IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 9, No. 2, July 2025, pp. 382-397

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

USE OF HIGHER ORDER THINKING SKILLS (HOTS) TEACHING MATERIALS TO GROW READING LITERACY IN MADRASAH IBTIDAIYAH STUDENTS

Esty Cahyaningsih[1*] and Andi Prastowo[2]
[1,2] Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia
23204081038@student.uin-suka.ac.id[1] and andi.prastowo@uin-suka.ac.id[2]
*correspondence: 23204081038@student.uin-suka.ac.id
https://doi.org/10.24071/ijiet.v9i2.8948
received 23 June 2024; accepted 30 July 2025

Abstract
The reading literacy skills of students in Indonesia are generally still low. However, some schools are already able to have high student reading literacy. This research aims to reveal HOTS teaching materials as an effort to foster the reading literacy of Madrasah Ibtidaiyah students. The research location was carried out at one of the favorite private Madrasah Ibtidaiyah (MIS) located in East Jakarta. The research was conducted in the even semester of the 2023/2024 academic year. This research uses a qualitative approach with a case study design. Data collection was obtained through various sources consisting of interviews, observations, and documentation with research subjects, namely the school principal, curriculum coordinator teacher, and 47 class V students. All research data that has been collected is then analyzed using Miles, Huberman, and Saldana's interactive model data analysis techniques. This model includes data condensation, data presentation, and conclusion drawing. The implications of this research show that to foster reading literacy, teaching materials based on high-level thinking skills are needed.

Keywords: CIPP, curriculum evaluation, HOTS, madrasah ibtidaiyah, reading literacy

Introduction

The ability to read and understand written text is a crucial skill (Ihsan et al., 2018) in modern life (Safitri & Dafit, 2021). Reading literacy encompasses more than just recognizing and understanding text (Asrianti, 2020), it also involves the capacity to analyze (Madu & Jediut, 2022), evaluate (Afghani et al., 2022), and utilize information from various sources to gain knowledge (Cahyaningsih & Nasution, 2023). In Indonesia, students' reading literacy levels remain low, as evidenced by their limited interest and culture of reading (Rahmadanita, 2022).

Low reading literacy is a significant issue that can have a major impact on individual and societal development. It can lead to various problems. In Indonesia, only about 25% of students achieve Level 2 or higher in reading, compared to the OECD average of 74%. Additionally, almost no students in Indonesia score at Level 5 or higher in reading, compared to the OECD average of 7% (PISA, 2023). The

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License.

2022 PISA scores for reading literacy show a decline. While Indonesia's PISA ranking has increased, the actual scores have decreased in all aspects of literacy, including reading, compared to the previous PISA results. Specifically for reading literacy in 2022, Indonesia rose 5 positions compared to the previous year in 2018, but the score decreased from 371 to 359 (Kemendikbud, 2023).

Reading is essential in education as it forms the foundation for learning and knowledge development (Barus, 2019). It involves more than just interpreting words; it also requires a deep understanding of the context, (Sudaryati et al., 2023) which can spark curiosity (Ningrum et al., 2019), promote critical thinking (Oktariani & Ekadiansyah, 2020) and help solve everyday problems (Cahyani et al., 2024). It is crucial for elementary level students to master reading skills (Putri & Wicaksono, 2023) to enhance intellectual qualities (Gantari, 2016), increase intelligence (Afghani et al., 2022) and explore their talents and potential (Mulasih & Hudhana, 2020). Good reading skills enable students to absorb knowledge effectively. Instilling a culture of reading literacy in students helps them understand information (Alpian & Yatri, 2022) analytically, critically, and reflectively, ultimately influencing their reasoning abilities (Rasidi & Susetiyo, 2023). Reading proficiency significantly impacts students' success in achieving learning goals (Syahidin, 2020) and enhances the overall quality of education (Putri & Wicaksono, 2023).

It turns out that when talking about reading literacy, although many studies have revealed that reading literacy skills in Indonesia are low, several schools have good reading literacy skills, including one of the favorite private Madrasah Ibtidaiyah (MIS) in East Jakarta, namely MIS Al Wathoniyyah. The results of the interview with the resource person (N1) as the education coordinator stated that the 2023 ANBK (Computer Based National Assessment) report card for students' literacy skills experienced a fairly high increase, namely 36.85% from the previous one in 2022 which only got a score of 63.33. rose to 86.67 with a good predicate, and the definition of achievement for most students has reached the minimum competency limit for reading literacy (Guru Koordinator Bidang Pendidikan, 2024). Meanwhile, for the implementation of AKMI (Indonesian Madrasah Competency Assessment), MIS East Jakarta will be implemented it in 2022 as a pilot madrasah program. The results of the madrasa report card show the level of proficiency in all literacies. For 2023, MIS East Jakarta should not implement AKMI that year because it had already implemented it in the previous year. However, because the madrasah had adequate facilities to carry out AKMI, the madrasah was finally appointed to carry it out again. The resource person (N2) as the school principal provided information that reading literacy is a test item in ANBK and AKMI. Both are important aspects of literacy because they are included in the fundamental skills that students must master (Kepala Sekolah, 2024).

There are several factors that hinder the growth of reading literacy in students at school (Suryani, 2020) including low interest in reading among students (Ilmi & Wulan, 2022), human resources possessed by teachers (Hasibuan & Ain, 2024), parental support (Kartikasari, 2022), facilities, as well as facilities and infrastructure available at the school (Galuh et al., 2023). Teaching materials are facilities used to support optimal learning (Ginanjar & Jundullah, 2023). Teaching materials are one of the elements that can be used to foster reading literacy in students (Kemendikbud, 2018). The use of HOTS (Higher Order Thinking Skills) teaching materials needs

to be done to grow students' reading literacy and develop their critical thinking abilities.

