

IMPLEMENTATION OF THE CIPP EVALUATION MODEL IN STUDENTS' WRITING SKILLS FOR GRADE X SMK NEGERI 1 PURWOREJO

Penerapan Model Evaluasi CIPP pada Keterampilan Menulis Kelas X SMK Negeri Purworejo

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Abstract

So far, the evaluation of writing instruction has not fully considered comprehensive assessment aspects, causing students to struggle in effectively expressing their ideas in writing. Meanwhile, writing skills have become a crucial necessity in today's era of technological advancement. This study aims to describe the implementation process and evaluation results of the CIPP model in learning writing skills in grade X at SMK Negeri 1 Purworejo for the 2024/2025 academic year. The research was conducted using a qualitative case study approach. Data collection techniques included literature review, observation, and note-taking. The literature review involved analyzing lesson plans designed by teachers, observation was conducted during learning activities and note-taking was used to document findings from the observations. Data analysis followed the interactive model of Miles and Huberman, consisting of data reduction, data presentation, and data verification. The results were presented narratively, accompanied by tables and diagrams. The findings indicate a gap between planning and implementation in the evaluation process, yet the average writing skill scores demonstrate success. These findings highlight the importance of evaluation in learning to enhance effective writing skill development.

Abstrak

Selama ini, evaluasi pembelajaran menulis belum memperhatikan aspek evaluasi secara menyeluruh sehingga peserta didik masih mengalami kesulitan dalam menuangkan ide-ide mereka secara efektif dalam menulis. Sementara itu, kemampuan menulis menjadi kebutuhan utama di era perkembangan teknologi sekarang. Penelitian ini bertujuan untuk mendeskripsikan proses pelaksanaan serta hasil evaluasi model CIPP dalam pembelajaran keterampilan menulis di kelas X SMK Negeri 1 Purworejo tahun pelajaran 2024/2025 yang dilaksanakan dengan metode penelitian kualitatif pendekatan studi kasus. Pengumpulan data diambil dari teknik pustaka, teknik simak, dan teknik catat. Teknik pustaka berupa administrasi pembelajaran yang dirancang oleh guru, teknik simak digunakan saat menyimak kegiatan pembelajaran, dan teknik catat digunakan untuk mencatat dari hasil simak. Analisis data dilakukan dengan menggunakan model analisis interaktif Milles dan Huberman yang terdiri dari reduksi data, penyajian data, dan verifikasi data. Penyajian hasil analisis dibuat dalam bentuk naratif disertai tabel dan diagram. Hasilnya menunjukkan kesenjangan antara perencanaan dan pelaksanaan dalam

proses pelaksanaan evaluasi, tetapi rata-rata nilai hasil keterampilan menulis menunjukkan keberhasilan. Temuan-temuan ini menyoroti pentingnya evaluasi dalam pembelajaran untuk meningkatkan pembelajaran keterampilan menulis yang baik.

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INTRODUCTION

Concerns regarding students' writing skills have become increasingly evident. With technological advancements, strong writing skills are more crucial than ever. However, many students struggle to effectively and coherently articulate their ideas in writing. Factors contributing to this issue include a lack of reading interest, limited writing practice, and insufficient support from the surrounding environment. Consequently, students often find it difficult to construct well-formed sentences, develop coherent paragraphs, and produce engaging and informative writing. Previous studies have also shown that systematic evaluation models can enhance students' writing skills across various educational levels (Ahmad & Iqbal, 2022).

Given this situation, the CIPP (Context, Input, Process, Product) evaluation model is necessary in writing skills instruction at schools. This model helps teachers measure students' writing skill development through structured assessments. The results are then compared against predefined benchmarks aligned with learning objectives to derive conclusions for decision-making or further actions. As explained by Arikunto & Jabar (2012), evaluation is the process of collecting information about how something functions, which is then used to determine appropriate alternatives for decision-making. Similarly, Sukardi (2008) asserts that evaluation is conducted to control the quality of education nationally, serving as an accountability measure for stakeholders, including students, institutions, and educational programs.

Stufflebeam's CIPP evaluation model (as cited in Hasanudin et al., 2021) serves as a reference for improving and refining future teaching methodologies. The CIPP evaluation model provides a comprehensive framework for conducting formative and summative evaluations of programs, projects, personnel, products, organizations, policies, and evaluation systems. The model consists of the following stages: (1) context evaluation (purpose: benefits, needs, resources, problems, background, environment); (2) input evaluation (activity plan: core plans, strategies, costs, scope, research); (3) process evaluation (actions: development, implementation, monitoring, feedback); and (4) product evaluation (results: impact, effectiveness, goal achievement, behavioral changes). CIPP model analysis is conducted post-learning using a CIPP evaluation instrument tailored to Indonesian language instruction.

