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Evaluation Of The Implementation Of Deep Learning Approach Based On Context, Input, Process, Product (CIPP) In Elementary Schools Of Tomohon City

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Abstract

This study aims to evaluate the implementation of the deep learning approach based on the CIPP (Context, Input, Process, Product) model in elementary schools in Tomohon City. It employs a qualitative approach with an evaluative research type. The research subjects consisted of principals, teachers, and students at SD GMIM IV and SD GMIM 7 Tomohon. Data collection techniques included observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results show that: (1) the context aspect has a strong foundation, supported by student needs and the Merdeka Curriculum policy; (2) the input aspect shows adequate resource readiness, yet teacher competency still needs improvement; (3) the process aspect has moved toward active learning, although not consistently across all classrooms; and (4) the product aspect shows increased student motivation, participation, and learning outcomes. In conclusion, the implementation of CIPP-based deep learning in Tomohon City elementary schools has been running well, but still requires strengthening in the process aspect and teacher competency development for more optimal results.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan pendekatan deep learning berbasis model CIPP (Context, Input, Process, Product) di sekolah dasar di Kota Tomohon. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian evaluatif. Subjek penelitian terdiri dari kepala sekolah, guru, dan siswa di SD GMIM IV dan SD GMIM 7 Tomohon. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) aspek konteks memiliki landasan yang kuat, didukung oleh kebutuhan siswa dan kebijakan Kurikulum Merdeka; (2) aspek input menunjukkan kesiapan sumber daya yang memadai, namun kompetensi guru masih perlu ditingkatkan; (3) aspek proses telah bergerak menuju pembelajaran aktif, meskipun belum konsisten di seluruh kelas; dan (4) aspek produk menunjukkan peningkatan motivasi, partisipasi, dan hasil belajar siswa. Kesimpulannya, pelaksanaan deep learning berbasis CIPP di sekolah dasar Kota Tomohon telah berjalan baik, namun masih memerlukan penguatan pada aspek proses dan pengembangan kompetensi guru agar hasil yang dicapai lebih optimal.

INTRODUCTION

Basic education is the main foundation for shaping the character, mindset, and basic abilities of students. At this level, the learning process not only focuses on mastering factual knowledge but also on developing critical, creative, collaborative, and reflective thinking skills to face the challenges of the 21st century. Therefore, learning needs to be designed meaningfully, contextually, and oriented toward deep understanding. Along with the development of educational paradigms, there has been a shift from teacher-centered learning to student-centered learning. In this paradigm, students are seen as active subjects who construct their knowledge through learning experiences. This aligns with the constructivist view that knowledge is built through interaction with the environment and meaningful learning experiences.

The deep learning approach is one of the relevant approaches to answering these demands. According to Randal (2025), deep learning is an approach focused on comprehensive concept understanding, the ability to connect knowledge, and its application in various real-life contexts. This approach not only emphasizes mastery of material but also higher-order thinking and reflection. Furthermore, Mu'ti (2024) states that deep learning includes three main elements: **meaningful learning**, **mindful learning**, and **joyful learning**. These three elements emphasize that learning must be meaningful, conscious, and enjoyable to optimally increase student engagement and understanding. The concept of meaningful learning is also reinforced by Ausubel (1963), who stated that learning will be more effective if new information is linked to the cognitive structures students already possess. Meanwhile, Langer (1997) emphasizes the importance of mindful learning, i.e., students' full mental involvement in the learning process. Furthermore, Dewey (1936) and Gardner (1983) affirm that effective learning must be relevant to real life and involve students' direct experiences. This is reinforced by Fullan (2014; 2018), who states that deep learning must create meaningful, active learning experiences oriented toward developing global competencies.

In the context of educational policy in Indonesia, the implementation of deep learning aligns with the Merdeka Curriculum, which emphasizes student-centered, contextual, and experience-based learning. However, in practice, it is still found that learning in elementary schools tends to be oriented toward rote memorization and lacks active student involvement.

