

EVALUATION OF THE IMPLEMENTATION OF THE SCHOOL ENCOUNTER LITERACY PROGRAM AT SMA NEGERI 1 GUNUNG SARI: A CASE STUDY BASED ON THE CIPP MODEL

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Abstract

This study is motivated by the limited empirical evaluation of encounter-based literacy programs at the senior high school level, despite their potential to strengthen students' literacy competence and character development. This study aims to evaluate the implementation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari using the CIPP evaluation model. A qualitative case study design was employed, involving 26 participants. Data were collected through semi-structured interviews, questionnaires, observations, and document analysis, and were analyzed using thematic analysis supported by descriptive quantitative scoring. The findings reveal that the program was contextually relevant as a strategic response to literacy stagnation and students' low reading comprehension. The input dimension demonstrated relatively strong organizational readiness, reflected in the highest average score of 72.6%, particularly in material accessibility through digital platforms. However, the process dimension obtained the lowest score of 55.6%, indicating challenges related to implementation consistency, teacher attentiveness, and feedback mechanisms. The product evaluation showed generally positive outcomes, with an overall effectiveness score of 66.8%, indicating improvements in students' storytelling confidence, literacy engagement, academic participation, and character development. The study concludes that encounter-based literacy programs can serve as effective educational innovations when literacy is positioned as a reflective social practice. This study extends the application of the CIPP model to literacy

program evaluation and offers practical implications for strengthening teacher training, procedural monitoring, and character assessment instruments. Future research should employ longitudinal and multi-site designs to examine the sustainability and broader applicability of encounter-based literacy programs.

Keywords: CIPP Evaluation Model; Educational Innovation; Encounter-Based Literacy; Literacy Program Evaluation; Senior High School

INTRODUCTION

Literacy has become one of the most critical indicators of educational quality in the twenty-first century, particularly as schools are increasingly expected to cultivate not only students' reading competence but also their critical thinking, reflective reasoning, and social awareness. Globally, educational institutions have shifted from viewing literacy as a technical ability toward understanding it as a multidimensional competence that supports cognitive development, critical engagement, and meaningful participation in social life. In this context, the effectiveness of school literacy programs depends not only on the availability of activities but also on systematic evaluation mechanisms capable of assessing program relevance, implementation quality, and measurable outcomes. Recent international evidence has emphasized that school-level literacy development must be supported by structured program evaluation to ensure that implementation extends beyond routine activities and contributes significantly to students' critical thinking competencies (Chourio-acevedo et al., 2024). Likewise, educational evaluation based on the Context, Input, Process, and Product (CIPP) model enables comprehensive decision-making because it systematically examines program needs, resource adequacy, implementation quality, and educational outcomes (Nurhasanah et al., 2023). International studies have further demonstrated that the success of school literacy programs is strongly determined by continuous evaluation policies and the active involvement of all school stakeholders throughout the implementation process (Zhang, 2024).

In Indonesia, literacy development has become a central educational agenda through various school-based initiatives designed to strengthen reading culture and students' intellectual engagement. However, despite the widespread implementation of literacy programs, many schools continue to face substantial challenges in ensuring program consistency, institutional integration, and sustainable impact. Empirical findings from the national context indicate that evaluation-based literacy initiatives remain uneven

in implementation quality. Research on the implementation of the School Literacy Movement in Garut Regency found that CIPP-based evaluation was effective in identifying implementation barriers, particularly regarding supporting facilities and parental involvement (Senjaya et al., 2025). Similarly, evaluations of elementary school literacy programs revealed that program effectiveness depends heavily on clearly defined objectives, adequate facilities, implementation consistency, and continuous monitoring (Napitupulu & Mulyanto, 2023). Sumira and Kartiwi, (2024) further reported that students' literacy culture significantly improves when schools provide strong institutional support and ensure consistent implementation practices.

Several additional studies reinforce these concerns. Haryati et al., (2025) found that limited teacher involvement remains one of the principal obstacles to sustaining literacy programs at the secondary school level. Ardi et al., (2025) demonstrated that the quality of supporting resources and teachers' competencies significantly determines the effectiveness of school-based literacy implementation. Moreover, evaluative investigations have shown that the CIPP model provides a holistic understanding of educational program effectiveness and offers practical recommendations for school policy improvement (Yuliani et al., 2026). Dwi et al., (2025) reported that variation in literacy activities substantially influences students' participation in reading culture, while Santoso et al., (2025) confirmed that CIPP-based evaluation effectively measures the alignment between educational planning and implementation. Likewise, Tazkiyah and Suwadi, (2026) emphasized that synergy among school policy, facility support, and continuous supervision is essential for achieving optimal educational outcomes. Ponto et al., (2025) also found that structured routine reading activities significantly enhance students' reading motivation when accompanied by regular evaluation processes.

These findings suggest that literacy program effectiveness cannot be separated from systematic evaluation practices. In response to this issue, educational evaluation theory offers a strong conceptual basis for assessing school-based interventions. According to Stufflebeam and Shinkfield (2007), evaluation is the process of collecting and providing useful information for judging decision alternatives and supporting educational improvement. This perspective is supported by Worthen et al. (1997), who argued that educational evaluation enables stakeholders to assess whether a program achieves its intended objectives while identifying aspects requiring refinement. Within this evaluative tradition, the CIPP model developed by Daniel Stufflebeam provides a decision-oriented

framework that systematically examines contextual relevance, resource readiness, implementation processes, and achieved outcomes (Stufflebeam & Coryn, 2014). Its comprehensive structure makes it particularly appropriate for evaluating literacy programs implemented as educational innovations.

From a literacy perspective, the present study is grounded in the understanding that literacy extends beyond reading mechanics to encompass critical interpretation, meaning-making, and social engagement. Brian Street (1984) conceptualized literacy as a socially situated practice embedded in cultural and institutional contexts. Similarly, Paulo Freire (1970) viewed literacy as a process of critical consciousness through which learners interpret and transform their realities. These perspectives are highly relevant to the School Encounter Literacy Program, which seeks to develop students' reflective engagement through structured storytelling and dialogical interaction. This orientation is also consistent with social interaction theory. Lev Vygotsky (1978) emphasized that cognitive development occurs through mediated social interaction, while John Dewey (1938) argued that meaningful learning emerges through reflective participation in authentic educational experiences. Together, these theoretical perspectives support the evaluation of literacy programs as socially embedded educational processes.

A review of previous studies demonstrates substantial scholarly attention to literacy program evaluation using the CIPP framework. Sani and Astuti, (2024) found that the implementation of fifteen-minute reading activities before instruction significantly increased students' reading motivation, although supporting facilities required further development. Dilla et al., (2024) reported that literacy programs positively improved students' language competence and critical thinking, despite limitations in implementation monitoring. Similarly, Laksita, (2022) identified that while context and input dimensions were satisfactory, implementation processes were constrained by inadequate supporting facilities and inconsistent stakeholder involvement. Kumalasari and Idawati, (2023) found that educational programs often perform strongly at the contextual level but require improvement in implementation consistency and stakeholder collaboration. Jalmasco et al., (2025) further demonstrated that strong leadership, active teacher participation, and community support significantly contribute to effective literacy program implementation.

