EVALUATION OF THE CIPPO-BASED ONE TEACHER ONE INNOVATION PROGRAM AT SLB DHARMA WANITA KEBONSARI AND SLB PUTRA IDHATA IN MADIUN REGENCY

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Abstract
Inclusive education requires teachers to design learning activities that meet the needs of students with special needs. The One Teacher One Innovation Program at SLB Dharma Wanita Kebonsari and SLB Putra Idhata in Madiun Regency was implemented to improve teacher competencies while producing contextual learning innovations. This study evaluated the program using the CIPPO model with a qualitative multi–case study approach through in-depth interviews, observations, and documentation, analyzed using the interactive model of Miles and Huberman. The results show that the program aligns with the need to enhance teacher competencies and is supported by adequate learning facilities and school leadership. Implementation took place systematically through planning, execution, and continuous supervision. The resulting learning innovations succeeded in increasing student interest and engagement. In addition, the outcomes of the study indicate increased self-confidence and professional appreciation among teachers. Another significant impact was observed in graduates with special needs who were involved in the innovation products. They demonstrated real improvements in skills such as self-care, literacy, communication, and vocational abilities, making them better prepared for everyday life after graduation and able to apply these skills independently outside of school. These findings affirm that the program not only improves the quality of learning but also provides long-term benefits for the development of competencies among students with special needs.
Keywords: program evaluation, CIPPO model, teacher innovation, special education, SLB

Abstrak
Pendidikan inklusi menuntut guru mampu merancang pembelajaran sesuai kebutuhan peserta didik berkebutuhan khusus. Program Satu Guru Satu Inovasi pada SLB Dharma Wanita Kebonsari dan SLB Putra Idhata di Kabupaten Madiun dilaksanakan untuk meningkatkan kompetensi guru sekaligus menghasilkan inovasi pembelajaran kontekstual. Penelitian ini mengevaluasi program menggunakan model CIPPO dengan pendekatan kualitatif studi multi kasus melalui wawancara mendalam, observasi, dan dokumentasi, dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan program sesuai dengan kebutuhan peningkatan kompetensi guru dan didukung oleh sarana pembelajaran serta kepemimpinan sekolah. Pelaksanaan

berlangsung sistematis melalui tahap perencanaan, implementasi, hingga supervisi berkelanjutan. Produk inovasi yang dihasilkan berhasil meningkatkan minat belajar dan keterlibatan siswa. Selain itu, outcome penelitian menunjukkan peningkatan rasa percaya diri dan apresiasi profesional bagi guru. Dampak penting lainnya terlihat pada lulusan peserta didik berkebutuhan khusus yang terlibat dalam produk inovasi. Mereka menunjukkan perkembangan kemampuan nyata seperti keterampilan bina diri, literasi, komunikasi, dan vokasional, sehingga lebih siap menghadapi kehidupan sehari-hari setelah lulus dan dapat menerapkan keterampilan tersebut secara mandiri di luar sekolah. Temuan ini menegaskan bahwa program tidak hanya meningkatkan kualitas pembelajaran, tetapi juga memberikan manfaat jangka panjang bagi perkembangan kompetensi peserta didik berkebutuhan khusus.
Kata kunci: *Evaluasi program, CIPPO, inovasi guru, pendidikan khusus, SLB*

INTRODUCTION

Improving the quality of education is a strategic demand in the development of a national education system that is oriented towards improving the quality of learning in educational units (Law No. 20 of 2003). In this context, teachers play a central role as determinants of the learning process that are meaningful, effective, and have an impact on the development of students (Mulyasa, 2017). In special education, the challenges faced are increasingly complex because students have diverse learning characteristics so they need more adaptive, individual, and contextual learning services (Smith, 2012). Conditions in the field still show that SLB teachers often face obstacles in designing innovative learning due to limited resources, media, and the habit of using conventional learning strategies (Sari & Wulandari, 2020). Therefore, a professional coaching program is needed that encourages teachers to increase creativity, innovation, and the ability to create learning experiences that meet the needs of Students with Special Needs.

SLB Dharma Wanita Kebonsari and SLB Putra Idhata respond to this need through the implementation of the One Teacher One Innovation Program, which is an initiative to improve teacher competency through the obligation to produce one learning innovation that can be applied in the classroom. Programs like this are in line with the view that teachers' professional development needs to be oriented towards learning practices based on innovation, reflection, and real experience in the classroom (Mulyasa, 2017). It is important to evaluate this program to find out its effectiveness and the extent to which the program contributes to improving the quality of education in SLB.

