




Evaluation of a school-based digital literacy corridor program using the CIPP Model

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ABSTRACT

This study aims to evaluate the effectiveness of the Digital Literacy Corridor Program at SMP Negeri 1 Simpang Renggang by applying the CIPP (Context, Input, Process, Product) evaluation model. The approach used in this study is descriptive quantitative. The research subjects consisted of 144 students at SMP Negeri 1 Simpang Renggang. Data were collected through a Likert scale questionnaire and direct observation, then analyzed descriptively using average value calculations and the Respondent Achievement Level (TPR). The results showed that in the context dimension, the suitability of the program's objectives with the students' digital literacy needs was effective, with an average value of 3.57 and a TPR of 89.17%. In the input dimension, the availability and utilization of supporting resources were categorized as quite effective with an average score of 3.17 and an RAT of 79.17%, where there were still obstacles in terms of internet network stability and digital content variation. In terms of input, the availability and utilization of supporting resources were categorized as quite effective, with an average score of 3.17 and a TPR of 79.17%, although there were still obstacles in terms of internet network stability and digital content variation. In terms of process, the implementation of the Digital Literacy Corridor Program is categorized as quite effective, although teacher involvement in providing guidance and motivation to students has not yet reached an optimal level. Furthermore, in terms of product, the program has had a positive impact on increasing student learning independence and digital literacy competencies, with an average score of 3.37 and a TPR of 84.17%, which is categorized as effective. Based on these findings, it can be concluded that the Digital Literacy Corridor Program at SMP Negeri 1 Simpang Renggang has been implemented effectively and has made a positive contribution to the development of students' digital literacy. However, improvements in the quality of supporting resources and strengthening the role of teachers are needed to ensure that the program can be implemented optimally and sustainably.

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INTRODUCTION

In the era of the Industrial Revolution 5.0, digital literacy has become an essential competency for students. Digital literacy is no longer limited to technical skills in using digital devices but has evolved into a fundamental capability that supports critical thinking, collaboration, and responsible participation in the digital environment (Suryanti & Wijayanti, 2018). These competencies are increasingly important as students are required to navigate complex digital information and utilize technology effectively in learning activities.

In response to these challenges, governments and educational institutions have introduced various initiatives to promote digital transformation in education. In Indonesia, policy support has been strengthened through several regulations aimed at accelerating the integration of digital technology in educational practices. However, despite the availability of digital infrastructure and policy support, many schools still encounter difficulties in optimizing the use of digital learning resources. Limited innovation in learning strategies and underutilization of digital facilities often result in students remaining passive and less engaged in learning activities.

This situation can also be observed in East Belitung Regency. Although schools in this region have received support in terms of digital facilities, challenges remain in maximizing the use of these resources for meaningful learning. To address this issue, SMP Negeri 1 Simpang Renggang introduced an innovative program called the Digital Literacy Corridor. This program utilizes the school corridor as an interactive learning space by integrating QR-code-based technology to provide students with access to digital learning materials and information resources.

In recent years, digital literacy has been widely recognized as a key competency that enables students to access, evaluate, and create information using digital technologies. According to Ng (2012), digital literacy encompasses not only technical skills but also cognitive and socio-emotional abilities required to critically analyze digital information and interact responsibly in digital environments. Similarly, UNESCO (2018) emphasizes that digital literacy plays a crucial role in preparing students to participate effectively in knowledge-based societies and to adapt to rapid technological changes in education and the workplace. Therefore, integrating digital literacy into school learning environments has become an important priority in many educational systems.

Several studies have also highlighted the importance of utilizing innovative learning environments and digital resources to enhance students' engagement and digital competencies. For instance, research by Falloon (2020) indicates that the integration of digital technologies in school learning spaces can support the development of students' critical thinking, information literacy, and collaborative skills. Furthermore, studies on school-based digital literacy programs suggest that the effectiveness of such initiatives largely depends on how well the programs are implemented, supported by infrastructure, and integrated into daily learning practices (Redecker, 2017). These findings underline the importance of evaluating digital literacy programs systematically to ensure that technological innovations genuinely contribute to meaningful learning outcomes.