Although these studies provide valuable insights, important research gaps remain. First, most prior evaluations have focused predominantly on the School Literacy

Movement in elementary and junior secondary schools, leaving limited empirical evidence regarding literacy-based educational innovations at the senior high school level. Second, previous studies have generally examined conventional literacy activities, while limited attention has been given to encounter-based literacy models that emphasize dialogical interaction and reflective storytelling as their pedagogical core. Third, there remains insufficient evaluation of the School Encounter Literacy Program as a distinct educational initiative integrating literacy development with character formation and social interaction.

This gap is particularly evident at SMA Negeri 1 Gunung Sari. Preliminary observations conducted on March 5, 2026, revealed that the implementation of the School Encounter Program currently operates only through its literacy component, and even this remains at its most basic level in the form of storytelling activities. Other school-based components, including discipline, cleanliness, and respect-building practices, are no longer optimally implemented after the initial declaration phase. Subject-based components have not been integrated into character assessment practices, and parent-based components have not been sustained despite initially positive parental responses (Observation, March 5, 2026). These conditions indicate a discrepancy between the intended comprehensive design of the School Encounter Program and its actual implementation at the institutional level.

The novelty of this study lies in its evaluation of the School Encounter Literacy Program as a specific educational innovation at the senior high school level using the CIPP model as an evaluative framework. Unlike prior studies that primarily focused on conventional literacy initiatives, this research investigates an encounter-based literacy approach grounded in literacy theory, social interaction theory, and program evaluation theory. By examining context, input, process, and product dimensions, this study seeks to generate comprehensive evidence regarding implementation effectiveness and provide recommendations for program improvement.

Therefore, this study aimed to evaluate the implementation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari using a case study approach based on the CIPP model. Specifically, it sought to examine the contextual relevance of the program, assess resource readiness, analyze implementation processes, and evaluate the outcomes achieved in fostering students' literacy engagement and educational development.

METHODS

Research Approach and Design

This study employed a qualitative approach with a single-case study design to evaluate the implementation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari using the Context, Input, Process, and Product (CIPP) evaluation model. The qualitative case study design was selected because it enabled an in-depth exploration of a specific educational phenomenon within its real-life context, particularly in understanding the implementation dynamics, institutional support, participant experiences, and program outcomes within a bounded system. As noted by Creswell and Poth (2018), qualitative case study research is particularly appropriate when researchers seek to investigate complex educational programs through detailed contextual inquiry.

The CIPP evaluation model was adopted as the primary evaluative framework because it provides a comprehensive structure for examining educational programs through four interconnected dimensions: context, input, process, and product. This model has been widely applied in educational program evaluation due to its ability to generate formative and summative insights for decision-making and program improvement. Recent empirical evidence suggests that the CIPP framework remains one of the most effective approaches for assessing school-based literacy initiatives because it enables systematic analysis of program relevance, resource adequacy, implementation quality, and achieved outcomes (Kumalasari & Idawati, 2023).

Research Site and Time

The study was conducted from March to May 2026 at SMA Negeri 1 Gunung Sari, located on Jalan Pariwisata, Gunungsari District, West Lombok Regency, West Nusa Tenggara, Indonesia. The research site was purposively selected because SMA Negeri 1 Gunung Sari was recognized as one of the pioneering schools implementing the School Encounter Program in the region. This institutional uniqueness made it an appropriate setting for evaluating the implementation of literacy-based encounter education.

Site selection in qualitative evaluation studies should be based on information-rich cases that provide meaningful insights into the phenomenon under investigation. According to recent educational evaluation literature, purposive site selection enables researchers to obtain contextual depth and maximize the relevance of collected data (Yin, 2018).

Research Participants

The participants consisted of four respondent groups involving a total of 26 individuals. The first group consisted of Mr. Mansur, the Vice Principal for Curriculum Affairs, who also served as the person responsible for the literacy program implementation. The second group included Mr. Saiful Akhyar, the initiator, facilitator, and consultant of the School Encounter Program. The third group comprised 20 eleventh-grade students selected through purposive sampling based on their active participation in the literacy program. The fourth group involved three Islamic Religious Education teachers who directly participated in integrating literacy activities into classroom learning.

Purposive sampling was employed because it allowed the researcher to select participants with direct knowledge and experience related to the evaluated program. Recent qualitative evaluation studies have confirmed that purposive sampling is particularly effective for obtaining rich, relevant, and context-specific information from participants who can provide detailed insights into educational program implementation. In literacy program evaluation, participant diversity across administrators, facilitators, teachers, and students is considered essential for ensuring multidimensional perspectives and enhancing evaluative credibility (Haryati et al., 2025).

Instruments and Data Collection Procedures

Data were collected through three instruments. The first instrument was semi-structured in-depth interviews conducted with the two key informants. The interview protocol covered all four CIPP components, including program background and needs (context), resource allocation and readiness (input), implementation procedures (process), and program outcomes (product).

The second instrument was a closed-ended questionnaire administered to students consisting of 25 dichotomous statements with “Yes” and “No” response options, accompanied by three open-ended questions designed to capture students’ perceptions of literacy activities. The third instrument was an open-ended questionnaire containing 10 questions distributed to Islamic Religious Education teachers to explore their perspectives regarding the implementation of literacy practices based on the CIPP dimensions.

The use of multiple data collection instruments was intended to ensure data completeness and triangulation. Recent studies suggest that combining interviews and questionnaires in qualitative evaluation research improves data richness and allows for

cross-validation of findings across participant groups (Johnson & Christensen, 2020). Moreover, mixed-format qualitative instruments are considered effective for literacy program evaluation because they capture both measurable participant responses and contextual explanatory narratives (Dilla et al., 2024).

Data Analysis Techniques

Data analysis was conducted thematically through the stages of data reduction, data display, and conclusion drawing as proposed by Miles, Huberman, and Saldaña (2014). Qualitative data obtained from interviews and open-ended questionnaires were transcribed, coded, categorized, and interpreted according to the four dimensions of the CIPP evaluation model.

Quantitative data from student questionnaires were analyzed using a simple scoring system in which “Yes” responses were assigned a score of 1 and “No” responses were assigned a score of 0. The total scores were classified into five achievement categories: very good (20–25), good (15–19), fair (10–14), poor (5–9), and very poor (0–4). This categorization was used to facilitate descriptive interpretation of student responses regarding program effectiveness.

Thematic analysis has been widely recognized as an appropriate method for identifying recurring patterns within qualitative educational data. Recent methodological studies indicate that thematic analysis supports flexible yet rigorous interpretation of evaluative findings while preserving contextual complexity (Braun & Clarke, 2021).

Trustworthiness and Data Validation

To ensure trustworthiness, data validity was strengthened through source triangulation involving all four participant groups. Information obtained from interviews, student questionnaires, and teacher responses was compared and cross-checked to identify convergence and discrepancies across data sources.

In educational evaluation research, triangulation strengthens data credibility by allowing researchers to compare evidence from multiple sources, thereby producing a more holistic understanding of implementation processes and institutional challenges (Creswell & Poth, 2018).

