

CHAPTER I INTRODUCTION

1. Background

Institutions of higher learning are a form of educational institution capable of realizing and achieving educational objectives. Universities are supposed to foster students' abilities and interests through the formulation of student activities. Certain student activities are supposed to raise intellectual caliber and the formation of good attitudes. One of the ways of fulfilling student potential includes activities meant to cultivate critical, creative, innovative, and productive thinking. Therefore, students are provided with a chance to engage in some extracurricular activities, for instance, student organizations and activity units offered by the university. Student organizations are social entities that are goal-oriented, designed as deliberately structured and coordinated activity systems, and connected to the internal environment. According to Robbins (1994), an organization is a consciously coordinated social unit with relatively continuous boundaries, established to achieve a shared goal or a group objective. In higher education institutions, student organizations serve as platforms for students to engage in both co-curricular and extracurricular activities. In the University of Islamic Nations in Bengkulu, Faculty of Tarbiyah and Tadris has three departments and nine individual study programs. Of these, the English Language Education program is special in that it has its own

student organization called the English Student Community (ESCO). ESCO is an organization that focuses on different kinds of activities related to the English Language Education program, such as public speaking, arts and culture, study clubs, and debates. These varied programs generate a high level of interest among incoming students who are willing to acquire proficiency in English and enhance their pronunciation and speaking abilities, along with the education offered by campus professors.

However, over time and with the advancement of technology, ESCO has experienced a decline in student interest. Many students are reluctant to join student organizations as they already have access to advanced gadgets and prefer not to participate. Some students in this interview say “I'm confused about the ultimate goal of this ESCO Saturday program. I followed it through to the end, but something still feels missing, and I'm not quite sure what the final objective is.”. As a result, ESCO has been facing a decrease in both quality and quantity of participation.

Based on interviews with several former ESCO board members and active members, the researcher identified several issues within the organization. These include a lack of adequate instructors, limited facilities, and the implementation of an inefficient system. These factors have contributed to the decline of the organization, which was once a platform for developing the interests and talents of students in the English Language Education program. Evaluation is the process of determining the value of a

particular matter, which includes gathering information used to assess the success of a program, product, procedure, objective, or benefit, as well as designing alternative approaches to achieve specific goals. Meanwhile, an evaluation model refers to a general framework or pattern for conducting evaluations, developed by experts in the field. The following are several evaluation models that can be applied in the field of education (programs, learning, and systems) as well as in other areas. This model was developed by Stufflebeam and Shinkfield, who define evaluation as a process of describing, obtaining, and providing useful information for assessing alternative decisions. This evaluation model is one of the most well-known and widely applied by evaluators. The name CIPP model stands for Context, Input, Process, and Product. According to Widyodoko (2017), the CIPP evaluation model can be applied in various fields such as education, management, business, and others, as well as at different levels, including projects, programs, and institutions. The CIPP evaluation model serves as a framework for designing evaluations, encompassing dimensions of evaluation types, evaluation utility, and the steps involved in the evaluation process. Evaluation provides information for decision-making and serves as a basis for accountability. The CIPP evaluation process includes three main steps: describing, obtaining, and providing information. **Context Evaluation** assesses various needs, problems, and opportunities as a basis for defining objectives, setting priorities, and determining

expected outcomes. **Input Evaluation** examines alternative approaches to identify the necessary tools for program design and the required resources. **Process Evaluation** assesses the implementation of the program within its framework and helps explain its impact. **Product Evaluation** focuses on both expected and unexpected outcomes, ensuring that the process remains aligned with the established program and determining the program's effectiveness.

By applying the Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation methods (CIPP), which are designed to evaluate and improve programs, this evaluation model consists of four steps: 1) Context Evaluation, which is conducted to establish the curriculum objectives; 2) Input Evaluation, which determines the selection of teaching strategies and methods to be used; 3) Process Evaluation, which involves assessing the ongoing learning process and resolving existing problems; and 4) Product Evaluation, which assesses the outcomes of a program. With the components explained above, the researcher expresses concern over the decline of an organization that oversees the English study program, leading to a decrease in productivity and the emergence of new talent within the English department. This issue needs to be addressed to foster new talent and productivity. Additionally, by activating this student organization, it is expected to help improve the accreditation of the English program through the students developed within the ESCO organization. In this case, the

researcher is interested in further exploring the "Evaluation of the ESCO Program using the CIPP Model (Context, Input, Process, Product) based on Daniel Stufflebeam's framework."

2. Identification of the Problem

Based on the background of the problem that has been explained, the following issues can be identified: The lack of interest among students of the English study program to participate and enhance their skills within student organizations. The challenge of producing graduates who possess the necessary competencies and are able to compete in the external job market.

3. Limitation of the Problem

The lack of interest among students in improving their skills and talents within the student organization has been observed. Therefore, this research applies evaluation through the CIPP model to enhance the effectiveness of the ESCO Saturday program.

4. Research Questions

Based on the explanation provided in the background above, the problem in this research can be formulated as follows: How Effective was CIPP Model improve ESCO Saturday Academic Achievement ?

5. The Purposes of the Research

Based on the problem formulation outlined, the objectives of this research are to determine:

1. To find out the effectiveness of CIPP model in improve ESCO Saturday program academic achivement.

6. Benefits of the research

1. Theoretical benefits

- a. The results of this research are expected to increase interest and simultaneously evaluate the ESCO organization in terms of skill development, interest, talent, productivity, and achievements of students in the English study program. This includes: the ability to perform management functions such as planning, organizing, implementation, evaluation, leadership skills, and problem-solving abilities.

2. Practical benefits

- a. For the author

This research serves as a means to broaden knowledge and understanding related to the issue being studied, specifically to understand the impact of organizational activities and the process of evaluation using an effective method, namely the CIPP model (Context, Input, Process, Product).

- b. For students

The results of this research can serve as an evaluation that can enhance the effectiveness of an organizational program, making it more efficient and productive in managing the organization.

- c. For the department

The results of this research can be used as additional information and a reference in the library

7. Operational Definitions of Key Terms

a. ESCO (English Student Community)

ESCO is a student organization at UINFAS Bengkulu University that focuses on enhancing student skills and helping students develop their interests, talents, and achievements. This organization offers several areas of interest and talent, including: study club, public speaking, writing, debate, art and culture, sports, and humdekdok (public relations and decoration).

b. Model CIPP (Collect, Input, Process, Product)

The CIPP Evaluation Model (Context, Input, Process, Product) is one of the most commonly used models in program evaluation. This model was developed by Stufflebeam and Shinkfield in 1985 and has undergone several revisions since then. It consists of four main components: context, input, process, and product. **Context:** Context in the CIPP model refers to the environment and situation in which the program is implemented. **Input** Input in the CIPP model consists of all the resources required to carry out the program. **Process:** Process in the CIPP model includes the activities conducted in the

execution of the program. **Product:** Product in the CIPP model refers to the final outcomes of the program and its impacts.