Nevertheless, the availability of digital infrastructure and innovative programs does not automatically guarantee meaningful learning outcomes. Without systematic evaluation, technology-based educational initiatives may become merely symbolic innovations that appear attractive but have limited impact on students' academic development (Zahroh & Hilmiyat, 2024). At SMP Negeri 1 Simpang Renggang, although the Digital Literacy Corridor program has been implemented for approximately two years, there is still uncertainty regarding how effectively students utilize the program, the quality and relevance of the digital content provided, and the adequacy of supporting infrastructure.

Therefore, a systematic evaluation of the program is necessary to determine its effectiveness and identify areas for improvement. Based on this need, this study aims to conduct a comprehensive evaluation of the Digital Literacy Corridor program using the CIPP (Context, Input, Process, Product) evaluation model. The evaluation focuses on assessing the relevance of program objectives, the availability of supporting resources, the implementation process, and the impact of the program on students' digital literacy development. The findings of this study are expected to provide strategic insights for improving and sustaining digital literacy initiatives in schools.

RESEARCH METHOD

This study adopted a program evaluation design by applying the CIPP (Context, Input, Process, Product) evaluation model through a descriptive quantitative approach (Yulistiana et al., 2025). The main focus of this evaluation was to assess the effectiveness of the Digital Literacy Corridor program implemented at SMP Negeri 1 Simpang Renggang. The CIPP model was used to evaluate four main aspects of the program, namely context, input, process, and product. The population of this study consisted of 224 students at SMP Negeri 1 Simpang Renggang. The research sample included 144 students selected using the Slovin formula and the Proportionate Stratified Random Sampling technique, ensuring the representativeness of the sample according to the proportion of each grade level (Istiyono & Supahar, 2024). In addition to student respondents, subject teachers and educational staff with competencies in Information Technology were involved as additional informants to support the interpretation of the data obtained.

Data collection was conducted using several techniques, including questionnaires, observations, and documentation studies. The questionnaire was distributed digitally using a Likert scale ranging from 1 to 4 to measure respondents' perceptions regarding the implementation of the program. Structured observations were conducted using observation checklists as recording instruments, while documentation studies were carried out by collecting school archives and official documents related to the implementation of the Digital Literacy Corridor program. The research instruments were developed based on the program evaluation indicators derived from the CIPP evaluation framework. Instrument validity was tested using the Pearson Product Moment correlation, while reliability testing was conducted using Cronbach's Alpha to ensure the reliability and consistency of the data obtained during the research process (Istiyono, 2020).

Data analysis was conducted in two stages. The first stage involved descriptive statistical analysis to determine the Respondent Achievement Level (RAL), which was then classified into categories reflecting the overall effectiveness of the program. The second stage involved inferential statistical analysis using Multiple Linear Regression, including t-tests and F-tests, to examine the influence of context, input, and process variables on program outcomes (Istiyono, 2014). All statistical analyses were conducted using SPSS software.

The research procedure was carried out through several stages, including program identification, instrument development, data collection, data analysis, and interpretation of findings. First, the researchers identified the implementation of the Digital Literacy Corridor program and formulated evaluation indicators based on the CIPP framework. Second, research instruments were developed and tested for validity and reliability. Third, data were collected through questionnaires, observations, and documentation. Fourth, the collected data were analyzed using descriptive and inferential statistical techniques. Finally, the results of the analysis were interpreted to formulate recommendations for improving and sustaining the Digital Literacy Corridor program.

RESULT AND DISCUSSION

This evaluation study has the main objective of providing a comprehensive and in-depth overview of the effectiveness of the "Digital Literacy Corridor" program that has been implemented at SMPN 1 Simpang Renggang. Based on the analysis of data obtained from 144 respondents and direct observations in the field, the key findings of this study are presented in the following data:

Results

Context Assessment (Alignment between Program Objectives and Students' Digital Literacy Needs)

In this case, data was obtained regarding the extent to which the objectives set out in the program were in line with and suited to the real needs of students in terms of mastering and developing digital literacy.

Table 1. Alignment between program objectives and student needs

Context Indicators	Average Score	TPR (%)	Category
Relevance of material to the curriculum	3,65	91,25%	Highly Effective
Fulfillment of out-of-class learning resource needs	3,50	87,50%	Effective
Support for independent information seeking	3,55	88,75%	Effective
Average Context Dimension	3,57	89,17%	Effective

The results show that the context dimension obtained an average score of 3.57 with a Respondent Achievement Level (TPR) of 89.17%, which falls into the effective category. The highest score was found in the relevance of digital learning materials to the curriculum (3.65), indicating that the materials provided through the Digital Literacy Corridor program are closely aligned with students' learning needs.

