

EVALUATING PROGRAM ESCO SATURDAY THOUGHT USED CIPP MODEL

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi program *ESCO Saturday* pada organisasi *English Student Community* (ESCO) Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan menggunakan model evaluasi CIPP (Context, Input, Process, dan Product). Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data melalui wawancara, observasi, dan angket yang melibatkan pengurus, tutor, serta anggota ESCO. Hasil evaluasi **Context** menunjukkan bahwa program *ESCO Saturday* relevan dengan kebutuhan mahasiswa untuk meningkatkan kemampuan berbahasa Inggris, namun belum memiliki dasar kelembagaan yang kuat seperti AD/ART organisasi. Pada aspek Input, ditemukan keterbatasan sumber daya manusia, kurangnya fasilitas pendukung, serta belum adanya pelatihan sistematis bagi para tutor. Evaluasi **Process** memperlihatkan bahwa pelaksanaan program belum berjalan secara terencana dan terdokumentasi dengan baik, serta kurang dilakukan evaluasi berkala. Sementara itu, hasil evaluasi **Product** menunjukkan bahwa program ini memberikan kontribusi positif terhadap peningkatan kemampuan dan kepercayaan diri mahasiswa dalam berbahasa Inggris, namun belum sepenuhnya mencapai target yang diharapkan karena kurangnya tindak lanjut dan keberlanjutan kegiatan. Secara keseluruhan, penelitian ini menyimpulkan bahwa program *ESCO Saturday* perlu diperbaiki dalam aspek manajemen organisasi, pengembangan sumber daya manusia, serta perencanaan program yang berkelanjutan. Peneliti merekomendasikan agar ESCO membangun struktur organisasi yang kuat, melakukan analisis kebutuhan secara komprehensif, dan menyusun program jangka panjang yang sejalan dengan visi dan misi organisasi untuk meningkatkan efektivitas dan dampak program.

Kata Kunci: Evaluasi Program, Model CIPP, ESCO Saturday, English Student Community, Pengembangan Organisasi

Abstract

This research aims to evaluate the *ESCO Saturday* program at the English Student Community (ESCO) of UIN Fatmawati Sukarno Bengkulu by using the CIPP evaluation model (Context, Input, Process, and Product). The study employed a qualitative descriptive method with data collected through interviews, observations, and questionnaires involving ESCO administrators, tutors, and members. The results of the Context evaluation revealed that the program was relevant to students' needs for improving English skills, but lacked a clear organizational foundation and legal framework such as AD/ART. The Input evaluation indicated limited human resources, inadequate facilities, and the absence of systematic training for tutors. The Process evaluation showed that the program implementation tended to be sporadic, poorly documented, and lacked structured planning or evaluation. Meanwhile, the Product evaluation demonstrated that although the program contributed to students' English competence and confidence, it had not yet achieved the expected outcomes due to inconsistent follow-up and limited sustainability. Overall, the study concludes that *ESCO Saturday* needs significant improvement in organizational management, human resource development, and program planning. It is recommended to establish a strong organizational structure, conduct a comprehensive needs analysis, and design sustainable programs aligned with ESCO's vision and mission to ensure long-term effectiveness and impact.

Keywords: Program Evaluation, CIPP Model, ESCO Saturday, English Student Community, Organizational Development

I. INTRODUCTION

Higher education plays a crucial role in developing students' potential, both academically and non-academically. One of the essential means of student development is through student organizations, which serve as platforms for building character, fostering creativity, and enhancing professional competence. Within the English Education Study Program at the Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu, there is a student organization known as the *English Student Community* (ESCO), which focuses on improving students' English language proficiency.

ESCO organizes various programs such as *public speaking*, *writing*, *debate*, *study club*, and *art and culture*. Among these, the *ESCO Saturday* program is a flagship activity conducted every Saturday to provide students with additional learning opportunities and skill enhancement beyond regular classes. The program aims to strengthen students' English communication abilities, confidence, and critical thinking skills in a collaborative learning environment.

