

Evaluation of the Semester Credit System Program with CIPP Model (Context, Input, Process, Product) in Madrasah Tsanawiyah Negeri 1 Medan

1st Agustina Muliati¹, 2nd Yuniarto Mudjisusatyo², 3rd Rosnelli³

{ agustinamuliati3@gmail.com¹, yuniarto@unimed.ac.id², rosnelli@unimed.ac.id³}

Affiliation: Universitas Negeri Medan, Jl. Willem Iskandar / Pasar V Medan Medan^{1, 2, 3}

Abstract. This study aims to evaluate the semester credit system program at MTsN 1 Medan with the CIPP model (Context, Input, Process, Output). This is due to problems with the semester credit system that has not run optimally. This research is an evaluative research with a qualitative descriptive approach using the CIPP model. Where data collection techniques are carried out by observation, documentation, interviews, questionnaires and FGD. Based on the results of the study concluded the evaluation context of the SEMESTER CREDIT SYSTEM program at MTsN 1 Medan is good but there are still some obstacles encountered. Then in the input evaluation are good. Meanwhile, in the process evaluation has not gone well. The product evaluation, there is a positive impact from the program so it can be recommended to improving planning and processes with the designs offered SOP flow and website design of the SEMESTER CREDIT SYSTEM academic.

Keywords: Evaluation, CIPP, Semester Credit System

1 Introduction

Students are an important and unique component in education, because each student has different talents, interests, learning styles, intelligence and abilities for each individual, therefore their rights must be fulfilled. Therefore, services for students' interests and talents are accommodated by a learning system called the Semester Credit System[1]. The Semester Credit System is oriented towards students' interests, talents and speed and therefore their study time depends on the achievement of their respective learning speed [2]. In general, explains that students with Semester Credit System learning will gain richer abilities compared to students in the classical system. This is because students who are considered fast and capable will be able to take and complete their education faster than the normal time without reducing the material provided [3]. The definition of Semester Credit System is contained in (Regulation of the Minister of Education and Culture of the Republic of

Indonesia Number 158, 2014) which explains that the credit system is a form of educational provision in which students can determine the amount of study load and subjects to be taken each semester in the educational unit according to their talents, their respective interests, and abilities or learning speed.

Based on the results of initial observations in the field, information was obtained that as one of the Madrasahs that has implemented a Semester Credit System-based learning system in North Sumatra since the 2020/2021 academic year, MTsN 1 Medan started this program with outreach from the Ministry of Religion's KSKK to Madrasahs and appointed teachers. , then carry out Program Planning to date at the Semester Credit System program implementation stage. However, until the three-year learning period has passed, starting from the Learning Year (TP), 2020/2021, TP 2021/2022, until now TP 2022/2023, there has not been any visible Semester Credit System learning strategy or classification according to the speed, interests and talents of students at MTsN. 1 Medan as is the peculiarity of the Semester Credit System itself.

Another thing that is not visible is the organization of the Semester Credit System program at MTsN 1 Medan, the incomplete Independent Learning Activity Units (UKBM) in each subject and level, there are no students who are accommodated by an Academic Supervisor (PA), this is because there is no use of the term Academic Supervisor, but still using the term homeroom teacher, there is no conversion of students' final grades with Achievement Index (IP) in report cards and there are no student Study Result Cards (KHS) and there are no students who can complete their study period in less than three years. From all of these things, it can be seen that the classical learning system is still embedded in MTsN 1 Medan and the Semester Credit System program has not been implemented properly in accordance with existing guidelines and technical guidelines.

Because this Semester Credit System program has been running for three years of learning, it is appropriate that an evaluation is needed to see and assess the extent to which this program has been running as well as looking for weaknesses and solutions and strategies for the weaknesses of the Semester Credit System program being run at MTsN 1 Medan.

In general, evaluation can be defined as an examination of the value of something. The process of describing, obtaining, reporting, and applying descriptive information and judgments about the value of an object, as defined by criteria such as quality, value, fairness, equity, suitability, cost, efficiency, safety, and significance is what we mean when we talk about evaluation from a purely operational point of view [4].