Learning is a conscious and deliberate process of change with the goal of improvement (Setiawan, 2017). There are three aspects in the learning process: cognitive, affective, and psychomotor. The success of student learning, whether in formal, non-formal, or informal settings, is influenced by several factors, including the learners themselves, educators, curriculum, tools, and environmental factors. In the Indonesian language subject, particularly in the theme of Observation Report Texts, there is learning achievement related to writing skills. Through this learning process, especially in writing skills, students can develop coherent writing abilities, producing engaging and informative texts.

Rofi'uddin & Zuhdi (1999) explain that writing skills refer to the ability to express thoughts,

ideas, opinions, statements of intent, or emotions through written language. Writing skills function as a means of conveying thoughts, ideas, and emotions in written form. This process involves word selection, idea organization, and the use of effective sentence structures.

Writing is not an easy task, and writing skills are not acquired naturally. It requires sufficient and consistent practice as well as structured education. One must continuously learn and refine their abilities through real training in the form of direct writing practice, rather than merely studying writing theory. To become a proficient writer, students must do more than just learn about effective writing theory. To become a proficient writer, students must do more than just learn about effective sentence structure, appropriate diction, correct spelling, and proper punctuation they must practice writing regularly. However, in reality, writing instruction often receives little attention from teachers, and composition lessons are often neglected. This is a major factor contributing to students' lack of writing skills (Sholeh & Afriani, 2016).

In addition, the role of teachers as facilitators is crucial in improving students' writing competence. Teachers not only serve as providers of knowledge but also as motivators and guides who help students develop their potential. According to Richards and Renandya (2002), effective writing instruction requires a balance between process oriented approaches, which emphasize drafting and revising, and product-oriented approaches, which focus on the final text. By combining these two approaches, students are given the opportunity to explore their ideas freely while also learning to refine their work based on feedback and established writing conventions.

Moreover, the integration of technology into writing instruction has opened new opportunities for improving students' engagement and creativity. Digital tools such as collaborative platforms, online feedback systems, and multimedia resources can enrich the writing process by making it more interactive and accessible. Nunan (2003) emphasizes that technology enhanced learning can foster learner autonomy, allowing students to take greater responsibility for their own writing development. However, to maximize the benefits of technology, schools must ensure adequate infrastructure and provide training for both teachers and students to use digital tools effectively.

Finally, continuous evaluation and reflective practices are essential in sustaining improvement in writing instruction. As Tyler (1949) states in his principles of curriculum and instruction, evaluation should not only be used to measure outcomes but also to inform necessary adjustments in teaching strategies and learning materials. In the context of the CIPP model, ongoing evaluation at each stage—context, input, process, and product ensure that the instructional design remains relevant, effective, and aligned with students' needs. This approach enables educators to respond dynamically to challenges while maintaining a clear focus on achieving the intended learning outcomes.

Based on these considerations, this study focuses on the tenth-grade level of Vocational High School (*Sekolah Menengah Kejuruan*). It addresses a gap in previous research, which has primarily focused on higher education. Although previous studies have also utilized the CIPP model, this research specifically evaluates the teaching of writing skills in the Indonesian language subject, providing a deeper understanding of the effectiveness of the CIPP model in this specific skill context.

METHODS

This research employs a descriptive evaluative study. Qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perception,

motivation, actions, holistically, and descriptively in words and language within a specific natural context (Moleong, 2014). The qualitative approach allows the researcher to explore phenomena in depth within their natural context (Iskandar, 2018).

The focus of this study is the evaluation of the CIPP model in teaching writing skills to Grade X students at SMK Negeri 1 Purworejo. The selection of the CIPP model is based on its ability to assess both processes and outcomes comprehensively (Indrawati & Santoso, 2020). Given the characteristics of the subjects and data sources, this study adopts a case study approach. This approach allows for a more specific evaluation regarding the research focus and locus. The research subjects include 35 students from Grade X DPIB B and 36 students from Grade X TKP. The primary data source consists of the Indonesian language teachers at SMK Negeri 1 Purworejo. Secondary data sources include literature and documentation materials.

Data collection techniques include library research, observation, and note-taking. Library research involves gathering data from books, newspapers, journals, manuscripts, and documents (Koentjaraningrat, 1983). The observation technique is used to examine language usage in the studied objects (Sudaryanto, 2015), the note-taking technique involves documenting events that serve as data sources (Mahsun, 2006).