However, based on preliminary observations and interviews, several challenges have emerged in the implementation of the *ESCO Saturday* program. Student participation has declined, the organization lacks qualified instructors and adequate facilities, and program management has not been carried out systematically. Furthermore, no structured evaluation has been conducted to measure the

effectiveness and impact of the program on students' language development and organizational performance.

Therefore, an appropriate evaluation framework is needed to assess the effectiveness of the *ESCO Saturday* program comprehensively. The CIPP evaluation model (Context, Input, Process, Product), developed by Stufflebeam, provides a systematic approach to evaluate educational programs in terms of needs relevance, available resources, implementation process, and achieved outcomes. This model not only measures the success of a program but also guides continuous improvement and informed decision-making.

Based on these considerations, this study aims to evaluate the implementation of the *ESCO Saturday* program using the CIPP model. The findings are expected to provide useful insights and recommendations for enhancing the quality of English language student organizations and to contribute to the improvement of extracurricular language learning programs in higher education institutions.

II METHODS

A. Research Design

This study employed a mixed-method research design that integrates both quantitative and qualitative approaches to gain a comprehensive and in-depth understanding of the *ESCO Saturday* program. The use of mixed methods allows for a more complete analysis of the program by combining numerical data with contextual insights. Quantitative data were utilized to measure participants' perceptions, levels of satisfaction, and the overall effectiveness of the program, while qualitative data were used to explore participants' experiences, motivations, and challenges during implementation. By integrating both types of data, the researcher aimed to produce findings that are not only statistically valid but also rich in interpretive meaning, thereby ensuring a holistic evaluation of the program's strengths and weaknesses.

The evaluation framework adopted in this study was the CIPP Modelan acronym for *Context*, *Input*, *Process*, and *Product* developed by Daniel L. Stufflebeam. This model was selected because it provides a systematic and comprehensive approach to evaluating educational programs. The *Context* component focuses on the needs and objectives underlying the program; *Input* examines the resources, strategies, and plans used; *Process* evaluates the implementation and challenges encountered; and *Product* assesses the outcomes and impacts achieved. In applying this framework, the study followed a sequential explanatory design, in which quantitative data were collected and analyzed first to identify general patterns and trends. The subsequent qualitative phase was then employed to elaborate on these findings, providing deeper interpretation and validation through participants' perspectives. This two-phase design ensured that the research results were both empirically grounded and contextually meaningful.

B. Research Site and Participants

This research was conducted at the *English Student Community* (ESCO), an organization under the English Education Study Program of the Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu, Indonesia. The organization was chosen as the research site because it serves as a central platform for English language learning activities outside the formal classroom. Through programs such as *public speaking*, *debate*, *writing*, *study club*, and *art and culture*, ESCO plays a crucial role in enhancing students' language competence and soft skills. The *ESCO Saturday* program, in particular, is designed as a weekly extracurricular activity that aims to improve students' speaking performance, confidence, and teamwork through interactive learning sessions.

The participants of this study consisted of 34 members of the ESCO organization, including the chairperson, vice chairperson, division leaders, tutors, and active members from each division. They were categorized into several groups: Public Speaking (3 members), Writing (4 members), Debate (3 members), Study Club (4 members), Art and Culture (5 members), Sports (5 members), Public Relations and Design (7 members), and Academic Division (1 member). To ensure representativeness, the researcher applied Slovin's formula with a 5% margin of error, resulting in a total sample of 27 respondents who participated in the data collection process. This sampling technique was chosen to obtain accurate and balanced information that reflects the diversity of experiences among ESCO members while maintaining research efficiency in terms of time and resources.

C. Data Collection Techniques

To obtain comprehensive and reliable data, this study employed multiple data collection techniques consisting of questionnaires, interviews, observations, and documentation review. The use of several methods allowed for triangulation, ensuring that the findings were both credible and valid across different sources and perspectives.

