Evaluation of the CFS Program in Bekasi City Using the CIPP Model

Nurfajriah*, Anan Sutisna, Faisal Madani

Pascasarjana Penelitian dan Evaluasi Pendidikan, Sekolah Pascasarjana, Universitas Negeri Jakarta, Jakarta, 13220, Indonesia

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A B S T R A C T

This study evaluates the implementation of the Child-Friendly School (CFS) program in Bekasi City using the CIPP model (Context, Input, Process, Product). Data were collected through interviews, field observations, and document analysis to capture the perspectives of principals, teachers, students, and parents. Findings show significant variations among schools. SDI Labschool STAI Bani Saleh achieved a mature implementation stage, with child-friendly principles fully internalized, participatory learning applied, and strong collaboration with parents and community stakeholders. SMPN 4 Bekasi was in a transitional phase, with partial teacher readiness and limited facilities, while MI At-Taqwa 28 remained at an initial stage, emphasizing socialization rather than practical application. Analysis indicates that low contextual and input readiness restricts the quality of processes and outcomes, whereas higher readiness supports inclusive practices and student well-being. This study provides practical recommendations for improving teacher capacity, school infrastructure, and stakeholder engagement, aiming to strengthen the sustainability and effectiveness of CFS programs in urban contexts. The results also offer guidance for policymakers and school administrators to enhance child-centered education practices in similar urban settings.

1. Introduction

Schools should be safe and nurturing places where children's rights are respected and their potential can grow. In Indonesia, cases of violence and neglect in schools remain a serious concern. By August 2023, the Indonesian Child Protection Commission (KPAI, 2023) reported 861 incidents of violence in schools from a total of 2,355 violations of children's rights. Early in 2024, 141 complaints were filed, 35% of which came from educational settings, indicating a sharp increase in school-based violence from 285 cases in 2023 to 573 cases in 2024, mostly in formal schools. These numbers suggest that many schools are still not fully safe for children

The COVID-19 pandemic made existing problems in schools even worse. During remote learning, teachers could not fully observe or support students, which made it difficult to notice early signs of abuse or distress. Many students felt isolated and struggled with the lack of interaction with their peers. After schools reopened, they faced pressures from catching up academically, dealing with stress, experiencing bullying, and feeling unsafe. Some teachers found it challenging to manage learning recovery while also supporting students' emotional needs. Limited mental health resources and parental support added to the difficulties. Rebuilding trust in schools as safe and supportive environments has become an urgent priority (UNICEF, 2015).

Problems in schools are not only about individual incidents. Violence also appears in structural ways, through policies and practices that ignore students' voices, promote authoritarian norms, and overlook inclusivity. These cultural patterns often concentrate power with adults and limit opportunities for children to participate meaningfully in school life (Hidayat & Nuryanti, 2020). The Indonesian government has introduced several regulations to address this issue. Permendikbud No. 21 Tahun 2022 on Prevention of Violence in Educational Settings provides specific guidance for preventing and handling violence in schools (Kemendikbudristek, 2022). In addition, Law No 35 Tahun 2014 on Child Protection, Presidential Regulation No. 25 Tahun 2021 on Child-Friendly Cities, and the Ministerial Regulation on CFSs, (2014) establish a broader framework to safeguard children's rights and promote child-friendly practices. Bekasi City has incorporated these regulations into its local policies, adopting the CFS (CFS) program as part of its effort to create safe and supportive educational environments.

Despite regulations, implementation in schools is often inconsistent. Many schools focus on slogans or ceremonial activities without embedding child-friendly principles into daily practices (Hidayat & Nuryanti, 2020). Cultural resistance, obedience-oriented norms, and a limited understanding of non-discrimination hinder schools from fully adopting these values. Teacher-student relationships remain hierarchical, and student forums often do not function effectively, as reported by Wulandari (2024) and Rohman & Susilo (2019). International research shows similar challenges. International studies have highlighted similar patterns in implementing child-centered education. Teachers may have technical skills but still struggle to create inclusive and emotionally responsive classrooms without culturally relevant training (Keehne, 2022). Professional development works best when schools support ongoing learning and reflection (Kawakami, 2024). These findings show that successful child-centered programs need commitment at all levels, not just formal compliance (Stufflebeam, 2017).