These findings suggest that the program was designed based on a clear understanding of students' needs and curriculum requirements. This result is consistent with the study conducted by Ayun Sofiana et al. (2025), which emphasizes that digital literacy programs will be more effective when they are developed based on a comprehensive needs analysis and integrated into the school curriculum.

Assessment of Inputs (Availability and Use of Resources)

In this case, data was obtained regarding the level of availability and the extent to which these supporting resources were used effectively.

Table 2. Availability and Use of Resources

Input Indicators	Average Score	TPR (%)	Category
Wi-Fi network stability in hallway areas	2,80	70,00%	Quite Effective
Ease of QR Code scanning	3,60	90,00%	Quite Effective
Variety and appeal of digital content	3,10	77,50%	Quite Effective
Average Input Dimensions	3,17	79,17%	Quite Effective

The input dimension focuses on the availability and utilization of resources supporting the implementation of the program. The results are presented in Table 2. The analysis indicates that the input dimension achieved an average score of 3.17 with a TPR value of 79.17%, which is categorized as moderately effective. The highest score was found in the ease of QR code scanning (3.60), demonstrating that the technological infrastructure used in the program functions well.

However, the stability of the Wi-Fi network obtained the lowest score (2.80). This finding indicates that infrastructure limitations still represent a significant challenge in implementing technology-based learning programs. Similar findings were reported by [Surya and Moramowati \(2023\)](#), who argue that the effectiveness of digital learning initiatives largely depends on the reliability of technological infrastructure.

Process Evaluation (Program Implementation)

In this case, data was obtained regarding how the program was actually implemented in the field, whether all planned stages and activities could be carried out properly according to the predetermined schedule and procedures.

Table 3. Program Implementation

Input Indicators	Average Score	TPR (%)	Category
Frequency of use by students (at least twice a week)	2,85	71,25%	Quite Effective
Ease of access to information	3,40	85,00%	Quite Effective
Guidance/motivation from subject teachers	2,75	68,75%	Quite Effective
Students' engagement in using the Digital Literacy Corridor	3,00	75,00%	Quite Effective

The process dimension evaluates how the program is implemented in daily learning practices. The results indicate that the program implementation achieved an average score categorized as moderately effective. Although students were able to access digital resources relatively easily, the frequency of program utilization and teacher involvement in providing guidance were still limited. The relatively low score on teacher guidance suggests that the program has not yet been fully integrated into classroom learning activities. This finding supports the study by [Rahman et al. \(2019\)](#), which states that teacher involvement plays a crucial role in encouraging students to utilize digital learning resources effectively.

Product Evaluation (Program Impact)

In this case, data was obtained regarding the extent to which the program had an impact on improving the academic abilities of participants and developing students' digital competencies.

Table 4. Impact of the Program

Product Indicators	Average Score	TPR (%)	Category
Improved ability to search for digital information	3,45	86,25%	Effective
Improved student learning independence	3,40	85,00%	Effective
Contribution to understanding difficult material	3,25	81,25%	Effective
Average Product Dimension	3,37	84,17%	Effective

The product dimension measures the impact of the program on students' digital literacy development and learning independence. The analysis shows that the product dimension obtained an average score of 3.37 with a TPR of 84.17%, indicating that the program has produced a positive impact on students' learning outcomes. Students reported improvements in their ability to search for digital information, as well as increased independence in learning.

These results are consistent with the findings of [Dakhi et al. \(2025\)](#), which demonstrate that the integration of digital learning resources can significantly enhance students' digital literacy competencies and critical thinking skills. Overall, the findings indicate that the Digital Literacy Corridor program contributes positively to the development of students' digital literacy skills, although improvements in infrastructure and teacher involvement are still required to maximize its effectiveness.