Teachers need to develop teaching materials to achieve the expected goals (Wahyudi, 2022). High Order Thinking Skills (HOTS) teaching materials have unique and specific characteristics (Ulhaq & Lubis, 2023). The use of teaching materials is very necessary to meet students' needs (Nupus & Triyogo, 2021) in the learning process (Cahyadi, 2019). Preparation of materials (Kosasih et al., 2022) and teaching materials (Mariana et al., 2023) can support success in learning (Sitinjak, 2021). There are many benefits that teachers gain from using teaching materials (Raqzitya & Agung, 2022) including being able to make learning focused on students (Lubis & Ginting, 2017) because in the learning process, students try to find solutions to the problems they encounter (Niam & Asikin, 2021), students understand the subject matter more easily (Aldian & Wahyudiati, 2023; Hamzah et al., 2023;), gain knowledge in a fun way (Irmaningrum & Ati MZ, 2022), increase learning effectiveness (Amelia et al., 2021),), providing solutions for teachers to innovate in learning (Ndiung & Jediut, 2021), making it easy to convey material (Kurniawan et al., 2022) clearly and accurately (Trinaldi et al., 2022), and measuring learning achievement (Hamzah et al., 2023).

Preparing teaching materials used in the learning process is a common challenge for teachers (Fernando et al., 2022). Teachers often struggle to create technology-based interactive teaching materials (Trinaldi et al., 2022), leading to reduced student engagement in learning. According to (Novtiar & Al Ghani, 2023) teachers who do not design their own teaching materials may impact the effective absorption of learning materials. Research by (Wahyuni et al., 2021) revealed that the development of teaching materials is necessary to enhance students' willingness and ability to express their ideas. Teachers need to adapt teaching materials to advancements in science and technology (Rohman & Sariyatun, 2021). Technology-based teaching materials can support successful teaching and learning activities by creating a conducive and enjoyable atmosphere for students, thereby increasing their interest in reading (Trinaldi et al., 2022), (Kholifah & Kristin, 2021), motivating them to learn (Jamaluddin et al., 2022) and improving their critical thinking skills (Irwansyah et al., 2017; Puspitasari, 2019). can help students understand the material more easily (Colasante & Douglas, 2016) and quickly (Gürsoy, 2021) Using creative and high-quality teaching materials, as stated by (Hendi & Haryono, 2021).

Various research efforts have focused on fostering reading literacy in students. Afghani et al. (2022) mention the optimization of library facilities at SDN 2 Selokaton and school literacy movements. Syahidin (2020), Ilmi and Wulan (2022) discuss the implementation of reading corner. Islam and Adela (2023) emphasize the use of comic media in learning, and Titis et al. (2022) found that it increases students' interest in reading. Additionally, Hardiyanti (2022) concludes that literacy habituation journals, along with the use of library facilities, class reading corners, and literacy competitions, can foster interest in reading and make students active in literacy activities.

The focus of this study is the use of HOTS teaching materials to enhance students' reading literacy. The study evaluates the implementation of the Context, Input, Process, and Product (CIPP) learning model. The research aims to contribute to the development of the quality of education for madrasah ibtidaiyah students by

fostering a spirit of literacy through the use of HOTS teaching materials. The goal is to help students develop critical thinking, analytical skills, and problem-solving abilities for everyday life.

Method

This study utilizes a qualitative approach through the case study method, employing the CIPP model to analyze the evaluation of the implementation of student reading literacy learning. Qualitative research aims to comprehend the role of groups and interactions in specific problem situations through objective, participatory observations (Ratnaningstyas, Ramli, Syafruddin, & Saputra, 2022). qualitative research, each stage of the study possesses different defining characteristics. These include examining problems and developing a comprehensive understanding of phenomena, as well as collecting data based on words (e.g., interviews) and images (e.g., photos)(Creswell, 2023).

Researchers took research data at one of the favorite Private Madrasah Ibtidaiyah (MIS) in East Jakarta. The research was carried out in the even semester of the 2023/2024 academic year. The subjects of this research consisted of the school principal, educational coordinator and fifth grade students, totaling 47 people consisting of 23 men and 24 women. All the participants volunteered themselves to participate in this study.

Table 1. Data source

Initials	Position	Gender
N1	Coordinator of Education	F
N2	Head Master	M

Research data was collected through interviews, observation, and documentation. Interviews were obtained from primary data sources, namely school principals, teachers and students. Observations were made during learning in class which showed the implementation of the reading literacy learning program. Meanwhile, documentation is carried out through the assessment of curriculum evaluation documents, student assessments, and AKMI and ANBK report cards.

The case study data obtained was analyzed using interactive model data analysis techniques from Miles, Huberman, and Saldana(Mattew B Miles, A. Michael Huberman, 2018).

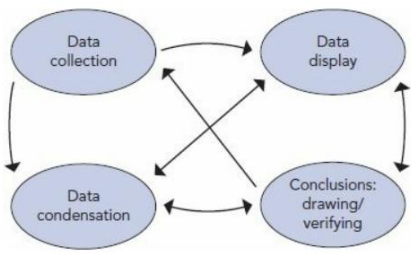


Figure 1. Model interactive Miles, Huberman, dan Saldana

Figure 1 shows the interactive model data analysis technique. The data analysis technique carried out by the author is through data collection, then continued with three interactive model steps, namely data condensation, data presentation, and drawing conclusions or verifying the data. After analyzing the data, to keep the data

authentic and valid, the researcher triangulated the data by confirming the information and data obtained through interviews, observations and documentation in the field.

Findings and Discussion

CIPP Evaluation of the Reading Literacy Learning Program at MIS East Jakarta

The CIPP (Context-Input-Process-Product) learning evaluation model is used to evaluate learning programs or systems. This model emphasizes four interconnected components: context, input, process, and product, all of which impact the success of a learning program. Researchers used the CIPP evaluation model to analyze the reading literacy learning program at MIS East Jakarta and found the following results.

Context evaluation

The CIPP model consists of four components, with the first being context. This component encompasses the environment and situation in which the learning program is implemented. Context evaluation involves assessing program objectives, student needs, socio-cultural factors, and other elements that can impact the program's success. According to an interview with the East Jakarta MIS education coordinator (N1):

> *Madrasahs are established in densely populated areas, with SD/MI schools competing in every village alley. Despite being around for approximately 38 years, these schools are able to thrive by prioritizing the quality of student graduates, making them highly sought after by parents in the area.* (Guru Koordinator Bidang Pendidikan, 2024).