Based on the initial study, a number of problems were found that need to be studied systematically. Among them are how the school context before the program is implemented, how ready are human resources and supporting facilities, how the process of implementing innovations in the classroom, the form of innovation products produced, and their impact on the quality of learning and student development. As stated by Stufflebeam & Zhang (2017), program evaluation must be able to provide a factual and comprehensive picture to support the decision-making process and program improvement, so this study is focused on five-dimensional evaluation in the CIPPO *(Context, Input, Process, Product, Outcome) model.*

To maintain the accuracy of the analysis and the scope of the research, this study was limited to the evaluation of the implementation of the One Teacher One Innovation Program in two educational units, namely SLB Dharma Wanita Kebonsari and SLB Putra Idhata. Evaluation is only carried out in the process of implementing learning innovation programs carried out by teachers through the CIPPO component. This restriction is needed so that the study is sharper, comprehensive, and in accordance with the main focus of the research (Arikunto, 2018).

In line with these limitations, the focus of the research is directed to answer five evaluative questions that are the core of the CIPPO framework, namely: (1) what is the context behind the implementation of the program, (2) how is the readiness of inputs in the form of human resources, infrastructure, policies, and supporting environments, (3) how is the process of implementing learning innovations in schools, (4) what is the form of innovation products produced by teachers, and (5) how the outcome or impact of the program on teachers, students, and learning culture in schools. Such a comprehensive evaluation approach is in line with the view of modern educational evaluation which demands a thorough exploration of program implementation to ensure the quality of implementation and sustainability of impact (Stufflebeam & Zhang, 2017).

This study aims to describe the implementation of the One Teacher One Innovation Program based on the CIPPO model so as to provide an objective picture of the effectiveness of the program and its contribution in improving the quality of learning in SLB. In particular, this study intends to identify aspects of the context of program implementation, analyze the readiness of supporting resources, examine the innovation implementation process, map the innovation products produced by teachers, and assess the outcomes achieved for both teachers and students. The results of the evaluation are expected to be a real reference in the development of learning innovation programs in other schools, as well as educational evaluation recommendations that emphasize the importance of research results being used to improve the professional development system of teachers (Wirawan, 2021).

This research has benefits for various stakeholders. For the Education Office, the research findings can be the basis for the development of policies to improve teacher professionalism based on innovation. For school principals, the results of the evaluation provide feedback to strengthen the implementation of the program and optimize the use of school resources. For teachers, research helps to provide critical reflection on the innovations carried out so that it can encourage creativity and innovation in sustainable learning. Meanwhile, for future researchers, this research can be a theoretical and methodological reference in the evaluation study of special education programs based on the CIPPO model.

METHODS
This study uses a qualitative approach with a multi-case study design to evaluate the implementation of the One Teacher One Innovation Program in two extraordinary schools

in Madiun Regency, namely SLB Dharma Wanita Kebonsari and SLB Putra Idhata. The qualitative approach was chosen because this research aims to understand the phenomenon in depth through the perspective of the research subject, the context of program implementation, the dynamics of the learning process, and the impact of innovation on improving teacher professionalism and the quality of student learning. Meanwhile, multi-case design is used to obtain a broader and more detailed description, allowing comparisons between cases to identify patterns, differences, and cause-and-effect relationships, ultimately resulting in better generalizations and a stronger understanding of a phenomenon.

The research location was chosen based on the consideration that both schools have implemented the One Teacher One Innovation Program in a planned and documented manner. The research subjects include school principals, teachers who carry out innovation programs, as well as supporting documents such as Teaching Modules, innovation reports, learning media, photos of activities, and supervision results. The determination of informants is carried out through purposive sampling techniques, which is to select informants who are considered to have competence, direct involvement, and in-depth knowledge about program implementation. This aims to ensure that the data obtained is really relevant to the purpose of the research.

Data collection was carried out through three main techniques, namely in-depth interviews, direct observations, and documentation studies. In-depth interview techniques are used to explore informants' experiences, perceptions, and understandings regarding the context, process, and impact of program implementation. Interviews were conducted face-to-face using semi-structured interview guidelines so that researchers still have a dialogue direction but remain open to new findings from the sources. Observations are made on the learning process in the classroom and school environment to observe the real application of innovation, including the interaction between teachers, learning media, and students. In addition, the documentation study was carried out by examining planning documents, activity reports, learning media artifacts, supervision results, activity photos, and other relevant school records as a source of supporting and reinforcing data.