There are various kinds of evaluation models in evaluating a program or policy, including the Goal Oriented Evaluation Model (Tyler), Goal Free Evaluation Model (Scriven), formative-summative evaluation model (Scriven), Countenance evaluation model (Stake). The Discrepancy Model (Malcom Provus) and the Context, Input, Process and Product (CIPP) model put forward by Daniel Stufflebeam. Where the CIPP approach is based on the view that the most important goal of an evaluation is not only to prove but also to improve [5].

One of the most complete evaluation models compared to other evaluation models is the CIPP evaluation model where evaluation using the CIPP (Context, Input, Process, Product) model proposed by Stufflebeam has high effectiveness within the scope of its function, this is because the CIPP model This evaluation carries out fundamental, comprehensive and integrated

evaluations and can be measured because it contains formative and summative assessments and can see how the planning and implementation of the program corresponds [6].

The CIPP evaluation model is the most effective model used in evaluating programs because this model is very systematic, and the results can be measured clearly so this evaluation model is most widely used in program evaluation [7].

The purpose of the CIPP Evaluation Model is based on the belief that the main purpose of program evaluation is not only to prove, but to improve program quality [8].

Referring to these things, the implementation of the Semester Credit System program at MTsN 1 Medan can be evaluated using the CIPP model. So with this CIPP evaluation model it is hoped that the Semester Credit System program at MTsN 1 Medan can not only be assessed and see its weaknesses but it is hoped that it will be able to resulting in improvements and enhancements so that the Semester Credit System program at MTsN 1 can run as expected and previously planned. This is because the evaluation is carried out with a comprehensive method using summative and formative evaluation of the context, input, processes and products of this Semester Credit System.

Based on the things mentioned above, the author is interested in raising this problem as the title in writing the author's thesis, namely "Evaluation of the Semester Credit System with the CIPP Model at Madrasah Tsanawiyah Negeri 1 Medan".

The formulation of the problem in this research can be described by several research questions, namely: 1) How is the context evaluated, namely the objectives, problems, internal and external environment and the needs of the Semester Credit System program currently running at Madrasah Negeri 1 Medan? 2) How is the evaluation of input related to information regarding program planning, supporting capacity, standard operational procedures for the Semester Credit System) at Madrasah Negeri 1 Medan? 3) How is the evaluation process, namely the process of implementing the Semester Credit System, reviewed based on the technical instructions for implementing Madrasah Semester Credit System and how is the quality improvement designed? 4) How is the product evaluation related to the impact, effectiveness and success of the program and continuation (Continuity Improvement) or modification strategy for the Semester Credit System program that has been implemented at Madrasah Negeri 1 Medan?

2 Theoretical Studies

2.1 Definition of CIPP (Context, Input, Process, Product)

The CIPP model evaluation is a comprehensive evaluation which aims to provide a detailed and broad picture of a program starting from the context to program implementation which also carries out formative and summative evaluations [9]. The CIPP evaluation method is an approach that is oriented towards the most appropriate calculations in evaluating a program or policy [10]. The CIPP model is an evaluation model formulated by Stufflebeam based on

context evaluation which evaluates objectives by comparing them to program problems and needs, Input Evaluation which assesses implementation with program plans and targets, Process which evaluates program effectiveness and Products which evaluate the success of the program and its impact . of the program [11]. The results of the CIPP evaluation model can be used as a basis for four types of decisions: (1) planning (influencing the selection of activity objectives); (2) Structuring (creating strategy and program design as well as program improvement); (3) implementation (provision of resources and supporting capacity in the context of program improvement); and (4) review whether the program can be continued, changed or stopped.(Darma, 2019) Based on the opinions above, it can be concluded that the CIPP Evaluation Model is an evaluation model consisting of Context, Input, Process and Product proposed by Daniel Stufflebeam, where this model is a comprehensive model that contains a comprehensive evaluation not only of the ongoing program. However, when the program ends, this evaluation also orients towards recommendations and changes and improvements to a program.

2.2 CIPP Components (Context, Input, Process, Product)

1) Context Evaluation

Context evaluation is defined as an assessment of the needs, problems, opportunities, and addressable problems of a particular environment. This evaluation is carried out to help assess needs and opportunities in a context based on problems that need to be solved in an organization based on the data and information obtained [4].