MIS East Jakarta prioritizes an information technology-based curriculum. Every lesson at the school incorporates the use of technology. With well-trained and professional teachers, there are no obstacles for them to utilize technology-based teaching materials or media in the teaching and learning process. Additionally, MIS East Jakarta offers e-learning, which includes materials, assignments, and assessments that can be accessed by students from anywhere and at any time.

Jakarta's diverse conditions and region encourage schools to develop concepts that incorporate technology. Schools that integrate technology can keep up with modern developments, meeting the needs and expectations of students' parents. The goals of these schools include fostering students' technology intelligence, improving their proficiency in operating devices, and expanding their abilities in the field of technology. Schools have implemented several initiatives to help students master technology, such as weekly 90-minute computer system sessions and providing hands-on practice. Additionally, the educational coordinator noted that students are allowed to bring devices to school for learning purposes and can access learning materials and resources through the provided internet network. (Guru Koordinator Bidang Pendidikan, 2024).

MIS East Jakarta welcomes students from diverse backgrounds. Madrasas believe that providing a safe, comfortable, and conducive learning environment is essential for developing knowledge, honing skills, and fostering positive learning attitudes in students. The madrasa environment is designed in line with educational

goals, serving as a learning resource and a space for socialization. Teachers actively assist students during interactions to ensure that the socialization process proceeds as intended.

The school believes that literacy is essential for learning and communication. These skills develop best when students are in a literate learning environment. To achieve this, schools provide various literacy tools both inside and outside the classroom. MIS East Jakarta is located in the Betawi cultural environment, which adds to the students' learning experience by enriching them with the culture of their immediate surroundings. The diversity of the students' parents' origins and professions also supports the teaching and learning process.

> *Every student is unique. They have different abilities and learning experiences. Some students have potential in the academic area, but there are also quite a few students who still need to develop their social and emotional skills. Students have different potential and interests. Some students have interests in arts, sports, mathematics, and science. Madrasas facilitate their needs by preparing programs to develop their potential and interests.*

The diverse student population at MIS East Jakarta enriches the socialization environment. We hope that this diversity will enhance students' social skills, tolerance, gratitude, emotional intelligence, communication, and problem-solving abilities as they navigate their daily learning experiences. Schools have a responsibility to promote a balanced development of students' skills. Therefore, the program is designed to focus on four domains – social, emotional, intellectual, and physical – with the spiritual domain serving as the overarching framework.

Input evaluation

The second component in the CIPP model is the input, which contains the resources used in the learning program. This includes physical facilities, learning software, learning materials, as well as teaching and educational staff. The purpose of this input component is to evaluate the extent to which the resources used support the achievement of learning objectives. Input evaluation helps in organizing decisions, determining existing resources, choosing alternatives, developing plans and strategies to achieve goals, and determining work procedures to achieve them.

The education coordinator at MIS East Jakarta reported that the school has adequate facilities, particularly related to information technology. Students have access to laptops, computers, tablets, and mobile phones. MIS East Jakarta prioritizes information technology-based learning and uses madrasa e-learning to support education. The school provides WiFi and routers in every class to support e-learning activities. Additionally, teacher and student manuals are available. If the school lacks sufficient manuals, students are expected to purchase the required books from the nearest bookstore.

The training and mentoring efforts at MIS East Jakarta have been successful, thanks to the guidance provided by the school principal and supervisor. Teachers also receive direct educational training from supervisors and KKMI (Madrasah Ibtidaiyah Working Group), and they engage in independent online training using the platform provided by the Ministry of Religion via the Pintar account. It's worth noting that teachers at MIS East Jakarta hold bachelor's and master's qualifications,

and 86% of them already have teaching certificates. The evaluation of learning management activities at MIS East Jakarta is based on 6 indicators: adjusting lesson schedules to the curriculum structure, determining students' extracurricular specializations, aligning lesson schedule preparation with facility availability (in terms of number, type, and quality), managing the number and workload of teacher assignments, ensuring the appropriateness of the number and timing of book distributions, and support for facilities in implementing learning activities. Almost all of these indicators have been successfully implemented.

Process evaluation

The third component is process; this component includes all activities carried out in the learning program. This process includes teaching methods, assessment strategies, teacher and student interactions, and classroom management. The learning process at MIS East Jakarta is going well. The school teachers have used innovative media, methods and learning models adapted to the learning objectives to be achieved. Assessment and evaluation at MIS East Jakarta also make adequate use of information technology using e-learning. Students are very skilled in operating information technology media such as laptops, computers or gadgets to carry out madrasah e-learning based assessments using CBT. During the learning process, teachers have accustomed students to implementing literacy-based learning integrated into all subjects, not just Indonesian. Students are accustomed to intensive reading using books available in the library and classroom reading corners. Furthermore, students are also accustomed to reading long and complex materials or reading materials when searching for teaching materials online, using school facilities. The learning process is conducted using enjoyable methods.

The assessments used by teachers are literacy-based and require them to create Higher Order Thinking Skills (HOTS) questions that are similar to those in the national assessment. These questions include a long and complex stimulus with five types of questions: true/false, multiple choice, complex multiple choice, short answers, and matching. These assessment questions are given not only during summative assessments, but also during daily assessments.

The interaction between teachers and students is a two-way process. Teachers focus on student-centered learning, which emphasizes the active participation of students in their own learning. Students are encouraged to explore their learning actively, drawing knowledge from various sources such as books, the school environment, and online media. Moreover, students have access to information technology facilities that enable them to retrieve comprehensive information from the internet.

