



Evaluation of the Initial Implementation of the People's School Education Program at SRMA 5 Jambi City

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ARTICLE INFO	ABSTRACT
Article history: Submitted: April 10, 2025 Final Revised: July 26, 2025 Accepted: August 15, 2025 Published: September 09, 2025	This study evaluated the initial implementation of the People's School Education Program at SRMA 5 Jambi City using the Context, Input, Process, and Product (CIPP) model. The program is intended to expand educational access for students from vulnerable socioeconomic backgrounds while providing learning, residential, and basic-needs support. A qualitative case-study design was used. Data were obtained through semi-structured in-depth interviews with administrators, teachers, and other actors involved in implementation, together with institutional document analysis. The data were organized and interpreted across the four CIPP dimensions, with source and data triangulation used to support credibility. The evidence suggests that the program was broadly consistent with the reported needs of its target community. Institutional commitment and teacher involvement were reported as supporting early implementation, although learning facilities, human-resource allocation, and academic monitoring remained limited. Program activities were adapted to student conditions through flexible learning, religious routines, student organizations, and facility management. The fulfillment of basic needs and reported changes in discipline, social interaction, and learning motivation represent early indications rather than final program effects. Continued CIPP-based monitoring is needed to strengthen academic provision and assess program development over time.
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INTRODUCTION

Educational access is commonly treated as a matter of rights, but equal formal entitlement does not ensure equal participation or comparable learning conditions. Students' opportunities are shaped by the resources available to their schools, the support provided by families and institutions, and the social and geographic conditions in which education is delivered (Ainscow, 2020; Wanti et al., 2023). In Indonesia, disparities in fiscal capacity and local service conditions continue to produce uneven educational opportunities across regions and socioeconomic groups (Wirandana & Khoirunurrofik, 2024). Evidence from free-education policy also suggests that removing direct costs can widen access, but its benefits depend on how schools translate policy into staffing, facilities, and learning support (Romlah et al., 2023). The central issue, therefore, is not only whether education is available, but whether an institution can organize the conditions that make participation meaningful for students who face multiple barriers.

Alternative education responds to this problem by creating pathways that are more flexible than conventional schooling. Research on youth in alternative settings shows that participants are not a homogeneous at-risk group; many experience overlapping educational, social, health, and family challenges that require tailored support (Fortems et al., 2023). Studies of second-chance education similarly emphasize accessible teachers, flexible learning arrangements, and sustained relationships rather than a narrow focus on credential recovery (Van Den Berghe et al., 2024a, 2024b). Support workers' accounts further indicate that school disengagement is produced through interactions between individual circumstances and environmental conditions, so institutional responses cannot be reduced to student motivation alone (Van Den Berghe et al., 2022a, 2022b). These findings position alternative education as a contextual intervention whose quality must be examined through both its formal design and its everyday implementation.

Within this field, the People's School (Sekolah Rakyat) in Indonesia represents a recent attempt to combine educational provision with residential and basic-needs support for students from vulnerable socioeconomic backgrounds. The program at SRMA 5 Jambi City is expected to address educational access while also providing food, dormitory accommodation, school supplies, character development, and a supportive learning environment. A local study of the People's School in Jambi City reports that the program can expand opportunities for economically disadvantaged children, but also identifies resource and implementation constraints. The combination of educational and welfare functions makes the program different from a conventional school intervention because its outcomes depend on coordination across teaching, residential services, and social protection. It also means that a positive early experience cannot be interpreted only through academic achievement.

Evaluation is particularly important when a program is new and institutional routines are still being formed. At this stage, managers need evidence about whether the identified needs remain relevant, whether resources are adequate, how implementation is being adapted, and what early changes are visible. Implementation research shows that the quality and consistency of implementation influence the outcomes that programs can produce, while fidelity must be interpreted alongside contextual adaptation (Durlak & DuPre, 2008; O'Donnell, 2008). In educational reform, technical resources alone do not resolve the adaptive work of aligning policy expectations, teacher practice, and learner needs (Pak et al., 2020; Edgerton & Desimone, 2018; Penuel et al., 2007). A formative evaluation can therefore help SRMA 5 identify immediate weaknesses without treating an early-stage program as if it were a completed intervention.

