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## DEVELOPMENT OF THE CIPP EVALUATION MODEL FOR COMPUTER-BASED INDONESIAN LANGUAGE LEARNING

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### Abstract

This type of research is research and development. The limited trial subjects were class VIII.3 at Madrasah Tsanawiyah Negeri (MTsN) 4 Padang City, and class VIII.1 at MTsN 5 Padang City. To calculate the classical value of knowledge competence, you can use the KK value. The results showed that the 4 stages of the model development consisted of defining, designing, developing, and distributing which were classified as practical and efficient. This is evidenced by the results of research which show the average value of learning outcomes completeness. The analysis of student learning outcomes in the aspect of knowledge competence shows a high classical level of mastery learning at MTsN 4 Padang City with a completeness percentage of 93.75% with an average class score of 87.81% is in the very practical category, and at MTsN 5 Padang City with a completeness percentage of 90.62% with an average grade score of 86.56% are in the very practical category.

**Keywords:** CIPP, development, indonesian language, learning.

### INTRODUCTION

Teaching Indonesian in schools aims to make students skilled in speaking and communicating orally and in writing. These language skills consist of four aspects, i.e listening, speaking, reading, and writing [1]. If analyzed based on the 2013 curriculum, it can be seen that the 2013 curriculum includes an assessment of attitudes, knowledge, and skills. The 2013 curriculum is less effective in being

applied in schools, especially at MTsN 4 and MTsN 5 in Padang City.

Based on the realities that occur in the field, i.e *First*, the learning process is still focused on teachers who still use the lecture method causing low student interest when listening and reading. *Second*, the use of Indonesian textbooks in each subject matter including the competency standards in understanding the contents of moral stories/fables make learning less interesting so that students feel bored. *Third*, the use of media in understanding the content of moral stories/fables is one of the factors in the low quality of the process and learning outcomes and student learning experiences. *Fourth*, there are still learning difficulties, especially during the process of understanding the moral stories/fables of seventh-grade students of MTsN in Padang.

During the learning process of listening and reading, the teacher does not prepare well. The teacher reads the text directly without using media and students are asked to listen. So that the teacher pays less attention to student activities because the teacher is busy reading the text. Based on these conditions and referring to the importance of listening and reading skills, the use of the right model can help teachers to make it easier and better in conveying messages in the form of subject matter and can replace teachers in reading news texts so that teachers can monitor students' listening and reading activities [2-6]. This model is called the Context, Input, Process, and Product (CIPP) model. According to [7-9], the CIPP evaluation is a comprehensive framework to direct the implementation of formative evaluation and summative evaluation of program objects, projects, personnel, products, institutions, and systems. Based on the description of the learning evaluation media model above, it is hoped that the evaluation of learning media will be more effective in improving students' ability to understand moral stories/fables. This research will develop the CIPP model development for computer-based Indonesian language learning in MTsN throughout the city of Padang.

## METHODS

This type of research is research and development. Research and development is research which carries out investigative activities to develop existing product procedures. The limited trial subjects were class VIII.3 at MTsN 4 Padang City, and class VIII.1 at MTsN 5 Padang City. To collect research data, researchers used data collection instruments. The data collection instruments in this study were: validation sheet, practicality questionnaire, and effective to calculate the classical value of knowledge competence, you can use the following equation:

$$KK \text{ Value} = JT / JS \times 100\%$$

Where:

KK: classical completeness

JT: the number of students who have completed  
JS: the total number of students.

Based on the data analysis technique, the learning media is categorized as effective if the learning outcomes of the knowledge competency meet the KKM set by the madrasah, which is 80% classically and the learning outcomes of competency skills are categorized as good.

## RESULTS

Indonesian language learning media with the CIPP model using the Google Forms-based Microsoft PowerPoint Show on the material of understanding fable stories has never been created and used by MTsN teachers throughout Padang city. [10] stated that Microsoft Powerpoint is a computer program for presentations developed by Microsoft. The Powerpoint program is a software designed to display attractive multimedia, easy to manufacture, easy to use and relatively inexpensive because it does not require raw materials other than tools to store data. The information conveyed in Powerpoint will be loaded and programmed in such a way that children will be more interested in learning. This learning media is developed through four stages, i.e definition, design, development, and dissemination. At the defining stage, Indonesian language learning media were developed with the CIPP model using the Microsoft PowerPoint Show based on Google Forms. At the learning media design stage and after being tested in a limited scope, the learning media meets the desired standards, i.e valid, very practical and very effective. the results of the development of learning media and tested in a limited scope, the learning media fulfils the expected standard is valid, very practical and very effective.

Analysis of student learning outcomes in the aspect of knowledge competency shows a classically high level of mastery learning at MTsN 4 Padang City with a completeness percentage of 93.75% in the three sections with an average value of The class average was 87.81% in the very practical category, and at MTsN 5 Padang City with a completeness percentage of 90.62% in the three sections with a class average score of 86.56% in the very practical category. These results provide the conclusion that the learning media developed can improve the learning outcomes of students' knowledge competencies. [11] based on a field study found that students in carrying out tasks, especially in terms of language when linked based on multimedia occur improvements in accuracy, fluency and language complexity [12].

The average value of the completeness of the learning outcomes is 88.89% with a very practical category at MTsN 4 Padang City, the average value of completeness of skills competency learning outcomes is 89.24% with a very practical category at MTsN 5 Padang City. These results indicate student skills in learning have increased. The results of the average percentage of knowledge and

skills competencies at the dissemination stage can be concluded that Indonesian language learning media with CIPP model using the Google Forms-based Microsoft PowerPoint Show on understanding fable stories can improve student learning outcomes by category very effective.

## CONCLUSION

Based on the development, testing and dissemination that has been carried out on Indonesian language learning media with the CIPP model using the Microsoft PowerPoint Show based on Google Forms on the material of understanding fable stories. The process of developing CIPP model for students VII MTsN 4 and MTsN 5 Padang City uses 4D learning development which consists of defining, designing, and disseminating, the conclusion in this study is that the results of the analysis, in general, can be concluded that the evaluation model used is a model. CIPP model using the Google Forms-based Microsoft PowerPoint Show on the material to understand the fabled story. In the phase of constructing a criterion-based test, a validation instrument for learning media was produced. In the learning media framework design phase, a learning media framework will be developed.

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