2) Input Evaluation

Input evaluation (input) is the process of identifying and assessing systems, capabilities, alternative program strategies, designs, procedural strategies chosen, implementation budgets, activity plans, administrative feasibility, infrastructure feasibility, HR qualifications, stakeholder involvement, and helps ensure that input The ones selected are responsive to the target program objectives and the needs of the beneficiaries. During the input evaluation period, the review focuses on identifying key stakeholders and examining the program budget [4].

3) Process Evaluation

Process evaluation is a continuous examination of plan implementation through the collection of data and information. This evaluation is also to answer whether the program has been implemented? Has the design been executed? The basic objective of process evaluation is to provide an overview relating to the extent to which all activities are running as planned as well as identifying or predicting defects in procedural design or implementation, providing information for programmed implementation decisions confirming activities that are running well as well as recording and assess procedural events [12].

4) Product Evaluation

Product evaluation is carried out to measure, interpret and assess the results of a program or work with the main aim of ensuring the extent of evaluation and meeting the needs of all program beneficiaries and to assess the extent to which goals and projects have been achieved [13].

2.1.2 Definition of Semester Credit System

Semester Credit System for Madrasah Tsanawiyah Semester Credit System is a form of implementation of education in educational units designed to provide educational services that allow students to complete all study loads according to their abilities, interests, talents and speed of learning (Perdirjen Pendis No.2851 Tahun 2019, n.d.)

The Semester Credit System is an educational implementation system that uses semester credit units in reporting student learning load and educator workload (Wulandary, 2021) The Semester Credit System is an educational program in which students determine their own learning load and subjects to follow each semester [3]. Based on the opinion above, it can be concluded that the Semester Credit System is a form of education delivery that provides complete services to students to freely choose their learning load in accordance with student requests, talents and speed.

3 Research Methods

This study uses evaluative research with a qualitative descriptive approach. Evaluative research is a research activity that evaluates an activity/program that aims to measure the success of an activity/program and determine the success of a program and whether it is as expected. This research is also aimed at assessing the success of the benefits, uses, contributions and feasibility of a program of activities from a particular unit [14]. While the evaluation model used is the CIPP model evaluation (Context, Input, Process, Product). The CIPP evaluation model was chosen because the aspects reviewed in this research model are considered more comprehensive compared to other evaluation models. The evaluation method is used in the study of a program, policy or program that has been running. If the program is not running well, then a decision is needed, whether the program will continue or be implemented with improvements or the program will [15]. The research location is at Madrasah Tsanawiyah Negeri 1 Medan as one of the madrasahs that carry out the mandate of the Semester Credit System program in North Sumatra. The time of the research started from January 2023 to March 2023. The subjects of this study were 90 people consisting of: 1 School Principal, 1 Administrative Head, 4 Deputy Principals, 4 credit officers in charge, 22 academic supervisor teachers, 66 subject teachers. Data collection techniques in this study include: interviews, documentation, observation, Focus Group Discussion. Data analysis techniques with 1. Data reduction. This is done by summarizing the information obtained by focusing on important things so that it can provide a clear picture of the research objectives and facilitate the next data collection 2. Presentation of data (data display) The next step is to present data in the form of brief descriptions, relationships between categories, charts, graphs, matrices, networks, flow charts or with narrative text. This is done to make it easier for

researchers to understand what is happening and plan next steps 3. Conclusion/data verification (Conclusion drawing/verification) The final step is to draw conclusions, this is done in two steps, namely drawing conclusions at the beginning which are temporary in nature and will change if no strong supporting evidence is found in the next stage however, if the initial conclusions are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are valid and credible conclusions Data Validity Techniques

According to Sugiyono in qualitative research the validity of the data consists of: 1. Test Credibility (internal validity) 2. Transferability (External Validity) 3. Test Dependability (Reability) 4. Comfirmability (Objectivity).

