EVALUATION OF THE IMPLEMENTATION OF THE SEKOLAH PENGGERAK PROGRAM USING THE CIPP MODEL IN MIDDLE SCHOOLS IN EAST MANGGARAI REGENCY

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ABSTRACT

This study is an evaluation of the implementation of the School Mover program in 23 junior high schools in East Manggarai Regency using the Context, Input, Process, and Product (CIPP) model. This study aims to analyze the Context, Input, Process, and Product of the program. The method used in this research is descriptive statistics to measure the perceptions and evaluations of school principals, teachers, school supervisors, facilitators, school committees and stakeholders. The results of statistical measurements of perceptions and evaluations were juxtaposed with data from interviews and document reviews. The results of the data analysis show that the Input, Process and Product aspects fall into the "Good" level, while the Context aspect falls into the "Weak/Lacking" category. Weakness or lack of context aspect is caused by many factors, among others, the lack of involvement of local communities and accommodating socio-cultural needs in the planning and implementation of the Mobilizing School Program. For this reason, schools need to conduct an in-depth analysis of the contextual factors that influence the implementation of the program, such as the socioeconomic conditions of the community, local culture, education infrastructure and local government policies. Schools need to consider the active involvement of all stakeholders, including local government, schools, teachers, parents and local communities, in formulating and implementing strategies to strengthen the context aspect.

INTRODUCTION

Data for 2022 from the website https://gurudikmen.kemdikbud.go.id/data-sekolah-penggerak, the number of education units included in the School Mover Program (PSP) is 18,872 batches 1 and 2. Of this number, 20% are at the PAUD level, 42.5% at the SD/SLB level, 17.6% at the junior high school level, 8.3% at the SMA/SMK level. Based on data from 2022, there are 42 schools in East Manggarai at the PAUD, SD, SMP levels that have the status of Movers Schools. East Manggarai has the highest number of PSPs in NTT. Of these, there are 23 schools at the junior high school level. East Manggarai is the second district with the highest number of School Drivers in Indonesia. Because of this success, the Minister of Education, Culture and Research, Nadiem Makarim (29/05/2023) gave an award to the East Manggarai local government, for its efforts to develop human resources through education, one of which is through the School Mover Program (PSP).

The emergence of the Driving School Program (PSP) coincided with the momentum of the emergence of the Independent Curriculum Implementation policy as mandated by the Decree of the Minister of Education, Culture and Research of the Republic of Indonesia No. 262 / M / 2022 concerning changes to the Decree of the Minister of Education, Culture and Research of the Republic of Indonesia No. 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery. Explicitly or implicitly, PSP is the main support in accelerating the implementation of the independent curriculum. Furthermore, the decision of the Indonesian Minister of Education, Culture and Research No. 162/2021) states that PSP is a national program in the field of education as an effort to build quality education units. The pattern of determining PSP status through strict selection and receiving special support from the Ministry of Education and Research and Technology, including receiving various forms of assistance, training, and resources to improve the quality of education. The hope is that with their performance, PSPs will become inspirational models for other schools by adopting best practices. (Restu Rahayu et al, 2021).

The background of PSP policy and implementation (Pangestu & Rahmi, 2022)The background of PSP policy and implementation is: efforts to improve the quality of education in Indonesia. Quality education is the main foundation of a country's development, so that it can compete globally and create superior human resources. Sekolah Penggerak also aims to reduce inequality in access and quality of education. (Maya Nuraini Faiza, 2021). The program seeks to ensure that all students, including those in remote areas, receive the same quality education. Sekolah Penggerak encourages innovation in the learning process. This includes the use of Information and Communication Technology (ICT) in some form of utilizing digital platforms (PMM, TPACK) in learning, developing a more relevant curriculum, and more interactive and engaging learning methods. (Dwi Hastuti and M. Syukur, 2021). In addition, this program aims to overcome the limited human and financial resources in education. By involving various parties such as local communities, businesses and social institutions, Sekolah Penggerak tries to ensure that all parties are involved in supporting better education (Kadi & Awwaliyah, 2017)(Restu Rahayu et al, 2021). In this program, teachers are one of the key elements in improving education. The program seeks to empower teachers by

providing the necessary training and support to become agents of change in the education system. (Alifah, 2021).