The CIPP model offers a decision-oriented structure for such an evaluation. It examines context, input, process, and product so that judgments about outcomes can be connected to the conditions and activities that produced them (Frye & Hemmer, 2012; Lee et al., 2019; Stufflebeam & Shinkfield, 2007). Recent reviews describe CIPP as useful for organizing evidence across program needs, resources, implementation, and emerging results (Toosi et al., 2021), while empirical applications show that the model can reveal weaknesses in facilities, curriculum delivery, and program management (Basaran et al., 2021; Sari et al., 2023; Yunzal Jr. et al., 2024). Historical analysis also shows that CIPP was developed for improvement-oriented and decision-oriented evaluation rather than for a single end-point judgment (Dizon, 2023). Its value in this study lies in connecting the People's School's social purpose with the practical conditions of its implementation.

However, existing studies leave two gaps relevant to this case. First, much of the CIPP literature evaluates established courses, training programs, or learning interventions, whereas less attention has been given to the first implementation of a residential alternative-school program that combines academic provision with basic-needs support (Alanshori et al., 2025; Budiyanto et al., 2023). Second, research on alternative education often describes student needs or re-engagement but does not map those needs systematically onto institutional inputs, implementation processes, and early products (Chen et al., 2023; Fortems et al., 2023; McGregor & Mills, 2012). The gap is therefore evaluative and contextual: there is limited site-specific evidence showing how a new People's School translates an equity-oriented policy into daily educational and residential practices. Addressing this gap requires an evaluation that distinguishes reported achievements from final effects and treats resource limitations as part of the program's current condition. The present study responds by applying CIPP to SRMA 5 Jambi City.

This study aimed to evaluate the initial implementation of the People's School Education Program at SRMA 5 Jambi City across four CIPP dimensions. Specifically, it examined the program's fit with the needs of its target community, the readiness of its human and material inputs, the implementation of learning and student-development activities, and the initial products reported by participants and documents. The study contributes a site-specific account of how educational access, residential support, and school management intersect during program initiation. It also extends the practical use of CIPP by treating the model as a formative tool for identifying adjustments while final academic outcomes remain unavailable. The findings are intended to inform program managers and future evaluators, not to establish a causal effect or generalize beyond the case.

METHOD

This study used a qualitative descriptive case-study design to examine the initial implementation of the People's School Education Program at SRMA 5 Jambi City. The research site was SRMA 5 Jambi City, and the informants were school administrators, teachers, and other actors directly involved in planning and implementation; purposive sampling was used because these actors possessed relevant knowledge of the program. Data were collected through semi-structured in-depth interviews and institutional document analysis, with the interview guide organized around contextual needs and policy conditions, human and material inputs, implementation processes, and emerging products. The four CIPP components guided data organization and interpretation. Credibility was supported through source and data

triangulation by comparing accounts from different informants with supporting documents (Valencia, 2022). After transcription, the researchers reduced and displayed the data, coded the material according to the four CIPP components, compared interpretations across data sources, and drew conclusions iteratively, consistent with qualitative thematic-analysis guidance (Braun & Clarke, 2021, 2022; Kiger & Varpio, 2020; Nowell et al., 2017). The study is interpreted as a site-specific early-stage account because the available reporting does not support longitudinal or causal inference and provides limited detail about the participant and data-collection procedures. The analytic sequence is summarized in Figure 1.

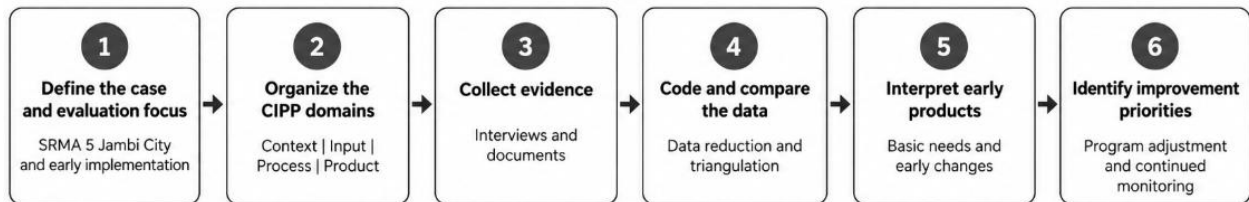


Figure 1. Research procedure based on the CIPP evaluation framework.

