A Sustainable CIPP Evaluation-Based School Literacy Program: Program Literasi Sekolah Berbasis Evaluasi CIPP yang Berkelanjutan

Resti Haryati	Magister Pendidikan Ekonomi, Universitas Negeri Padang
Chairati Fadliyah	Magister Pendidikan Ekonomi, Universitas Negeri Padang
Fitria Rahmona	Magister Pendidikan Ekonomi, Universitas Negeri Padang
Salsa Nabillah	Magister Pendidikan Ekonomi, Universitas Negeri Padang
Friyatmi	Magister Pendidikan Ekonomi, Universitas Negeri Padang
Dessi Susanti	Magister Pendidikan Ekonomi, Universitas Negeri Padang

General Background: Literacy is vital in shaping students' competencies in the information era. **Specific Background:** SMAN 5 Padang has implemented a literacy program aligned with the Merdeka Curriculum but faces challenges in integration and teacher involvement. **Knowledge Gap:** Few studies evaluate literacy programs comprehensively using the CIPP model at the high school level. **Aims:** This study evaluates the school's literacy program using the CIPP model to analyze its relevance, resources, implementation, and outcomes. **Results:** The program improved reading interest by 26% and daily reading time by 20 minutes, with 78% of students actively using the literacy corner. However, teacher participation is low, reading materials are less varied, and program integration into learning remains limited. **Novelty:** The use of the CIPP model provides a structured evaluation rarely applied in literacy programs at this level. **Implications:** The findings offer strategic input for strengthening literacy programs through teacher engagement, material enrichment, innovation, and digital integration for sustainable impact.

Highlight :

- The CIPP model helps evaluate the literacy program's planning, implementation, and outcomes comprehensively.

- The program boosted reading interest but showed weak teacher involvement and limited reading material variety.

- Strengthening integration into classroom learning and fostering innovation are essential for sustainability.

Keywords : School Literacy, CIPP Evaluation, Reading Culture, Teacher Roles, Literacy Innovation

INTRODUCTION

Improving the literacy culture in schools is one of the main focuses in education, especially in facing the challenges of globalization and the rapidly developing information era. The Literacy Program is a strategic effort to cultivate reading, writing, and critical thinking habits among students. SMAN 5 Padang, as one of the public high schools actively developing literacy programs, has implemented literacy as part of its educational curriculum and character-building initiatives. Literacy refers to an individual's ability to utilize their potential and skills in managing and

understanding information during reading and writing activities (Oktariani & Ekadiansyah, 2020). According to Kirsch & Jungeblut in Literacy: Profile of America's Young Adult, literacy is defined as a person's ability to use information to develop knowledge that is beneficial to society (Oktariani & Ekadiansyah, 2020). In its implementation, school literacy programs often face various challenges, ranging from low student participation, lack of supporting literacy facilities in schools such as diverse book collections, environmental factors including parents and the local community during literacy activities, to the limited role of the government in providing facilities and infrastructure to support literacy activities (Putri Pradana, 2020).

Based on the issues identified in the Literacy Program at SMAN 5 Padang and the program evaluation using the CIPP model, this model is employed to assess whether the school literacy program is running effectively or still faces obstacles and shortcomings that do not align with the established guidelines. According to (Sudibyo et al., 2013). CIPP is one of the most comprehensive evaluation models, as it emphasizes evaluation as a holistic process within managerial systems for implementation effectiveness and impact sustainability. Kumano (2001) defines evaluation as an assessment of data collected through assessment activities, while Calongsei (1995) states that evaluation is a decision regarding the value of measurement results (Yusuf, 2023) .Evaluation is an activity to measure the achievement of plans against objectives and is an important part of the educational process (Laksita & Mawardi, 2022). By thoroughly analyzing the aspects of context, input, process, and product, this evaluation is expected to provide an objective picture of the strengths and weaknesses of the Literacy Program at SMAN 5 Padang, as well as serve as a basis for strategic decision-making by the school. Amid the demands of the Merdeka Curriculum, which emphasizes competency-based learning and character strengthening, literacy has become a fundamental foundation in shaping Pancasila student profiles who are reflective, independent, and critical thinkers.

However, the implementation of literacy programs in many schools remains symbolic and has yet to touch the transformational aspects of the learning process itself. Furthermore, the implementation of literacy programs in secondary schools still faces various challenges, ranging from low teacher participation and limited relevant reading materials to the lack of program integration into routine learning. Additionally, comprehensive studies on the effectiveness of literacy programs remain very limited. Previous research has generally been descriptive and focused on program outputs rather than in-depth evaluations. Few studies have linked the CIPP evaluation model with efforts to improve student literacy, particularly in the field of economic literacy at the high school level. This indicates a research gap that needs to be filled, especially in providing a strategic basis for literacy development policy-making in schools.