The collected data was analyzed using Miles and Huberman's interactive analysis which consisted of three stages, namely data condensation, data presentation, and conclusion drawn. Data condensation is carried out by selecting, focusing, simplifying, and grouping data based on research categories based on CIPPO components, namely *context, input, process, product* and *outcome*. The data presentation stage is carried out by compiling findings in the form of a systematic narrative so that the relationship between data can be clearly seen. Furthermore, conclusions are drawn continuously throughout the analysis process to find the deep meaning of the phenomenon being studied. This analysis was carried out both individually per case and comparatively between cases to find patterns of similarities, differences, and meanings of findings at both research sites.

The validity of the data was tested using source triangulation, triangulation techniques, and member checks. Source triangulation is carried out by comparing information obtained from principals, teachers, and supporting documents to ensure data consistency. The triangulation technique is carried out by comparing the findings of interviews, observations, and documentation as a way to confirm the correctness of information from various angles. In addition, member checks are carried out by asking informants to review the summary of the findings so that researchers ensure that the interpretations made are in accordance with their experiences. This procedure aims to strengthen the credibility, trustworthiness, and validity of research findings. With this research method, the results of the study are expected to be able to provide a comprehensive picture of the effectiveness of the implementation of the One Teacher One Innovation Program at SLB Dharma Wanita Kebonsari and SLB Putra Idhata in Madiun Regency both from the aspects of context, resource readiness, implementation process, program results, and long-term impact on improving the quality of education in extraordinary schools.

RESULTS AND DISCUSSION

The results of the study show that the One Teacher One Innovation Program at SLB Dharma Wanita Kebonsari and SLB Putra Idhata has run effectively and in accordance with the goals of teacher professional development in special education. The results of the research on the *context* component show that the One Teacher One Innovation Program was implemented as a response to the need to improve teacher competence in arranging creative learning and according to the characteristics of students with special needs at SLB Dharma Wanita Kebonsari and SLB Putra Idhata in Madiun Regency. This program is in line with the demands of the national education policy that emphasizes improving the quality of services through directed, measurable, and contextual learning. The principals of both institutions view that learning at SLB requires a non-conventional approach and concrete media so that students can understand the material more easily. Therefore, this program is a teacher professional development strategy that not only measures administrative skills, but produces real works in the form of learning innovations that can be applied directly in the teaching and learning process.

In the *input component*, it was found that the success of the program was supported by the readiness of educational resources, both institutionally and personally. The principal provides full support through the provision of learning facilities, work socialization spaces, periodic supervision, and appreciation for teachers' work. The availability of facilities such as props, visual media, simple digital devices, and display rooms also strengthens the implementation of the program. In addition, teacher commitment is a dominant factor because almost all teachers are willing to produce at least one innovation in each program cycle. Teachers' motivation grows from the awareness that learning in SLB must be delivered through concrete, interesting, and able to stimulate student participation. This shows that the readiness of inputs is in the good category and supports the effectiveness of program implementation.

Furthermore, in the process component   of the program implementation, it runs systematically through several structured stages, namely identification of student learning needs, media planning and learning steps, implementation in the classroom, and evaluation and reflection on the results of activities. Each teacher designs his innovation by adjusting the learning conditions and obstacles of students so that the media produced is really relevant and applicable. The implementation process is also monitored through the supervision of the principal and periodic evaluation meetings that provide opportunities for teachers to present results, get input, and improve the next innovation product. Despite the obstacles such as limited time and certain means, teachers are able to get around them by utilizing simple materials and working together with peers. This shows that the program process is not a formality, but rather follows a real cycle of professional coaching.

In the *product component* of the One Teacher One Innovation Program, various creative learning products are directly used in the teaching and learning process in the classroom. These innovation products are in the form of role-playing media, vocabulary cards, reading-writing strategies, sensory motor media, and visual learning aids that make it easier for students to understand the subject matter. The innovations that teachers produce do not only become documents or administrative reports, but actually provide real changes in learning practices in the classroom. Students look more active, motivated, and enthusiastic in participating in learning because the media used is concrete, interesting, and according to their developmental needs. Innovation products are also documented and displayed in school rooms so that they become a source of shared learning for all school residents.

