution on problems that occur in society . This is in accordance statement informant , "I created atmosphere comfortable and open learning with approach creative and humane , students more active , believe self , and enthusiastic learning ." Approach creative and humane can increase motivation and activity students , so that learning become more meaningful .

From the aspect evaluation , assessment process Still often happen obstacles , especially Because problem time and conditions field . This is in accordance statement informant , " Evaluation section often not can implemented completely , because time Study sometimes cut off ." Implementation evaluation learning Still become challenge , not Because the planning weak , but Because condition dynamic and sometimes learning happen obstacles outside teacher control . In addition , the aspect difference condition students , availability time , and problems field participate become obstacles , so teachers need to more creative and flexible to achieve objective learning . This is in accordance discussion on research previously , namely that difference condition students and problems technical can become obstacles that must be overcome be worked around , and flexibility , creativity , and planning ripe can become solution

DISCUSSION

Based on Results and analysis , aspects of context evaluation in learning Sociology at SMAN 6 Palu can it is said Already walk Enough relevant and appropriate need students. This is looks from formulation objective appropriate learning , materials and learning processes Curriculum 2013. In the RPP, the objectives learning arranged based on Core Competencies and Basic Competencies , the material taught relevant and contextual ,

namely group social , problems , integration , and mobility . This in line with Minister of Education and Culture Regulation Number 37 of 2018, which is indeed become guidelines 2013 Curriculum. Apart from being relevant , the learning materials and processes are also adapted with need students and conditions school . This is looks from statement the informant who mentioned that SMAN 6 Palu is active adapt material in accordance potential and needs students . Adjustment This in accordance findings (Pebriansyah , Fatayan , and Sari 2024) who stated that relevant and appropriate curriculum need can increase quality Study students and achieve objective learning .

Apart from the aspects material , role school is also important . SMAN 6 Palu in general continuously involving teachers, deputy principals curriculum , and other agencies for improvement learning . This is in accordance findings (Ginting 2024) who said that leadership and work The same can become key quality learning . This also appears from the supervision and work process the same as that applied at SMAN 6 Palu in order to maintain quality learning . Although implementation curriculum walk Enough relevant , still found obstacles , namely limited technology and infrastructure , as well as differences ability students . This is in accordance findings (Kirana and Junaidi, 2024) who mentioned problem technology and resources Study Still become obstacle important . Therefore , it is needed effort improvements , such as training and addition means , in order to achieve quality learn more evenly . In short , the context evaluation aspect of learning Sociology at SMAN 6 Palu has in accordance curriculum , relevant , and contextual , although Still happen a number of obstacles . This is in line with findings study previously (Ginting 2024) which states that relevant , appropriate curriculum needs , and supported Work same , can reach objective learning in a way maximum .

Based on results research , input evaluation aspects in learning Sociology at SMAN 6 Palu can seen from two aspects important , namely background behind the teacher and facilities infrastructure learning . From the aspect background academic and professionalism , the Sociology teacher at SMAN 6 Palu, namely Mr. Sudirman, S.Pd , is Bachelor of Sociology Education (UNM) graduate and has certified educators in 2023. This is in accordance Constitution Number 14 of 2005 concerning Teachers and Lecturers, which states that a educator must fulfil qualification academic and professional . With background relevant academic and certificates educators he has , the learning process can walk more focused , quality and appropriate standard .

This matter in line with findings (Kirana and Junaidi, 2024) who mentioned that teacher qualifications and professionalism also determine quality learning . In addition to the aspects academic , experience teaching also becomes aspect important . In case This time , Mr. Sudirman is still arguably just 1 year old teach , so that Still learn and seek approach appropriate learning . This is in accordance opinion (Handayani et al. 2024) who stated that the learning process is journey Study continuously , where teachers are still Study can Keep going increase quality learning . From the aspect facilities and infrastructure , SMAN 6 Palu provides room spacious , comfortable and fulfilling learning size Standard . Also available are LCDs, short videos , maps , posters, and books. useful references as a learning medium . This is in accordance findings (Kadir, Yunus, and Hamid 2024) who

mentioned that availability facilities and infrastructure can support creation creative and appropriate learning need students . The use of LCDs and videos, for example , makes material Sociology more easy understood and relevant , appropriate teacher and student statements moment interviewed . In addition , there is also a network available Wifi and devices other technologies that can utilized if the material taught need multimedia access . This is in accordance findings (Handayani et al. 2024) that technology and learning media can become support important for the achievement quality maximum learning .