In order to assess the implementation of PSP in Kabupaten Manggarai Timur, it is deemed necessary to conduct an evaluation through a scientific approach for several important reasons. Evaluation helps in monitoring the progress of PSP implementation. By looking at various performance indicators, relevant parties can determine the extent to which the program has achieved its goals and objectives. (Nurhayani et al., 2022).. Evaluations provide data and information needed to determine the success or failure of program implementation. If there are obstacles or barriers, evaluation can provide a basis for adjusting strategies, or designing necessary improvements (A. P. Muji et al., 2022). (A. P. Muji et al., 2021).. In addition, evaluations help build accountability in PSP implementation. By evaluating outcomes and achievements, stakeholders can be given responsibility and accountability for the implementation of the program (Warju, 2016a). (Warju, 2016a). Furthermore, evaluation results can provide critical information for decision-makers to make better policies related to PSP implementation. With a deeper understanding of the success or failure of the program, decisions can be made to improve its effectiveness. Evaluation provides an opportunity to gather learning experiences (Abakah et al., 2022). By evaluating the implementation process, best practices and barriers can be identified, which can serve as a foundation for future learning (Dwi et al., 2018). (Dwi et al., 2018). Indeed, evaluation results can then be used to formulate future strategic plans. Evaluative data and findings can help design further steps to improve the effectiveness of PSP (Ristiana et al., 2018). (Ristiana et al., 2017).. Finally, evaluations can help understand the extent to which communities are involved in the implementation of PSP. If engagement is low, strategic steps can be taken to increase community participation and support (Rusdin et al., 2017). (Rusdin et al., 2023a).. By conducting regular, comprehensive and holistic evaluations of the implementation of PSP in East Manggarai district, it can ensure that the program is running in accordance with its intended objectives and has a positive, constructive and significant impact on improving the quality of education in the East Manggarai region.

The approach chosen in evaluating the implementation of PSP in Kabupaten Manggarai Timur is the CIPP model (*Context, Input, Process, Product*). This model is very commonly used by evaluators, analysts, researchers and consultants in educational and non-educational institutions to evaluate the implementation of a program. (Aziz et al., 2018). Researchers also chose this model because it is considered very effective and efficient and has a constructive impact in evaluating the implementation of a program such as the Movers School Program at the Junior High School (SMP) level in East Manggarai Regency.

Literature Review

Sekolah Penggerak Program (PSP) is one of the Ministry of Education and Culture's flagship programs in order to improve the quality of education in Indonesia. The program aims to support the development of schools to be high-performing, innovative in educational activities and able to impact good practices

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for other schools. (Vhalery et al., 2022).. There are several important references to understand the concept and implementation of the Mobilizing Schools Program (Setyosari, 2017)Among others: Fr. Drucker's educational management theory on the concept of effective and efficient management can be applied in the PSP. This is corroborated by the theory of Transformational Management by J.Mc.Burns relating to transformational leadership, which can be used as inspiration for positive changes in education. (Desianti & Rahayuningsih, 2022).. In terms of learning practices in PSP, it can also refer to the theory of Constructivism Learning by Jean Piaget. This theory can be used to design learning strategies that involve active students in the teaching-learning process. (Jatirahayu, 2013). Meanwhile, to understand the character of students, Howard Gardner's *Multiple Intelligences* theory is the basis for consideration in understanding the difresnsiation of students' potential and intelligence that can be found and developed in PSP. (Cindy Magdalena, 2022).. In addition, Inclusive Education theory is an important foundation in PSP to ensure that all students, including those with special needs, have equal access and educational opportunities. As a foundation for accountable, transparent, effective and efficient governance, Kurt Lewin's Theory of Organizational Change is the basis for developing steps in planning, implementing and maintaining change in the context of education organizations (Omidian et al., 2012). (Omidian et al., 2019). While Human Resource Development Theory can be used to design training and development programs for education staff in order to support school improvement that has a positive impact on the school environment and the community. (Ibrahim, 2014).

PSP that involves certain philosophical thoughts and principles in its formation, including (A. Wijaya et al., 2020)*First*, empowerment. A strong philosophical underpinning of PSP is the idea of empowerment. This refers to the belief that schools and local education communities have the knowledge, skills and capacity to improve education themselves. By giving autonomy to schools, PSP enables them to take control of their own educational decisions and identify solutions that are appropriate to the challenges they face (Cahyani et al., 20). (Cahyani et al., 2024). *Second*, educational equity. One of the main philosophical underpinnings of PSP is educational equity. The program aims to ensure that quality education is accessible to all Indonesian children, regardless of their social, economic or geographical background (Harbianto et al., 2024). (Harbianto et al., 2023).. This is in line with the philosophical principles of justice and equality. *Third*, democratic participation. PSP bases itself on democratic principles in education that include the active involvement of all stakeholders, including teachers, students, parents and local communities, in the decision-making process and program implementation. (Sinta & Khasan, 2019). Educational democracy values the voices and contributions of all parties involved. *Fourth,* relevant curriculum This means that education should be in line with students' needs and realities, and link learning to students' daily lives. (SL et al., 2021).. This rationale is in line with the philosophy of education which emphasizes relevance and meaning in learning. (Rusdin et al., 2023a). *Fifth*, parent and community involvement. The philosophical underpinning of PSP is the involvement of parents and communities in education. (Hanh, 2020). This reflects the idea that education

is not the responsibility of the school alone, but a shared responsibility between the school, family and community (A. P. Muji et al., 2021). (A. P. Muji et al., 2021).. Involving parents and local communities in children's education is an important aspect of this rationale. *Sixth*, innovation and flexibility. The program allows schools to try new and flexible approaches to education. This reflects the belief that each school has unique contexts and needs that require tailored solutions. (Cindy Magdalena, 2022). (7) Continuous development. This philosophical underpinning underscores the importance of continuous development and monitoring. PSP programs are expected to run over a long period of time and be continuously improved based on results and evaluation (Kadi & Awwaliyah, 2022). (Kadi & Awwaliyah, 2017).. This is in line with the philosophical principle that learning and improvement is a continuous process. In order for continuous development to be meaningful and based on valid data and factual findings in the field, it is necessary to carry out regular and continuous evaluation activities, with non-scientific and scientific approaches. (Desianti & Rahayuningsih, 2022)..