Evaluation is essential to ensure that schools genuinely cultivate cultures respecting children's rights and promoting meaningful participation. Previous studies on CFS in Indonesia have largely focused on descriptive analyses or policy alignment, offering limited insight into how child-rights principles are operationalized (Nurdin, 2023). The CIPP model (Context, Input, Process, Product) developed by (Stufflebeam, 2003) provides a comprehensive framework for evaluating complex education programs, capturing both structural and cultural dimensions. By

examining program context, resources, implementation processes, and outcomes, the model helps identify strengths, weaknesses, and areas for improvement, ensuring that evaluation goes beyond administrative compliance to reflect actual practice. This study aims to evaluate the implementation of the CFS program in Bekasi City using the CIPP model, focusing on how principals, teachers, students, and parents perceive and apply child-friendly principles in everyday school practices. The findings are expected to inform policy refinement, strengthen school practices, and contribute to broader discussions on rights-based education in Indonesia.

The significance of evaluating the CFS program in Bekasi City is reflected in the growing need for evidence-based policy improvements. Urban schools often face challenges such as high student density and limited access to resources. Diverse socio-economic backgrounds may also influence program implementation differently than in rural areas. Understanding how child-friendly principles are operationalized in these urban contexts provides critical insights into both strengths and gaps in current practices. Engaging multiple stakeholders, including teachers, students, parents, and local authorities, offers a comprehensive perspective on the interaction between structural policies and cultural practices in schools. This approach ensures that evaluation findings can inform actionable recommendations, enhance program sustainability, and promote broader adoption of rights-based education practices across similar urban settings.

This study also provides practical insights for improving the CFS program in Bekasi, highlighting strategies that can enhance student well-being, participatory learning, and effective engagement of teachers, parents, and community stakeholders. Understanding how these principles operate in urban schools can guide evidence-based interventions and resource allocation, ensuring that child-friendly practices are not only policy statements but also tangible realities in everyday school life. Comparisons with international experiences reveal that lessons from other countries implementing child-centered education such as the integration of inclusive teaching methods, structured student participation mechanisms, and ongoing professional development can inform local adaptations and strengthen program effectiveness. Incorporating these insights into program planning and evaluation can support the long-term sustainability of child-centered practices and foster a culture that genuinely respects children's rights.

2. Methodology

Research Design

This study employed a qualitative approach with an exploratory design to evaluate the implementation of the CFS (CFS) program in Bekasi City. This approach allowed the researcher to gain a deep understanding of the social context, implementation processes, and the experiences of stakeholders within the school environment without direct intervention. Using qualitative exploratory methods aligns with Creswell (2019) emphasis on understanding social phenomena in depth,

while Yin (2018) highlights the importance of contextually rich case studies to capture complex program dynamics. The type of research used was evaluative, applying the CIPP model (Context, Input, Process, Product) developed by Stufflebeam (2003). This model was chosen because it offers a comprehensive evaluation framework, encompassing the program context, the availability and readiness of resources, implementation processes in the field, and the outcomes or impacts of the program on the school environment.

Data Collection

Data were collected through semi-structured interviews, non-participant observation, and document analysis to obtain a comprehensive understanding of the implementation of the CFS (CFS) program. Interviews were conducted with school principals, teachers, students, parents, and relevant stakeholders to evaluate their understanding of child-friendly principles and their experiences in daily school practices. Observations were carried out to examine interactions among stakeholders, student participation in academic and extracurricular activities, and the implementation of school policies that promote safe and inclusive learning environments. Document analysis included reviewing school regulations, program reports, and administrative records, ensuring that the evaluation relied not only on perceptions but also on written evidence supporting program implementation. Informants were purposively selected based on their direct involvement in the program, ensuring the data represented diverse and relevant perspectives. This triangulation approach enabled the researcher to assess the consistency between policies, practices, and stakeholder experiences, while evaluating the context, input, process, and product dimensions in accordance with the CIPP model.

Instrument

The research instruments were developed by adopting and adapting the official indicators of the CFS program as formulated by the Ministry of Women's Empowerment and Child Protection (KemenPPA, 2021). These indicators include eight main components that reflect the principles of children's rights in educational settings. The first component, CFS policies, ensures that regulations and rules are aligned with child protection standards. Child rights-based curricula integrate the principles of equality, inclusivity, and participatory learning in daily classroom activities. Educator and staff involvement emphasizes the active role of teachers and school personnel in promoting children's rights and well-being. Child-friendly infrastructure focuses on safe, accessible, and stimulating learning environments. Child participation encourages students to express their opinions and contribute to decision-making processes. Parental involvement fosters collaboration between school and family to support children's development. School-stakeholder partnerships strengthen connections with the community and relevant agencies. Finally, mechanisms for protection and complaint handling provide safe channels for reporting and addressing violations of children's rights.