The questionnaire was designed to collect quantitative data from ESCO members regarding their perceptions of the *ESCO Saturday* program. It included statements related to the four dimensions of the CIPP model—context, input, process, and product using a Likert scale to measure participants' levels of agreement. The questionnaire aimed to assess aspects such as program relevance, adequacy of resources, effectiveness of implementation, and perceived outcomes.

The interviews were conducted with key informants, including the ESCO chairperson, vice chairperson, division heads, and tutors, to obtain qualitative insights into the program's implementation and challenges. Semi-structured interview questions were used to allow flexibility and depth in exploring participants' experiences, perceptions, and suggestions for program improvement.

The observation technique was applied to directly examine how the *ESCO Saturday* activities were carried out in real contexts. This included observing students' participation, tutor-member interactions, learning atmosphere, and the use

of facilities. Field notes were taken during the observations to document behaviors and occurrences that supported or contradicted the questionnaire and interview findings.

Lastly, documentation was used as a supporting technique to validate the primary data. Documents such as program schedules, attendance lists, activity reports, photographs, and organizational archives were analyzed to provide additional evidence about the planning and execution of the program. Together, these four methods created a robust dataset that allowed the researcher to evaluate the *ESCO Saturday* program comprehensively and systematically.

D. Data Analysis

The data collected in this study were analyzed using both quantitative and qualitative procedures according to the mixed-method approach. Quantitative data from the questionnaire were processed using descriptive statistical analysis, focusing on frequency distributions and percentage calculations to determine the level of agreement or satisfaction for each CIPP component—context, input, process, and product. The results were then tabulated and interpreted to provide an overview of the program's effectiveness as perceived by the participants.

Qualitative data obtained from interviews, observations, and documentation were analyzed using Miles and Huberman's Interactive Model, which consists of three major stages: data reduction, data display, and conclusion drawing/verification.

1. Data reduction involved summarizing and selecting the most relevant information related to the research objectives while eliminating unnecessary details.
2. Data display was conducted by organizing the reduced data into narrative descriptions and thematic categories based on the four CIPP dimensions.
3. Conclusion drawing and verification were carried out continuously throughout the research process to ensure that emerging findings were consistent and supported by evidence.

To ensure the validity and reliability of the data, the researcher applied triangulation techniques, comparing information obtained from different instruments and respondents. Source triangulation was specifically used to cross-check data from various participants, such as *ESCO* leaders, tutors, and members. Furthermore, instrument validity for the questionnaire was tested using the Pearson Product-Moment correlation, where items with correlation coefficients higher than $r_{table} = 0.334$ were considered valid. This combination of statistical and interpretative analysis ensured that the study's findings were both credible and comprehensive, reflecting the true conditions of the *ESCO Saturday* program.

E. Validity and Reliability

Instrument validity was tested using the Pearson Product-Moment correlation, where items with a correlation coefficient higher than $r_{table} = 0.334$ were considered valid. Reliability testing ensured internal consistency across questionnaire items. To enhance data credibility, source triangulation was implemented by comparing information from multiple participants and data collection methods.

F. Research Duration

The research was conducted over a two-month period, from June 6 to August 6, 2025, during the active implementation of the *ESCO Saturday* program at UIN Fatmawati Sukarno Bengkulu.

III. RESULT DAN DISCUSSION

A. RESULT

This study evaluated the *ESCO Saturday* program using the CIPP model (Context, Input, Process, Product) to identify its strengths, weaknesses, and areas for improvement. Data were collected from questionnaires, interviews, observations, and documentation involving ESCO leaders, tutors, and members. The results for each component of the model are presented and discussed below.

1. Context Evaluation

The context evaluation focused on identifying the background, objectives, and relevance of the *ESCO Saturday* program to students' needs. The findings revealed that the program was established to enhance students' English skills particularly speaking, writing, and confidence-building outside formal classroom settings. Most respondents agreed that the program's goals were aligned with the needs of English Education students who required more practice and exposure to the language.