At SMAN 5 Padang, literacy should not only be about reading spaces but also about fostering a vibrant and participatory intellectual culture. Evaluations conducted using the CIPP approach allow for a critical examination of various program dimensions, such as whether the program meets students' literacy needs, the extent to which inputs such as human resources and facilities support program implementation, and how the processes and outcomes contribute to changes in students' literacy behavior. The CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam offers a systematic and comprehensive approach to assessing program effectiveness. This model allows researchers to not only evaluate the final outcomes (products) but also to understand the program background (context), resource readiness (input), and how the implementation process is carried out. In the realm of school literacy, the utilization of this model is still rarely published, despite its high relevance in ensuring that literacy programs truly address students' needs and support meaningful learning.

CIPP is an acronym for Context, Input, Process, and Product, which is a decision-oriented evaluation model (Lina et al., 2019). It is the most appropriate model to determine program improvements in promoting students' academic competencies and identifying ways to enhance program implementation (Avellaneda 2020) in (Salsabila Farah Diba & Uman Suherman, 2024)). Thus, this evaluation is expected to not only produce an academic report but also serve as a

reflective tool for schools in formulating more contextual, strategic, and sustainable literacy policies. This evaluation also has the potential to become a model for other educational institutions developing literacy programs that emphasize not only quantitative indicators but also the quality of students' literacy experiences as the main focus.

The objective of this research is to analyze the context of the literacy corner program implementation at SMAN 5 Padang, to analyze the inputs used, and to assess program outcomes based on changes in students' literacy culture. This study also aims to evaluate the impact of the literacy corner program implementation process on students' understanding in the field of economics. This model is used because of its ability to evaluate programs comprehensively, starting from the contextual needs of the program, the quality of inputs used, the implementation process, and the final products or outcomes achieved (Stufflebeam 2002) in (Manajemen et al., 2024). Therefore, this research is expected to provide in-depth information on the effectiveness of the literacy program and serve as the basis for decision-making in the development of similar programs in the future.

The results of this study are expected to assist schools and policymakers in improving the quality of literacy program planning and implementation. The expected benefit of this research is to provide a tangible contribution to efforts to increase the effectiveness of literacy programs in schools, particularly by providing comprehensive data and analysis regarding the strengths and weaknesses of the literacy program at SMAN 5 Padang. By using the CIPP model, this research is expected to serve as a strategic basis for schools in formulating more targeted, sustainable, and contextual literacy development policies. Additionally, the findings of this research are expected to serve as a reference and inspiration for other schools in implementing or evaluating similar literacy programs and to contribute to the development of educational program evaluation science in general.

II. METHODS

The research method used is evaluative with the CIPP model, which consists of context, input, process, and product evaluations. Context evaluation provides data for decision-making in program planning. Input evaluation offers alternative decisions related to program design and resources. Process evaluation provides alternative decisions for managing the program. Meanwhile, product evaluation offers alternative decisions regarding program outcomes and recycling (Isnaeni et al., 2024). This method was applied to understand the implementation of the literacy program at SMAN 5 Padang. It includes data collection and analysis to reveal the realities of activities and challenges faced while assessing the program's effectiveness. The aim is to provide feedback to the school as an improvement measure. Data sources consisted of primary and secondary data. Primary data were collected through interviews and observations designed to obtain in-depth information regarding the Context, Input, Process, and Product (CIPP) components as stated by Fraenkel in (Oktaviani, 2024).

In the Context component, interviews focused on identifying literacy needs, program objectives, and the influence of policies on the formulation of the literacy program. For the Input component, interviews aimed to gather information about human resources, supporting facilities such as libraries and reading materials, and literacy training received by teachers. In the Process component, interviews emphasized the implementation of the literacy program, including the frequency of activities, methods applied, and challenges faced. Meanwhile, in the Product component, interviews were directed to reveal respondents' views on program outcomes, including changes in reading interest and literacy behavior among students and teachers. Observations were conducted directly to record activities and interactions at SMAN 5 Padang related to the literacy program. In the Context component, observations focused on the initial literacy conditions before the program was implemented, including the existing literacy culture. For the Input component, observations included the availability and utilization of supporting facilities such as reading corners and literacy technologies.