This study utilizes the interactive analysis technique of Miles and Huberman. Data analysis is conducted through document studies, creating evaluation indicators for the context, input, process, and product aspects. The research steps include: (1) reducing CIPP model evaluation questionnaire data from Indonesian language teachers of Grade X DPIB B and X TKP at SMK Negeri 1 Purworejo; (2) presenting obtained data in the form of CIPP model evaluation questionnaire results related to writing skills instruction; and (3) drawing conclusions based on research findings.

Next, the technique for presenting the analysis results is carried out by describing the data in a chronological manner using tables and diagrams. The presented data includes questionnaires from the evaluation of the CIPP model and observation sheets related to the achievement of writing skill achievement, writing skill mastery, assignment structuring and presentation, students' average learning outcomes, student attendance, alignment of learning objectives with learning achievements, alignment of learning achievements with the theme, and alignment of the theme with teaching materials.

RESULTS AND DISCUSSION

The Implementation Process

The document review for evaluating the CIPP model in writing skills instruction at SMK Negeri 1 Purworejo involved eight indicators: writing skill achievement, writing skill mastery, assignment structuring and presentation, students' average learning outcomes, student attendance, alignment of learning objectives with learning achievements, alignment of learning achievements with the theme, and alignment of the theme with teaching materials.

Table. 1
Document Review Results for Indicator 1

Indicator 1	Data	Evaluation Results
Writing skill achievement	Estimated duration: sessions 1-8	There is a systematic time estimation in the semester 1 program for the theme of observational report text,

which consists of 8 meetings. However, in practice, the teaching and learning activities experienced delays or schedule changes due to impromptu school activities planned outside the academic calendar, such as a national oration event. As a result, the target achievement of learning outcomes was less than optimal.

Indicator 1 shows that the semester programs have been systematically structured. However, the teaching module created by the teacher does not allocate learning sessions into eight meetings. This indicator includes an estimated execution time, covering meetings 1 to 8 within a single theme. In the teaching module, the teacher has only planned for two meetings.

In the semester 1 program, the estimated time for achieving writing skills in the observation report text has been systematically planned, targeting eight meetings within one month, from the fifth week of July to the third week of August. This program allocates learning time based on the mapped themes. The purpose of this mapping is to ensure that every aspect of writing skills can be achieved according to the targets set in the curriculum. This estimation also provides a clear outline of the sequence of materials and activities to be carried out from meeting 1 to 8.

However, the implementation of teaching and learning activities did not proceed according to the planned schedule. This discrepancy occurred due to various factors, such as school activities outside the academic calendar, student needs, and other technical constraints. As a result, some themes could not be covered within the designated time, affecting the overall achievement of writing skills. This indicates a gap between lesson planning and its implementation in practice.

This indicates a lack of synchronization between the planned curriculum and classroom implementation. The evaluation highlights the need for improvements in both planning and execution of learning. Teachers are expected to adopt a more flexible approach and allocate buffer time to address challenges that arise during the learning process. Through continuous evaluation, schools can optimize learning to be more responsive to students' needs. The adjustments made are expected to enhance learning effectiveness and ensure the comprehensive achievement of writing competencies. Overall, the findings of this study emphasize the importance of synergy between systematic planning and adaptive implementation to support the attainment of writing skill learning objectives.

Table. 2
Document Review Results for Indicator 2

Indicator 2		Data	Evaluation Results
Writing mastery	skill	Material outlined from learning objectives 1-9	The teaching module has not scheduled the completion of the material within 8 meetings, as only 2 meetings are listed. Consequently, some materials were left behind due to unexpected activities and have not been fully delivered within the designated timeframe, making it necessary to allocate additional time.

This evaluation is conducted based on a review of relevant documents, such as teaching modules, learning materials, and students' work. The goal is to identify the extent to which the learning process has met the targets set in the learning objectives. Based on the document analysis, the learning materials in this indicator are derived from nine formulated learning objectives. Each objective is designed to gradually guide students in mastering writing skills, starting from basic

concepts to more complex writing abilities. This breakdown demonstrates continuity between the learning objectives and the materials taught.

This evaluation results show that the teaching module has not been designed to schedule the completion of learning materials within eight meetings. The teacher only planned for two meetings in the teaching module. During the learning process, these two meetings were divided into eight sessions. However, each meeting has an allocated time designed to ensure that every learning objective is systematically achieved. This scheduling reflects a well-planned effort to support the successful completion of writing skills learning.