An evaluation of the Sekolah Penggerak Program (PSP) in Indonesia is an important step in understanding the impact and effectiveness of this program in improving the quality of education in the country. This evaluation can cover various aspects, including the achievement of objectives, the impact on students, teachers and schools, and the constraints or challenges faced during implementation. (Patilima, 2022). An evaluation of PSP must be conducted comprehensively and continuously to ensure that the program can continue to grow and provide real benefits in improving education in Indonesia. (M. M. Tapung & Nabung, 2024).. The data and findings from this evaluation can be used to identify areas for improvement and enhance the effectiveness of the program. The evaluation should examine the extent to which the PSP has achieved its objectives (Makki & Makki, 2012). (Makki & Makki, 2012). This could include improvements in student academic achievement, improvements in the quality of teaching, and improvements in school management. The evaluation should measure the impact of PSP on the quality of education in general. This includes aspects such as improvements in teaching methods, improvements in technology utilization, and improvements in a more relevant curriculum. (M. Tapung et al., 2024). In addition, evaluations can examine the extent to which parents, students and the local community have been involved in PSP. The active involvement of all stakeholders is one indicator of the success of this program. In relation to teacher development, the evaluation can examine whether teachers have improved their competencies and implemented better learning in the classroom.

Evaluation is also linked to Data-Driven Planning (DBP) and assessment. Evaluation should examine the use of student learning outcomes and assessment data in educational decision-making. (Abakah et al., 2022).. This includes the school's ability to monitor student progress and identify areas for improvement. Further, evaluation can assess the extent to which PSPs have succeeded in developing a more contextualized and relevant curriculum for students, linking learning to students' real lives. (M. Tapung, 2024). Evaluations can examine the extent to which PSP has encouraged innovation in education and provided flexibility for schools to customize approaches according to students' needs.

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(Sudirtha, 2017). Evaluations should identify constraints and challenges that may be faced during PSP implementation. These include administrative, financial or political issues that may affect the effectiveness of the program. The evaluation should also include feedback from various stakeholders, including teachers, students, parents and the local community.

To see the effectiveness and impacts of PSP, it is necessary to conduct a comprehensive evaluation. One evaluation model that can be used is the CIPP (*Context, Input, Process, Product*) model developed by Stufflebeam (Nurhayani et al*., 2022*). (Nurhayani et al., 2022).. This model is a comprehensive framework to guide the evaluation of programs, projects, personnel, products, institutions, and certain systems. It was developed in the late 1960s to help improve and achieve accountability for education programs in the US, particularly programs aimed at improving learning in urban district schools. Over the years, the model has been further developed and applied to educational programs both within and outside the US. In addition, the model has been adapted and applied in philanthropy, social programs, health professions, business, construction, and government agencies, and other organizations by evaluators. (A. P. Muji et al., 2021).. The CIPP model is designed to serve as both a formative and summative evaluation tool (Warju, 2016b). This model consists of four main components namely: Context, Input, Process, and Product. Context is the situation or condition that is the basis for the need for the birth of PSP. Inputs are the resources needed to implement the PSP program. Process is the activity or activities to implement the PSP. Meanwhile, the product is the output produced from the PSP. In relation to the evaluation, there are four things that will be assessed (Irawan & Prasetyo, 2020)namely: 1) *Context: the* situation and needs of students, teachers, and school stakeholders to contribute to improving the quality of education. Other needs are related to school management based on a quality culture. 2) *Input*: various resources needed to organize PSP which can be seen from the availability of teachers and staff, school committees, educational facilities and infrastructure, financing, regulations, policies and PSP activity programs. 3) *Process*: the various schedules and implementation of activities that are realized by utilizing the resources provided. This can be seen from: the schedule of PSP activities, the level of participation and involvement of stakeholders in PSP, the participation of teachers, principals, school supervisors, facilitators, practitioners, school committees and the community in various programs and activities for the implementation of education in schools. *Product*: is the output resulting from these various activities which can be measured by: academic and non-academic achievements obtained by students, products or works produced by students and teachers, satisfaction of students, parents, and school stakeholders, as well as alumni with Education services at school, testimony of students about the impacts of participation in extracurricular activities. Products are also measured from perceptual opinions about the influence of PSP on the formation of the Pancasila Student Profile.