In the *outcome component*, research shows that programs have a broad impact on schools and teachers. Teachers experience increased creativity, confidence, and reflective ability in designing innovative learning. Schools are beginning to show a positive culture based on innovation, where teachers do not only work individually, but exchange ideas and experiences through regular discussion and supervision forums so that there is an improvement in the quality of educational services in the classroom, where learning becomes more meaningful, varied, and according to the characteristics of students with special needs. Another important impact can be seen in graduates of students with special needs who are involved in innovation products. They show the development of real abilities such as self-development, literacy, communication, and vocational skills, so that they are better prepared to face daily life after graduation and can apply these skills independently outside of school. In addition, the program strengthens the school's image as an adaptive and progressive institution in developing learning based on the needs of students. This proves that the program not only produces learning media, but also changes in the school's mindset, practices, and academic culture in a sustainable manner.

The results of the study show that the implementation of the One Teacher One Innovation Program has met all dimensions of the CIPPO model evaluation. In the context aspect, the implementation of the program has a clear foundation of needs, namely improving

teachers' competence in designing adaptive learning for students with special needs. This condition is in accordance with Stufflebeam's view that program evaluation must begin by identifying the needs, objectives, and suitability of the program with organizational conditions. In this context, the school has successfully directed program policy to the critical needs of special education units. From the *input component*, the program received strong managerial support from the principal through supervision policies, facilitation of activities, and direct motivation to teachers. Leadership support is the key to program success as affirmed in the theory of education management which states that the effectiveness of program implementation is greatly influenced by the role of educational institution leaders in creating a productive and supportive work environment.

The program implementation *process component* shows that teachers are able to carry out the innovation flow systematically, starting from needs analysis to evaluation of learning outcomes. This reflects that the implementation of the program is not just administrative, but encompasses the full cycle of development of learning practices as affirmed in the principles of the CIPPO evaluation model. Obstacles to implementation such as limited media and time can be overcome because teachers have good creativity and commitment and are able to utilize the environment and simple materials as teaching media. The *product* component shows that the program produces innovations that are applicable and relevant to the needs of students. Innovation is not only a report document, but is actually applied in learning and shows real changes, such as increased learning motivation, student interaction, and understanding of learning materials. This is in line with the view that an educational innovation must be seen in improving learning outcomes and the learning process in the classroom.

In the *outcome component*, the program has a further impact in the form of increasing teacher professionalism and creativity, the growth of school innovation culture, and the formation of learning communities between teachers. This condition reflects a positive organizational change. The program not only produces physical products in the form of media, but also changes in teachers' mentality to be more innovative and reflective in developing learning. Another important impact can be seen in graduates of students with special needs who are involved in innovation products. They show the development of real abilities such as self-development, literacy, communication, and vocational skills, so that they are better prepared to face daily life after graduation and can apply these skills independently outside of school. Thus, the One Teacher One Innovation Program has been proven to contribute to improving the quality of education at SLB comprehensively. Overall, this discussion shows that the program is considered effective and meets the implementation standards of educational programs based on the comprehensive evaluation of the CIPPO model. The program also has the potential to be replicated in other educational institutions as a strategy to increase teacher professionalism through hands-on practice in the classroom.

CONCLUSION

Based on the results of the study, it can be concluded that the One Teacher One Innovation Program at SLB Dharma Wanita Kebonsari and SLB Putra Idhata in Madiun Regency is effective in improving the quality of learning and teacher professionalism. In context, the program was born from the real needs of schools to present learning that is creative, adaptive, and according to the characteristics of students with special needs. The input component shows that the implementation of the program is supported by participatory school leadership, the availability of learning support facilities, and the high commitment of teachers to produce innovative works. In the process aspect, the program is carried out systematically through the stages of planning, implementation, monitoring, and evaluation that actively involve teachers and school principals. In the product component, this program is able to produce various learning innovation products that are applicable and provide a more interesting, meaningful, and effective learning experience for students. In the outcome component, the long-term impact of the program is also seen in the increase in creativity, independence, and reflective ability of teachers in developing learning, accompanied by the growth of a culture of innovation in the school environment. Thus, the One Teacher One Innovation Program has proven to contribute positively to improving the quality of educational services at SLB and is worthy of being used as a model for teacher professional development that can be replicated in other educational units.

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