In the learning process, the teacher has not yet managed to effectively ensure the mastery of writing skills. However, this evaluation also provides an opportunity to improve the quality of learning, for example, by incorporating periodic assessments in each session to ensure optimal student engagement and allocating buffer time to address challenges that arise during the learning process. Additionally, it is recommended to develop supplementary strategies to support students who face difficulties so that learning mastery can be achieved by all students.

Table. 3

Document Review Results for Indicator 3

Indicator 3	Data	Evaluation Results
Assignment structuring and presentation	All student's complete individual and group assignments, create digital posters, and conduct presentations	There is an attached guideline on the systematic writing of observation report texts to serve as a reference for assignment preparation. However, variations in the quality of students' work still observed. For instance, the specified size for digital posters set by the teacher has not been fully implemented by all students, indicating differences in understanding and skills in organizing information.

This process includes how students compile and present both individual and group assignments while also involving the creation of learning products such as digital posters and the delivery of presentations in front of the class. Throughout the learning process, all students actively participate in preparing individual and group assignments as part of project-based learning. The assignment development is designed to enhance critical thinking and collaborative skills, requiring each student to work together in groups to produce work relevant to the learning topic.

One of the products created is a digital poster that reflects students' understanding of the material taught. The creation of this poster not only enhances technical skills in using technology but also fosters creativity in presenting information visually. This product serves as both a learning tool and evidence of students' work. From the students' products, differences in the quality of assignments were observed. For example, the digital poster size specified by the teacher was not fully applied by all students, indicating variations in the heir understanding and skills in organizing information and presenting their work orally.

Table. 4

Document Review Results for Indicator 4

Indicator 4	Data	Evaluation Results
Students' average learning outcomes	List of writing skills scores for grade X DPIB B and grade X TKP	Grade X DPIB B achieved an average score of 83,1, while grade X TKP achieved an average score of 82,4. However, some students' scores are still close to the

Minimum Mastery Criterion (KKM), so additional support is needed for those experiencing difficulties.

Table. 5

Average Scores of Writing Skills Learning Outcomes

Class	Number of Students	Average Score
X DPIB B	35	83,1
X TKP	36	82,4

This is a difference in the average learning outcome scores between class X DPIB B and X TKP. This indicates a contradiction in the odd semester's average scores. Despite this difference, most students have passed the writing skills assessment with scores above the Minimum Mastery Criterion (KKM). The evaluation results show that the majority of students have reached the KKM threshold in writing skills. Therefore, the learning process has been fairly effective. This success reflects the alignment between the teaching methods used and the students' needs in developing their writing abilities.

However, although most students have met the KKM, this evaluation also highlights the importance of a deeper analysis of students who are close to falling below the KKM threshold. Factors such as the difficulty level of the material, teaching strategies, and individual support need to be assessed to ensure that learning is more inclusive and adaptive to the needs of all students.

Table. 6

Document Review Results for Indicator 5

Indicator 5	Data	Evaluation Results
Student attendance	Attendance recap list for grade X DPIB B and grade X TKP	The students' attendance rate is excellent, with a high percentage of attendance in each session. This indicates that students have a strong commitment to participating in learning. However, there are a few individuals who are occasionally absent for certain reasons.

The attendance-taking method used by the teacher remains monotonous, relying only on verbal roll call during class sessions. This attendance data provides an overview of students' consistency in attending lessons and can be used to identify potential issues, such as high absenteeism rates or unexplained absences.