RESEARCH METHOD

This research was conducted in Kabupaten Manggarai Timur at a number of junior high schools (SMP) that received a decree as the School Activator Program

(PSP). This research uses a *mixed-methods* approach, namely quantitative and qualitative approaches, with evaluation methods through the CIPP (*Context, Input, Process, Product*) model popularized by Daniel L. Stufflebeam Chris L. S. Coryn in his book *Evaluation Theory, Models, And Applications* (2014). (Nurhayani et al., 2022). In this model, the data reviewed and analyzed include the need for education services, policies, regulations and guidelines of the Ministry of Education and Culture regarding PSP, facilities and infrastructure to support implementation, financing, readiness of teachers and staff and school committees in implementing, implementation activity schedules, implementation activity reports, achievements (academic and non-academic), literacy and numeracy of students, products or works produced by students, reports on the development of pedagogical and professional competencies of teachers, products or works produced by teachers, perceptual opinions and satisfaction of teachers and the community. The data sources in this study are: principals, teachers, supervisors, facilitators, practitioners, the East Manggarai PPO Office, school committees and stakeholders. Data collection techniques were through perceptual surveys using Likert-scale questionnaire instruments (1-5), supported by document studies, observations and interviews.
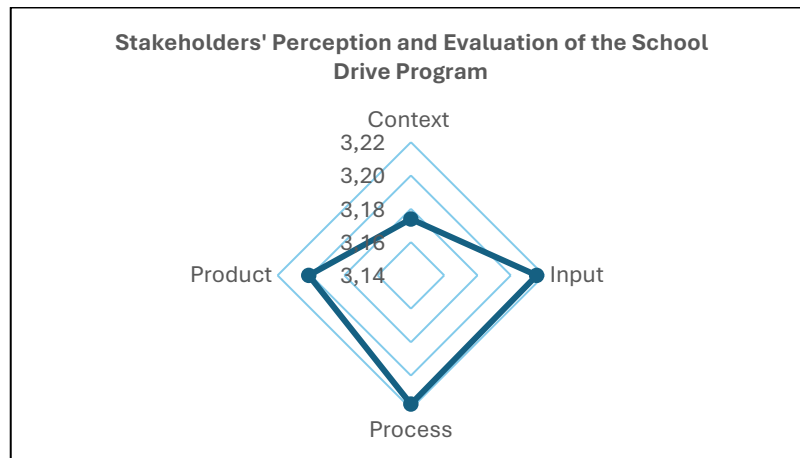
RESULT AND DISCUSSION
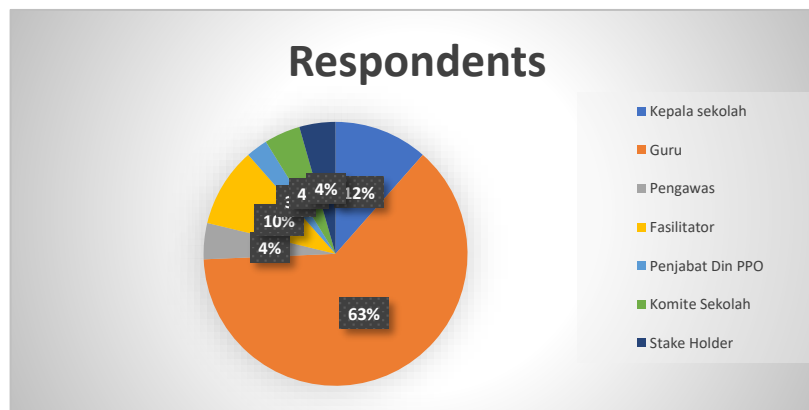
To obtain the required data, in addition to document studies, observations and interviews, researchers distributed questionnaires that were filled in by 113 respondents, with the following details: 13 principals, 71 teachers, 5 supervisors, 11 facilitators, 3 people from the East Manggarai PPO Office, 5 school committees and 5 stakeholders. The questions asked in the questionnaire totaled 52, with the following divisions: Context (10), Input (12), Process (18), and Product (12).

After the process of data collection, processing and analysis, the following picture is obtained:
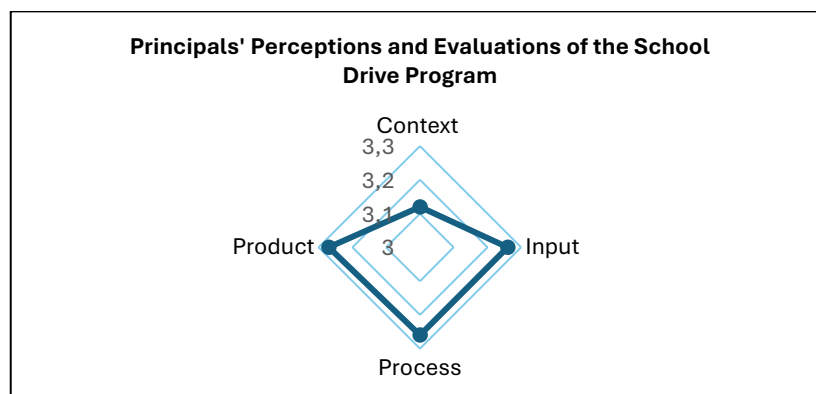
a. Perceptions and evaluations of all stakeholders towards the Driving School Program.