RESULTS

1. Context Evaluation

a. Program Background and Rationale

1) The Emergence of the School Encounter Literacy Program

The context evaluation examined the foundational rationale underlying the implementation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari. Findings from interviews, observations, and document analysis revealed that the literacy program was formally launched in 2019 as a strategic educational response to institutional literacy challenges and broader concerns regarding students' academic and character development.

Interview data with the Vice Principal for Curriculum Affairs indicated that the program was initiated based on three principal considerations. First, the School Literacy Movement, which had been introduced nationally in 2016, had experienced stagnation at the institutional level and required revitalization. Second, field observations revealed that many students demonstrated low levels of reading comprehension and conceptual understanding across subjects. Third, school administrators identified a recurring pattern in which students who encountered difficulties in character formation frequently exhibited parallel academic weaknesses.

As explained by the Vice Principal:

“The literacy program was introduced in 2019 for three major reasons. First, the School Literacy Movement had gradually become stagnant and required reinforcement. Second, our observations showed that many students experienced serious difficulties in understanding learning materials. Third, we found that students who struggled academically often also faced character-related challenges. Therefore, literacy was positioned as an intermediary goal within the broader School Encounter character-building framework” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, March 10, 2026).

Document analysis of the School Encounter implementation guideline confirmed that literacy was formally conceptualized as an integral component of character formation rather than merely an isolated academic intervention (Document Analysis, School Encounter Literacy Program Guideline, March 2026).

Observation findings further supported this institutional orientation, showing that literacy sessions were consistently framed by teachers as activities intended to strengthen both intellectual engagement and social character development (Observation, March 14, 2026).

b. Contextual Problems Underlying Program Implementation

1) Students' Literacy Challenges

The findings revealed several contextual factors affecting students' literacy development. Interview data identified three dominant obstacles: students' habitual reluctance to read, limited comprehension despite reading exposure, and the prevalence of an instant-result culture that discouraged sustained intellectual effort.

The Vice Principal stated:

"The main challenge lies in changing students' habits. Many are reluctant to read, and even when they read, comprehension remains limited. This reflects a broader instant culture in which students seek immediate answers rather than engaging deeply with texts" (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, March 16, 2026).

Observation data corroborated these findings. During preliminary classroom observations, several students demonstrated hesitation when asked to explain reading content independently and often depended on peer explanations before responding (Observation, March 18, 2026).

Document analysis of internal literacy evaluation notes also indicated recurring concerns regarding inconsistent reading habits among students (Document Analysis, Preliminary Literacy Evaluation Report, March 2026).

2) The Need for Behavioral Transformation

The context findings further demonstrated that the program's principal challenge extended beyond reading ability to include behavioral transformation. The program initiator emphasized:

"The essential challenge is not simply asking students to read, but transforming reading into a habitual culture that precedes understanding and reflective action" (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, March 20, 2026).

This indicates that the literacy initiative was designed not only to improve textual engagement but also to reshape students' educational habits through reflective encounter-based learning.

c. Stakeholder Support within the Program Context

1) Teachers' Institutional Support

The findings demonstrated that teachers played a central contextual role as providers of literacy materials and facilitators of implementation. Document analysis of literacy coordination schedules confirmed systematic teacher involvement in preparing subject-based literacy content (Document Analysis, Weekly Literacy Material Schedule, March 2026).

Observation findings showed that teachers regularly reminded students of literacy expectations and facilitated transitions into literacy sessions (Observation, March 22, 2026).

2) Parental Support

Parental involvement emerged as another significant contextual support factor. Interview data revealed that parents contributed by providing digital devices, internet access, and supervision of students' reading activities at home.

The Vice Principal explained:

"Parents support the program by ensuring students have access to devices and internet connectivity while also monitoring literacy activities outside school hours" (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, March 24, 2026).

3) Administrative Support

The school administration also provided structural support through monitoring and policy reinforcement. Document analysis of internal monitoring records confirmed regular administrative oversight through literacy reporting systems (Document Analysis, Administrative Literacy Monitoring Archive, March 2026).

d. Relevance of the Program to Educational Needs

1) Alignment with Institutional Educational Goals

The context evaluation revealed strong alignment between the literacy program and institutional educational priorities. Interview findings showed that the program was

perceived as directly supporting the school’s mission to improve both academic performance and character formation.

One Islamic Religious Education teacher stated:

“The literacy program aligns strongly with the school’s educational vision because it simultaneously strengthens comprehension, communication, discipline, and moral interaction” (P03, Male, Islamic Religious Education Teacher, SMA Negeri 1 Gunung Sari, Interview, March 26, 2026).

Observation findings supported this alignment, as literacy activities consistently incorporated interactional values such as attentive listening, respectful response, and collaborative reflection (Observation, March 27, 2026).

Figure 1 presents the contextual evaluation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari based on the CIPP evaluation framework.

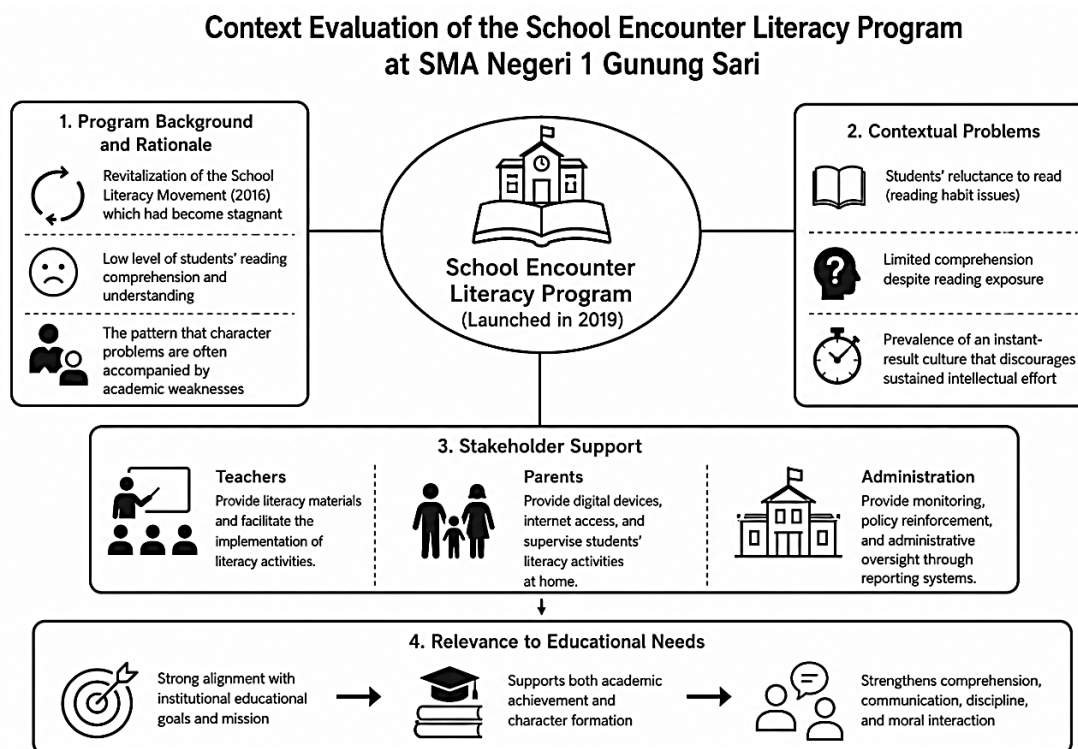


Figure 1. Context Evaluation Framework of the School Encounter Literacy Program

Figure 1 demonstrates that the implementation of the School Encounter Literacy Program was initiated as a strategic response to literacy stagnation, low student reading comprehension, and the interrelated challenges of academic and character development. The figure highlights several contextual barriers, including students’ limited reading habits, low comprehension despite reading exposure, and the prevalence of an instant-result culture that discourages reflective learning. It also illustrates the significant support