This condition is also found in elementary schools in Tomohon City. Although the school environment has great potential as a contextual learning resource, its utilization in learning is not yet optimal. In addition, teacher readiness, facilities and infrastructure, and variations in student abilities pose challenges in implementing deep learning. To determine the effectiveness of implementing this approach, a comprehensive evaluation is needed. The CIPP evaluation model developed by Stufflebeam and Shinkfield (2003) is a systematic, decision-oriented evaluation model. This model assesses programs based on four main aspects: context, input, process, and product. Moreover, Rawis et al. (2022) state that educational evaluation is a systematic process to assess the effectiveness and success of a learning program and serves as a basis for continuous improvement. Thus, the use of the CIPP model in this study is expected to provide a comprehensive picture of the implementation of deep learning in elementary schools.

Based on the above description, this study aims to evaluate the implementation of the deep learning approach based on the CIPP model in elementary schools in Tomohon City.

RESEARCH METHOD

This study uses a qualitative approach with an evaluative research type. A qualitative approach was chosen because it can reveal phenomena in depth and contextually. According to Saryono (2010), qualitative research is used to investigate, discover, describe, and explain the quality or characteristics of a social phenomenon in depth. The evaluation model used in this study is the CIPP (Context, Input, Process, Product) model

developed by Stufflebeam. This model was chosen because it can evaluate programs comprehensively from the planning stage to the results. Stufflebeam and Shinkfield (2003) emphasize that evaluation aims to improve programs, not merely assess final outcomes. Thus, the CIPP model is highly relevant for evaluating the implementation of deep learning.

The research was conducted at SD GMIM IV and SD GMIM 7 Tomohon for three months. The location selection was based on the consideration that both schools had implemented the deep learning approach. Data sources in this study consisted of primary and secondary data. According to Moleong (2017), the main data sources in qualitative research are words and actions, while documents serve as additional data. Primary data were obtained from principals, teachers, and students through interviews and observations. Secondary data were obtained from documents, archives, and other written sources. Sugiyono (2007) states that primary data sources are those that directly provide data to the researcher, while secondary data serve as support.

The research subjects consisted of principals, teachers, and students directly involved in the learning process. Subject selection was done purposively, based on certain considerations according to research needs. Data collection techniques in this study were observation, interviews, and documentation. Observation was conducted to obtain data on the learning process directly. Rorimpandey (2021) states that observation is a data collection technique by observing objects or events directly to obtain factual and accurate data. In-depth interviews were conducted to explore information from informants. This technique allows researchers to obtain more detailed data regarding informants' experiences and perceptions. Documentation was used as a complement to observation and interview data. Documentation data consisted of archives, photos, and learning documents.

Data analysis techniques according to Sugiyono (2007) involve several stages: data collection, data reduction, data presentation in narrative form, and conclusion drawing. Data reduction is the process of selecting, focusing, and simplifying raw data into meaningful information. Data were presented in descriptive narrative form to be easily understood and analyzed. Conclusions were drawn based on the results of data analysis that had been reduced and presented, referring to the research problem formulation.

RESULTS AND DISCUSSION

This study evaluates the implementation of the deep learning approach based on the CIPP (Context, Input, Process, Product) model at SD GMIM IV and SD GMIM 7 Tomohon. Data were obtained through observation, interviews, and documentation, then analyzed qualitatively through data reduction, data presentation, and conclusion drawing.

Context Aspect

The results show that the implementation of deep learning was motivated by the need to improve the quality of learning, which had previously been oriented toward rote memorization. The principal emphasized that this approach was implemented in response to the demands of the Merdeka Curriculum, which emphasizes meaningful and student-centered learning. Furthermore, the deep learning approach is considered aligned with the school's vision and mission to shape students who are not only academically excellent but also have character and critical thinking skills. This is reinforced by teachers' statements understanding deep learning as an effort to improve overall concept comprehension. From the students' perspective, learning involving discussions, group work, and interactive activities provides a more enjoyable learning experience. Students showed positive responses to the change in learning methods, from previously passive to more active. Theoretically, this finding indicates that the success of program implementation is greatly influenced by the alignment between student needs, school policies, and curriculum demands. This aligns with the context evaluation concept in the CIPP model, which emphasizes the importance of needs analysis as a basis for program planning. However, although the context is supportive, conventional learning practices still exist in some

classrooms, indicating that the paradigm shift in learning has not yet been fully evenly distributed.