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Stakeholders' perceptions and evaluations of PSP are categorized as "high" in the Process and Input aspects, but "weak" in the Context and Product aspects. Stakeholders realize that the Context aspect, which includes the environmental situation where the program takes place, such as government policies, local culture, and traditions, has not been given enough attention. Therefore, a more detailed and in-depth analysis is needed to find out the situation of the community environment and local culture in the PSP location. (A. Muji et al., 2021). A good understanding of the situation of the community environment and local culture can help develop a more effective Mover School program that suits the conditions in the field.

Meanwhile, the evaluation results based on the perceptions and evaluations of all stakeholders show that PSP still needs to improve the "Product" or the final results of the program. The improvement in student performance academically and non-academically is still not significant enough. This program still needs to strengthen clear goals, objectives, indicators of success to clarify the focus of improvement on the product aspect of PSP. As a solution, periodic evaluations should be carried out using formative evaluation methods to monitor the progress of improving student performance as the program progresses. (Asrifan et al., 2023). That way, the Movers School program will be able to make adjustments according to the development of student needs and changes in the environment around the program.
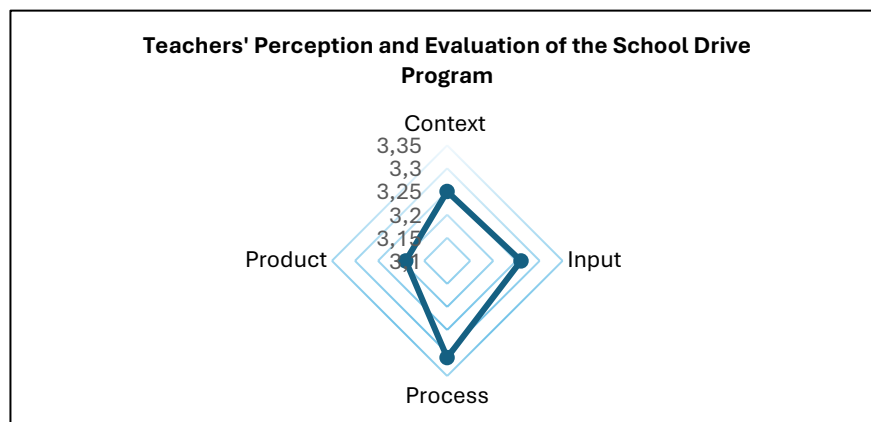
b. Principals' Perceptions and Evaluations of the Mobilizing Schools Program

Principals' perceptions and evaluations of PSP were "High" on the Input, Process, and Product aspects, but "Weak" on the Context aspect. The perceptions and evaluations of the school principals involved in the program also indicate that the program is well run and has managed to gain full support from all stakeholders, including teachers, students, parents, and the surrounding community. However, despite the high ratings on the three main aspects, the analysis shows that PSP is still weak on the Context aspect. This aspect is very important because it can affect the success of the program in delivering the expected results. Context includes the environmental situation where the program takes place, such as government policies, local culture, and traditions that can affect the success of the program. For this reason, a more detailed and in-depth analysis is needed to identify what makes students and families less interested in PSP. (Ritonga et al., 2022)..

As a solution, it is necessary to improve and refine the Context aspect to ensure the PSP is appropriate to the field conditions. The local government can assist the program by providing policy support and helping to develop the program according to the local culture and environmental situation. (Marliyani & Iskandar, 2022).. Periodic evaluations should also be conducted to see how the program is progressing and to make changes to the program to suit the current situation.

C. Teachers' Perceptions and Evaluations of the School Drive Program


Teachers' perceptions and evaluations of the PSP illustrate that the Process aspect is "High", but "Weak" on the Context, Input and Product aspects. The analysis shows that the program still needs to improve several things, including: financial support, time for teacher training, and inadequate infrastructure. There is still quite a lot of information and resources that must be fulfilled by this program in order to run effectively. The lack of resources makes the PSP run less optimally. As a solution, the local government must provide support and solutions to improve the things that are lacking in PSP, so that this program can run more effectively. Therefore, program managers must manage resources better to help the program be used effectively (Rachman et al., 20). (Rachman et al., 2024).

According to teachers' perceptions and evaluations, the Product aspect also still needs to be improved. Some teachers realize that this program has not been

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able to have a significant impact on the development of students' abilities in academic and non-academic fields. For this reason, it is necessary to conduct periodic and continuous evaluations to monitor the results of the program and make changes or improvements if necessary. In addition, from the Context aspect, PSP is still lacking in paying attention to environmental factors where the program takes place and the social conditions of the community. This program does not accommodate and care for local cultural factors and existing norms so that quite a number of students and families are less enthusiastic about PSP. As a solution, it is necessary to hold seminars and workshops for program managers to understand the social and cultural conditions that exist in the communities where PSP is held. A more in-depth analysis of the situation of the community environment and local culture can help develop PSP that is more effective and in accordance with local conditions and culture. (Rahayu et al., 2022)..