provided by teachers, parents, and school administrators in sustaining program implementation through literacy material preparation, digital access facilitation, and administrative monitoring. Furthermore, the figure shows that the program aligns strongly with the school's educational mission by addressing both academic improvement and character formation, thereby positioning literacy as an essential instrument for fostering comprehension, communication skills, discipline, and meaningful social interaction among students.

2. Input Evaluation

a. Program Management Structure

1) Core Implementation Team Composition

The input evaluation examined the adequacy of resources, organizational readiness, management structures, implementation planning, and institutional support systems that facilitated the execution of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari. The findings revealed that the program was supported by a structured managerial system coordinated through a dedicated implementation team consisting of three core personnel.

Interview data showed that each team member was assigned specific operational responsibilities to ensure systematic implementation and monitoring. The first member was responsible for preparing the digital observation platform and technological support systems. The second member was assigned to collect daily and weekly implementation data. The third member was responsible for data tabulation, evaluation analysis, and reporting.

The Vice Principal explained:

“The implementation team consists of three main personnel with clearly divided responsibilities. One manages the observation platform, another collects implementation data, and the third handles tabulation and evaluation analysis to ensure systematic monitoring” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, April 2, 2026).

Document analysis of the institutional literacy management framework confirmed the formal distribution of these responsibilities within the operational structure of the School Encounter Literacy Program (Document Analysis, Literacy Program Management Structure, April 2026).

Observation findings further demonstrated active coordination among team members during literacy implementation monitoring sessions (Observation, April 4, 2026).

2) Managerial Coordination Functions

The implementation team was responsible for preparing periodic schedules, organizing literacy materials according to academic majors, grouping students into literacy clusters (A, B, and C), preparing observation links, and supervising classroom implementation outcomes.

The program initiator stated:

“The management system was designed to ensure procedural consistency. Scheduling, grouping, material organization, and reporting mechanisms were all centrally coordinated to maintain implementation discipline” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, April 5, 2026).

Document analysis of semester implementation schedules confirmed regular procedural planning and structured managerial oversight (Document Analysis, Semester Literacy Implementation Schedule, April 2026).

b. Human Resource Readiness

1) Teacher Preparation

The findings revealed that no formal specialized training was provided to teachers prior to implementation. This decision was based on the implementation team’s assumption that teachers had already developed sufficient understanding of literacy activity procedures through previous institutional experience.

The Vice Principal explained:

“No formal training sessions were conducted because the implementation team assumed that teachers were already familiar with literacy procedures through prior institutional literacy initiatives” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, April 8, 2026).

Document analysis of implementation preparation records confirmed the absence of formal professional development workshops related specifically to the School Encounter Literacy Program (Document Analysis, Teacher Preparation Documentation, April 2026).

2) Procedural Reinforcement Mechanisms

Instead of formal training, teacher readiness was maintained through routine reminders and continuous procedural reinforcement. Interview findings indicated that teachers received weekly reminders every Saturday to submit literacy materials for the following implementation cycle.

One teacher explained:

“The system depends heavily on regular reminders. Every Saturday, teachers are reminded to prepare and submit literacy materials according to schedule” (P03, Male, Islamic Religious Education Teacher, SMA Negeri 1 Gunung Sari, Interview, April 10, 2026).

Document analysis of internal coordination communication logs confirmed regular reminder distribution through institutional messaging channels (Document Analysis, Teacher Coordination Communication Archive, April 2026).

c. Material Resources and Delivery Systems

1) Literacy Material Provision

The findings demonstrated that literacy materials were provided directly by subject teachers based on curricular alignment and scheduled instructional themes. These materials were prepared according to subject-specific relevance and supplemented by digital backup materials maintained by the implementation team.

The Vice Principal stated:

“Teachers provide literacy materials based on their subject content, while the implementation team maintains digital backup resources to ensure continuity when needed” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, April 12, 2026).

Document analysis of literacy material archives confirmed organized digital storage of subject-based literacy content across instructional disciplines (Document Analysis, Digital Literacy Material Repository, April 2026).

2) Delivery Through Digital Communication Platforms

The program relied primarily on WhatsApp class groups as the main delivery channel for literacy materials. Observation findings showed that students consistently received literacy materials through class-based digital communication platforms one day prior to implementation (Observation, April 14, 2026).

One student noted:

“The WhatsApp group makes it easy for us to access reading materials in advance, so we can prepare before classroom discussions” (P06, Female, Grade XI Student, SMA Negeri 1 Gunung Sari, Interview, April 15, 2026).

This finding reflects strong technological accessibility as a supporting input factor.

d. Financial and Institutional Resource Allocation

1) Absence of Dedicated Budget Allocation

The findings revealed that the School Encounter Literacy Program operated without a dedicated financial budget. The literacy activities were integrated directly into the school’s intracurricular instructional schedule, specifically through the first lesson period.

The Vice Principal explained:

“The program does not require a separate budget because it is integrated into the regular instructional schedule using the first classroom session of the day” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, April 17, 2026).

Document analysis of institutional budgeting records confirmed the absence of specific financial allocations for literacy implementation (Document Analysis, School Budget Allocation Report, April 2026).

2) Resource Efficiency

Despite the absence of dedicated funding, the program demonstrated operational sustainability through efficient use of existing institutional resources. Observation findings indicated that available classroom infrastructure, digital communication systems, and teacher instructional resources adequately supported implementation (Observation, April 19, 2026).

e. Monitoring and Evaluation Systems

1) Daily Monitoring Mechanisms

The findings revealed that implementation monitoring was conducted daily through digital observation links completed by classroom teachers. Document analysis confirmed systematic daily reporting procedures supported by digital monitoring forms (Document Analysis, Daily Literacy Observation Records, April 2026).

2) Weekly and Semester-Based Evaluation

Daily observations were recapitulated weekly by the implementation team and formally evaluated at the end of each semester. The program initiator stated:

“Daily monitoring allows us to detect immediate issues, while weekly recapitulation and semester evaluation help us identify broader implementation trends” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, April 21, 2026).

Document analysis of semester evaluation reports confirmed this structured evaluative cycle (Document Analysis, Semester Literacy Evaluation Report, April 2026).

f. Student Perceptions of Input Adequacy

1) Quantitative Findings on Input Evaluation

Student questionnaire data demonstrated that the input component achieved the highest average score among all evaluation dimensions, reaching **72.6%**. This indicates generally positive student perceptions regarding program readiness, material accessibility, and implementation support. The high score was particularly associated with the ease of accessing literacy materials through WhatsApp groups.