Discussion

This program has had a clear and tangible positive impact. Through this program, students have successfully increased their level of independence in learning and significantly developed their digital literacy skills, particularly in terms of their ability to search for and verify reliable and valid sources of information. Further discussion is explained as follows:

Evaluation of the Digital Literacy Corridor Program Using the CIPP Model at SMP Negeri 1 Simpang Renggang

An evaluation study of the Digital Literacy Corridor Program implemented at SMP Negeri 1 Simpang Renggang was conducted with the aim of obtaining a comprehensive and thorough picture of the program's effectiveness. This evaluation used four main components in the CIPP evaluation model, namely context, input, process, and product. Based on the analysis of data obtained from 144 respondents, coupled with direct observations in the field, it can be generally concluded that this program has been running with an adequate level of effectiveness. However, there are still certain aspects that need improvement and enhancement so that the impact and benefits of the program can be felt more optimally and comprehensively.

Alignment of Program Objectives with Student Digital Literacy Needs In terms of context, the evaluation results showed an average score of 3.57 with a Response Percentage Rate (RPR) of 89.17%, which overall falls into the effective category. The results of the study show that the context dimension has the highest level of effectiveness (RPR 89.17%). This indicates that the Digital Literacy Corridor Program is not merely a physical innovation, but a response to the urgent need for

digital transformation in rural schools. In terms of educational foundations, this program is in line with Presidential Regulation No. 79 of 2025 concerning the acceleration of digital transformation. Success in this contextual aspect proves that the readiness of the school's vision is the main determinant of the success of a pedagogical innovation.

These findings indicate that the objectives formulated in the Digital Literacy Corridor Program are truly relevant and on target, as well as aligned with the real needs of students in terms of developing their digital literacy. In addition, indicators measuring the relevance of the material presented to the school curriculum were rated as highly effective. This proves that the digital content provided by the program does indeed support the achievement of the learning targets and competencies expected in the curriculum.

The compatibility between the program and the curriculum is very important because it is a key prerequisite for ensuring that educational innovations can be implemented sustainably and well received by the entire school community. These findings are also in line with the results of research conducted by Sofiana et al. (2025), which states that digital literacy programs will be more effective if they are designed based on an analysis of student needs and integrated with the curriculum as a whole. Thus, conceptually, the results of this study further reinforce the view that the success of digital literacy programs is largely determined by the accuracy and depth of the needs analysis conducted during the program planning stage.

The practical implication that can be drawn from these findings is that schools should continue to maintain and uphold the alignment between program objectives and students' digital literacy needs. In addition, it is necessary to regularly update and adjust content so that the material presented remains relevant to the rapid developments in information and communication technology. From a theoretical perspective, these results support the validity of the context component in the CIPP evaluation model, which places it as the main foundation for assessing the meaning and relevance of an educational program.

Availability and Utilization of Resources, In terms of input, the program received an average score of 3.17 with a TPR of 79.17%, which falls into the category of moderately effective. Although generally effective, the findings in terms of input (TPR 79.17%) highlight a classic infrastructure problem, namely internet network stability. This discussion is important because it shows that the integration of technology in education is often hampered by the "digital divide" or infrastructure gap. In line with the theory of Surya and Moramowati (2023), the effectiveness of educational technology is highly dependent on the reliability of access; without stable infrastructure support, good literacy content will not be delivered optimally.

This shows that the supporting resources needed for program implementation are actually available, but their utilization rate is not yet optimal, leaving room for improvement. The ease of scanning QR codes scored quite highly, indicating that from a technical standpoint, the basic infrastructure for the program, such as equipment and supporting devices, is ready and can be used smoothly. However, there are still obstacles in the form of unstable school Wi-Fi networks and limited digital content. These limitations have the potential to hinder students' comfort and intensity in using the Digital Literacy Corridor optimally.

Program Implementation in the Field, Evaluation of the program implementation process shows that the average score is in the moderately effective category, which means that the program implementation has gone according to plan, but has not yet reached the optimal level.

The frequency of use by students of 2.85 and the involvement of teachers in providing guidance and assistance of 2.75 are still classified as moderately effective and not yet optimal. The low intensity of teacher assistance is an indicator that the program has not been fully integrated and become an active part of daily learning practices. In fact, the role of teachers is very important as facilitators who guide and direct students to be able to utilize digital learning resources in a meaningful and effective way. These findings are also in line with research (Rahman et al., 2019), which reveals that active teacher involvement in technology-based learning is a key factor in increasing students' use of digital learning resources. Without strong pedagogical support from teachers, technology-based learning innovations tend to be merely additional facilities, and do not truly change or improve the quality of learning.