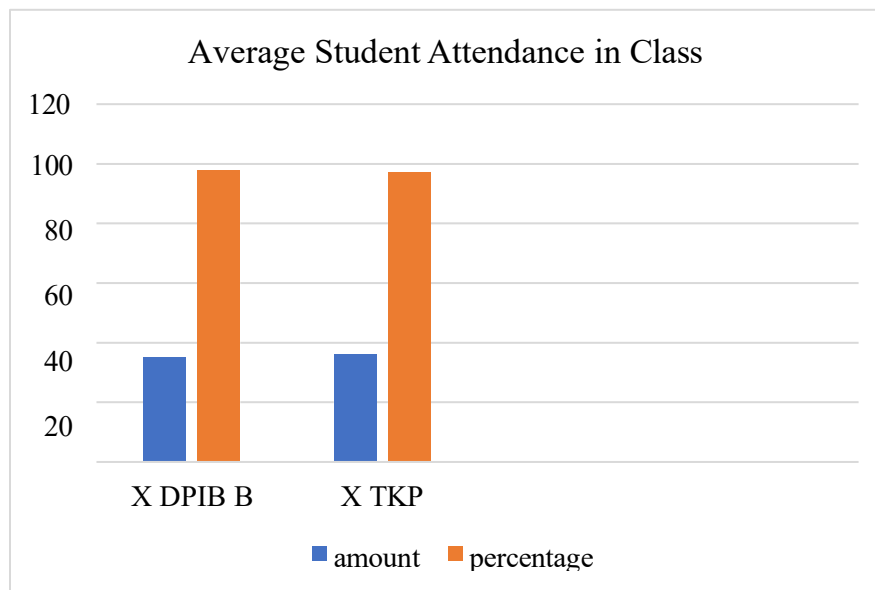


Figure 1.
Average Student Attendance in Class

Based on the figure above, the average student attendance in class X DPIB B and X TKP is above 50%. Class X DPIB B recorded a 97,7% attendance rate out of 35 students, while class X TKP had a 96,9% attendance rate out of 36 students. The evaluation results indicate that student attendance levels are exceptionally high. This reflects the most students consistently participate in learning activities according to the scheduled timetable. The high attendance rate demonstrates students' commitment and the effectiveness of the attendance system implemented at the school.

Table. 7
Document Review Results for Indicator 6

Indicator 6	Data	Evaluation Results
Alignment of learning objectives with learning achievements	Learning objectives and learning outcomes	There are 9 points in the learning objectives that are outlined in the learning outcomes. Overall, these points show a good level of alignment between the two. Each point reflects important aspects of learning, such as students' knowledge, skills, and attitudes. This indicates that the formulation of learning outcomes has been carried out with consideration of the previously designed objectives.

This evaluation results indicate that the reviewed documents outline two main points formulated as learning outcomes. Each point is designed to reflect essential aspects of learning, such as knowledge, skills, and attitudes that students need to achieve. These two learning outcomes are then elaborated in detail into specific learning objectives. This indicates that the formulation of learning outcomes has been carried out with careful consideration of the previously designed objectives.

Overall, the learning outcomes and learning objectives demonstrate alignment in supporting writing skills. The learning outcomes encompass various types of texts (descriptions, reports, narrative, etc.), while the learning objectives are more specifically focused on observational report texts. However, some additional elements in the learning outcomes, such as an emphasis on

empathy or the exploration of other texts, could be considered for better synchronization with the learning objectives.

Table. 8
Document Review Results for Indicator 7

Indicator 7
Alignment of learning achievements with the theme
Data
The learning outcome and the theme used is Observation Report Text (LHO)
Evaluation Results
Based on the established theme, the Indonesian language teacher has detailed the learning outcomes in alignment with the taught material, particularly in evaluating information, writing skills, and creativity. However, the integration of empathy aspects and relevance to other text types mentioned in the learning outcomes can be further explored to enhance the connection between them.

The evaluation results indicate a strong alignment between the chosen theme and the outlined learning outcomes. This alignment is evident in how teachers integrate the theme of observational report texts into learning objectives. The detailed elaboration facilitates students' understanding of the connections between theoretical concepts and their real-world applications.

The variety of text types in the learning outcomes covers multiple genres, while the specific theme focuses only on observational report texts. To ensure full alignment, learning can continue to emphasize observational report texts while providing context for other relevant text types. The learning outcomes related to empathy and sympathy (reading and viewing) mention the ability to express empathy, care, or sympathy. However, this aspect is not explicitly reflected in the theme of observational report texts. Integrating this aspect into the theme can be achieved through contextual learning, such as writing observation reports that focus on social or environmental issues.

Overall, the learning outcomes and the theme of observational report texts are well-aligned, particularly in evaluating information, writing skills, and creativity. However, further exploration of empathy integration and the relevance of other text types mentioned in the learning outcomes could enhance the connection between them.

Table. 9
Document Review Results for Indicator 8

Indicator 8	Data	Evaluation Results
Alignment of the theme with teaching materials	Teaching materials consisting of 9 topics	The learning theme has been developed into more detailed and contextual teaching materials. This is evident from the teaching materials provided by the Indonesian language teacher, which cover the necessary writing skills for the observation report text.

Based on document analysis, the available teaching materials cover nine main learning topics. The materials used by teachers in the learning process include: (1) understanding the concept of an observation report text; (2) characteristics of an observation report text; (3) structure of an observation report text; (4) identifying information in an observation report text; (5) comparing information in an observation report text; (6) finding the meaning of words in an observation report text; (7) using linguistic rules in an observation report text; (8) writing an objective observation report text; (9) presenting an observation report text.