However, the evaluation also found several contextual weaknesses. The organization lacked a formal legal framework, such as *Articles of Association and Bylaws (AD/ART)*, and had no written vision or mission specifically related to *ESCO Saturday*. Consequently, program planning was inconsistent and heavily dependent on the initiative of current leaders. These findings indicate that, while the program meets student needs, it requires clearer organizational direction and structural reinforcement to ensure long-term sustainability.

2. Input Evaluation

The input evaluation examined resources, planning, and strategies used to implement the program. The study found that ESCO had limited human resources—particularly in the availability of experienced tutors and supervisors. The recruitment of tutors was mostly informal and based on voluntary participation, which affected the consistency of teaching quality.

In addition, facilities and learning media were insufficient to support an engaging English learning environment. The organization lacked permanent rooms, multimedia tools, and teaching aids that could make activities more interactive. Financial support was also minimal, relying largely on internal fundraising or voluntary contributions. Despite these challenges, the enthusiasm of the members and the collaborative atmosphere among divisions served as significant strengths that kept the program running.

3. Process Evaluation

The process evaluation assessed how the *ESCO Saturday* program was planned, implemented, and monitored. Observations revealed that the program was conducted weekly, usually involving various activities such as discussions, public speaking practice, games, and group presentations. The sessions were generally well-received and provided students with opportunities to improve their communication skills in English.

Nevertheless, the implementation was found to be inconsistent. There was no standard schedule or structured lesson plan, and program documentations such as attendance lists and activity reports was often incomplete. In addition, the absence of regular evaluations and feedback mechanisms limited the program's ability to measure progress and identify improvements. This finding suggests that the program's process needs stronger management and systematic supervision to achieve more consistent outcomes.

4. Product Evaluation

The product evaluation analyzed the outcomes and impacts of the *ESCO Saturday* program on students and the organization. The results indicated that the program successfully improved students' English speaking skills, confidence, and motivation to communicate in English. Many participants expressed that they became more comfortable using English in public and had better teamwork with peers.

However, the evaluation also showed that the outcomes had not yet reached an optimal level. Some members still struggled with consistency in attendance and lacked follow-up sessions to maintain their progress. Additionally, there was limited evidence of measurable academic improvement since no formal assessment tools

were used. Therefore, while the program positively influenced participants' soft skills and confidence, its overall impact on academic performance remains limited.

B. Discussion

The findings of this study reveal that the *ESCO Saturday* program plays a significant role in supporting students' English language development beyond the formal classroom setting. As an extracurricular activity, it provides a flexible and engaging learning environment that encourages students to practice speaking, listening, and interacting in English more frequently. The program successfully creates an informal yet productive atmosphere that helps students overcome anxiety, increase their confidence, and apply their language skills in real-life communication. Such opportunities are often limited in regular classroom instruction, which tends to be more structured and examination-oriented.

From the perspective of the CIPP evaluation model, the *context* component demonstrated that the *ESCO Saturday* program was relevant and responsive to students' linguistic needs. Most participants recognized the importance of having a supportive platform for improving English proficiency outside their coursework. However, this contextual strength was not fully supported by strong institutional planning or documentation. The absence of formal guidelines, such as a written vision, mission, or standard operating procedures, reduced the program's strategic alignment with the goals of the English Education Department and the university.

In the input component, several challenges emerged concerning human and material resources. The limited number of qualified tutors and the lack of adequate learning facilities constrained the overall effectiveness of the program. Tutors were mostly volunteers without formal pedagogical training, which affected consistency in teaching quality. In addition, the scarcity of resources—such as permanent learning spaces, audio-visual tools, and financial support—further restricted the implementation of innovative teaching methods. These limitations underscore the need for stronger institutional backing and structured human resource development within ESCO.

The process evaluation revealed that the *ESCO Saturday* activities were carried out with enthusiasm but lacked systematic planning and regular supervision. The sessions were usually designed around weekly themes and spontaneous interactions, without detailed lesson plans or documentation of student progress. Moreover, the absence of an internal monitoring and evaluation mechanism made it difficult to assess the program's effectiveness over time. To address this issue, a more structured management system, including a clear schedule, tutor guidance notes, and performance assessment tools, should be developed and consistently applied.