In the Process component, observations were conducted on literacy activities such as writing competitions, literacy campaigns, or shared reading activities, aiming to evaluate their implementation. Finally, in the Product component, observations were directed to record changes in students' and teachers' behavior, such as increased reading interest or skills in using technology for literacy-based learning. Interviews were conducted to collect qualitative data as the primary data source from students, teachers, the principal, educators, and students' parents, aiming to explore deeper insights about the literacy program at SMAN 5 Padang. The population in this study included all high schools under study, while samples were taken using the total sampling method. The instruments used for data collection included observation sheets and interview guidelines that had been validated by experts in economics education. The collected data included information regarding the completeness of literacy corner facilities, books, and others, as well as teachers' and students' views on the effectiveness of the literacy corner usage. Observations focused on the specifications of literacy corner devices, such as books, bulletin boards, and other supporting tools, to evaluate their physical conditions and usability.

Data validity was tested through triangulation, which involved comparing observation and interview results to ensure information consistency and accuracy. For data analysis in this study, the Miles and Huberman model was used, which involves data reduction to provide an overview of the study, presented in descriptive form to be concluded and verified (Satori, 2013). Using this method, this research aims to provide a comprehensive overview of the literacy program at SMAN 5 Padang and recommend improvement steps to enhance learning quality.

Data were collected through a combination of in-depth interviews, participatory observations, and documentation. The research subjects consisted of teachers, students, the principal, and parents, selected using the total sampling technique. To enhance data transparency and traceability, the following presents a summary of the research procedure:

CIPP Component	Type of Data	Instrument	Analysis Technique
Context	Qualitative	Interview guidelines, observation	Data reduction, display, verification (Miles & Huberman)
Input	Qualitative & documents	Facility observation, school documents	Triangulation, content analysis
Process	Qualitative	Observation sheets, field notes	Narrative descriptive analysis
Product	Qualitative	Interviews, student reflection notes	Trend analysis

Table 1. *Research Procedure and Analysis Techniques*

Examples of interview items used in this study were designed to explore in-depth the perceptions and involvement of stakeholders regarding the school literacy program. Questions posed to teachers included, "In your opinion, does the literacy corner directly support classroom learning?" and "What are the main obstacles in implementing literacy activities at this school?". Meanwhile, for students, the questions focused on their experiences using the literacy corner and its impact on their reading interest, such as: "What types of reading materials do you most often choose in the literacy corner?" or "Do school literacy activities make you more motivated to read outside of lessons?". An observation rubric was also used to systematically record physical aspects and literacy activities. Some of the indicators observed included the availability and variety of reading materials (both fiction and non-fiction), the comfort and cleanliness of the reading corner area, student engagement during break times, as well as information displayed on the literacy bulletin board. These instruments were developed based on indicators within the CIPP model and were substantively validated by experts in literacy and economics education.

The collected data were analyzed using the Miles and Huberman model, which is considered appropriate for evaluating qualitative data-based programs because it can illustrate the dynamics

and complexities of program implementation in depth. The analysis was carried out through three main stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, the researcher filtered and summarized the interview and observation data into thematic categories based on the four CIPP evaluation components. Then, the reduced data were presented in the form of descriptive narratives, tables, and direct quotations to clarify interpretations. The final stage is verification, which involves re-examining the relationships among the data and drawing conclusions by considering the consistency of findings across data sources. This model enables researchers to understand not only "what" happened but also "why" and "how" the program operated, making the resulting evaluation more reflective and meaningful for decision-making.

RESULT AND DISCUSSION

A. RESULT

1.1 Context Evaluation Results

Based on interview results, the literacy program at SMAN 5 Padang has been designed in line with the school's vision and mission, which is to create students who are not only academically excellent but also possess a strong literacy culture. Amid the rapid flow of information and curriculum complexity, reading and understanding information have become fundamental needs in developing character and 21st-century competencies. This program aims to foster high reading interest and strengthen students' literacy habits. However, the main challenge lies in the low participation of teachers as program facilitators, with only around 38% of teachers actively involved in literacy activities. This indicates a gap between program design and its implementation at the classroom level. Consistent with the findings of (Linda Cibya Rahmawati et al., 2023). Teacher involvement significantly influences the success of literacy programs as it can enhance student motivation and create a more inspiring learning environment. Therefore, increasing teacher participation through training, incentives, and cross-subject collaboration becomes an important strategy to consider.

1.2 Input Evaluation Results

In terms of input, observations showed that SMAN 5 Padang has provided fairly adequate literacy facilities. Reading corners or literacy corners are equipped with bookshelves, reading collections, comfortable seating, and bulletin boards for literacy information. These facilities support the creation of a conducive environment for reading activities. However, findings also indicated that the book collection is still dominated by popular fiction. The limited availability of non-fiction and thematically relevant reading materials becomes an obstacle in developing more meaningful and contextual literacy. As stated by (Nuraini & Amaliyah, 2024), the diversity of reading materials is crucial to broaden students' thinking horizons and enhance critical literacy. Thus, enriching the book collection needs to be a priority, including integrating digital sources to reach a wider range of reading interests.