4. Results and Discussion

4.1 Results

1) Context Evaluation: a) The objectives of the Semester Credit System Program at Madrasah Tsanawiyah Negeri 1 Medan are based on the Semester Credit System Guidelines that have been formulated by the Medan MTsN 1 Semester Credit System curriculum team in the context of full educational services within the framework of Madrasah Based Management (MBM), Semester Credit System is a form of providing education in educational units designed with the aim of providing educational services that enable students to complete the entire learning load in accordance with their talents, interests, abilities, and learning speed and based on research results this has not been achieved. b) Based on the results of interviews and observations, it is known that various credit problems are related to planning, administration and learning processes. Semester Credit System program. d) Program Needs based on research results it is known that the needs of the credit program are still not fulfilled such as the choice of subject load, mapping of student profiles, there is no determination of graduation criteria, and no learning management strategy,

2) Input Evaluation. Based on the research conducted, the following results were obtained: a) The program planning strategy had not been carried out properly in the absence of an annual Work Plan and activity plan and budget involving Semester Credit System activities in it. b) Availability of carrying capacity based on research results it is known that in terms of availability of carrying capacity has been fulfilled both in terms of human resources, financial resources, effective leadership, good organizational culture, innovation and creativity as well as a good reputation of the madrasah. c) Operational Standards The procedure based on the results of the research shows that the standard operating procedures for the Semester Credit System at MTsN 1 Medan do not yet have a workflow that can explain in detail how the Semester Credit System works at MTsN 1 Medan.

3) Process Evaluation a) Implementation of the Semester Credit System Management at MTsN 1 Medan In the process of implementing the Semester Credit System management there were several sub-indicators that were assessed and the result was that the Communication and Socialization of the Program had not gone well, from the Implementation of the Principal Duties and Functions of the Semester Credit System Organizer it was still there are several organizers who have not carried out their duties properly. b) The process of

implementing learning based on research results shows that there is no choice of subject load according to students' interests, there is no mapping of student profiles, and there is no learning management strategy.

4) Product Evaluation a) the impact of the program, based on research it was found that the results of increasing student achievement were the increasing number of students who achieved academic and non-academic achievements. b) The effectiveness of the achievement of the Semester Credit System program obtained from the results of interviews and observations has not been achieved, meaning that it has not been implemented effectively. observations, questionnaires and Focus Group Discussions conducted at Madrasah Tsanawiyah Negeri 1 Medan found that there were still program indicators that had not been implemented properly, this was due to several main factors due to the covid pandemic which hindered the program from running optimally but several indicators had been implemented such as planning program and the availability of carrying capacity from MTsN 1 Medan.

4.2 Discussion

4.2.1 Semester Credit System Planning Strategy Design

Planned activities with clear guidelines and an understanding of the ultimate goal make program implementation easier. Planning, also known as planning, is the process of identifying desired results and determining how to achieve those results efficiently and effectively. Planning is the process of planning activities carried out to prepare what is expected to happen and what will be done. Planning can be seen in a broad sense as a methodical process of preparing to carry out the necessary actions to achieve certain goals.

In making a program planning strategy, it is necessary to have a situation analysis to find out what factors influence program planning, as well as to find out the initial state of the program being implemented. The situation analysis method used is SWOT analysis. SWOT analysis or SWOT matrix is a tool used to assess the strengths, weaknesses, opportunities and threats of a program or product. To carry out a SWOT analysis, a matrix is used in order to explain the appropriate planning strategy. The development plan can provide four alternative strategies [16].

Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is a useful tool for problem structuring, especially when used for an examination of the strategic environment, which is often divided into two categories within a company: internal and external. Both internal and external environments always have four basic features: strengths, weaknesses, opportunities and threats. The internal environment has strengths and weaknesses, while the external environment has opportunities and threats [17].

The following is a SWOT Analysis Matrix from the Semester Credit System Program at MTsN 1 Medan:

1. IFAS (Internal Strategic Analysis Summary)

Internal factors are entered into a matrix called the internal strategy factor matrix or IFAS (Internal Strategic Factor Analysis Summary) used to see internal factors with strengths and weaknesses of the madrasah as summarized in the following matrix:

Table 1. IFAS (Internal Strategic Analysis Summary)