The quantitative findings are presented below.

Table 1. Average Student Achievement Across Input Evaluation Indicators

Indicator	Average Score
Accessibility of literacy materials	78.5%
Clarity of material distribution schedule	73.2%
Availability of learning resources	70.8%
Readiness of implementation procedures	68.0%
Overall Input Average	72.6%

(Document Analysis, Student Questionnaire Tabulation Report, May 2026)

Table 1 indicates that students generally perceived the input dimension of the School Encounter Literacy Program positively, as reflected by the overall average score of 72.6%, which falls within the good category. Among the evaluated indicators, accessibility of literacy materials obtained the highest score (78.5%), demonstrating that students were able to access literacy content easily through the established digital distribution system. This was followed by the clarity of the material distribution schedule (73.2%) and the availability of learning resources (70.8%), suggesting that the program provided relatively adequate organizational and material support for implementation. Meanwhile, readiness of implementation procedures received the lowest score (68.0%), indicating that although

procedural preparation was generally sufficient, certain aspects of operational readiness still required improvement. Overall, these findings suggest that the program's input component was adequately prepared and effectively supported literacy implementation, particularly in terms of material accessibility and resource provision.

Observation findings further supported these quantitative results, indicating consistent student access to literacy materials prior to implementation sessions (Observation, May 2, 2026).

3. Process Evaluation

a. Literacy Implementation Procedures

1) Systematic Flow of Literacy Activities

The process evaluation examined the operational implementation of the School Encounter Literacy Program, focusing on procedural execution, instructional consistency, classroom interaction patterns, implementation deviations, and operational challenges encountered during implementation. The findings revealed that the literacy process was carried out through a systematic instructional sequence designed to promote reading preparation, reflective understanding, peer interaction, and character observation.

Interview data indicated that literacy implementation followed a structured procedural flow. Teachers distributed literacy materials one day prior to implementation through class WhatsApp groups. Students were then required to read and understand the assigned material independently at home according to their designated group section. During the first lesson period of the following day, students participated in structured storytelling activities within previously assigned literacy groups A, B, and C.

The Vice Principal explained:

“The literacy process follows a fixed sequence. Teachers send the reading material one day before implementation, students study the material at home, and the following morning they retell their understanding within their assigned discussion groups during the first lesson period” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, April 25, 2026).

Document analysis of the School Encounter implementation procedure guideline confirmed that this sequence constituted the formal operational standard for literacy implementation (Document Analysis, School Literacy Operational Guideline, April 2026).

Observation findings further verified consistent implementation of this procedural structure across observed literacy sessions (Observation, April 28, 2026).

b. Group-Based Storytelling Interaction

1) Literacy Group Organization

The findings revealed that students were systematically organized into three literacy groups—A, B, and C—to facilitate collaborative interaction and balanced participation.

The program initiator explained:

“The grouping system was designed to ensure active participation from all students. By working in smaller literacy circles, students are encouraged to share understanding, respond to peers, and develop confidence in communication” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, April 30, 2026).

Observation data confirmed that this grouping system created structured peer-learning interactions in which students alternated as speakers and listeners (Observation, May 1, 2026).

2) Storytelling as Reflective Practice

The storytelling stage functioned as the core pedagogical activity within the literacy process. Students were required to explain their understanding of assigned reading materials orally, allowing teachers to assess both comprehension and communication skills.

One student stated:

“The storytelling activity requires us not only to read but also to truly understand because we must explain the material to our peers” (P06, Female, Grade XI Student, SMA Negeri 1 Gunung Sari, Interview, May 2, 2026).

Observation findings showed increasing student confidence in expressing ideas during storytelling sessions (Observation, May 3, 2026).

c. Character Observation During Literacy Activities

1) Assessed Character Indicators

The findings indicated that literacy implementation incorporated direct observation of students' character development. Interview data revealed that teachers assessed multiple behavioral indicators during literacy sessions, including self-confidence during storytelling, attentiveness while listening, empathy toward peers, openness to differing opinions, and depth of material understanding.

The Vice Principal stated:

“Character observation is central to the literacy process. Teachers observe confidence, attentiveness, respect for others’ perspectives, listening ethics, and how students engage intellectually with the reading material” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, May 4, 2026).

Document analysis of teacher observation forms confirmed inclusion of these indicators within the formal observation instrument (Document Analysis, Character Observation Checklist, May 2026).

2) Teacher Observation Practices

Observation findings demonstrated that teachers monitored student interactions while documenting implementation outcomes through digital observation links. Teachers circulated among student groups, listening to discussions and recording participation quality.

One Islamic Religious Education teacher explained:

“Our observation focuses not only on comprehension but also on how students interact, respect each other, and demonstrate responsibility during literacy activities” (P03, Male, Islamic Religious Education Teacher, SMA Negeri 1 Gunung Sari, Interview, May 5, 2026).

d. Procedural Consistency and Implementation Deviations

1) General Procedural Compliance

The findings indicated that literacy implementation generally followed planned procedures. Document analysis of weekly monitoring records showed consistent implementation across most scheduled literacy sessions (Document Analysis, Weekly Literacy Monitoring Report, May 2026).

Observation findings confirmed regular integration of literacy activities into the first instructional period (Observation, May 6, 2026).

2) Identified Deviations

Despite overall procedural compliance, several implementation deviations were identified. Interview data revealed instances of delayed literacy implementation, late submission of literacy materials, incomplete observation reporting, and occasional modification of activity duration.

The Vice Principal acknowledged:

“Although implementation generally follows the established procedure, some deviations occur, including delays, incomplete observation reporting, and occasional adjustments to literacy duration due to instructional constraints” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, May 7, 2026).

Document analysis of reporting records confirmed several incomplete observation link submissions during the research period (Document Analysis, Digital Reporting Completion Archive, May 2026). Observation findings also documented instances of shortened literacy sessions due to competing classroom schedules (Observation, May 8, 2026).

e. Corrective Measures

1) Procedural Reinforcement

When deviations occurred, the implementation team responded through direct reinforcement and procedural clarification. The program initiator explained:

“Whenever procedural inconsistency is detected, we immediately remind teachers and reinforce the original implementation procedure to maintain consistency” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, May 9, 2026).

Document analysis of coordination communication logs confirmed regular procedural reminder distribution (Document Analysis, Literacy Coordination Reminder Archive, May 2026).

f. Implementation Challenges

1) Student Consistency

The findings identified student consistency as a major implementation challenge. Teachers reported recurring difficulties related to inconsistent reading preparation and storytelling participation.

One teacher noted:

“Some students still struggle to maintain regular reading habits, which directly affects their confidence and readiness during storytelling sessions” (P04, Female, Islamic Religious Education Teacher, SMA Negeri 1 Gunung Sari, Interview, May 10, 2026).

Observation findings confirmed uneven levels of student preparation across literacy groups (Observation, May 11, 2026).