D. Perception and Evaluation of the School Committee on the Mobilizing Schools Program
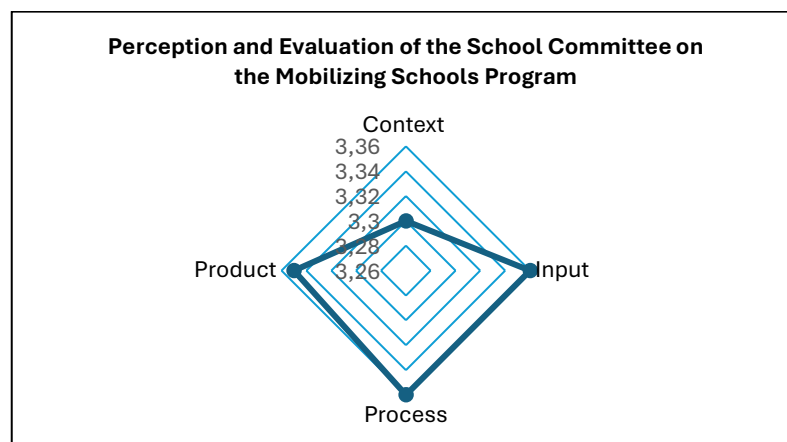

The results of the analysis show that the School Committee's Perception and Evaluation of PSP falls into the "High" category in the Input, Process and Product aspects, but "Weak" in the Context aspect. In this case, the Context aspect includes an evaluation of the environmental situation where the program takes place, including government policies, local culture, traditions, and so on. School committees' perceptions and evaluations show that PSP does not consider local culture and situation in detail. The program does not take into account the social environment, culture and traditions that exist in the region or area where the program is developed. This has caused many communities and parents to be less enthusiastic about the PSP program. (Harningsih et al., 2023)..

One solution is to improve the evaluation of the Context aspect so that the PSP is right on target, by better understanding the situation of the community environment and local culture. In this case, a more detailed and in-depth analysis is needed to identify cultural factors and the social situation of the community that can affect the success of the program. In addition, all relevant parties must work together to consider local cultural factors and strengthen integration with

surrounding communities in the development of this program. (Budiman et al., 2022).
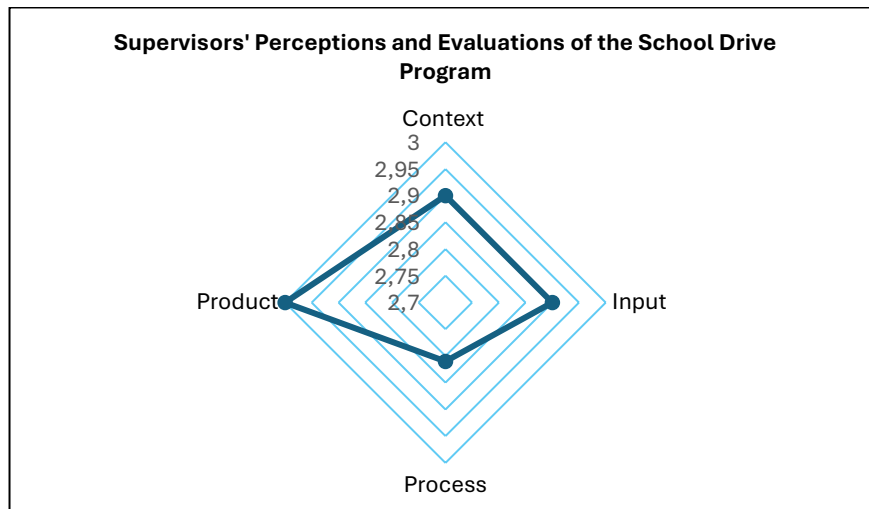
E. Facilitators' Perceptions and Evaluations of the School Drive Program
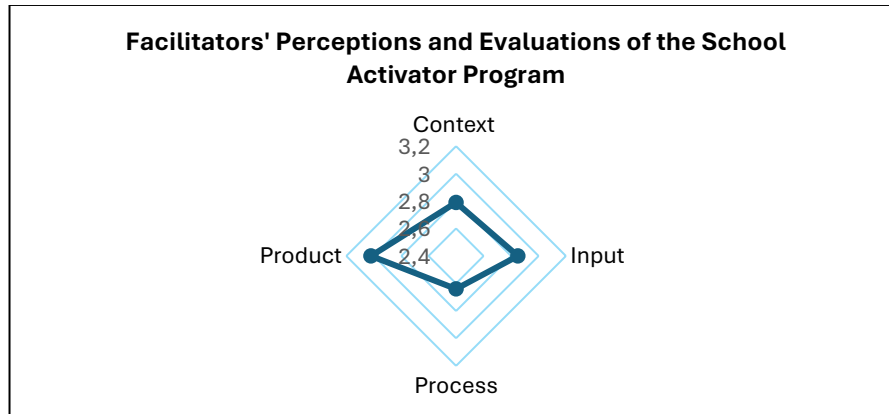
Facilitators' perceptions and evaluations of the PSP are categorized as "High" in the Product aspect, but "Weak" in the Context, Input, and Process aspects. The high Product aspect indicates that PSP has produced *outputs* that are in line with expectations or targets set. These products include academic achievements, behavioral changes, or other positive impacts desired from this program. Facilitators see that the results achieved from this program meet or even exceed expectations. (Firmansyah & Prasada, 2023).