Giving Value And Weight for IFAS									
Variable	5	4	3	2	1	Evaluation	Weight	Ratings	X Ratiang weight
Strength									
Sufficient number of human resources with Minimum S1 graduate	x					5	0.19	5	0.93
Infrastructure _ supporters main Already fulfilled		x				4	0.15	4	0.59
Culture Good school _ with discipline		x				4	0.15	4	0.59
Already use Technology Information in a number of activities		x				4	0.15	4	0.59
Source Finance from government and committees		x				4	0.15	4	0.59
There is good leadership and management			x			3	0.11	3	0.33
keep doing Innovation and Development Product			x			3	0.11	3	0.33
Amount						27	1	27	3.96
Weakness									
Not all certified professional			x			3	0.30	3	0.9
Sarpras Not yet complete				x		2	0.20	2	0.4
Do not have a special SEMESTER CREDIT SYSTEMwebsite yet					x	1	0.10	1	0.1
Not really transparent in matter financial				x		2	0.20	2	0.4
Not all teachers understand and support the SEMESTER CREDIT SYSTEMprogram					x	1	0.10	1	0.1
lack of internal and external socialization					x	1	0.10	1	0.1
Evaluation						10	1	10	2

Information :

Rating for strength (Strength):

Value 1: has a very small positive effect

Value 2: has a small positive effect

Value 3: has a neutral effect

Score 4: has a large positive influence

Score 5: has a very large positive influence

Rating for weaknesses (Weaknes):

Value 1: has a very large negative influence

Value 2: has a large negative effect

Value 3: has a neutral effect

Value 4: has a small negative effect

Value 5: has a very small negative effect

2. EFAS (External Strategic Analysis Summary)

External factors are entered into a matrix called the internal strategy factor matrix or EFAS (External Strategic Factor Analysis Summary) used to see External factors with Opportunities and Threats from madrasah as summarized in the following matrix:

Table 2. EFAS (External Strategic Analysis Summary)

Giving Value And Weight for EFAS								
Variable	5	4	3	2	1	Assessment	Weight	Weight X Rating
Opportunity								
SEMESTER CREDIT SYSTEMpolicy issued by the Indonesian Ministry of Religion and only there are 48 MTs who get mandate	X					5	0.29	1.47
SEMESTER CREDIT SYSTEMis regulation from appropriate Ministry of Religion with curriculum independent There are only 4 schools that run SEMESTER CREDIT SYSTEMin North Sumatra so can interesting interest student		x				4	0.24	0.94
Condition community in the neighborhood Various MTsN 1 Medan		x				4	0.24	0.94

Friday.			17		17	4,29
Threat						Rating x Weight
Possibility policy changed	x		3	0.5	3	2
There is no successful madrasah role model yet running SEMESTER CREDIT SYSTEM		x	2	0.3	2	1
Support from stakeholders		x	1	0.2	1	0
Amount			6	1	6	3

Description:

Ratings for Opportunities _

Value 1: own influence very little positive

Value 2: own influence positive small

Value 3: own influence neutral

Score 4: own influence positive big 12

Score 5: own influence huge positive _

Ratings for threat (Threat)