2) Teacher Consistency

Teacher punctuality in submitting literacy materials and completing observation reports also emerged as a recurring challenge. Document analysis revealed variation in material submission timeliness among teaching staff (Document Analysis, Material Submission Log, May 2026).

3) Management Reporting Consistency

The implementation team also faced challenges in maintaining consistent administrative reporting. The Vice Principal explained:

“Consistency is required not only from students and teachers but also from the management team itself. Reporting discipline remains an ongoing challenge” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, May 12, 2026).

g. Student Perceptions of Process Implementation

1) Quantitative Findings on Process Evaluation

Student questionnaire results showed that the process component obtained the lowest average score among all evaluation dimensions, reaching **55.6%**. This score primarily reflected student concerns regarding teacher attentiveness during observation and limited opportunities to provide feedback to teachers.

The quantitative findings are presented below.

Table 2. Average Student Achievement Across Process Evaluation Indicators

Indicator	Average Score
Clarity of implementation procedures	64.2%
Student participation consistency	58.3%
Teacher attentiveness during observation	49.7%
Opportunity for feedback exchange	50.2%
Overall Process Average	55.6%

(Document Analysis, Student Questionnaire Tabulation Report, May 2026)

Table 2 shows that the process dimension obtained an overall average score of 55.6%, indicating that the implementation process of the School Encounter Literacy Program was categorized as moderate and still required improvement. The highest score was found in the clarity of implementation procedures (64.2%), suggesting that students generally understood the stages and flow of literacy activities. However, student participation consistency received a lower score (58.3%), reflecting variations in students' regular engagement in literacy practices. More notably, teacher attentiveness during observation (49.7%) and opportunities for feedback exchange (50.2%) were the lowest-rated indicators, indicating that students perceived limited teacher monitoring and insufficient interactive feedback during implementation. Overall, these findings suggest that while the literacy process was procedurally structured, greater consistency in student engagement, stronger teacher supervision, and more active feedback mechanisms are necessary to enhance the effectiveness of program implementation.

4. Product Evaluation

a. Tangible Program Outcomes

1) Accumulation of Literacy Resources

The product evaluation examined the measurable outcomes and educational impacts generated by the implementation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari. The findings revealed that the program produced several concrete outcomes reflecting both institutional resource development and student learning improvement.

The first major outcome identified was the systematic accumulation of literacy materials produced by teachers. Interview data indicated that these materials had gradually formed a digital literacy repository accessible for future instructional use.

The Vice Principal explained:

“One concrete achievement is the growing collection of literacy materials prepared by teachers. These materials are stored digitally and have become an institutional literacy resource that can continue to support future implementation” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, May 13, 2026).

Document analysis of the digital literacy archive confirmed organized storage of subject-based literacy materials within the implementation team’s backup system (Document Analysis, Digital Literacy Material Archive, May 2026).

2) Improvement in Academic Achievement

The findings also demonstrated measurable academic improvement associated with program implementation. Interview data revealed an increase in student participation in academic competitions and improved academic confidence.

The Vice Principal stated:

“We observed a significant increase in students’ participation in academic olympiads and other competitive academic activities. This reflects stronger intellectual confidence fostered through regular literacy engagement” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, May 14, 2026).

Document analysis of school achievement records confirmed increased student representation in academic competitions during the implementation period (Document Analysis, Student Academic Achievement Report, May 2026).

3) Development of Storytelling Competence

Another significant product outcome was the improvement of students’ storytelling ability and confidence in expressing ideas. Observation findings demonstrated noticeable progress in students’ ability to articulate interpretations during literacy discussions (Observation, May 15, 2026).

The program initiator explained:

“At the beginning, many students lacked confidence in speaking publicly. Over time, they became increasingly capable of expressing understanding clearly and confidently” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, May 16, 2026).

4) Improvement in Literacy and Numeracy Indicators

Document analysis revealed gradual improvement in literacy and numeracy indicators reflected in the school's educational report card. Institutional evaluation records indicated positive year-to-year progress in literacy-related performance indicators (Document Analysis, School Education Report Card, May 2026).

5) Expansion of Library Collections

The findings further identified increased availability of non-textbook reading materials in the school library. Observation data confirmed visible additions to literacy-supporting reading collections accessible to students (Observation, May 17, 2026).

b. Student Findings

1) Distribution of Student Achievement Categories

Questionnaire data collected from 20 students revealed generally positive perceptions regarding program effectiveness. The distribution of student achievement categories is presented in Table 3.

Table 3. Distribution of Student Achievement Categories

Category	Score Range	Number of Respondents	Percentage
Very Good	20–25	2	10%
Good	15–19	15	75%
Fair	10–14	0	0%
Poor	5–9	3	15%
Very Poor	0–4	0	0%

(Document Analysis, Student Questionnaire Tabulation Report, May 2026)

Table 3 demonstrates that the majority of students perceived the School Encounter Literacy Program positively, as reflected in the distribution of achievement categories. Most respondents (75%) were classified in the good category, indicating that the program was generally implemented effectively and provided meaningful benefits for student literacy development. A smaller proportion of students (10%) achieved the very good category, suggesting that the program had a highly positive impact on certain participants. However, 15% of respondents fell into the poor category, indicating that some students still experienced challenges in fully benefiting from the program. Notably, no students were classified in either the fair or very poor categories, which suggests that the program's implementation was broadly acceptable and generated relatively consistent outcomes across

participants. Overall, these findings indicate that the literacy program achieved a generally positive level of effectiveness, although further improvement is needed to support students who continue to face difficulties.

2) Average Performance Across Evaluation Components

Analysis of student responses across CIPP dimensions revealed varying levels of perceived effectiveness. The component averages are presented in Table 4.

Table 4. Average Scores Across Evaluation Components

Evaluation Component	Very Good (N=2)	Good (N=15)	Poor (N=3)	Overall Average
Context	90.0%	74.7%	26.7%	68.5%
Input	100%	74.7%	46.7%	72.6%
Process	92.9%	57.1%	9.5%	55.6%
Product	93.8%	65.8%	8.3%	62.7%
Overall Average	93.5%	69.2%	21.3%	66.8%

(Document Analysis, Student Questionnaire Recapitulation Report, May 2026)

Table 4 presents the comparative average scores across the four CIPP evaluation components, showing that the School Encounter Literacy Program achieved an overall average score of 66.8%, which indicates a generally good level of implementation effectiveness. Among the four components, the input dimension obtained the highest overall average (72.6%), reflecting strong student perceptions regarding resource availability, material accessibility, and implementation readiness. This was followed by the context component (68.5%), indicating that the program was considered relevant to students' educational needs and institutional goals. The product component scored 62.7%, suggesting that the program generated positive outcomes in literacy development and character formation, although these results were not yet fully optimal. In contrast, the process component received the lowest score (55.6%), highlighting weaknesses related to implementation consistency, teacher observation, and feedback opportunities. Overall, these findings suggest that while the program was well-supported in terms of contextual relevance and institutional input, improvements in implementation processes are necessary to maximize its educational outcomes.