However, there are still shortcomings in the Context, Input and Process aspects. In Context, there is a lack of taking into account or integrating the relevant context in program planning and implementation. Context here can refer to factors such as local culture, specific needs of the community or school, or environmental challenges that may affect the effectiveness of the program. Lack of understanding or adjustment to this context can hinder the long-term success of the program. Meanwhile, shortcomings in the Input aspect are characterized by the resources needed to run the program, such as funds, personnel, infrastructure, and supporting materials, not being adequately available or not being used effectively. (Rusdin et al., 2023b).. Lack of support or proper allocation of resources can hinder the program's ability to achieve its goals optimally. Furthermore, from the Process aspect, the implementation of PSP is hampered by a lack of coordination between the parties involved, problems in implementing activities, or difficulties in managing the operational aspects of the program. This can affect the overall efficiency and effectiveness of the program.

F. Supervisors' Perceptions and Evaluations of the School Drive Program

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The results of the analysis of supervisors' perceptions and evaluations of PSP Movers are almost the same as those of facilitators, where the Product aspect is categorized as "High", but the Context, Input, and Process aspects are categorized as "Weak". This suggests that there are shortcomings in taking into account or integrating the relevant context in program planning and implementation. In this case, program planning and implementation have not sufficiently referred to factors such as local culture, specific needs of the community or school. This lack of adjustment to context can hinder the long-term success of the program. (Indra Dewi & Mudrikah, 2023).

Meanwhile, the weak Input aspect is characterized by inadequate resource support to support the program such as funds, personnel, infrastructure, and supporting materials, etc. Lack of support or proper allocation of resources can hinder the program's ability to achieve its goals optimally. Furthermore, the weakness of the Process aspect is indicated by a lack of coordination between the parties involved, problems in implementing activities, or difficulties in managing the operational aspects of the program. (Utaminingsih et al., 2023).. This can affect the efficiency and effectiveness of the overall program.

Overall, based on the results of the analysis, the evaluation of the Input, Process and Product aspects in the implementation of PSP at junior high schools in East Manggarai has entered the "Good" level. However, what is still "weak" or "lacking" is the Context aspect. The description of the lack or weakness of the Context aspect in the implementation of the PSP above is also confirmed by the results of document reviews and interviews (Focus Group Discussions), which were conducted between March and April 2024 with teachers, principals, supervisors, and school committees in East Manggarai. The interviews and review of key documents, such as the Education Unit Operational Curriculum (KOSP) and other planning documents, showed that their understanding of the local context, such as culture, community needs and socio-economic conditions, was limited. Interviews indicated that the lack of understanding of these factors has affected PSP planning and implementation. In addition, it was found that the planning documents evaluated also showed that action plans for PSP tended not to take in-depth account of contextual aspects. (Emelda et al., 2023).. There is a tendency to adopt a uniform

approach, without adequate adjustment to the unique needs and challenges of schools in East Manggarai.

Some interview participants stated that the involvement and support of school committees, parents and the local community for PSP was low. They indicated that this lack of involvement could lead to a lack of implementation of the program and a lack of support in running it. Some interview participants expressed different perceptions of the benefits and relevance of PSP. This suggests that there is a need to clarify the objectives and benefits of the program more clearly to all stakeholders. Meanwhile, some respondents acknowledged that limited resources, both in terms of finances and personnel, have affected their ability to effectively adapt the program to the local context. This suggests the need for more efficient strategies in resource allocation and utilization. (Handayani et al., 2022)..

In the CIPP model (Context, Input, Process, Product), "Context" plays an important and strategic role in evaluating the implementation of PSP. Here are some important aspects of how "Context" affects program evaluation: *first*, the understanding of the school environment. Context evaluation allows for a holistic understanding of the school environment, including the school culture, social dynamics, and external factors that may affect the success of the program. This includes understanding education policies, community needs and expectations, and demographic factors that affect learners. (Ningsih et al., 2023).. *Second,* analyze needs and challenges. The Context Evaluation helps in identifying the specific needs and challenges faced by schools in implementing the Mobilizing Schools Program. This includes an analysis of the resources available, the barriers that may arise and the opportunities that can be exploited (Hasanah et al., 2023). (Hasanah et al., 2023).. *Third,* resource availability. Context evaluates the availability of resources needed to support program implementation. These include physical resources such as classrooms and libraries, human resources such as the skills of teachers and school staff, as well as financial resources needed for training, equipment and other purposes (Abubakar et al., 2023). (Abubakar et al., 2023). *Fourth*, policy factors. Context evaluation also involves analyzing the prevailing education policies at the local, regional and national levels. This involves understanding the extent to which these policies support or hinder PSP implementation. *Fifth,* stakeholder participation and support. Context evaluates the level of participation and support from various stakeholders, including teachers, parents, students and the local community. Understanding their perceptions and level of involvement can help in designing more effective implementation strategies. (Hadiyanto, 2018).

