



Evaluation of English Language Learning Programs on Universitas Subang by using CIPP Model

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Abstract

This study aims to evaluate the English language teaching program embedded within the *Mata Kuliah Karakter Unggul* (MKKU) at Universitas Subang using the Context, Input, Process, and Product (CIPP) evaluation model developed by Stufflebeam. This study evaluates how English language teaching at MKKU contributes to linguistic competence and character development. This study used a descriptive qualitative approach, involving data collection through interviews, questionnaires, observations, and documentation involving 21 students, the MKKU program administrator, and one lecturer. Feedback evaluations indicated that lecturers had adequate subject matter expertise and generally supported learning media, although the use of digital media remained inconsistent. 80.9% of students reported improvements in their English skills, with 57.1% agreeing and 23.8% strongly agreeing. Product evaluations confirmed increased engagement, increased confidence in oral communication, and strengthening of character values. The process evaluation revealed growing student engagement, while the product evaluation indicated increased confidence in oral communication and positive reinforcement of character values. Recommendations include expanding interactive learning, improving instructional facilities, and enhancing feedback mechanisms. The study concludes that continuous enhancement particularly in digital integration, feedback quality, and speaking-listening activities is essential to maximize the impact of character-based English education.

Keywords: *CIPP Evaluation Model; English Language Learning; Higher Education; Program Evaluation*

Introduction

English language proficiency has become a key competency in the 21st century, serving as a lingua franca for international communication in academic, professional, and socio-cultural contexts. As globalization accelerates, the demand for graduates with strong English skills increases across various sectors, particularly in education, industry, and technology (Angga et al., 2022; Supyani & F, 2021). In higher education, English supports access to global knowledge, international mobility, and competitiveness in the workforce (Bachtiar, 2021; Mei & Yang, 2019)

Beyond language proficiency, Indonesian higher education institutions are mandated to develop graduates with strong moral character, as stipulated in the Indonesian Law No. 12 of 2012. This national mandate emphasizes the integration of character education into all aspects of teaching and learning. Character development including values such as honesty, responsibility, and teamwork is particularly vital in preparing students to become ethical and socially responsible global citizens (Chanifah, 2019; Dimiyati, 2018).

While previous studies have explored English language learning or character education separately, there is a lack of comprehensive evaluation on programs that integrate both, particularly within the Indonesian higher education context. Few studies evaluate how such programs are implemented, what outcomes they produce, or how effectively they align with national character education goals. Furthermore, although the CIPP model has been widely used in educational evaluation, its specific application to integrated English and character-based instruction in Indonesian universities remains underexplored (Rahmiaty & Kamarullah, 2024; Sopha & Nanni, 2019). This is supported by research highlighting the importance of collaborative activities in language learning, where students are exposed to real communicative use of the target language (Shadiev & Wang, 2022). Individuals can improve social and economic progress in their countries (Nurchahyo et al., 2022)

English proficiency is becoming even more critical in the industrial sector, where the demand for English-speaking professionals continues to rise (Zin & Yunus, 2020). This clearly demonstrates that English language learning must be recognized as a key element of higher education aimed at producing graduates who are not only academically competent but also prepared to contribute positively to global society (Mei & Yang, 2019). This approach also underscores the significance of integrating technology in education, which increasingly dominates 21st-century learning processes (Supyani & F, 2021). However, to ensure the success of such educational programs, comprehensive evaluation is essential. Evaluation models such as CIPP (Context, Input, Process, Product) can be adopted to assess the effectiveness of educational programs, including English instruction within the MKKU curriculum (Hasanah, 2013; Junanto & Kusna, 2018).