The Effect of the Program on Students' Academic Competence and Digital Literacy, The product dimension received an average score of 3.37 with a TPR of 84.17%, which is classified as effective. In the product dimension (TPR 84.17%), there was a noticeable change in student behavior in accessing information. The Digital Literacy Corridor functions as a “third space” that bridges the gap between conventional libraries and personal gadget access. This innovation creates a ubiquitous learning environment (anywhere). In the context of educational development, the effectiveness of this product shows that utilizing physical school assets (corridors) that have been converted into digital information centers can significantly increase student engagement without having to build new buildings.

This proves that the Digital Literacy Corridor Program has successfully had a positive impact on improving students' digital literacy and independent learning skills. There has been an increase in students' ability to search for digital information and greater independence in learning, which shows that students are beginning to master important 21st-century skills, such as the ability to access, evaluate, and utilize information critically and appropriately.

These findings are in line with research (Dakhi et al., 2025), which confirms that the use of digital learning resources contributes significantly to the development of students' digital literacy competencies and critical thinking skills.

The practical implication of this product evaluation result is that the Digital Literacy Corridor can be used as the best model in the development of learning resources based on the overall school environment. Theoretically, this result also reinforces the concept that digital literacy programs designed and implemented contextually in accordance with environmental needs can have a real impact on learning outcomes and improve student competence.

Conclusion Overall, the results of this study indicate that the Digital Literacy Program at SMP Negeri 1 Simpang Renggang has been running with a good level of effectiveness, particularly in terms of context and products, which have shown positive results. However, in terms of input and process, further strengthening is needed so that the impact and benefits of the program can be maximized. These findings reaffirm that the success of technology-based education programs requires alignment between program objectives, adequate resource availability, quality implementation, and tangible and beneficial outcomes for students (Surya & Moramowati, 2023).

A Critical Evaluation of the Digital Literacy Corridor Program at SMPN 1 Simpang Renggang

Although this study has generally succeeded in providing an overview of the effectiveness of the Digital Literacy Corridor Program through the application of the CIPP evaluation model, several limitations remain. These limitations should be carefully considered when interpreting the findings.

This research is subject to a number of constraints. The use of a descriptive quantitative approach and self-report-based instruments potentially introduces subjective bias, thereby limiting the ability to capture the in-depth subjective experiences of program stakeholders or to objectively measure digital literacy competencies through standardized testing. Furthermore, the scope of the study, which was confined to a single school and conducted within a relatively short time frame, restricts the generalizability of the findings and does not allow for a comprehensive assessment of the program's long-term impact on students' behavioral changes and academic achievement. In addition, the analysis did not examine more complex causal relationships, such as the influence of technical factors on students' learning motivation, which represents a crucial opportunity for future research development.

To achieve a deeper and more comprehensive understanding of the Digital Literacy Corridor Program, future studies are recommended to adopt several methodological approaches and strategies. First, the use of a mixed-methods design that balances quantitative and qualitative approaches is strongly encouraged. Through this approach, the collected data would not only be descriptive in nature but could also be analyzed more deeply and holistically. For instance, in addition to collecting quantitative data through surveys or tests, researchers could conduct in-depth interviews or focus group discussions (FGDs) to explore participants' perspectives and experiences in greater detail.

Second, future research should prioritize the use of objective and empirically validated measurement instruments. This can be achieved by complementing or replacing perception-based

data with standardized digital literacy assessments, pretest–posttest analyses of academic performance, and the collection of digital activity log data that systematically records participants’ interactions within digital learning environments. Such instruments would enhance the accuracy and reliability of the findings.

Third, expanding the scope of the study is highly recommended to improve the robustness and generalizability of the results. Researchers are advised to involve multiple educational institutions with diverse characteristics, including variations in geographical location, demographic composition, and socio-cultural context. This approach would not only strengthen the external validity of the research but also enable comparative studies examining differences in program effectiveness across groups or regions.

Fourth, the inclusion of additional research variables is essential to more comprehensively examine factors that may influence the success and effectiveness of the Digital Literacy Corridor Program. These variables may include teachers’ digital competencies as program implementers, the role and leadership style of school principals in supporting program implementation, and students’ motivation and engagement in digital literacy activities. Moreover, the existing literacy culture within the school should be considered as a significant variable that may substantially affect program outcomes.