In short, the input aspect , namely background academic and professionalism of teachers, experience teaching , and availability means infrastructure , already fulfil standard and appropriate need learning Sociology . This is in line with study (Handayani et al. 2024) , which states that mature input aspects can become runway important for the achievement objective learning in a way maximum . Based on results research, learning process Sociology at SMAN 6 Palu is underway based on careful , creative and humane planning . This is looks from steps for teachers to prepare lesson plans independent in accordance character students and conditions learning. In the learning process, students invited active, discussion, ask answer, and search solution problems that occur in society . Creative and humane methods This make student more enthusiastic , active and confident self , according to findings (Salsabila et al. 2024) which states approach creative can increase motivation and activity Study student .

Apart from the creative approach , the aspect management time is also applied in a way flexible to maintain the learning process walk in accordance plan . This is in accordance statement informant , “I adjust approaches and steps learning in accordance conditions in the field .” Researchers Previously , Rahmawati (2020) also found that the learning process is flexible and humane can become solution if happen problems , such as limitations time and conditions learning that changes .

Although the learning process walk creative and appropriate plan , aspect evaluation Still become challenge . This is happen Because time Study sometimes cut off and condition dynamic students . Researchers (Syahputri et al. 2025) also found problem similar , namely the evaluation process sometimes hampered No Because the planning weak , but Because problems in the field . This is become notes important that repair continuously , management time , and a flexible approach needed to achieve vision maximum learning . In short , the learning process Sociology at SMAN 6 Palu is underway creative , humane and appropriate need students , although Still happen obstacles in aspects evaluation . This is in line with findings (Firza, Rintia , and Hufad 2025) and Rahmawati (2020) who mentioned that the learning process is creative , humane and flexible can make student more active , enthusiastic , and learning more meaningful . The Product aspect is size achievement Study students , namely happen or whether or not significant differences in students after the learning process . In the Product aspect , researchers find that learning sociology at SMAN 6 Palu reached maximum results . This is seen in aspect cognitive , attitude , skills , and motivation Study students , all of whom show development positive .

From the aspect cognitive , students understand material and can apply it to the problem real . This is happen Because approach learning , media use , and applied assessments in accordance need students . In the aspect attitude , students more believe self , open , and active convey opinion , so that atmosphere Study become more alive and creative . In addition to the aspects cognitive and attitudinal aspects skills are also seen in abilities student look for solution , learn group , and think creative . This is happen Because learning applied in a way collaborative and contextual , appropriate conditions and needs students . Students also learn Work same , listen , and learn independent , so that skills learn and think creative can sharpened . While aspect motivation Study participate influenced approach creative and relevant learning . Students more enthusiastic study , be active in class , and be able to reach criteria completeness learning . This is seen in the acquisition Study students who meet the KKM 75, namely part big student get values above KKM, and students who study in a way regular , looking for material additional , and active discussion reach maximum results . With mature and appropriate approach need students, Product aspects can achieved in a way maximum , namely student No only superior in a way academic , but also mature attitude , creative , and independent .

CONCLUSION

the conclusion which is answer on problems and goals research . In addition to the conclusion , in the chapter this also conveys suggestions or useful recommendations for improvement quality learning Sociology at SMAN 6 Palu. The suggestion arranged based on CIPP (Context, Input, Process, Product) aspects and it is expected can become reference or guidelines for teachers, schools and services related For increase quality learning Sociology , so that later student can reach objective expected learning . Learning Sociology at SMAN 6 Palu is underway in accordance need students and vision and mission school . This is looks from conformity teaching materials , objectives learning , and the approaches applied . Content learning relevant , contextual , and capable push student Study in a way creative , independent , and active .

From the input aspect , the quality of Sociology teachers fulfil qualification academic and professional , namely holds a BA in Sociology Education and is certified educators . Facilities and infrastructure , such as room learning , LCD, textbooks , and network Wifi , available and sufficient support the learning process . Although Still there is limitations , SMAN 6 Palu continues look for solutions for improvement . In the learning process , teachers use approach creative , humane , and contextual . Discussion method , questions answer , and presentation applied to improve activity , motivation , and thinking critical students . Planning learning arranged based on need students , and its implementation walk in accordance plan , although sometimes happen obstacles , such as problem time and difference condition students in the field.

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