Value 1: own influence huge negative _

Value 2: own influence negative big

Value 3: own influence neutral

Score 4: own influence negative small

Score 5: own influence very small negative

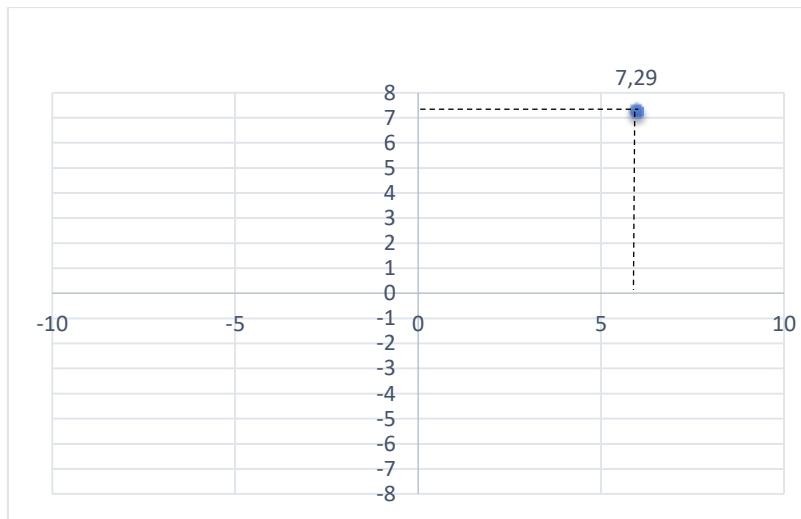


Fig.1. Cartesian diagram Analysis SEMESTER CREDIT SYSTEMSWOT MTsN 1 Medan

Meeting point the tangents of IFAS 5.96 and EFAS 7.29 are on point quadrant I which means Madrasah owns strengths and opportunities that can utilized For running programs. As for the strategy that should be taken is with give support to System program policies Moderate Semester Credit walk with a Growth Oriented Strategy or an aggressive growth strategy with utilise internal strength possessed by the madrasa as well the opportunities exist.

1. Determination Alternative Strategy Program Planning with SWOT Analysis Matrix

Table 3. SWOT Analysis Matrix

Strength	Weaknesses
1. Sufficient number of human resources with Minimum S1 graduate	1. Not all certified professional
2. Infrastructure _ supporters main Already fulfilled	2. Sarpras Not yet complete
3. Culture Good school _ with discipline	3. Do not have a special Semester Credit System website yet
4. Already use Technology Information in a number of activities	4. Not really transparent in matter financial
5. Source Finance from government and committees	5. Not all teachers understand and support the Semester Credit System program
6. There is leadership Good Leadership and Management _	6. lack of internal and external socialization
7. keep doing Innovation	

Opportunity	SO strategy	WO strategy
<p>1. The Semester Credit System policy issued by the Ministry of Religion of the Republic of Indonesia and only there are 48 MTs that get mandate</p> <p>2. Semester Credit System is regulation from appropriate Ministry of Religion with curriculum independent</p> <p>3. There are only 4 schools that run Semester Credit System in North Sumatra so can interesting interest student</p> <p>4. Condition community in the neighborhood MTsN 1 Medan is diverse and surrounded companies and factories</p>	<p>(4-3) Keep doing innovation in running the credit program for example with create learning strategies , use technology information with developing Websites.</p> <p>(5-1) Because the Semester Credit System policy is from center supported with adequate finances _ so can do management optimally for example with do test interest talent with psychologist , create a management strategy class .</p> <p>(6-1) exists good leadership _ can utilise opportunity environment around for example with cooperate with company around for example take advantage of CSR and so on</p>	<p>(1-4) Although Not yet all teachers are certified but teachers can develop ability Because only there are 4 schools that run the credit program in North Sumatra.</p> <p>(5-1) the teacher must support the Semester Credit System program Because is policy from center in matter This ministry of religion</p> <p>(2-4) Capitalize opportunity fulfillment Sarpras for example with do cooperation or utilizing the CSR of companies around the madrasah.</p> <p>(4-2) Finance must more transparent Again Because exists rule clear and binding regulations and laws _</p>
Threats	S – T strategy	W–T strategy
<p>1. Possibility policy changed</p> <p>2. There is no successful madrasah role model yet running Semester Credit System</p>	<p>(4-1) Although policy changed However Because culture school Good so will can adapt with well , so need For increase Keep going culture positive</p>	<p>(2-3) Capitalize support from internal stakeholders fulfillment inadequate facilities and infrastructure _ adequate .</p> <p>(3-2) Creating a special web</p>

	<p>school . _ (1-2) Although Not yet There is successful role models run this Semester Credit System with well in North Sumatra however Because potential human resources whose education is above bachelor all so will can running this credit program with Good for example with do Technical Guidance on a regular basis periodically .</p> <p>(7-1) Good leadership will can utilise support from stakeholders to run this program with ok .</p>	<p>for the Semester Credit Systemso that it becomes a good madrasah role model holding Semester Credit System in North Sumatra</p>
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Based on the formula from the SWOT Matrix above so alternative strategy is obtained in plan implementation of SEMESTER CREDIT SYSTEMat MTsN 1 Medan with take advantage of Strength, Opportunity For overcome , Threats and Weaknesses namely :

1. SO strategy (Strength - Opportunity)

- 1) Increasing innovation in running the credit program for example with create learning strategies, using technology information with developing Websites.
- 2) Do management optimally for example with do test interest talent with psychologist , create a management strategy class .
- 3) Do cooperate with company around for example take advantage of CSR and so on .