The third component is the process, which includes all activities carried out in the learning program. This process encompasses teaching methods, assessment strategies, teacher and student interactions, and classroom management. The learning process at MIS East Jakarta is progressing well. The school's teachers have utilized innovative media, methods, and learning models tailored to the learning objectives. Assessment and evaluation at MIS East Jakarta also effectively incorporate information technology through e-learning. Students demonstrate proficiency in operating information technology media such as laptops, computers, or gadgets to complete madrasah e-learning-based assessments using CBT.

In the learning process, teachers have accustomed students to implementing literacy-based learning that is integrated with all subjects, not only Indonesian language subjects. Students are used to reading intensively using books available in the library and class reading corner. Additionally, students are also accustomed to reading long and complex materials when they search for teaching materials on the internet using school facilities. The learning process is carried out in a fun and engaging manner.

Teachers use literacy-based assessments that align with the national assessment format. This includes High Order Thinking Skills (HOTS) questions that match the structure of the national assessment, featuring a long and complex stimulus with true/false, multiple-choice, complex multiple-choice, short answer, and matching questions. These assessments are administered during both summative and daily assessments.

Teachers use literacy-based assessments that align with the national assessment format. This includes High Order Thinking Skills (HOTS) questions that match the structure of the national assessment, featuring a long and complex stimulus with true/false, multiple-choice, complex multiple-choice, short answer, and matching questions. These assessments are administered during both summative and daily assessments.

Product evaluation

The final component is the product. This component includes the outcomes or results of the learning program. These products can manifest in the form of increased students' knowledge, skills, attitudes, and behavior. The purpose of evaluating the product component is to assess the extent to which the learning objectives have been achieved and to provide input for future program improvements.

In Indonesian language classes, students produce various products such as advertisements, scientific reports, and pamphlets integrated with the madrasah's curriculum on entrepreneurship. Madrasah have an entrepreneurship program that involves students in developing natural resources into products with market value. Students have the freedom to plan the selection of materials, create products, market them, and write reports. Their writing skills in Indonesian language classes are utilized to create compelling advertisements to attract buyers for the products they have developed, as well as to write reports on their entrepreneurial endeavors.

A program's success can be determined by its evaluation. Evaluation is crucial in curriculum development as it indicates the level of success in the learning process. This makes evaluation an important component of the curriculum, providing information and feedback to educational decision-makers about educational health in schools (Ansyar, 2015).

Program evaluation is the process of systematically obtaining an overview of the conditions of an object in a planned and methodical manner with clear goals and objectives. It involves collecting, compiling, processing, and analyzing data and information to derive evaluative insights. Evaluation is an essential component of any program activity, as it ensures that activities are carried out effectively (Putra et al., 2021). Evaluation can be seen as an assessment for making decisions. Specifically, program evaluation is a systematic method for obtaining, reporting, and applying data and information regarding program quality, funding

effectiveness, safety, feasibility, transferability, and sustainability. The main purpose of program evaluation is to guide and strengthen the program and to provide information for decision making (Kumalasari & Idawati, 2023).

There are six curriculum evaluation models: the Discrepancy Provus Model, the Contingency-Congruence model, the Surrogate Experience Kemmis model, the classroom action research model, the Stake Case Study model, and the CIPP model. The CIPP model is considered a comprehensive curriculum evaluation model because it focuses not only on product (summative) evaluation, but also on formative evaluation, which includes context, input, and process evaluation. The CIPP model views evaluation as a continuous process. This model determines the objectives, methods, and interrelationships between each evaluation and decision-making in the context of change to improve curriculum effectiveness through several types of curriculum decisions.

The CIPP (Context, Input, Process and Product) model is one of several models used for curriculum evaluation. This model involves four types of evaluation: 1) Considering objectives and priorities by comparing them with the needs, characteristics, and socio-cultural environments that can influence the program's success. 2) Assessing the implementation by comparing it with the planned targets and necessary budget. 3) Evaluating the effectiveness of the plan. 4) Examining the success of the plan by comparing the results and side effects with target needs, checking the cost-effectiveness, comparing the costs and results with competing projects, and explaining the results that limit the expenditure of human resources and the extent to which plans are implemented well and efficiently (Turmuzi et al., 2022).

CIPP is a program evaluation model that assesses 4 components: the characteristics of the environment where the curriculum will be created (Context), content design based on the environmental context (Input), monitoring and improving the curriculum (Process), and finally the assessment of results (Product). Researchers use the CIPP model because of its broad scope, adaptability, and attention to design and process. CIPP not only includes outcome assessment but also emphasizes context-based design and processes that encourage the involvement of diverse stakeholders. These features make it suitable for complex longitudinal curriculum evaluation where the evaluation model can serve as a guide for curriculum creation and implementation, and capture the results(Sagin et al., 2024).

The Context, Input, Process, and Product (CIPP) model is one of the most widely used evaluation models. It examines program conception and planning, including the achievement of learning goals and objectives. Additionally, it assesses the program's duration, suitability for students, and specific goals. CIPP is widely used to evaluate initiatives and interactions and to identify their strengths and weaknesses in research (Chanthalangsy et al., 2024). Evaluation serves two primary purposes: obtaining valuable information for decision-making and facilitating an understanding of the program strategy. This approach is based on two key assumptions. The first is that evaluation plays a major role in stimulating and planning change. The second is that it is a complementary element to general institutional programs (Sankaran & Saad, 2022). The four aspects of the CIPP model complement each other. It is recommended that evaluation not be limited to the achievement of evaluation objectives, but that it must be a process of providing

decision-making methods and means to improve the curriculum (Jiang & Liu, 2021).

The process of curriculum evaluation involves determining whether changes should be made to the curriculum. This can include modifications, eliminations, and acceptances. As a result, continuous program evaluation is crucial for ensuring quality and making necessary revisions. Various evaluation models, such as Tyler's model, Scriven's, Stakes, Ochave's ABCD, and Stufflebeam's CIPP model, can be used to assess the curriculum's effectiveness and appropriateness. Among these models, the CIPP evaluation model is widely used and recommended for evaluating the quality of curriculum programs (Irene, 2023).