The evaluation results indicate that the teaching materials prepared by the teacher align with

the theme of the observation report text. Each component of the material supports the mastery of skills and knowledge necessary for understanding, analyzing, and producing observation report texts. Additionally, the materials encompass, providing a holistic approach to the theme. This can be seen in how Indonesian language teachers structure the theme into teachable materials that can be implemented in learning activities. This process demonstrates alignment between lesson planning and its implementation in the classroom.

Evaluation Results

Context Evaluation

Observation conducted on July 25-26, 2024: *“The teacher plans the learning needs for writing skills by creating a teaching module that includes materials, assessments, and assignments as a teaching guide. The teacher is able to clearly formulate learning objectives and adapt the lessons to the students’ real-life contexts. A thorough needs analysis is conducted, such as a diagnostic analysis before learning begins. Additionally, the teacher needs to innovate in designing learning activities to make them engage, relevant, and aligned with the curriculum.”*

In the process of teaching writing skills in grade X DPIB B and X TKP, the teacher begins the lesson by greeting the students, leading a prayer, and checking in on their well-being. On this occasion, the teacher connects the upcoming lesson to students’ experiences and reviews previous material by asking questions.

The writer observed the implementation of writing skills instruction. During the main learning activities, the teacher discusses the definition of an observation report text, its characteristics, structure, identifying information within the text, comparing information, finding word meanings in the text, using language rules, writing definition and descriptive sentences, using indirect quotations and their sources, writing observation reports, presenting reports in digital media format, and delivering oral presentations of the observation reports.

This material is taught over more than eight sessions in stages. However, the allocated time in the semester program does not align with the actual classroom situation. Several factors contribute to this discrepancy, such as school activities outside the academic calendar, student needs, and technical constraints. As a result, some topics cannot be covered within the planned timeframe, which affects the overall achievement of writing skills. Given these challenges, the teacher can integrate a more flexible approach to learning or allocate extra time for materials that require enrichment.

When the teacher explains the observation report text in front of the class, the students appear quite enthusiastic. Some actively ask and answer questions, while others remain quiet but attentive. Context evaluation in writing skills instruction clearly illustrates the intended learning objectives.

In teaching writing skills, assessments or writing practice for observation report texts are required before progressing to the next topic. The components of passing criteria in context evaluation include the learning environment, learning targets, unmet needs, and learning objectives.

Most students at SMK Negeri 1 Purworejo live far from urban areas. The school enrolls more students based on academic achievement rather than zoning policies. Consequently, many students come from outside urban environments. However, SMK Negeri 1 Purworejo provides a Boarding School to accommodate students. In general, the students at SMK Negeri 1 Purworejo have a similar intellectual level and socioeconomic background. The writing skills students acquire after receiving instruction from the teacher can be considered good.

Input Evaluation

The observation conducted on August 15-16, 2024, involved the author evaluating writing skills instruction by considering input factors, as emphasized in the questionnaire below:

“Teachers play a role in organizing learning resources, providing material references, and conducting evaluations such as practice exercises and writing activities. They also establish work procedures using small groups and prepare learning necessities. By optimizing learning resources, integrating technology, and focusing on tools and supporting materials, teachers demonstrate a high level of preparedness in instruction. Selecting relevant learning resources supports writing practice, while the use of small groups enhances the effectiveness of collaborative learning in a structured and productive manner.”

This indicates at this stage, teachers identify available resources, determine alternative options, and plan strategies to be implemented. Teachers act as facilitators in the learning process by selecting relevant resources and effective strategies to achieve learning objectives. In this context, the primary resources used include textbooks from the library as a reliable reference and students' mobile phones for independent browsing to find additional information.

To support creative and interactive learning, the planned strategy involves creating digital posters using the Canva application, allowing students to develop design skills while comprehending the material in a visually engaging and appealing manner.

The teacher utilizes textbooks available in the library as learning resources. Input evaluation requires an evaluator with extensive knowledge and various skills related to the sources and strategies needed to achieve learning objectives. This knowledge extends beyond mere evaluation; it encompasses the effectiveness of writing skills instruction and the understanding of writing skills development that is to be achieved.

Process Evaluation

Based on the observations conducted on August 22-23, 2024, the author evaluated the teaching of writing skills by focusing on the process. As emphasized in the questionnaire below:

“The teacher designs and predicts the procedures and implementation of learning during the execution phase. The teacher also provides information to support decision-making in teaching writing skills, such as ensuring that learning proceeds according to schedule, actively engaging in the learning process, and managing various activities that occur. Additionally, the teacher pays attention to the use of available facilities and infrastructure while identifying obstacles and their solutions.”