1.3 Process Evaluation Results

The literacy program is implemented through various activities that actively involve students, such as short story writing competitions, literacy campaigns, creative bulletin creation, and group reading activities. Although these activities are carried out periodically and are participatory in nature, their integration into formal learning remains minimal. Additionally, there is no consistent monitoring and evaluation system for literacy activities conducted by the school. Some students stated that the activities feel monotonous and lack variation. This shows the need for more innovative and sustainable literacy activity designs. This finding is supported by the study of (Lilo et al., 2025), which stated that innovation in literacy activities plays an important role in maintaining student enthusiasm. Therefore, developing literacy activities that are integrated with project-based learning and cross-subject collaboration can be a solution to improve program effectiveness.

1.4 Product Evaluation Result

In terms of outcomes, the literacy program has shown a positive impact on students' reading habits. As many as 65% of students reported an increase in reading interest after participating in the program. The average daily reading duration increased from 15 minutes to 35 minutes. Moreover, 78% of students stated that they actively use the literacy corner as an enjoyable informal learning space. These findings indicate that the program has successfully created a vibrant literacy environment and encouraged positive behavioral changes among students.

Indicator	Before Program	After Program	Change
Students' reading interest	39%	65%	+26%
Average daily reading duration	15 minutes	35 minutes	+20 minutes
Students actively using literacy corner	–	78%	–

Table 2. *Impact of the Literacy Program on Reading Interest and Duration*

This increase is an initial indicator of program success, although further evaluation is needed to measure its impact on academic learning outcomes. In the future, this program can be further developed by integrating digital literacy corners and reading analytics to provide more measurable feedback on students' literacy development.

B. DISCUSSION

The evaluation results of the literacy program at SMAN 5 Padang using the CIPP model revealed various important dimensions, from planning to program impact. In the context aspect, although the program has been designed in line with the school's vision, teacher participation as program facilitators remains relatively low, at only 38%. This low involvement can be linked to several contextual factors, such as teachers' administrative workload, lack of practice-based literacy training, and the absence of a reward or incentive system for literacy initiatives. This finding differs from the study by (Linda Cibya Rahmawati et al., 2023), which found higher teacher involvement in schools with transformative leadership and structured literacy programs. This comparison indicates that school organizational culture, leadership support, and clarity of teacher roles are differentiating factors in the implementation of similar programs.

In the input aspect, SMAN 5 Padang has provided a fairly complete reading corner facility; however, the types of reading materials remain focused on popular fiction. This is consistent with the findings of (Nuraini & Amaliyah, 2024), which state that the dominance of light reading tends to hinder the deepening of thematic literacy. Unlike studies in schools that successfully combined popular and thematic non-fiction readings to support academic achievement, SMAN 5 Padang still appears to be in the early stages of developing a content-based literacy curriculum. This difference indicates the need for book collection procurement policies that consider not only student interests but also academic relevance and cross-subject integration. The process aspect also shows that the literacy program has been running routinely but still lacks innovation and integration into formal learning. Activities such as short story writing competitions or literacy campaigns remain extracurricular in nature and have not yet become embedded in subjects. Some students mentioned that literacy activities tend to be repetitive and not challenging. This confirms the findings of (Lilo et al., 2025), which state that literacy will be sustained in school culture if designed dynamically and contextually. To address this challenge, schools can develop literacy-based project learning models involving cross-subject teachers. For example, economics teachers can facilitate reflective writing activities on socio-economic issues using current reading materials.

A practical reflection that needs to be considered is how schools can motivate teachers to become literacy champions. In addition to providing thematic training, schools need to create an

appreciative ecosystem—such as annual awards, publication of teacher works, and integration of literacy activities into teacher performance assessments. Teachers will be more driven if they feel that literacy is not an additional burden but part of their professional identity. In general, the increase in students' reading interest and reading duration is an initial indicator of program success. However, to make literacy a systemic strength, schools need to transform the program by integrating technology such as digital literacy corners and reading analytics to measure students' reading interest development in a structured manner. Policy implications from these findings point to the need for internal school regulations that mandate teacher involvement in literacy activities, accompanied by specific budget allocations for book collection enrichment and teacher training. Furthermore, the education department can encourage program replication through literacy school networks. In the future, further research agendas can focus on measuring the impact of literacy on students' academic achievements, developing cross-curricular literacy evaluation indicators, and exploring the role of technology in supporting adaptive and sustainable literacy programs.