In 1965, Daniel Stufflebeam introduced the CIPP model to address the challenges American schools faced in evaluating projects. Existing evaluation models at the time focused solely on results, objectives, or experimental designs that compared treatments in groups. The CIPP model aimed to provide a more flexible, responsive, and comprehensive evaluation model that emphasizes continuous development. Unlike the existing models, it not only evaluates final results but also assesses the environment, plans, resources, and implementation (Kumalasari & Idawati, 2023)

Lina conducted research on curriculum evaluation in Integrative Holistic services at Khaira Ummah Islamic Kindergarten using the CIPP model analysis method. The research results indicate that Khaira Ummah Kindergarten has implemented the 2013 Curriculum, collaborated with the education department, established Standard Operating Procedures (SOP) for each service, partnered with community health centers for health services, and provided 4 healthy, well-balanced meals for students. Additionally, there are restrictions on students bringing snacks from outside the school (Lina et al., 2019). According to Trisnawati et al.'s research (2019), the evaluation of the implementation of the 2013 curriculum at the SMA/SMK/MA equivalent level in Pringsewu Regency using the CIPP model concluded that the implementation has been successful. However, there is still room for improvement in infrastructure, learning processes, and assessment processes (Mathison, 2013). It was mentioned that the CIPP model was developed due to a lack of understanding among guidance and counselling teachers when conducting evaluations. This resulted in difficulties in determining the success of implementing information services in schools, weak accountability, and challenges in making improvements and developments. Through the CIPP model, a comprehensive evaluation of information services can be conducted.

The CIPP model is used to evaluate curriculum as well as programs (Pratiwi et al., 2019) The results of a research evaluating the Teaching Factory program using the CIPP model compared facilitators and students, concluding that each aspect of CIPP was categorized as good. Mufid (2020) conducted an evaluation of the Al-Qur'an reading and writing program at IAIN Pekalongan. Syifa (2020) conducted evaluation research in the psychology study program at IAIN Pontianak from a student perspective. Sopha's research stated that the CIPP model is relevant for language teachers and language program administrators in various contexts. The model is flexible, comprehensive, and based on values co-created among program stakeholders, aligning with key elements of current TESOL theory, including an emphasis on formative assessment, student-centered learning, and advocacy in the pursuit of professional excellence in language education (Sopha & Nanni, 2019).

Conclusion

MIS East Jakarta prioritize improving students' reading skills by using Higher Order Thinking Skills (HOTS) materials. They integrate literacy across all subjects and use HOTS teaching materials to support students' reading abilities. Additionally, the schools prepare students for national assessments by creating challenging questions and materials that align with the national standards. Students are encouraged to interact with lengthy texts in both print and digital formats, such as books, news articles, and online content. However, the study has some limitations, including issues with sampling, instrument testing, and time constraints. The researcher hopes that these findings will be useful for future research, which could involve a larger sample size and the development of personalized student assessments through questionnaires or tests.

References

Afghani, D. R., Prayitno, H. J., Jayanti, E. D., & Zsa-zsadilla, C. A. (2022). Budaya literasi membaca di perpustakaan untuk meningkatkan kompetensi holistik bagi siswa sekolah dasar. *Buletin KKN Pendidikan*, *4*(2), 143–152. https://doi.org/10.23917/bkkndik.v4i2.19185

Aldian, H., & Wahyudiati, D. (2023). Analisis pengaruh bahan ajar kimia berbasis IT terhadap keterampilan kolaborasi dan komunikasi siswa. *Jurnal Paedagogy*, *10*(1), 207. https://doi.org/10.33394/jp.v10i1.5484

Alpian, V. S., & Yatri, I. (2022). Analisis kemampuan membaca pemahaman pada siswa sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, *4*(4), 5573–5581. https://doi.org/10.31004/edukatif.v4i4.3298

Amelia, R., Chotimah, S., & Putri, D. (2021). Pengembangan bahan ajar daring pada materi geometri SMP dengan pendekatan project based learning berbantuan software Wingeom. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *5*(1), 759–769. https://doi.org/10.31004/cendekia.v5i1.417

Ansyar, M. (2015). *Kurikulum (Hakikah, fondasi, desain dan pengembangan)*. Jakarta: Kencana Prenadamedia Grup.

Asrianti, A. (2020). Minat belajar peserta didik terhadap pembelajaran Bahasa Indonesia berbasis literasi. *Etnolingual*, *12*(2), 97-113. https://doi.org/10.32734/politeia.v12i2.3955

Barus, S. (2019). Peningkatan kemampuan membaca. *Toleransi Masyarakat Beda Agama*, *30*(28), 5053156.

Cahyadi, R. A. H. (2019). Pengembangan bahan ajar berbasis ADDIE model. *Halaqa: Islamic Education Journal*, *3*(1), 35–42. https://doi.org/10.21070/halaqa.v3i1.2124

Cahyani, N., Hutagalung, E. N. H., & Harahap, S. H. (2024). Berpikir kritis melalui membaca: Pentingnya literasi dalam era digital. *IJEDR: Indonesian Journal of Education and Development Research*, *2*(1), 417–422. https://doi.org/10.57235/ijedr.v2i1.1795

Cahyaningsih, E., & Nasution, K. (2023). E fostering literacy culture: An in-depth exploration of the reading corner initiative at Madrasah Ibtidaiyah Nyatnyono 01 Semarang Regency. *HEUTAGOGIA: Journal of Islamic Education, 3*(2), 183–195. https://doi.org/10.14421/hjie.2023.32-04

Chanthalangsy, P., Yeh, B. I., Choi, S. J., & Park, Y. C. (2024). Program evaluation of postgraduate obstetrics and gynecology training in Lao people's democratic republic - using the CIPP model. *BMC Medical Education*, *24*(1), 1–10. https://doi.org/10.1186/s12909-023-04942-6

Colasante, M., & Douglas, K. (2016). Prepare-participate-connect: Active learning with video annotation. *Australasian Journal of Educational Technology*, *32*(4), 68–91. https://doi.org/10.14742/ajet.2123

Creswell, J.W. (2023). *Research design pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: Pustaka Pelajar.