In effective learning, activities and their timing should be well-planned. The goal is to make it easier to identify weaknesses in learning from various aspects and subsequently improve the implementation process. It can be concluded that process evaluation involves the execution of strategies and the utilization of resources or learning materials in field activities.

The author observed the evaluation of the second week writing skills lesson when the teacher initiated the introductory activities by greeting the students, leading a collective prayer, and checking on their well-being. On this occasion, the teacher took class attendance to check student presence. Afterward, the teacher connected the upcoming lesson with students' prior experiences and reviewed the previous material by asking questions.

In the core activity, the teacher provided an example of composing an observation report text. Then, the teacher designed a framework for writing an observation report text project and

provided a student worksheet (LKPD) as a guide. After that, the teacher assisted students in structuring the project framework for writing the observation report text. Once given time to work, the teacher helped students refine and edit their written observation reports.

During the closing activity, the teacher summarized the key points of writing an observation report text and conveyed the plan for the next lesson. The teacher concluded the lesson with a closing prayer and farewell greeting.

From the observations conducted on September 6, 2024, based on the assessment results of students' writing skills in observation report texts, it was found that, in general, the X DPIB B class consisted of 35 students (15 male and 20 female). Meanwhile, the X TKP class had 36 students (23 male and 13 female). All students met the minimum competency standard (KKM), which was set at 70. The average student score was above 80, though a few still scored below 80.

The teacher's efforts to achieve these results included creating a pleasant learning environment and continuously motivating students, which encouraged them to stay engaged and enthusiastic about learning. In teaching writing skills, the teacher utilized the school environment as an object of study, providing students with a new learning setting beyond the classroom. Furthermore, the teacher employed a project-based learning model, ensuring that students were more engaged in producing work rather than merely listening to the material. The teacher occasionally formed small or large groups, adjusting them based on the material and student's characteristics in each class.

The teaching of writing skills was successfully implemented, as evidenced by the well-structured planning carried out by the Indonesian language teacher.

Product Evaluation

On September 5-6, 2024, an observation was conducted to evaluate the teaching of writing skills by focusing on the final product. As emphasized in the questionnaire below:

"The teacher conducts assessments to measure success by organizing exercises and tests. Product evaluation is the final stage in assessing whether students have achieved the predetermined objectives. The teacher demonstrates a strong commitment to learning evaluation through exercises, tests, and a variety of evaluation approaches to comprehensively assess writing skills. The clarity of assessment is reflected in the use of transparent rubrics, while high-quality feedback helps students improve their skills. Additionally, the teacher facilitates reflection to support students' understanding of the learning process, promoting more effective and sustainable improvement."

During the observation on October 3, 2024, the teacher conducted assessments to measure learning success through exercises and tests. As a result, it was determined that the learning outcomes of writing skills in class X DPIB B and X TKP at SMK Negeri 1 Purworejo were good. In the "good" category, students demonstrated an understanding of correct linguistic conventions in writing observation report texts. However, guidance from the Indonesian language teacher remains essential in the learning process.

Based on the students' learning outcomes, the teaching of writing skills is considered quite successful, as reflected in the product evaluation through the writing skills scores as follows:

Table. 10
Scores of Learning Outcomes in Writing Skills for Observation Report Texts

No.	Score Range	Qualification	X DPIB B		X TKP	
			Number of Students	Percentage (%)	Number of Students	Percentage (%)
1.	90 – 100	Excellent	0	0.0%	0	0.0%
2.	85 – 89	Good	9	25.71%	9	25.0%
3.	80 – 84	Fair	24	68.57%	21	58.33%
4.	75 – 79	Poor	2	5.71%	6	16.67%
5.	< 75	Very Poor	0	0.0%	0	0.0%

Explanation:

1. Excellent : Demonstrates a very strong mastery of writing skills.
2. Good : Has good writing skills with only minor shortcomings.
3. Fair : Has an adequate level of writing skills but can be improved.
4. Poor : Needs improvement in several aspects.
5. Very Poor : Requires further guidance