The concept of character education within the context of the *Mata Kuliah Karakter Unggul* (MKKU) program integrated through English courses categorized as general university courses is crucial for shaping individuals who are not only academically competent but also possess strong moral values. The implementation of these values is reflected in instructional strategies that go beyond cognitive aspects of language learning and emphasize the development of students' attitudes and behaviors (Jasin, 2021). Character education is not solely a cognitive process; it also encompasses affective and psychomotor dimensions through real-life habits and experiences on campus. English language instruction serves a dual function: as a medium for linguistic development and as a vehicle for comprehensive and continuous character formation (Mentari et al., 2021). In order to examine this effectively, program evaluation becomes necessary. Evaluation should be conducted throughout the teaching and learning process to ensure that educational goals are achieved in accordance with applicable standards and in a holistic manner (Yuliarti et al., 2021).

The CIPP model is chosen because it allows for comprehensive evaluation, focusing not only on outcomes but also on needs assessment, input quality, and the implementation process of character education in educational settings (Aziz et al., 2018). The CIPP model has been widely applied in various educational contexts, demonstrating its adaptability and effectiveness in evaluating language programs (Sopha & Nanni, 2019). Recent studies have shown that the model can enhance teaching quality and student engagement by addressing both curricular and extracurricular components (Rahmiaty & Kamarullah, 2024). One identified research gap is the limited empirical data on the specific impact of distance learning components in language programs, which is highly relevant to contemporary educational contexts (Shih & Pi Yuan, 2019).

While the CIPP model offers a robust framework for evaluating educational programs, its application to the MKKU program could benefit from a more nuanced approach that incorporates diverse pedagogical methodologies and comprehensive stakeholder feedback. This would allow for a more holistic understanding of the program's impact on both student character development and English language proficiency. Moreover, evaluators are encouraged to employ the CIPP model as a tool not only for evaluation but also for supporting participants in the process of capability enhancement (Stufflebeam & Harold and Beulah McKee, 2003).

The CIPP Evaluation Model (Stufflebeam)

The CIPP Evaluation Model, developed by Daniel L. Stufflebeam, provides a systematic and comprehensive framework for evaluating educational programs holistically. CIPP stands for Context, Input, Process, and Product each representing a critical dimension in a decision-oriented evaluation process (Stufflebeam, 1969; Stufflebeam et al., 2000).

This model is designed not only to assess a program's effectiveness but also to provide continuous feedback that can inform improvements and guide future development. In educational settings, the CIPP model has proven effective in evaluating the overall quality of educational implementation (Stufflebeam, 1969). It has also been widely applied in the evaluation of English Language Teaching (ELT) programs and service-learning initiatives in higher education, making it both relevant and applicable to English instruction (Zhang et al., 2011). Fundamentally, the model offers guidance for evaluating:

1. **Context:** the needs or justifications for program improvement;
2. **Input:** strategies, operational plans, resources, and stakeholder agreements that support program implementation;
3. **Process:** the actual implementation and associated costs;
4. **Product:** both the intended and unintended outcomes of the program (Stufflebeam & Coryn, 2007).

Applying the CIPP model is effective in identifying program strengths and weaknesses while also providing actionable recommendations to improve learning quality (Dethan et al., 2024). Moreover, incorporating character education values into English language learning has been emphasized as crucial for fostering students' moral development (Milal et al., 2020). The evaluation of English language instruction within the framework of the *Mata Kuliah Karakter Unggul* (MKKU) can be effectively conducted using the CIPP model. This model offers a comprehensive structure to assess multiple dimensions of the program, especially in character-based English education. The integration of the CIPP model into English for Specific Purposes (ESP) programs is also highly applicable, as English course content has demonstrated a significant impact on learners' language proficiency and learning outcomes (Nurhasanah et al., 2022).

Evaluation practices have undergone various changes in form and function. Policymakers, program managers, and stakeholders now demand more precise monitoring of activities and results. Beyond mere reporting, there is an increasing need for deeper insight into social issues and the effectiveness of programs and policies implemented to address them (Fitzpatrick et al., 2011). Evaluation plays a vital role in establishing psychological trust, strengthening institutional relationships with society, and clarifying educational goals and directions (Tyler, 1942). When conducted systematically and continuously, evaluation leads to more meaningful, goal-oriented, and accountable learning for all educational stakeholders.