Regarding the **product** component, the outcomes of the program were generally positive. The participants reported improvements in English-speaking skills, self-confidence, and collaboration with peers. The program fostered a sense of community and motivation among students to use English more actively.

Nevertheless, these benefits were mostly short-term and informal, as there were no established follow-up activities or formal assessments to measure long-term impact. Incorporating systematic evaluation tools, such as pre- and post-tests or portfolio assessments, could help quantify the program's contribution to language development more accurately.

These findings are consistent with previous research on extracurricular English programs, which shows that such initiatives are most effective when supported by adequate resources, clear management, and ongoing evaluation. Studies have emphasized that student organizations can serve as complementary learning environments that promote authentic language use, creativity, and leadership. Therefore, enhancing the management and structure of *ESCO Saturday* would align it with best practices found in similar university-based English programs. Collaboration with faculty members could also provide academic supervision and strengthen the link between formal and informal learning contexts.

To ensure the sustainability of *ESCO Saturday*, several strategic steps are recommended. First, the organization should formalize its vision, mission, and operational procedures to establish a strong institutional identity. Second, tutor training programs should be implemented to enhance teaching competence and standardize the delivery of learning activities. Third, regular program evaluations should be conducted to monitor progress and identify improvement areas. Lastly, partnerships with the English Education Department could provide access to facilities, academic guidance, and potential funding support.

In conclusion, the *ESCO Saturday* program contributes positively to students' English learning experiences and personal development. Despite its organizational and managerial constraints, the program has proven to be a valuable platform for enhancing communication skills and fostering confidence among English learners. With strategic improvements in structure, management, and evaluation, *ESCO Saturday* has the potential to become a sustainable model of extracurricular language learning that empowers students to become competent, confident, and communicative users of English within the university context.

IV CONCLUSION

This study evaluated the *ESCO Saturday* program of the *English Student Community (ESCO)* at Fatmawati Sukarno State Islamic University of Bengkulu using the **CIPP model** (Context, Input, Process, and Product). The evaluation revealed that the program serves as an important platform for enhancing students' English language competence outside the formal classroom. It provides students with opportunities to practice and apply their English skills in authentic situations, helping them to gain confidence, improve communication abilities, and foster collaborative learning.

From the **context** perspective, the *ESCO Saturday* program aligns well with students' learning needs and institutional goals. However, the lack of formal documentation, such as a vision, mission, or organizational guidelines, limits its long-term sustainability. In terms of **input**, the program faces constraints in human and material resources such as insufficient tutor training, inadequate facilities, and limited financial support that hinder optimal implementation. These findings highlight the importance of strong institutional and managerial support in maintaining the program's quality and continuity.

The **process** component showed that program implementation was conducted with enthusiasm and commitment but lacked systematic planning and regular evaluation. Activities were often spontaneous and dependent on the availability of tutors, without structured lesson plans or clear assessment criteria. Consequently, the program's effectiveness was not fully measurable. The introduction of a standardized planning and evaluation system could ensure that activities are better aligned with intended learning outcomes.

In the **product** evaluation, it was found that the *ESCO Saturday* program positively impacted students' English-speaking skills, confidence, and motivation to use English actively. However, these outcomes were not sufficiently monitored or documented, making it difficult to assess the program's long-term effectiveness. The implementation of consistent evaluation instruments, such as pre- and post-tests or performance rubrics, would allow ESCO to measure progress more accurately and improve program accountability.

In summary, while the *ESCO Saturday* program significantly contributes to the linguistic and personal development of students, it requires strategic improvement in organizational structure, human resource management, and evaluation mechanisms. Strengthening collaboration between ESCO and the English Education Department through formal mentorship, training, and shared resources will enhance the sustainability and impact of the program. With systematic planning and continuous improvement, *ESCO Saturday* has the potential to become a model of extracurricular English learning that supports the development of competent, confident, and communicative English learners in higher education.

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