RESULTS

The findings are organized around the four CIPP dimensions. Evidence was derived from interviews and institutional documents, and the product findings are treated as early signals because the program was still in its initial implementation stage.

Context Evaluation

Interviews indicated that the program emerged from the need to provide education for students from vulnerable and disadvantaged communities. At SRMA 5, education was linked to food, dormitory accommodation, school supplies, and character development, so the program was framed as both an educational and social-support response. The program was described as being at the beginning of its operation, while management systems, facilities, and infrastructure were still being developed. The combination of these conditions suggests that the program was evaluated while its institutional arrangements were still provisional.

The school operated under the policy supervision of the Ministry of Social Affairs and therefore relied heavily on ministerial rules. Administrators perceived some tension between the guidance and formal educational requirements, which they associated with the school's temporary status and the need for flexibility. This account is treated as an implementation issue reported by administrators rather than as an independent finding of regulatory non-compliance, because the specific regulations or standards used for comparison were not documented in the available material. The program consequently had to negotiate between social-protection objectives and formal schooling expectations.

Input Evaluation

Human resources were available but not fully differentiated by role. According to the interviews, SRMA 5 was supported by 19 permanent teachers covering a relatively broad range of subjects, while the Ministry of Religious Affairs was recruiting additional teachers for Islamic and Catholic Religious Education. Some teachers also served as vice principals, homeroom teachers, laboratory heads, or Dapodik operators. The staffing arrangement was sufficient to support initial operation, but the concentration of responsibilities indicates that the program's capacity remained dependent on staff members performing multiple functions.

The school had offices for the principal and teachers, a school health unit, guidance and counseling, archives, dining rooms, and ten classrooms. It also had a computer laboratory, a biology-chemistry laboratory, and a physics laboratory. The computer laboratory was not yet ideal for use because the equipment had not been properly installed, and the other laboratories had limited equipment. The library faced a similar problem because its book collection was insufficient for sustained learning use. These conditions show that the presence of rooms and equipment did not automatically amount to full instructional readiness.

The dormitories were described as more adequate and included bunk beds, bathrooms, drinking-water gallons, study tables, fans, water dispensers, shoe racks, irons, and other daily necessities. The Protection and Maintenance Program (PPK) supported three meals a day, hygiene supplies, school uniforms, and scouting equipment. Each student also received a personal laptop as a school grant, but the devices had not been distributed because of security, management, and usage restrictions. The input profile was therefore uneven: residential and basic-needs provision was more established than the academic facilities required for classroom learning.

Process Evaluation

Process evaluation focused on learning methods, religious activities, facility use, and maintenance. SRMA 5 used smaller classrooms than public schools and employed projectors and smart monitors to support learning. Religious activities formed a regular part of school life: the main prayer room was arranged for male and female students, congregational prayer was required, and activities included Yasin and Quran recitation. Responsibility for these activities was shared by Islamic Religious Education teachers and the ROHIS student organization.

Other student organizations, including OSIS, MPK, and Pramuka, were used to support character development and student leadership. School activities drew on classrooms, desks and chairs, audio equipment, smart monitors, a photocopier, and a room for evening roll call. Mobile-phone use was restricted and permitted only under specific regulations intended to support discipline and prevent misuse of technology. These practices show how staff and students converted available facilities and routines into a workable daily program.

Tagana volunteers and security staff from the Ministry of Social Affairs supported the maintenance of facilities and infrastructure. Internal staff managed archives and inventory records, partly because the timing and composition of resource distribution to the school were uncertain. The inventory system therefore served not only an administrative function but also a control function for scarce and irregularly distributed resources. These arrangements indicate practical resource-control responses during early implementation, although the available evidence does not establish their consistency across all activities.

Product Evaluation

Because the program had only recently started, product evaluation focused on immediate results rather than final academic outcomes. The clearest reported achievement was that students did not have to pay for educational services, daily meals, dormitory accommodation, or school supplies. In the setting of a program designed for vulnerable communities, this provision represents a concrete reduction in material barriers to participation. It should nevertheless be interpreted as an immediate program product rather than evidence of long-term educational success.

Informants reported changes in students' discipline, worship habits, and social interaction. The school also adapted learning for students with special needs by using individualized approaches, simplifying materials, and changing the font size of questions. Professional support services, including educational psychologists, were not permanently available, but peer support was described as indicating growing empathy and social solidarity. These accounts suggest emerging changes in school routines and relationships, although they do not provide a baseline against which the magnitude of change can be assessed.