In conclusion, the CIPP evaluation model is an essential tool for improving the quality of English language education. Its holistic approach ensures that the program is assessed from multiple angles, enabling it to meet the needs and expectations of students, teachers, and the broader community (Chen, 2023). Therefore, evaluation should no longer be seen merely as an administrative task, but rather as a critical mechanism for supporting evidence-based decision-making

and enhancing the quality of educational and social interventions in a sustainable manner.

Method

This study employed a descriptive qualitative evaluative design based on the Context, Input, Process, and Product (CIPP) evaluation model developed by Stufflebeam (1967), selected for its holistic and decision-oriented framework that supports comprehensive program evaluation across context relevance, input quality, process effectiveness, and product outcomes. Conducted at Universitas Subang, West Java, Indonesia, the study involved stakeholders directly associated with the Mata Kuliah Karakter Unggul (MKKU) English course, including 21 purposively selected students from various faculties, one English lecturers, and one program coordinator. Students were included if they were currently enrolled in or had recently completed the course and were willing to participate.

Data collection occurred over two months (April-May 2025) using triangulated methods: document review (syllabi, RPS, rubrics), semi-structured interviews with lecturers and the coordinator, Likert-scale questionnaires for students, and non-participant classroom observations. Instruments were aligned with CIPP components and validated through expert review by two senior evaluators. Questionnaire reliability, tested using Cronbach's Alpha, yielded a high internal consistency ($\alpha = 0.83$), and tools were pilot-tested and refined. Qualitative data were analyzed thematically and categorized by CIPP domains, while quantitative data were analyzed descriptively (percentages and frequencies).

Triangulation ensured depth and accuracy of findings. Ethical approval was obtained from Universitas Subang's Research Ethics Committee with informed consent, confidentiality, and voluntary participation guaranteed. Limitations include the small sample size and single-institution focus, which may limit generalizability. As a qualitative study, results are context-specific and subject to interpretation; future research is encouraged to adopt mixed methods and broader institutional scope for comparative insights.

Results

The evaluation focused on English language courses offered as university courses *Mata Kuliah Karakter Unggul* (MKKU) program, using the CIPP evaluation model. Data were collected using a triangulation of methods, including in-depth interviews, questionnaires, observations, and document analysis, to ensure the validity and richness of the data.

The instrument was developed based on the CIPP model indicators, consisting of an interview guide to explore the perceptions and experiences of lecturers and program coordinators, a five-point Likert scale questionnaire to assess students' perceptions, and a structured observation sheet.

Table 1. Demographics of the English Teaching Team at MKKU

Criteria	Gender		Total n
	Male n (%)	Female n (%)	
Gender	5 (63)	3(37)	8
Educational Background	S2=4(50)	S2=3(37)	8
	S3=1(13)		8
Certification Status	C=3(37)	C=2(25)	8
	NC=2(25)	NC=1(13)	

Description:

S2= Postgraduate (Masters)

S3= Doctoral (Doctorate)

C= Certified

NC=Not Certified

1. Questionnaire Results

The questionnaire data were collected from 21 students representing each study program who participated in the English course within the MKKU program. The results are as follows:

Table 2. Questionnaire Results

No	Criteria	Items					Total n
		SA	A	N	ND	SDA	
Context Evaluation							
1.	Compliance with the vision and mission of the study program	5 (23,8)	12(57,1)	2(9,5)	1(4,8)	1(4,8)	21
2.	Relevance of the material to future needs	9(42,9)	8(38,1)	1(4,8)	2(9,5)	1(4,8)	21
Input Evaluation							
3.	Lecturers' competencies are aligned with their fields of expertise	5 (23,8)	14(66,7)	2(9,5)	0(0,0)	0(0,00)	21
4.	Quality and supportiveness of learning media	8(23,8)	8(52,4)	4(19,0)	1(4,8)	0(0,0)	21
Product Evaluation							
5.	Guidance on understanding course content and character	5 (23,8)	11(52,4)	4(19,0)	1(4,8)	0(0,0)	21

	values						
6.	Student activeness and participation in discussions	2(9,5)	8(38,1)	7(33,3)	4(19,0)	0(0,0)	21
7.	Reinforcement of character values (honesty and responsibility)	6(28,6)	11(52,4)	2(9,5)	2(9,5)	0(0,0)	21
8.	Comfort in oral communication	5(23,8)	7(33,3)	6(28,6)	3(14,3)	0(0,0)	21
Process Evaluation							
9.	Improvement in English language proficiency	5(23,8)	12(57,1)	3(14,3)	1(4,8)	0(0,0)	21
10.	Impact of learning on character development	6(28,6)	11(52,4)	3(14,3)	1(4,8)	0(0,0)	21
11.	Readiness to face global challenges	4(19,0)	13(61,9)	4(19,0)	0(0,0)	0(0,0)	21

2. Interview Results

The interview results reflect the perceptions of English lecturers (R1) and MKKU program staff representatives (R2) regarding the planning, implementation, and outcomes of English learning within the framework of the Superior Character Course (MKKU).

1. Context Evaluation

R1 and R2 emphasized the strategic role of English learning in fostering the character values of "Masagi" integrating intellectual, emotional, and spiritual intelligence. R1 highlighted that English serves as a bridge to develop students' global readiness. R2 reinforced this by stating that this course is important to prepare students not only academically but also in terms of personal integrity and global competitiveness.

R1 acknowledged the challenges in aligning program objectives with diverse academic disciplines across departments, which requires adaptive teaching strategies. This includes flexible teaching approaches tailored to the various needs of students.

2. Input Evaluation

R1 and R2 emphasized that the curriculum is structured based on KKNi and CPL standards, with deliberate integration between English proficiency and character development. Students are not only trained in linguistic skills (e.g., speaking and writing) but are also required to complete character-based reflections and social projects.

R1 indicated that although digital platforms such as LMS and Google Classroom were in place, their implementation was not optimal in all classes, indicating the need for further faculty training. R2 agreed that the curriculum balanced language and value formation by embedding ethical and collaborative dimensions into course projects.

3. Process Evaluation

R1 indicated that teaching strategies generally followed the RPS but were adjusted in class when necessary. For example, fewer active students were engaged through icebreakers and interactive methods. Assessments combined formative and summative approaches, and although rubrics now included character indicators (e.g., teamwork and responsibility), faculty noted that more systematic character assessment was needed.

R2 also emphasized the importance of flexibility in teaching methods, such as incorporating group discussions and educational games, to ensure student engagement while adhering to learning objectives.

4. Product Evaluation

R1 reported marked improvement in students' English skills, particularly in speaking and listening, after participating in language labs and TOEFL preparation programs. However, more intensive practice was deemed necessary. Both R1 and R2 agreed that students gained more confidence, demonstrated greater ethical awareness, and demonstrated stronger teamwork skills important attributes for job readiness. R2 further noted that course outcomes demonstrated significant improvements in students' communication skills and job readiness, which aligns with the values of the Merdeka Belajar Kampus Merdeka (MBKM) initiative and UNSUB's character-based education goals.

Based on the results of interviews and interviews with sources, it can be concluded that this research data that:

1. Context Evaluation

Quantitative Findings: The questionnaire results showed that 80.9% of students agreed or strongly agreed that the course aligned with their study program's vision and future professional needs. Specifically, 57.1% agreed and 23.8% strongly agreed that the English course content was relevant and future-oriented. However, 9.6% of students selected "neutral," and 9.6% disagreed or strongly disagreed, indicating room for improvement in perceived clarity or relevance for some students.