2. WO Strategy (Weakness-Opportunity)

- 1) Developing ability inner teacher face competition and challenges
- 2) Teacher must support this Semester Credit System program Because is policy from center in matter This ministry of religion
- 3) Utilise opportunity fulfillment Sarpras for example with do cooperation or utilizing the CSR of companies around the madrasah.
- 4) Do transparency finance Because exists rule clear and binding regulations and laws _

3. S – T Strategy (Strength- Threat)

- 1) Increasing culture positive school Because of the policy changed However Because culture school Good so will can adapt well.

- 2) Do Technical guidance to teachers and education staff on an ongoing basis periodically
- 3) Good leadership _ will can utilise support from stakeholders to run this program
- 4) Utilise support from internal stakeholder fulfillment inadequate facilities and infrastructure _ adequate.
- 5) Create a special web for the Semester Credit Systemso that it becomes a good madrasah role model holding Semester Credit System North Sumatra

4. W – T Strategy (Weaknesses-Threats)

From the results of the SWOT Matrix then the planning strategy becomes reference For carried out by MTsN 1 Medan Dalam running the credit program is as following :

- 1) Do innovation with :
 - a. Create a Special Semester Credit System Website with a flow attached
 - b. Create a Learning Strategy based on FGD results are approved with a heterogeneous–homogeny strategy, which means that in semester 1 it is heterogeneous in the next semester it is homogenized based on speed learn it
- 2) Carry out assessment interest talent carried out by a psychologist Test interest talent carried out at the beginning of the semester after PPDB Students and so on will done assessment in matter mental strengthening of students each semester.
- 3) Apply principle transparency and accountability in the madrasa financial system.
- 4) Developing teacher and staff potential education with carry out Bimtek or training related with competence.
- 5) Strengthen role leadership with policies and regulations so that all teachers want involved as well as motivated For increase ability so that can run this Semester Credit System program optimally.
- 6) Utilise the role of stakeholders and the environment around with cooperate or take benefit like not quite enough corporate social responsibility around the madrasa for assist with related madrasah programs with implementation of Semester Credit System.
- 7) Do internal and external socialization to whole stakeholders the interests of the madrasa regarding credits program starts from make banner, do meeting coordination.
- 8) Do cooperation with other Semester Credit System organizing madrasahs both in North Sumatra and throughout Indonesia.

5 Conclusion

Based on the discussion of the results of research on the evaluation of the credit system program with the CIPP model at MTsN 1 Medan, the following conclusions can be drawn.

After evaluating the context component, the objectives of Semester Credit System have not been achieved at MTsN 1 Medan. The problems with Semester Credit System at MTsN 1 Medan include: Administrative problems, learning management problems, communication problems, especially during the pandemic, which delays the optimal running of the program due to limited meetings and communication difficult. The needs for credits at MTsN 1 Medan include: There is a choice of study load and subjects for students that have been served and provided but not yet for students with different speeds or according to their interests and talents, Mapping of student profiles has not been implemented so it is still needed to be implemented in the future, Supervisor or learning advisors have been divided but are still serving classical classes as usual. In the input evaluation, it was found that the availability of supporting capacity was good, but the program planning strategy had not been well designed. From the process components it can be concluded that the learning process has not been implemented well because there is still no learning strategy used. And from the product evaluation component it can be concluded that this semester's credit system program has had a positive impact on student and teacher achievement both academically and non-academically due to increased competitiveness. As for recommendations for program sustainability, it is proposed that there will be a program planning design through SWOT analysis, website design for the Semester Credit System academic system.

Based on the research results and conclusions obtained after evaluating the Semester Credit System using the CIPP model (Context, Input, Process, and Product) at MTsN 1, the following suggestions are given: designs that have been made in this study starting from planning design, process design and evaluation design, recommending to continue the program by utilizing information technology, namely by creating a website or academic information system Semester Credit System that helps the academic system in the process of implementing the semester credit system, implementing good organization of all madrasah stakeholders by establishing and notifying their respective duties and functions to be carried out either through outreach, technical guidance, special meetings or direct notifications.

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