



Evaluation of the Tuesday Literacy Program (LISA) at SDN 5 Sekotong Tengah Using the CIPP Model

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Abstract: This study aimed to evaluate the implementation of the Tuesday Literacy Program (LISA) at SDN 5 Sekotong Tengah using the CIPP evaluation model (Context, Input, Process, Product). An evaluative research approach was adopted through a descriptive qualitative design supported by quantitative data. The participants comprised the school principal, teachers, and students involved in the program. Data were collected through observations, semi-structured interviews, documentation review, and literacy tests. The findings revealed that, from a contextual perspective, the program was relevant to the school's needs and aligned with national literacy policies. In terms of input, human resources were generally adequate, although the availability of reading materials remained limited. Regarding the process, the program was implemented systematically; however, student participation was not evenly distributed. The product evaluation demonstrated an average improvement of approximately 15% in students' literacy skills, while a proportion of students continued to perform below the minimum competency standard. Overall, the LISA Program proved effective in strengthening literacy culture in elementary schools, although further improvements are required in learning resources, parental involvement, and continuous monitoring to enhance program sustainability.

Keywords: Literacy Program; CIPP Model; Program Evaluation; Elementary School

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Introduction

Literacy competence constitutes a fundamental foundation for elementary school students, as it underpins academic achievement at subsequent levels of education (UNESCO, 2017; OECD, 2019). Literacy is not limited to basic reading and writing skills but also encompasses the ability to comprehend, interpret, and critically apply information in everyday contexts. Despite its importance, literacy achievement among elementary school students remains a persistent challenge, particularly in schools located in non-urban areas.

In response to this condition, SDN 5 Sekotong Tengah implemented the Tuesday Literacy Program (LISA), a weekly school-based initiative aimed at cultivating students' reading habits and improving

literacy skills. The program involves structured activities such as reading non-textbook materials, writing summaries, and discussing reading content. Furthermore, LISA represents the school's commitment to implementing the national School Literacy Movement policy (Kemendikbudristek, 2021).

To ensure that such initiatives achieve their intended objectives, systematic evaluation is essential. Program evaluation provides evidence-based information regarding relevance, effectiveness, and sustainability, thereby supporting informed decision-making. The CIPP evaluation model is particularly appropriate because it facilitates a comprehensive assessment of program context, available inputs, implementation processes, and achieved outcomes (Stufflebeam & Coryn, 2014). Accordingly, this study

evaluates the implementation of the Tuesday Literacy Program (LISA) at SDN 5 Sekotong Tengah using the CIPP framework.

Method

This study employed an evaluative research design using the CIPP (Context, Input, Process, Product) model. A descriptive qualitative approach supported by quantitative data was applied to obtain a comprehensive understanding of the program implementation. The research subjects included the school principal, teachers of grades IV–VI, and students participating in the LISA Program.

Data collection techniques consisted of classroom observations during literacy activities, semi-structured interviews with the principal, teachers, and students, and documentation analysis of program schedules and reports. In addition, literacy tests were administered to measure students' reading comprehension and writing abilities. Data analysis was conducted using qualitative descriptive techniques, including data reduction, data presentation, and conclusion drawing, complemented by simple quantitative analysis in the form of percentages and mean scores.

Result and Discussion

The context evaluation indicated that the LISA Program was initiated in response to students' low reading interest and limited literacy skills. The program was closely aligned with the school's actual needs and consistent with national literacy policies, particularly the School Literacy Movement. Strong institutional support from the school principal and teachers contributed significantly to the continuity of the program.

From the input perspective, teachers were available and demonstrated adequate basic competencies in literacy instruction. Supporting facilities, such as classroom reading corners, were provided; however, the quantity and diversity of reading materials were insufficient. The program was implemented on a regular weekly schedule, although parental involvement in supporting literacy activities at home remained limited.

Process evaluation findings showed that the LISA Program was implemented largely as planned, employing various instructional strategies including read-aloud activities, summary writing, and group discussions. While most students displayed positive engagement, participation levels varied considerably. In addition, systematic monitoring and reflective documentation by teachers were still limited.

The product evaluation revealed an average improvement of approximately 15% in students' literacy skills, which is consistent with findings from previous

studies on structured literacy programs (Ain, Marfuah & Omiwole, 2025; Nilasari & Astuti, 2024). Nevertheless, around 20% of students continued to perform below the minimum competency standard, indicating the need for targeted instructional support.

The findings of this study indicate that the LISA Program effectively addressed the literacy needs of students at SDN 5 Sekotong Tengah. Its alignment with national literacy policies enhanced both program relevance and institutional legitimacy. However, limitations in learning resources, particularly the availability of diverse reading materials, constrained the potential impact of the program.

Variations in student participation highlight the necessity of differentiated instructional strategies to engage learners with diverse literacy abilities. Moreover, limited parental involvement suggests that stronger collaboration between schools and families is required to reinforce literacy practices beyond the classroom. Continuous monitoring, supported by systematic documentation, is essential to ensure ongoing improvement and sustainability of the program.

Conclusion

Program Pagi Mengaji dan Tahfidz telah memberikan hasil yang sangat baik dan efektif dalam mencapai tujuannya, menghasilkan siswa yang tidak hanya kompeten dalam membaca dan menghafal Al-Qur'an, tetapi juga memiliki karakter disiplin dan religius yang kuat.

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In conclusion, the evaluation results demonstrate that the Tuesday Literacy Program (LISA) was effective in improving students' literacy skills and fostering a literacy-oriented school culture. The program was relevant to school needs and supported by national literacy policies. Nevertheless, further enhancements are required, particularly in expanding reading resources, strengthening parental involvement, and establishing continuous monitoring mechanisms. These improvements are essential to ensure that the benefits of the program are experienced equitably by all students and sustained over time.

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