Qualitative Insights: Interviewees (R1 and R2) highlighted that English instruction served both as a medium of academic support and as a tool to instilling "Masagi" character values, bridging global readiness and personal integrity. R1 emphasized the challenge of aligning course objectives with diverse disciplinary needs, necessitating adaptive teaching strategies.

Integration and Interpretation: The consistency between the survey and interview data confirms that students recognize the relevance of English for future careers. However, the neutral responses suggest that relevance may not be equally perceived across all disciplines indicating a need for better contextual adaptation of course content.

2. Input Evaluation

Quantitative Findings: A total of 90.5% of students agreed that lecturers' competencies matched their field of expertise, and 76.2% rated the learning materials as supportive. However, 19.0% remained neutral on the quality of media, possibly reflecting inconsistency in digital media usage, as supported by 4.8% who disagreed.

Qualitative Insights: R1 and R2 confirmed that while lecturers generally followed the university's competence and character-based curriculum, the use of digital platforms like LMS and Google Classroom varied among instructors. R1 noted that further digital training for faculty could improve consistency.

Integration and Interpretation: The high agreement level supports the view that human resources are adequate. However, the neutral responses along with the interview observations point to a digital media gap that could affect students' learning experience depending on their instructor.

3. Process Evaluation

Quantitative Findings: Regarding students' English improvement, 80.9% reported perceived gains (57.1% agreed, 23.8% strongly agreed). In terms of readiness for global challenges, 80.9% also reported positively. However, neutral responses (14.3%–19.0%) were recorded across several items like participation and character development, suggesting a gap in engagement.

The qualitative findings revealed three key themes. Theme 1: Adaptive Teaching Strategies showed that R1 modified instructional approaches by incorporating games, discussions, and role-plays to enhance student engagement. Theme 2: Mixed Use of Media indicated that while digital tools such as the LMS were utilized, some lecturers still relied heavily on traditional teaching methods, leading to inconsistency in delivery. Theme 3: Character Integration revealed that elements like teamwork and responsibility were embedded in student tasks, though these aspects were not yet systematically assessed. Triangulation with observation data confirmed student reports of active teaching methods but also highlighted the irregular use of educational technology. The presence of neutral responses in the survey likely reflects uneven participation experiences among students. This suggests that implementing a more structured project-based or interactive learning framework could enhance consistency and reduce passive learning in the classroom.

4. Product Evaluation

Quantitative Findings: Students reported increased confidence in oral communication (57.1%), character reinforcement (81%), and satisfaction with content guidance (76.2%). However, items like student activeness in discussion showed higher neutrality (33.3%) and 19.0% disagreement, indicating uneven engagement. The qualitative findings revealed three additional themes. Theme 4: Oral Proficiency and Confidence highlighted that the use of language labs and TOEFL-like tests contributed to improvements in speaking and listening skills, although students expressed a need for more real-time speaking practice. Theme 5: Learning Environment indicated that limitations in classroom infrastructure, such as the lack of air conditioning and inadequate projector equipment, negatively affected students' comfort and focus during learning activities. Theme 6: Feedback and Materials revealed students' desire for more specific and constructive feedback, as well as additional supporting materials like pocket-sized English handbooks.

Integration with quantitative data shows that while product outcomes were generally positive, targeted improvements in speaking opportunities, learning facilities, and feedback mechanisms could significantly enhance the overall learning experience. The presence of neutral responses suggests that some students may not have fully benefited due to these inconsistencies in implementation.

Discussion

This section discusses the results in relation to the study objectives, prior research, and theoretical frameworks, particularly the CIPP model and principles of integrated language and character education.