3) Overall Student Achievement

The overall average score was **16.65 out of 25**, equivalent to **66.8%**, placing program effectiveness within the **good** category. One student explained:

“The literacy activities made reading more meaningful because we had to explain our understanding to others. This helped build confidence and deeper comprehension” (P06, Female, Grade XI Student, SMA Negeri 1 Gunung Sari, Interview, May 18, 2026).

c. Findings from Islamic Religious Education Teachers

1) Alignment with Islamic Religious Education Objectives

Teacher findings indicated that the literacy program aligned closely with Islamic Religious Education instructional objectives. One teacher explained:

“The literacy activities directly support Islamic Religious Education because they train students to practice respect, thoughtful reflection, responsible communication, and ethical interaction” (P03, Male, Islamic Religious Education Teacher, SMA Negeri 1 Gunung Sari, Interview, May 19, 2026).

Document analysis of lesson planning documents confirmed integration between literacy activities and Islamic Religious Education competencies (Document Analysis, Islamic Religious Education Lesson Plans, May 2026).

2) Character Values Developed

Teachers identified several character values strengthened through literacy implementation, including religiosity, discipline, responsibility, honesty, politeness, respect, cooperation, and social care.

Observation findings supported these claims, particularly during peer discussion sessions where respectful listening and constructive interaction were consistently observed (Observation, May 20, 2026).

3) Teacher-Identified Constraints

Teachers also identified several implementation constraints, including inconsistent student reading habits, variation in literacy competence, limited student confidence, restricted instructional time, and uneven family support.

One teacher noted:

“Students come from very different literacy backgrounds. Some participate confidently, while others still require significant encouragement and support” (P04, Female, Islamic Religious Education Teacher, SMA Negeri 1 Gunung Sari, Interview, May 21, 2026).

d. Key Findings from the Program Initiator

1) Partial Implementation of the School Encounter Framework

A critical product finding concerned the incomplete implementation of the broader School Encounter framework. The program initiator stated:

“The implementation has not yet been fully realized. Of the four School Encounter loci, only the literacy locus remains active, and even this remains at its most basic storytelling stage” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, May 22, 2026).

Document analysis of implementation monitoring reports confirmed that school-based, subject-based, and parent-based components were not operating optimally (Document Analysis, School Encounter Monitoring Report, May 2026).

2) Limitations of Character Assessment

The program initiator also highlighted limitations in the current assessment instrument. He explained:

“Character assessment should use developmental rubrics such as fair, good, excellent, or needs guidance, rather than relying solely on binary yes-or-no checklists” (P02, Male, Program Initiator and Consultant, SMA Negeri 1 Gunung Sari, Interview, May 23, 2026).

Document analysis confirmed that current observation forms primarily used binary checklist indicators (Document Analysis, Character Observation Instrument, May 2026).

e. Future Program Development

1) Stage One: Storytelling

The first literacy stage—storytelling—has been successfully implemented and institutionalized. Observation findings confirmed consistent implementation of this stage (Observation, May 24, 2026).

2) Stage Two: Written Reflection

The second planned stage involves requiring eleventh-grade students to write reflective interpretations of literacy materials.

The Vice Principal explained:

“The next developmental phase will require students to transform oral understanding into written reflection” (P01, Male, Vice Principal for Curriculum Affairs, SMA Negeri 1 Gunung Sari, Interview, May 25, 2026).

3) Stage Three: Behavioral Application

The final stage will focus on translating literacy understanding into practical behavioral action for twelfth-grade students. Document analysis of program development planning confirmed this three-stage progression model (Document Analysis, School Encounter Development Blueprint, May 2026).

DISCUSSION

1. Results Analysis

a Context Evaluation

The findings indicate that the School Encounter Literacy Program was established as a strategic institutional response to literacy stagnation, low student reading comprehension, and the interconnected challenges of academic performance and character development at SMA Negeri 1 Gunung Sari. This suggests that the program was designed based on a clearly identified educational need rather than as a routine administrative initiative. The integration of literacy within the broader School Encounter framework demonstrates that literacy was conceptualized as a multidimensional educational instrument intended to strengthen reflective learning habits, communication competence, and social character formation. This finding directly addresses the first research objective concerning the contextual relevance of the program and highlights the importance of situating literacy interventions within the actual needs of the institution.

These findings reinforce the view that educational program effectiveness is strongly influenced by contextual responsiveness and institutional alignment. The evidence demonstrates that when literacy initiatives are grounded in specific institutional challenges, they are more likely to generate meaningful educational engagement and sustained implementation. This interpretation reflects the broader evaluative perspective that literacy development requires not only instructional planning but also active institutional commitment and stakeholder participation to achieve educational transformation (Senjaya

et al., 2025; Zhang, 2024). Thus, the contextual strength of the program provided a solid foundation for its operational implementation and subsequent educational outcomes.

b Input Evaluation

The input evaluation findings reveal that the School Encounter Literacy Program was supported by relatively adequate organizational structures, systematic managerial coordination, and accessible digital learning resources. The highest average student score in this dimension (72.6%) indicates that students generally perceived the program as well-prepared in terms of material accessibility, scheduling clarity, and resource availability. The use of WhatsApp-based material distribution reflects the school's effective utilization of existing technological infrastructure to facilitate literacy activities without requiring extensive additional resources. This demonstrates that institutional innovation can be sustained through efficient resource management even in contexts with limited financial support.

At the same time, the findings indicate that procedural readiness was not fully optimized due to the absence of formal teacher training. This suggests that operational sustainability alone is insufficient without parallel investment in human resource development. The evidence highlights that resource adequacy should be understood not merely in terms of material availability but also as the preparedness of educators to implement procedures consistently and effectively. This interpretation strengthens the understanding that successful literacy implementation depends on both organizational readiness and professional capacity-building as essential foundations of educational quality (Ardi et al., 2025; Napitupulu & Mulyanto, 2023).

c Process Evaluation

The process evaluation findings indicate that although the literacy implementation procedures were systematically designed, operational consistency remained a substantial challenge during execution. The relatively lower process score (55.6%) reflects limitations related to delayed material submission, incomplete observation reporting, inconsistent student preparation, and limited feedback interaction between teachers and students. This suggests that procedural design alone does not automatically ensure implementation quality. Rather, effective implementation requires sustained procedural discipline, consistent supervision, and active pedagogical engagement throughout the execution

process. This finding directly addresses the third research objective concerning the quality of implementation procedures.

The findings further demonstrate that the structured sequence of reading preparation, storytelling interaction, and character observation provided a strong conceptual framework for literacy implementation. However, variations in procedural adherence reduced the potential impact of these instructional mechanisms. This highlights the importance of implementation fidelity as a decisive factor in educational program effectiveness. The evidence suggests that literacy innovation must be supported by continuous monitoring and corrective reinforcement to maintain consistency between planned procedures and actual classroom practice, as emphasized in educational evaluation scholarship (Haryati et al., 2025; Santoso et al., 2025).

d Product Evaluation

The product evaluation findings demonstrate that the School Encounter Literacy Program generated generally positive educational outcomes, reflected in the overall effectiveness score of 66.8%, categorized as good. The program contributed to increased student confidence in storytelling, stronger engagement in literacy practices, greater participation in academic activities, and gradual improvement in institutional literacy-related indicators. These outcomes indicate that the program succeeded in fostering both cognitive development and social-character growth through encounter-based literacy interaction. This finding directly addresses the fourth research objective concerning measurable educational impact and demonstrates that literacy activities grounded in reflective communication can generate meaningful student development.