Quantitative and comparative analysis of academic achievement was not conducted because the evaluation system was still manual and did not support longitudinal analysis. Informants nevertheless described possible improvements in students' motivation and engagement in learning. These product findings are therefore treated as perceived early indications, not as measured program effects, because no baseline or longitudinal comparison was available. A more systematic monitoring system will be needed to determine whether these early reports are sustained.

DISCUSSION

The most consistent finding is that the People's School was designed around the circumstances of its target community rather than around academic delivery alone. In CIPP terms, the context evidence gives the program a defensible rationale because educational access is linked to food, residence, supplies, and character development. This alignment is consistent with research showing that equity requires institutions to respond to unequal starting conditions rather than distribute identical resources to all learners (Ainscow, 2020; Wanti et al., 2023). It also accords with evidence that free-education policies can improve access when cost reduction is accompanied by institutional support and adequate learning conditions (Romlah et al., 2023). The contribution of the present case is to show how these principles are translated into a residential school arrangement in Jambi City. The finding should nevertheless be understood as evidence of contextual fit, not proof that the program has already improved access at the population level.

The input findings reveal a tension between institutional commitment and operational capacity. Nineteen permanent teachers and additional recruitment plans provided a basis for opening the program, but the concentration of administrative and teaching responsibilities suggests that staffing was still being assembled. CIPP input evaluation asks whether a program has the resources and strategies required to pursue its objectives, not simply whether personnel are present (Toosi et al., 2021; Frye & Hemmer, 2012). Implementation research likewise shows that organizational conditions and provider capacity shape what a program can achieve (Durlak & DuPre, 2008). The situation resembles

the alignment problem described in educational reform research, where technical arrangements must be accompanied by time, role clarity, and professional learning (Pak et al., 2020; Edgerton & Desimone, 2018; Penuel et al., 2007). In this case, the immediate implication is that staff commitment should not be used to mask workload concentration or the need for clearer responsibility allocation.

The uneven condition of the facilities adds a second layer to the input problem. Dormitories and daily welfare provisions were described as relatively adequate, while the computer laboratory, other laboratories, and library were not yet fully functional for learning. This pattern suggests that the program had prioritized the basic residential conditions necessary to receive students, whereas academic infrastructure was still catching up. Research on inclusive education similarly warns that formal commitment is insufficient when schools lack appropriate material and human resources (Ainscow, 2020; Goldan & Schwab, 2020; Woolfson, 2025). Studies of alternative education also show that students entering these settings often require support across multiple domains, but a broad support package must still include usable learning resources (Fortems et al., 2023; McGregor & Mills, 2012). The result is therefore not an argument against residential provision; it is a reminder that welfare inputs and instructional inputs need to be evaluated together.

The process findings show that staff responded to an unsettled institutional context through practical adaptation. The use of projectors and smart monitors, the management of smaller classrooms, restrictions on mobile-phone use, and the organization of evening routines indicate that implementation involved continuous decisions about learning, discipline, and resource use. CIPP treats process evaluation as a source of formative information about how plans are enacted and adjusted, which is especially relevant when procedures are not yet stabilized (Lee et al., 2019; Dizon, 2023). The pattern is also compatible with research distinguishing technical implementation tasks from adaptive work that requires educators to interpret policy in relation to local student needs (Pak et al., 2020). However, the available evidence comes mainly from interviews and documents; without classroom observations or lesson records, the consistency of these practices cannot be independently assessed. The process should therefore be described as adaptive implementation, not as uniformly effective implementation.

Religious routines and student organizations appear to function as organizing structures for everyday participation. Congregational prayer, Quran-related activities, ROHIS, OSIS, MPK, and Pramuka give students repeated opportunities to follow routines, assume responsibilities, and interact with peers. Their possible contribution to discipline and social development is consistent with evidence linking supportive school relationships and belonging with motivational, behavioral, and social-emotional outcomes (Korpershoek et al., 2020; Allen et al., 2022). It also echoes second-chance education research, which emphasizes warm relationships and student-focused environments as part of re-engagement (Van Den Berghe et al., 2024a, 2024b). Nevertheless, the present study reports institutional accounts rather than students' own experiences, and it does not establish that religious activities caused the reported changes. The findings are best read as an indication that organized routines and peer participation may be important mechanisms requiring further investigation.