Input Aspect

The results show that, in general, schools have sufficient resources to support the implementation of deep learning. Teachers have developed learning tools such as teaching modules and assessment instruments that refer to the Merdeka Curriculum. Additionally, schools have provided training through teacher working group (KKG) activities and learning communities. In terms of facilities and infrastructure, schools have provided learning media, books, and technology devices such as internet and digital interactive whiteboards. Students also acknowledged that the use of learning media greatly helps them understand the material. However, the results show that teachers' understanding of the deep learning concept is not yet fully optimal. Teachers still experience difficulties in designing learning activities that demand higher-order thinking skills. Moreover, time constraints in lesson planning are a significant obstacle. Theoretically, this finding indicates that the input aspect is not only related to resource availability but also to the quality of teacher competence. This aligns with the view that learning success is largely determined by teachers' ability to design meaningful learning experiences. Thus, although input is adequate administratively and in terms of facilities, strengthening teachers' pedagogical competence remains a key factor that needs improvement.

Process Aspect

The results show that the deep learning process has begun to be implemented through various active methods, such as group discussions, project-based learning, and problem-solving. Teachers act as facilitators who encourage students to actively seek information and build their own understanding. The learning process generally begins with providing stimuli or trigger questions related to students' daily lives. Subsequently, students are invited to observe, discuss, and work together in groups to complete tasks or projects. At the end of the learning session, reflection is conducted to strengthen students' understanding. From the students' side, involvement in discussions and group work increases activeness and communication skills. Students become more confident in expressing opinions and more self-assured in the learning process. However, the implementation of deep learning has not been consistent across all classrooms. Some obstacles faced include differences in student abilities, time constraints, lack of confidence among certain students, and teachers' habit of still using lecture methods. Analytically, this finding indicates that the process is a major determining factor in the success of deep learning. Even if context and input are supportive, if the process is not implemented optimally, the results achieved will not be maximal. This finding aligns with the concept in the CIPP model that emphasizes the importance of process evaluation to ensure alignment between program planning and implementation.

Product Aspect

The results show that the implementation of deep learning has a positive impact on student motivation and learning outcomes. Students become more active, enthusiastic, and have higher learning interest. Additionally, students show improvement in critical thinking skills and cooperation. Teachers stated that students become more courageous in asking questions and expressing opinions during the learning process. This indicates a change in learning culture from previously passive to more active and participatory. In terms of learning outcomes, there is an improvement in concept understanding, although not yet evenly distributed across all classrooms. This shows that the impact of deep learning on cognitive aspects takes time and consistency in implementation. Besides cognitive aspects, deep learning also impacts affective and social aspects, such as increased self-confidence, ability to cooperate, and positive attitudes toward learning. Theoretically, this finding indicates that deep learning affects not only academic outcomes but also students' holistic character development. Thus, it can be concluded that the success of deep learning is largely determined by consistency in implementing the learning process. The CIPP model in this study proved effective in providing a comprehensive picture of the program's strengths

and weaknesses. The results also show that achieving optimal deep learning requires synergy between school policy, teacher competence, and active student involvement.

CONCLUSION

Based on the research results, the implementation of the deep learning approach based on the CIPP model in elementary schools in Tomohon City shows positive results. The context aspect is well supported. The input aspect is adequate but requires improvement in teacher competence. The process aspect is already running but not yet consistent. The product aspect shows increased motivation and learning outcomes. Overall, the success of deep learning is greatly influenced by process consistency and teacher readiness.

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