However, the findings also indicate that the program's outcomes have not yet reached their optimal potential. The incomplete implementation of broader School Encounter components and the continued use of binary character assessment instruments suggest that the program still requires further refinement to produce deeper and more measurable developmental outcomes. This evidence underscores that positive literacy outcomes must be supported by comprehensive assessment systems and full institutional integration to ensure long-term sustainability. Such interpretation reinforces the broader understanding that structured reflective literacy practices can strengthen both academic participation and character development when implemented consistently and evaluated systematically (Ponto et al., 2025; Dilla et al., 2024).

2. Comparison with Previous Studies

The findings of this study generally confirm previous research on school literacy program evaluation while also revealing several distinctive characteristics of the School Encounter Literacy Program. In terms of context evaluation, the results are consistent with Senjaya et al., (2025), who found that literacy initiatives are more effective when developed in response to clearly identified institutional problems. Similarly, the strong contextual alignment identified in this study supports Zhang, (2024) argument that literacy development requires institutional commitment and contextual relevance to generate sustainable educational impact. However, unlike many conventional literacy programs that focus primarily on reading habits, this program integrates literacy with character-building through encounter-based reflective interaction, which represents an important pedagogical distinction.

In the input evaluation, the findings align with Ardi et al., (2025), who emphasized that organizational readiness and resource accessibility are critical determinants of literacy program effectiveness. The positive student perceptions regarding material accessibility through digital platforms also support Napitupulu and Mulyanto, (2023) findings that structured planning and adequate resource support contribute significantly to implementation readiness. Nevertheless, this study differs from previous research because the program demonstrated operational sustainability despite the absence of dedicated financial allocation, indicating that literacy innovation can still function effectively when supported by efficient institutional resource utilization.

Regarding process evaluation, the findings are consistent with Haryati et al., (2025), who identified teacher consistency as one of the most persistent challenges in school literacy implementation. The procedural inconsistencies found in this study also reinforce Santoso et al., (2025) conclusion that implementation quality often depends on systematic supervision and procedural discipline. However, unlike many literacy evaluations that focus solely on reading completion, this study highlights storytelling-based interaction as the central instructional process, adding a social-interaction dimension that extends beyond traditional literacy routines.

For product evaluation, the positive outcomes identified in this study support Ponto et al., (2025), who found that structured literacy routines enhance student motivation and academic participation. Likewise, the findings are in line with Dilla et al.,

(2024), who reported that reflective literacy activities contribute to both literacy competence and character development. However, this study extends previous findings by demonstrating that encounter-based literacy not only improves reading engagement but also develops students' confidence in oral expression and interpersonal communication.

3. Implications of Findings

The findings of this study contribute both theoretically and practically to the field of educational literacy evaluation. Theoretically, this research strengthens the application of the CIPP evaluation model in literacy program assessment by demonstrating its effectiveness in examining not only procedural implementation but also contextual relevance, institutional readiness, and measurable educational outcomes. The findings also extend literacy theory by reinforcing the view that literacy should be understood as a socially situated and dialogical practice rather than merely an individual technical skill. This supports the perspectives of social literacy and reflective learning as conceptual foundations for literacy development.

Practically, the findings provide several implications for educational institutions. First, schools should strengthen procedural consistency through regular teacher reinforcement, structured monitoring, and more systematic reporting systems. Second, formal professional development for teachers is needed to ensure more consistent implementation quality. Third, character assessment instruments should be revised from binary checklists toward developmental rubrics that more accurately capture students' behavioral growth. Finally, schools implementing similar literacy innovations should consider integrating multi-stage literacy development, including oral reflection, written reflection, and behavioral application, as demonstrated in the future development plan of the School Encounter Literacy Program.

These implications suggest that literacy programs can become more effective when positioned as integrated educational interventions that simultaneously promote academic achievement, reflective communication, and character formation.

4. Research Limitations

Several limitations should be acknowledged in interpreting the findings of this study. First, this research employed a single-case study design focusing exclusively on SMA Negeri 1 Gunung Sari, which limits the generalizability of the findings to other educational

contexts. The specific institutional culture and implementation conditions may differ from those of other schools implementing literacy programs.

Second, the study involved a relatively limited number of participants, particularly in the interview component, which consisted primarily of school administrators, program initiators, and a small number of teachers. Although triangulation was used to strengthen credibility, broader participant representation could have provided more comprehensive perspectives.

Third, the quantitative student questionnaire relied on dichotomous yes/no responses, which may have reduced the depth of students' evaluative perceptions compared to more nuanced rating scales. This may have limited the sensitivity of the data in capturing subtle variations in student experiences.

Fourth, the study was conducted within a specific implementation period from March to May 2026, meaning that longer-term program outcomes, particularly related to sustained literacy habits and character development, could not yet be fully assessed. Future research is therefore recommended to employ longitudinal evaluation designs, involve multiple school settings, and integrate more comprehensive assessment instruments to provide broader empirical evidence regarding the long-term effectiveness of encounter-based literacy programs.

CONCLUSION

This study evaluated the implementation of the School Encounter Literacy Program at SMA Negeri 1 Gunung Sari using the CIPP evaluation model to examine its contextual relevance, resource readiness, implementation process, and educational outcomes. The findings indicate that the program was contextually relevant and developed as a strategic institutional response to literacy stagnation, low student reading comprehension, and the need to strengthen character formation through literacy-based interaction. The input evaluation demonstrated that the program was supported by relatively adequate organizational structures, accessible digital resources, and systematic managerial coordination, as reflected in the highest average score of 72.6%. However, the absence of formal teacher training indicated the need for stronger professional preparation. The process evaluation revealed that although implementation procedures were systematically designed, operational consistency remained a challenge, as reflected in the

relatively lower score of 55.6%, particularly regarding teacher attentiveness, feedback opportunities, and reporting discipline. Meanwhile, the product evaluation showed generally positive outcomes, with an overall effectiveness score of 66.8%, indicating that the program contributed to improved literacy engagement, storytelling confidence, academic participation, and character development, although its broader developmental potential has not yet been fully realized.

These findings generate an important insight that encounter-based literacy programs can serve as effective educational innovations when literacy is positioned as a dialogical and reflective social practice rather than merely a reading activity. The study demonstrates that the integration of literacy, storytelling, and character observation provides a meaningful framework for fostering both cognitive and social development. However, the study was limited by its single-case design, relatively small participant scope, the use of dichotomous questionnaire responses, and the short evaluation period, which restricted broader generalization and long-term assessment of program sustainability. Future research is therefore recommended to involve multiple school contexts, employ longitudinal evaluation designs, and utilize more nuanced assessment instruments to capture deeper variations in student literacy development and character growth. Practically, schools implementing similar programs are encouraged to strengthen teacher training, improve procedural monitoring systems, refine character assessment rubrics, and fully operationalize all dimensions of the School Encounter framework to maximize educational impact and sustainability.

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