The reported adjustments for students with special needs provide an early indication of inclusive intent, but they also expose the difference between accommodation and an established inclusive system. Simplifying materials, using individualized approaches, and changing the font size of questions remove some immediate barriers to participation. Inclusive-education scholarship defines inclusion more broadly as an ongoing effort to remove barriers to meaningful academic and social participation across the school community (Amor et al., 2019; Nilholm, 2021; Woolfson, 2025). The use of these adjustments therefore supports the interpretation that teachers were responding to learner diversity, but it does not by itself demonstrate adequate specialist support, accessible assessment, or sustained individualized planning. The absence of permanently available educational psychologists further limits what can be inferred about the program's capacity to support students with additional needs. Future CIPP assessments should examine inclusion through explicit indicators for teacher preparation, materials, support services, and student participation, drawing on the resource and attitude dimensions identified in inclusive-education research (Goldan & Schwab, 2020; Guillemot et al., 2022).

Meeting students' basic needs is the clearest product reported in the case. Free educational services, daily meals, dormitory accommodation, and school supplies provide an immediate form of support that may reduce material barriers to participation. This finding is compatible with Indonesian evidence that cost-free education can expand access, although access gains depend on the quality of implementation and the resources available to schools (Romlah et al., 2023; Wirandana & Khoirunurrofik, 2024). The reported changes in discipline, worship habits, peer interaction, and learning motivation are more appropriately interpreted as emerging perceptions than as measured program effects. School-belonging research offers a plausible explanation for why structured routines and supportive relationships might be associated with these outcomes, but association is not evidence of causation (Korpershoek et al., 2020; Allen

et al., 2022). Because no baseline, longitudinal academic record, or direct student measure was reported, the product dimension remains formative and should be monitored over time.

Taken together, the CIPP evidence suggests that the People's School has a strong contextual rationale and visible early implementation activity, but its sustainability depends on closing the gap between social support and academic capacity. This interpretation extends existing CIPP applications by showing why a new residential program should not be judged from product indicators alone; the meaning of an early product depends on the context, inputs, and processes that make it possible (Basaran et al., 2021; Toosi et al., 2021). The case also illustrates the value of using evaluation as a management conversation about policy alignment, staffing, facilities, inclusion, and monitoring rather than as a final pass-or-fail label. At the same time, the single-site qualitative design, incomplete reporting of participants and data-collection procedures, absence of direct quotations, and limited longitudinal evidence restrict transferability. The study can support analytic learning for similar initiatives, but it cannot establish effects for all People's Schools or for student achievement. A practical next step is to develop a CIPP monitoring matrix that specifies indicators, data sources, responsible staff, review intervals, and evidence of student progress.

CONCLUSION

The CIPP analysis suggests that the People's School Education Program at SRMA 5 Jambi City was broadly consistent with the reported needs of its target community. Its design combines educational access with food, residential support, school supplies, and character development. This combination gives the program a social-protection function in addition to its instructional function. The conclusion is limited to the early implementation period examined in this case.

The input findings show that institutional commitment, 19 permanent teachers, and support from related agencies were reported as supporting the program's early operation. At the same time, staff members carried multiple responsibilities, and several laboratories and the library were not yet fully ready for learning. Input readiness should therefore be strengthened through clearer role allocation, improved academic facilities, and a more systematic approach to resource distribution.

Process activities were implemented flexibly through classroom technology, religious routines, student organizations, facility management, and restrictions on mobile-phone use. The product findings indicate that the program provided basic-needs support and that informants perceived early changes in discipline, social interaction, and learning motivation. These changes should be treated as initial indications rather than final effects because the study did not include longitudinal academic comparison.

For program development, managers should use the CIPP framework continuously to review policy alignment, staffing, facilities, learning practices, inclusion, and student progress. A monitoring system should record the indicators, evidence sources, responsible personnel, and review periods for each dimension. Future research should follow the program over a longer period and include direct student perspectives, classroom evidence, and more systematic academic records when those data become available.

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AUTHOR CONTRIBUTION STATEMENT

All authors contributed to the conceptualization, methodology, data collection, analysis, and interpretation of the study. All authors also contributed to drafting, reviewing, and critically revising the manuscript and approved the final version for submission.

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