Fernando, S., Sabri, T., & Suparjan, S. (2022). Pengembangan bahan ajar berbasis web pada materi sistem pencernaan manusia kelas V sekolah. *Jurnal Tunas Bangsa*, *9*(1), 18–31. https://doi.org/10.46244/tunasbangsa.v9i1.1717

Galuh, G. A. M., Artharina, F. P., & Dwijayanti, I. (2023). Analisis faktor penghambat membaca permulaan pada siswa kelas III SD Negeri Tambakrejo 01. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 9*(2), 4721-4730. https://doi.org/10.36989/didaktik.v9i2.1133

Gantari, R. (2016). Pembelajaran membaca dengan pendekatan proses untuk meningkatkan budaya literasi siswa di sekolah dasar. *Jurnal Ilmiah Guru "COPE," xx*(02), 1–7.

Ginanjar, M. H., & Jundullah, M. (2023). Manajemen sarana dan prasarana pendidikan dalam meningkatkan kualitas proses pembelajaran di SMA Al-Minhaj Bogor. *Jurnal Manajemen Pendidikan Islam*, *6*(1), 103–1017. https://doi.org/10.30868/im.v4i02.3693

Gürsoy, G. (2021). Digital storytelling: Developing 21st century skills in science education. *European Journal of Educational Research*, *10*(1), 97–113. https://doi.org/10.12973/EU-JER.10.1.97

Guru Koordinator Bidang Pendidikan. (2024). *Wawancara*.

Hamzah, I., Dwi, N., Puspaningtyas, P., Amelia, D., Parjito, P., Gulo, I., & Romadhona, W. (2023). Pendampingan pembuatan materi ajar menggunakan aplikasi Canva. *Jurnal Teknokrat Indonesia*, *1*(1), 47–54.

Hardiyanti, W. M. (2022). Penerapan jurnal pembiasaan literasi membaca di SMP Negeri 1 Mojogedang. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, *6*(2), 268-281. https://doi.org/10.25157/literasi.v6i2.7901

Hasibuan, F. D., & Ain, S. Q. (2024). Strategi guru dalam menumbuhkan minat baca pada siswa kelas IV di SDN 10 Kecamatan Kandis. *Didaktika: Jurnal Kependidikan*, *13*(2), 1469–1478. https://doi.org/10.58230/27454312.707

Hendi, H., & Haryono, E. (2021). Penyusunan bahan ajar digital komputerisasi akuntansi pada sekolah SMK Negeri 2 Batam. *ConCEPt-Conference on Community …*, *1*(1), 654.

Ihsan, I., Pratama, L., & Hermawan, R. (2018). Peningkatan kompetensi literasi dalam keterampilan membaca pada siswa Sekolah Dasar Inpres 12 Kabupaten Sorong Papua Barat. *Journal of Character Education Society*, *1*(2), 9–17.

Ilmi, N., & Wulan, W. N. S. (2022). Gerakan literasi dalam meningkatkan minat baca siswa sekolah dasar. *Dawuh Guru: Jurnal Pendidikan MI/SD*, *2*(2), 101–112. https://doi.org/10.35878/guru.v2i2.454

Irene, E. A. (2023). Evaluation of teacher education curricula and its relevance to licensure examination using context, input, process and product (CIPP) model. *Social Sciences and Humanities Open*, *8*(1), 100607. https://doi.org/10.1016/j.ssaho.2023.100607

Irmaningrum, R. N., & Ati MZ, A. F. S. (2022). Pelatihan pengembangan bahan ajar media sederhana kelas awal. *Jurnal Interaktif: Warta Pengabdian Pendidikan*, *2*(1), 47–52. https://doi.org/10.29303/interaktif.v2i1.37

Irwansyah, F. S., Lubab, I., Farida, I., & Ramdhani, M. A. (2017). Designing interactive electronic module in chemistry lessons. *Journal of Physics: Conference Series*, *895*(1), 012009. https://doi.org/10.1088/1742-6596/895/1/012009

Islam, N. F., & Adela, D. (2023). Implementasi program pojok baca sebagai upaya menumbuhkan minat baca siswa di SDN Sawahlega. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *8*(2), 2762–2769. https://doi.org/10.36989/didaktik.v8i2.587

Jamaluddin, J., Mustami, M. K., Ismail, M. I., & Mania, S. (2022). Pengaruh pemanfaatan bahan ajar berbasis TIK dan bahan cetak terhadap motivasi belajar pada mata pelajaran aqidah akhlak di MAN 1 Sinjai. *Edukasi Islami: Jurnal Pendidikan Islam*, *11*(01), 621-640. https://doi.org/10.30868/ei.v11i01.1956

Jiang, H., & Liu, Y. (2021). Construction of teaching quality evaluation system of higher vocational project-based curriculum based on CIPP model. *International Journal of Information and Education Technology*, *11*(6), 262–268. https://doi.org/10.18178/ijiet.2021.11.6.1521

Kartikasari, E. (2022). Faktor pendukung dan faktor penghambat gerakan literasi sekolah. *Jurnal Basicedu*, *6*(5), 8879–8885.

Kemendikbud. (2018). Strategi literasi dalam pembelajaran di sekolah menengah pertama. *KSatgas GLS Ditjen Dikdasmen Kementerian Pendidikan Dan Kebudayaan*, 1–51. http://repositori.kemdikbud.go.id/11419/1/15. Modul Literasi.pdf

Kemendikbud. (2023). *Pisa 2022 dan pemulihan pembelajaran di indonesia 5*.

Kepala Sekolah. (2024). *Wawancara*.