Finally, the implementation of longitudinal studies is strongly recommended to obtain a holistic picture of the program’s sustained impact. By observing changes in learning behavior and academic achievement over a longer period, future research can determine whether the positive outcomes identified are temporary or represent lasting contributions to the enhancement of students’ digital literacy skills. This approach would also facilitate a better understanding of participants’ developmental trajectories and the supporting factors that influence the process over time.

Limitations and Future Research

Despite its contributions, this study has several limitations. The research was conducted in a single school and relied primarily on self-reported data, which may introduce subjective bias. In addition, the descriptive quantitative approach limits the ability to explore deeper experiences and perceptions of program participants. Future studies are therefore recommended to adopt mixed-methods approaches combining quantitative and qualitative data. Expanding the research to multiple schools and conducting longitudinal studies would also provide a more comprehensive understanding of the long-term impact of digital literacy programs on students’ learning outcomes.

CONCLUSION

The evaluation study of the Digital Literacy Corridor Program implemented at SMP Negeri 1 Simpang Renggang using the CIPP (Context, Input, Process, Product) evaluation model successfully provides a comprehensive and in-depth overview of the program’s effectiveness across several critical dimensions, namely context, input, process, and product. Overall, the findings indicate that the program has been implemented with a fairly high level of effectiveness, particularly in terms of the alignment between program objectives and students’ digital literacy needs, as well as the positive impact of the program in significantly enhancing students’ learning autonomy and digital literacy competencies.

In the context dimension, the study reveals that the objectives of the Digital Literacy Corridor Program are well aligned with and highly relevant to the actual needs of students at SMP Negeri 1 Simpang Renggang. The digital learning materials developed and provided through the program are consistent with the current curriculum and effectively support students in becoming more independent in searching for, accessing, and utilizing information. These findings reinforce the conclusion that the program planning was based on a well-conducted needs analysis, resulting in a strong contextual foundation that is closely aligned with real conditions in the field.

Regarding the input dimension, the evaluation results indicate that the availability of supporting resources for program implementation is generally adequate and effective. The basic infrastructure employed, particularly the use of QR code technology, functions well and contributes positively to the smooth execution of the program. Nevertheless, several challenges remain,

particularly related to internet network stability and the limited diversity of digital content provided. These factors constrain the optimal utilization of the program. This finding suggests that the success of digital literacy initiatives depends not only on the availability of facilities but also on the quality, reliability, and sustainability of the supporting technological infrastructure.

In terms of the process dimension, program implementation has proceeded relatively smoothly without major obstacles. However, the level of teacher involvement in providing guidance, facilitation, and motivation to students during digital learning activities has not yet reached an optimal level. This result highlights the need to strengthen teachers' roles as facilitators in digital literacy activities, so that the Digital Literacy Corridor can be more systematically and effectively integrated into daily instructional practices at school.

With respect to the product dimension, the Digital Literacy Corridor Program has demonstrated positive impacts on improving students' digital information-seeking skills, fostering greater learning autonomy, and supporting students' understanding of academic content. However, these impacts have thus far been measured primarily based on students' subjective perceptions and have not yet been fully supported by objective data derived from formal learning outcomes or standardized digital literacy assessments. This limitation presents an opportunity for future research to employ more empirically grounded measurement approaches in order to obtain a more accurate and valid assessment of the program's outcomes.

In general, this study is subject to several limitations that should be taken into account. These include the use of a descriptive quantitative method that relies on perception-based data collection instruments, a limited sample restricted to a single school, and a relatively short research duration. In addition, the study primarily captures participants' perceptions and does not examine direct correlations with students' cognitive learning outcomes. As a result, the findings cannot yet be broadly generalized to other school contexts, nor do they provide a detailed explanation of causal relationships among the variables examined.

Despite these limitations, the study makes a valuable contribution to the advancement of knowledge, particularly in the field of school-based digital literacy program evaluation. It enriches the application of the CIPP evaluation model within the context of innovative educational initiatives such as the Digital Literacy Corridor and provides important empirical evidence regarding the factors influencing the effectiveness of digital literacy programs at the junior secondary school level. Accordingly, the findings offer not only practical value as a reference for program improvement and policy considerations at the school level, but also a significant theoretical contribution to the broader development of program evaluation and digital literacy research in education.

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