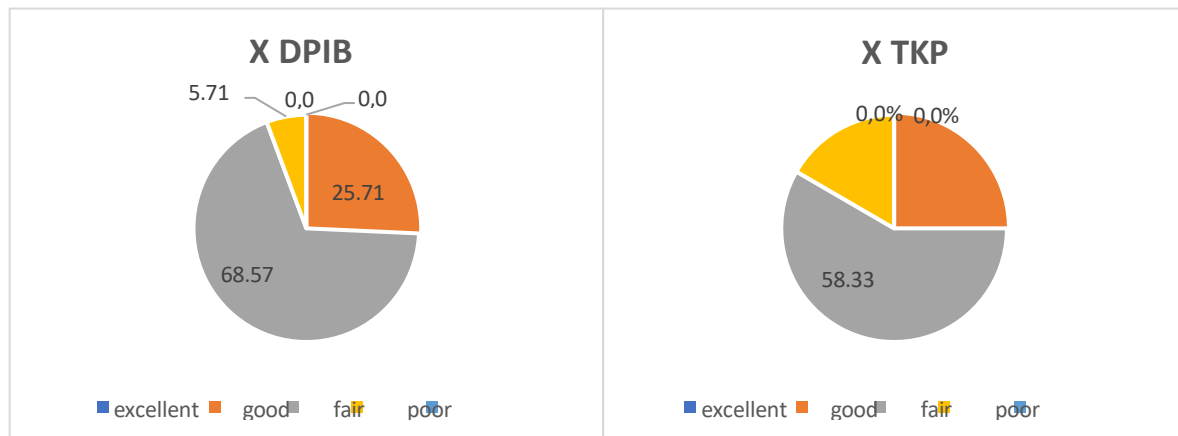


Figure 2.
Writing Skills Score Distribution

The majority of students from class X DPIB B and X TKP fall into the “Fair” category, with a percentage of 68,57% for X DPIB B and 58,33% for X TKP. This indicates that most students have a reasonably good level of writing skills but still need improvement to achieve higher scores. In the “Good” category, each class has 9 students’ good mastery of writing skills with only minor shortcomings. They are within a relatively high score range and require only slight improvement to reach the highest category. Meanwhile, the “Poor” category shows a smaller number of students, with 2 students (5,71%) in X DPIB B and 6 students (16,67%) in X TKP. Students in this category require more attention in several aspects of writing skills to reach a better level. There are no students in either the “Very Poor” or “Excellent” categories. This indicates that no students have extremely weak writing skills requiring special guidance, but at the same time, none have achieved an outstanding level of writing proficiency.

Overall, both class X DPIB B and X TKP demonstrated satisfactory evaluation results. The average scores in both classes exceeded the KKM, indicating the success of implementing the project-based learning (PjBL) method. Students actively completed writing tasks, created digital posters, and presented their work. However, to ensure more equitable learning outcomes, the

teacher is recommended to: (1) provide intensive guidance to students whose scores are close to the KKM; (2) offer additional sessions such as small group discussions or special exercises to enhance writing skills; (3) conduct deeper reflections with students to identify challenges they faced during the learning process. The success of this learning process reflects the effectiveness of the teacher's planning and evaluation implementation, supporting the overall achievement of learning objectives.

CONCLUSION

The implementation of the CIPP model evaluation in teaching writing skills for Grade X students at SMK Negeri 1 Purworejo during the 2024/2025 academic year shows that the semester program has been systematically designed, allocating eight meetings for one theme. However, the teaching module only covers two meetings, creating a misalignment with the intended learning achievements. Completion of the material was also not optimal due to unplanned school activities, which required additional time to ensure all topics were covered. Students actively participated in assignments and presentations, although variations remained in task quality, particularly in technical accuracy and presentation skills. The average learning outcomes indicate that most students surpassed the Minimum Competency Criteria (KKM), though some still needed additional guidance. Attendance rates were excellent, reflecting students' commitment to learning. The alignment between learning objectives and learning outcomes was generally good, although the aspect of empathy in the outcomes was not fully integrated into the teaching material. Overall, the content has been developed in a detailed and contextual manner, supporting a systematic approach to improving writing skills. Continuous evaluation is therefore necessary to enhance the synchronization between planning and implementation, ensuring the optimal development of students' writing abilities.

From the evaluation results, it can be concluded that the implementation of writing skill instruction has generally been effective, although certain areas require improvement. In the context aspect, the teacher has appropriately identified learning needs, but further innovation in teaching methods is needed to make lessons more engaging. In the input aspect, learning resources—such as textbooks and digital tools—have been used fairly effectively, though better management is required to overcome technical challenges like limited internet access. In the process aspect, lesson plans were systematically prepared, but implementation was often disrupted by schedule changes due to unforeseen school activities. Project-based learning strategies have positively contributed to improving students' writing skills, yet better management of facilities and infrastructure remains necessary. In the product aspect, the results show that most students met the KKM with a fairly satisfactory average score, although a number of students still require additional guidance to reach the desired competency level.

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