Kholifah, W. T., & Kristin, F. (2021). Pengembangan bahan ajar cerita bergambar tematik untuk meningkatkan minat baca siswa sekolah dasar. *Jurnal Basicedu*, *5*(5), 3061–3072. https://doi.org/10.31004/basicedu.v5i5.1256

Kosasih, U. K., Saputra, S., & Supriadi, E. A. (2022). Pengembangan bahan ajar bentuk aljabar melalui pendekatan open-ended. *PERISAI: Jurnal Pendidikan Dan Riset Ilmu Sains*, *1*(1), 90–97. https://doi.org/10.32672/perisai.v1i1.64

Kumalasari, B., & Idawati, L. (2023). Evaluasi program pendidikan karakter di SD Athalia dengan model CIPP (context, input, process, product). *Jurnal Akuntabilitas Manajemen Pendidikan*, *11*(2), 61–73. https://doi.org/10.21831/jamp.v11i2.65007

Kurniawan, E. S., Fatmaryanti, S. D., Pratiwi, U., & Ramadhani, F. N. (2022). Pendampingan penyusunan bahan ajar digital bagi guru SMK di Kabupaten Purworejo. *E-Dimas: Jurnal Pengabdian Kepada Masyarakat*, *13*(3), 516–522. https://doi.org/10.26877/e-dimas.v13i3.10840

Lina, L., Suryana, D., & Nurhafizah, N. (2019). Penerapan model evaluasi CIPP dalam mengevaluasi program layanan PAUD holistik integratif. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2), 346-355. https://doi.org/10.31004/obsesi.v3i2.200

Lubis, J. A., & Ginting, N. (2017). Pengembangan bahan ajar dengan pendekatan student centered learning (SCL) pada materi kultur jaringan. *Jurnal Pendidikan Biologi*, *6*(3), 371–375. https://doi.org/10.24114/jpb.v6i3.8044

Madu, F. J., & Jediut, M. (2022). Membentuk literasi membaca pada peserta didik di sekolah dasar. *Jurnal Cakrawala Pendas*, *8*(3), 631–647. https://doi.org/10.31949/jcp.v8i3.2436

Mariana, E., Wardany, K., Kinasih, A., Rosyidah, U., & Qomariyah, S. (2023). Pelatihan penyusunan bahan ajar online interaktif untuk meningkatkan kompetensi profesional guru. *Prima Abdika : Jurnal Pengabdian Masyarakat*, *3*(1), 44–50. https://doi.org/10.37478/abdika.v3i1.2565

Mathison, S. (2013). CIPP model (Context, input, process, product). *Encyclopedia of Evaluation*, 342–347. https://doi.org/10.4135/9781412950558.n82

Miles, M.B. Huberman, A. M., & Sadana, J. (2018). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: SAGE Publications.

Mufid, M. (2020). Evaluasi model context, input, process and product (CIPP) program baca tulis Al-Qur'an di Institut Agama Islam Negeri Pekalongan. *Quality*, *8*(1), 1-14. https://doi.org/10.21043/quality.v8i1.6908

Mulasih, M., & Hudhana, W. D. (2020). Urgensi budaya literasi dan upaya menumbuhkan minat baca. *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *9*(2), 19-23. https://doi.org/10.31000/lgrm.v9i2.2894

Ndiung, S., & Jediut, M. (2021). Analisis kebutuhan bahan ajar berbasis etnomatematika yang berorientasi keterampilan berpikir kreatif. *Jurnal Cakrawala Pendas*, *7*(2), 224–232. https://doi.org/10.31949/jcp.v7i2.3162

Niam, M. A., & Asikin, M. (2021). Pentingnya aspek STEM dalam bahan ajar terhadap pembelajaran matematika. *PRISMA, Prosiding Seminar Nasional Matematika*, *4*, 329–335. https://journal.unnes.ac.id/sju/index.php/prisma/article/view/44975

Ningrum, C. H. C., Fajriyah, K., & Budiman, M. A. (2019). Pembentukan karakter rasa ingin tahu melalui kegiatan literasi. *Indonesian Values and Character Education Journal*, *2*(2), 69-78. https://doi.org/10.23887/ivcej.v2i2.19436

Novtiar, C., & Al Ghani, N. A. (2023). Pengembangan bahan ajar berbantuan VBA Powerpoint dalam mendukung kemampuan pemecahan masalah siswa. *JUMLAHKU: Jurnal Matematika Ilmiah STKIP Muhammadiyah Kuningan*, *9*(1), 175–190. https://doi.org/10.33222/jumlahku.v9i1.2890

Nupus, H., Triyogo, A., & Valen, A. (2021). Pengembangan bahan ajar buku pendamping tematik terpadu berbasis kontekstual pada siswa sekolah dasar. Jurna Basicedu, *3*(2), 3279-3289.

Oktariani, O., & Ekadiansyah, E. (2020). Peran literasi dalam pengembangan kemampuan berpikir kritis. *Jurnal Penelitian Pendidikan, Psikologi dan Kesehatan (J-P3K)*, *1*(1), 23–33. https://doi.org/10.51849/j-p3k.v1i1.11

PISA. (2023). PISA 2022 Results factsheets Indonesia. *The Language of Science Education*, *1*, 1–9. https://oecdch.art/a40de1dbaf/C108

Pratiwi, M., Ridwan, R., & Waskito, W. (2019). Evaluasi teaching factory model CIPP. *Jurnal Imiah Pendidikan dan Pembelajaran*, *3*(1), 414–421.

Puspitasari, P. (2019). Penerapan media pembelajaran fisika menggunakan modul. *Fisika, Jurnal Pendidikan*, *7*(1), 17–25.