By understanding Context well, program evaluations can be more targeted and can provide the necessary insights to improve PSP implementation, as well as ensure that the program is appropriate to local needs and contexts. If the Context aspect is not optimally explored in this PSP, it can have several impacts. *First, a* lack of relevance. Without adequate exploration of Context, the program may not be relevant or appropriate to the needs and challenges faced by the school. This may lead to lack of acceptance and engagement from stakeholders, as well as poor performance of the program. (Nugroho et al., 2021). *Secondly,* wastage of resources. Lack of understanding of Context can lead to wastage of resources, be it

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time, effort or budget. Programs that do not fit the local needs and context may require more effort to implement without delivering the desired results. (Dewi et al., 2023). *Third,* failure to achieve objectives. Evaluations that do not optimally account for Context may lead to failure in achieving program objectives. Without taking into account relevant contextual factors, proposed solutions may be ineffective or unsustainable (Tua et al., 2022). (Tua et al., 2022). *Fourth,* stakeholder dissatisfaction. Lack of exploration of Context can lead to dissatisfaction from various stakeholders, including teachers, students, parents, and the local community. If the program does not take into account their needs and expectations, then they may not support or even oppose the program. (Rabbani et al., 2022).

Thus, optimal exploration of the "Context" aspect of the CIPP model is critical to the success and sustainability of PSP. There are several recommendations and suggestions that need to be followed up, including: 1) School principals, teachers and supervisors need to conduct an in-depth analysis of the social, cultural, economic and political environment in East Manggarai. Understand the local dynamics, the challenges faced, and the potential that can be utilized. (Nuridzul et al., 2023).. 2) Ensure the commitment of all parties involved in the program, including local government, schools, teachers, parents and the local community. Strong commitment is needed to achieve success (Arifin, 2020). 3) Involve local communities in program planning, implementation and monitoring. By involving local communities, it will be easier to understand their needs and obtain the necessary support. (Zulkarnain et al., 2021).. 4) Efforts should be made to adapt the curriculum to the local context, including student needs, environmental conditions and local potential. A curriculum that is relevant to daily life will increase student interest and engagement. (Syukrianto, 2019). 5) Provide support for teacher skill development in terms of improving teaching skills, including teaching methods that are appropriate to the local context and educational technology. (Sajidan et al., 2023).. 6) Schools need to utilize local resources, such as community leaders, local culture, and natural potential to enrich students' learning experiences and increase the relevance of learning. (Hartono et al., 2022).. 7) Continuous monitoring and evaluation of program implementation is required. By monitoring progress and identifying problems that arise, improvements and adjustments can be made as needed. (C. Wijaya, 2018). 8) Schools build partnerships and networks with government agencies, private sector, and non-profit organizations, which have experience and resources to support program implementation. (Winarti et al., 2021). 9) Establish effective communication about the program in a clear and open manner to all relevant parties. Effective communication will help gain greater support and minimize misunderstandings. (Rolan, 2020). 10) Thinking and behaving flexibly and adaptively in response to changes and challenges that arise in the midst of program implementation. The ability to adapt will enable the program to remain relevant and effective in achieving the set goals. (Lova & Pendas, 2023).

CONCLUSION

The results of the analysis of perceptions and evaluations from school principals, teachers, supervisors, facilitators, school committees and stakeholders,

supported by the results of document review and interviews (FGDs), illustrate that the implementation of the Mover School Program in 23 junior high schools in East Manggarai has been going well from the aspects of Input, Process and Product. However, what still needs attention is the Context aspect, which indicates that the program has not fully taken into account the social, cultural, economic and political dynamics in East Manggarai. Therefore, special attention and further efforts are needed to strengthen the understanding and integration of the local context in each stage of the program. Schools need to conduct an in-depth analysis of the contextual factors that influence program implementation, such as the socioeconomic conditions of the community, local culture, education infrastructure and local government policies. This requires the active involvement of all stakeholders, including local governments, schools, teachers, parents and local communities, in formulating and implementing strategies to strengthen the context aspect. Effective communication between all relevant parties needs to be improved to ensure a common understanding of the local context and joint efforts in improving program implementation. Furthermore, a continuous monitoring and evaluation system should be implemented to continuously monitor the impact and progress of the program as well as identify areas where the context aspect is still weak and needs improvement.

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