In the process aspect, although the literacy program at SMAN 5 Padang has been implemented regularly, its integration into formal classroom learning remains limited, and the activities still lack variation and innovation. This finding is consistent with (Oktaviani, 2024), study at MTSN 2 Kota Bekasi. Which revealed that although the literacy program there was conducted through routine activities such as 15-minute reading before class, literacy corners, and literacy competitions, its implementation had not been fully integrated into classroom learning. (Oktaviani, 2024) emphasized the importance of collaboration among subject teachers to connect literacy activities with the lesson content so that students can develop deeper and more contextual understanding of the material. Therefore, SMAN 5 Padang needs to strengthen the integration of its literacy program into formal learning, for example by linking literacy activities to project-based learning in economics or other social science subjects, so that literacy becomes not only an additional program but also supports students' academic competence development.

In addition, the findings of this study are in line with (Collins et al., 2021) evaluation of the literacy program at SMP Negeri 2 Parigi using the CIPP model. Their research showed that although the literacy program positively impacted students' reading interest, which increased by approximately 50%, challenges remained in the input and process aspects. Limited facilities, such as the lack of varied reading materials and inadequate reading spaces, constrained program effectiveness. Moreover, similar to SMAN 5 Padang, their study also found that literacy activities were conducted routinely but had not been integrated into formal subjects, leading to limited impact on students' academic achievements. (Collins et al., 2021) highlighted the importance of improving reading facilities and integrating literacy programs into the school curriculum to achieve maximum outcomes. Therefore, these findings further support the recommendation for SMAN 5 Padang to enhance its literacy facilities, diversify reading materials, and embed literacy activities within subject learning to optimize both literacy culture and academic performance.

Furthermore, the results of this study are supported by the findings of (Rostina et al., 2022), who evaluated the Al-Qur'an literacy program at SMAN 6 Bulukumba, South Sulawesi, using the CIPP model. Their study revealed that while the program had clear objectives aligned with the school's vision (context aspect), and sufficient human resources were available (input aspect), its implementation process still faced obstacles such as limited learning media and low student motivation in some classes. Moreover, their product evaluation showed that although students' reading fluency improved, the program's impact was not evenly distributed among all participants due to the lack of regular monitoring and evaluation. (Rostina et al., 2022), emphasized that continuous evaluation and innovative learning strategies are crucial to enhance program effectiveness. In this regard, the literacy program at SMA Negeri 5 Padang also requires systematic monitoring and innovative activities to ensure that the program benefits all students equally and contributes significantly to their academic and character development.

CONCLUSION

Based on the evaluation results of the Literacy Program at SMAN 5 Padang using the CIPP model (Context, Input, Process, Product), it can be concluded that this program has made a positive contribution to building a literacy culture within the school environment, although there are still several aspects that need improvement. In terms of context, the program is highly aligned with the school's vision and mission as well as students' needs in increasing reading interest. However, the low level of teacher participation indicates the need for strategies to increase the involvement of all stakeholders in the literacy program. In terms of input, the facilities and infrastructure supporting the program are adequate, but the variety of reading materials remains lacking, and training for the implementation team is not evenly distributed. This poses a challenge in creating a literacy corner that can fully meet students' literacy needs.

From the process aspect, literacy program activities have been carried out regularly and have attracted students' interest; however, their implementation has not yet been integrated into the learning process and has not been systematically evaluated. Innovative and reflective literacy activities still need to be strengthened to prevent the program from stagnating. Regarding the product aspect, there has been a significant increase in students' reading interest and the frequency of visits to the literacy program. However, its direct impact on students' academic outcomes has not been specifically measured, thus in the future, it is necessary to develop more comprehensive evaluation indicators. Overall, the Literacy Program at SMAN 5 Padang has shown great potential in enhancing the literacy culture among students. However, there is a need to strengthen teacher involvement, enrich the reading material collection, innovate activities, and implement sustainable programs. A monitoring and evaluation system is essential so that this program can continue to develop and have a broader impact on students' learning and character development.

As recommendations, the school need to ;

1)Increase teacher involment through thematic literacy training and integration of roles into the curriculum.

2)Enrich reading corner collections with non-fiction, digital, and local materials.

3)Design innovative literacy activities integrated across subject and

4)Build a sustainable monitoring and evaluaciation system, including utilizing technologies such as reading analytics to track individual student development.

With these steps, the literacy program will not merely becom a routine activity but a part of a transofmative learning strategy in shaping students, character and competencies holistically.

Expression Of Gratitude

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