Putra, A. T. A, Zarita, R., & Nurhafidah, N. (2021). Evaluasi program pendidikan agama Islam menggunakan model evaluasi CIPP. *Zawiyah: Jurnal Pemikiran Islam*, *7*(2), 20-35. https://doi.org/10.31332/zjpi.v7i2.3459

Putri, T. K. W., & Wicaksono, Y. P. (2023). Efektivitas penerapan strategi membaca dalam pembelajaran pemahaman bacaan. *Caraka: Jurnal Ilmu Kebahasaan, Kesastraan, Dan Pembelajarannya*, *9*(2), 147–159. https://doi.org/10.30738/caraka.v9i2.14804

Rahmadanita, A. (2022). Rendahnya literasi remaja di Indonesia: Masalah dan solusi. *Jurnal Pustaka Ilmiah*, *8*(2), 55. https://doi.org/10.20961/jpi.v8i2.66437

Raqzitya, F. A., & Agung, A. A. G. (2022). E-modul berbasis pendidikan karakter sebagai sumber belajar IPA siswa kelas VII. *Jurnal Edutech Undiksha*, *10*(1), 108–116. https://doi.org/10.23887/jeu.v10i1.41590

Rasidi, M. A., & Susetiyo, A. (2023). Pemanfaatan pojok baca dalam gerakan literasi sekolah. *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam*, *4*(2), 129–137. https://doi.org/10.38073/nidhomiyyah.v4i2.1030

Ratnaningstyas, E. M., Ramli, R., Syafruddin, S., & Saputra, D. S. E. (2022). Metodologi penelitian kualitatif. In N. Saputra, K. A. Lawang, & A. Susilo (Eds.), *Metodologi penelitian kualitatif*. Pidie: Penerbit Muhammad Zaini.

Rohman, A., & Sariyatun, S. (2021). Analisis kebutuhan bahan ajar digital sejarah terintegrasi nilai-nilai multikultural persaudaran Setia Hati Terate untuk meningkatkan sikap toleransi. *Jurnal Pendidikan*, *12*(1), 45–56.

Safitri, V., & Dafit, F. (2021). Peran guru dalam pembelajaran membaca dan menulis melalui gerakan literasi di sekolah dasar. *Jurnal Basicedu*, *5*(3), 1356–1364. https://doi.org/10.31004/basicedu.v5i3.938

Sagin, A., Balmer, D., Rose, S., Musheno, R., Olenik, J. M., Dingfield, L., Dine, C. J., & Bennett, N. L. (2024). Evaluation of a palliative care longitudinal curriculum for medical students using the context-input-process-product model. *American Journal of Hospice and Palliative Medicine*, *41*(2), 158–166. https://doi.org/10.1177/10499091231165504

Sankaran, S., & Saad, N. (2022). Evaluating the bachelor of education program based on the context, input, process, and product model. *Frontiers in Education*, *7*(June), 1–8. https://doi.org/10.3389/feduc.2022.924374

Sitinjak, E. K. (2021). Pengembangan bahan ajar interaktif mata kuliah fisika lanjutan untuk meningkatkan hasil belajar mahasiswa. *Jurnal Mimbar Ilmu*, *4*(2), 231–235. https://doi.org/10.37081/mathedu.v4i2.2733

Sopha, S., & Nanni, A. (2019). The CIPP model: Applications in language program evaluation. *Journal of Asia TEFL*, *16*(4), 1360–1367. https://doi.org/10.18823/asiatefl.2019.16.4.19.1360

Sudaryati, S., Pattiasina, P. J., Deswalantri, D., Widayati, U., Rukmana, A. Y., Normasunah, N., Meisuri, M., & Keban, S. K. K. (2023). *Keterampilan membaca*. Padang: Getpress Indonesia.

Suryani, A. I. (2020). Faktor-faktor yang mempengaruhi kemampuan membaca siswa (studi kasus di SDN 105 Pekanbaru). *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, *9*(1), 115–125. https://doi.org/10.33578/jpfkip.v9i1.7860

Syahidin, S. (2020). Meningkatkan minat membaca melalui gerakan literasi sekolah. *ASATIZA: Jurnal Pendidikan*, *1*(3), 373–381. https://doi.org/10.46963/asatiza.v1i3.163

Syifa, A. (2020). Evaluasi penerapan e-learning melalui model CIPP di program studi psikologi Islam IAIN Pontianak. *Jurnal As-Salam*, *4*(2), 180–194. https://doi.org/10.37249/as-salam.v4i2.210

Titis, D. I., Sari, M. K., & Ivayuni, L. (2022). Peningkatan minat baca dalam menumbuhkan budaya literasi melalui media komik hidup bersih dan sehat pada siswa kelas 2. *Prosiding Konferensi Ilmiah Dasar*, *2*, 193–196. http://prosiding.unipma.ac.id/index.php/KID

Trinaldi, A., Bambang, S. E. M., Afriani, M., Rahma, F. A., & Rustam, R. (2022). Analisis kebutuhan penggunaan bahan ajar berbasis teknologi infomasi. *Jurnal Basicedu*, *6*(6), 9304–9314. https://doi.org/10.31004/basicedu.v6i6.4037

Trisnawati, T., Anggraeni, L., & Wicaksono, A. B. (2019). Evaluasi implementasi kurikulum 2013 di tingkat SLTA di Kabupaten Pringsewu menggunakan model CIPP. *Proceeding of Biology Education*, *3*(1), 74–83. https://doi.org/10.21009/pbe.3-1.10

Turmuzi, M., Ratnaya, I. G., Al Idrus, S. W., Paraniti, A. A. I., & Nugraha, I. N. B. S. (2022). Literature review: Evaluasi keterlaksanaan kurikulum 2013 menggunakan model evaluasi CIPP (context, input, process, dan product). *Jurnal Basicedu*, *6*(4), 7220–7232. https://doi.org/10.31004/basicedu.v6i4.3428

Ulhaq, N., & Lubis, L. (2023). Penyusunan materi ajar dalam rangka meningkatkan keterampilan berbicara bahasa Arab pada siswa. *Journal of Education Research*, *4*(3), 1202–1211. https://doi.org/10.37985/jer.v4i3.361

Wahyudi, A. (2022). Pentingnya pengembangan bahan ajar dalam pembelajaran IPS. *JESS: Jurnal Education Social Science*, *2*(1), 51–61. http://ejournal.iain-tulungagung.ac.id/index.php/epi/index

Wahyuni, K. S. P., Candiasa, I. M., & Wibawa, I. M. C. (2021). Pengembangan e-LKPD berbasis kemampuan berpikir tingkat tinggi mata pelajaran tematik kelas IV sekolah dasar. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, *5*(2), 301–311. https://doi.org/10.23887/jurnal_pendas.v5i2.476