1. Theoretical and Empirical Connections

The results affirm the usefulness of the CIPP model as a decision-oriented and formative framework for educational program evaluation (Stufflebeam & Coryn, 2007). Each component context, input, process, and product revealed valuable insights. The strong alignment between course objectives and institutional vision (context) supports Stufflebeam's claim that context evaluation is vital for need justification and goal setting. Similar to (Aziz et al., 2018) this study found the CIPP model effective in revealing both strengths and areas of misalignment, especially in the input and process stages.

In terms of English language teaching, the improvement in students' perceived proficiency (80.9%) aligns with findings from (Dethan et al., 2024) who used the CIPP model to evaluate language instruction and also found gains in oral communication confidence. Furthermore, the integration of character values within language learning supports the notion of value-based education advocated by (Milal et al., 2020) who emphasized the importance of embedding moral development into English instruction at Islamic junior high schools in

Indonesia. However, some student responses were neutral or mixed, especially concerning interactive engagement and digital media use resonate with (Shih & Pi Yuan, 2019).

2. Interpretation of Key Findings

The findings reveal that while the program generally meets its goals, inconsistencies in delivery particularly in the use of digital platforms and feedback mechanisms reduce its overall effectiveness. The high level of perceived lecturer competence is offset by variability in teaching styles and lack of consistent digital tool usage. This may explain the 19.0%–33.3% of students who responded neutrally to questions about engagement and communication comfort. The product evaluation showed that students gained confidence in speaking and character reinforcement. However, the gap in structured oral practice opportunities indicates a mismatch between intended outcomes and teaching strategies. The qualitative data highlighted this issue, yet some quantitative indicators showed satisfaction demonstrating a need for more uniform implementation and clearer expectations across classes.

3. Contradictions and Triangulation

A point of contrast emerged between student perceptions of engagement and observation data. While students generally perceived their learning experience positively, classroom observations revealed that active learning methods were not consistently applied across all sections. This discrepancy underscores the need for standardized pedagogical practices and stronger monitoring systems. Such contradictions are consistent with (Rahmiaty & Kamarullah, 2024) who also found differing perceptions between students and observers in their CIPP-based study of character education programs.

4. Practical Implications

For educators that this study suggests the importance of Standardizing digital media use to ensure equitable learning experiences. Designing interactive speaking activities and ensuring structured oral practice in all sections. Providing targeted training for lecturers on character-based language instruction and feedback techniques.

For institutional leaders and policymakers, the findings underscore the need to Invest in infrastructure (e.g., multimedia tools, improved classroom environments). Develop a monitoring framework that links learning outcomes with student satisfaction and engagement. Encourage cross-departmental collaboration to contextualize English instruction for different fields of study.

Conclusion

Based on the evaluation of students regarding the English language instruction within the *Mata Kuliah Karakter Unggul* (MKKU) course at Universitas Subang, various inputs and recommendations were collected, reflecting students' concern for the quality of the learning process. One of the key suggestions

expressed was the need to strengthen the focus on speaking and listening skills. Students emphasized the importance of improving speaking activities to enhance their confidence in oral communication, as well as refining listening materials, particularly in terms of accent clarity and audio quality.

Moreover, students advocated for the use of more varied and engaging interactive learning methods. Educational games and audiovisual media were considered effective in increasing both participation and comprehension. During classroom activities, students also expressed the need for more specific and constructive feedback from lecturers to help them identify areas for improvement and personal development. Another prominent suggestion was the enhancement of practical language activities. Students believed that their language skills could be significantly improved through consistent implementation of activities such as conversations, group discussions, presentations, and role-plays. In terms of language use, some students proposed the implementation of English only days for example that requiring English to be used every Saturday as a way to promote consistent language practice in class.

Students also highlighted the importance of providing additional resources, such as pocket-sized English handbooks, to support everyday language use. Although the overall learning experience was viewed positively, students noted the need for more structured and clearly articulated instructional approaches to ensure better comprehension. Finally, while not always stated explicitly, several student responses implied the need to improve learning facilities, particularly the availability of adequate instructional media, to foster a more conducive and effective learning environment.

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