Policy aspects and local needs were mapped into the context component, reflecting the normative, legal, and social foundations of the CFS program. This component

helps evaluate whether schools operate within supportive policies and societal expectations that promote children's rights. The input component covered the readiness of human resources, including teacher knowledge and skills, the adequacy of facilities, and the availability of budget to support program activities. Assessing these inputs ensures that schools have the necessary resources to implement child-friendly practices effectively. The process component focused on the engagement of school actors in program implementation, examining how teachers, staff, students, and parents participate in daily activities that embody child-centered principles. Finally, the product component evaluated the impact of the program on school culture, student behavior, academic engagement, and overall well-being, providing evidence of whether CFS principles translate into tangible outcomes in the school environment.

The research instruments consisted of semi-structured interview guides, observation protocols, and document analysis sheets. All instruments were developed thematically and contextually based on the CFS indicators and aligned with the four components of the CIPP evaluation model. Content validation was conducted through expert judgment by three experts representing two key areas of expertise: educational program evaluation and women's empowerment and child protection. The validation process aimed to ensure that each item reflected relevant indicators, conveyed clear meaning, and was contextually appropriate for assessing the implementation of CFS at the school level. In addition, follow-up interviews and classroom observations were conducted to capture more nuanced perspectives and real-time interactions, providing deeper insight into the practical application of child-friendly principles in daily school activities.

Data Analysis

Data were analyzed using a qualitative descriptive approach based on the four components of the CIPP evaluation model: Context, Input, Process, and Product. This framework provided a comprehensive structure for understanding the implementation of the CFS (CFS) program and assessing its alignment with the official indicators established by the Ministry of Women's Empowerment and Child Protection (KemenPPA, 2021). The analysis process began with data reduction, where information was selected, categorized, and organized according to the study's focus areas. The next stage involved thematic grouping of data under the CIPP components through open and axial coding to identify key themes, meanings, and relationships. Data validity was strengthened through source and method triangulation, combining interviews, observations, and document analyses to ensure consistency and accuracy. Peer debriefing was also conducted with academic experts to enhance the credibility and reliability of the interpretation. The context analysis examined institutional policies and social environments that supported the realization of child-friendly principles, while input analysis focused on human resources, facilities, and financial readiness. The process analysis explored the engagement of teachers, staff, students, and parents in practices promoting children's rights, and the product analysis assessed outcomes related to school culture, student behavior, and overall learning well-being. The findings were synthesized into evaluative conclusions that described the degree of achievement

and effectiveness of the CFS program implementation. These results served as the basis for providing recommendations to strengthen future program implementation and sustainability.

3. Results and Discussion

Context Evaluation

Context evaluation assesses the extent to which school policies, commitment, and social readiness support the implementation of the CFS (CFS) program.
The results indicate significant differences across schools:

  SDI Labschool STAI Bani Saleh: Score 3 → (100%). The school has fully internalized CFS values. Non-discrimination policies are implemented, students participate in developing classroom agreements, and collaboration with parents and stakeholders is active. Students reported feeling safe, respected, and empowered to participate.

  SMPN 4 Kota Bekasi: Score 2 → (66.7%). While a CFS team decree and SOP exist, the internalization of child-friendly values among staff remains uneven. Some facilities, particularly for female students, are limited.

  MI At-Taqwa 28 Bekasi: Score 1 → (33.3%). Implementation is still focused on socialization and policy development, with stakeholders showing limited understanding of CFS principles.

Input Evaluation

Input evaluation examines the readiness of human resources, facilities, and budget. The scoring and percentage calculation were conducted using the same method as in the context evaluation.

  SDI Labschool STAI Bani Saleh: Score 3 → (100%). Teacher and parent involvement is high, although formal training is not evenly distributed. Facilities are adequate, but a dedicated counseling room is unavailable.

  SMPN 4: Score 2 → (66.7%). Facilities are sufficient, yet teacher training is limited to counselors and principals. Students feel comfortable, though complaints about toilet cleanliness and limited playground space were noted.

  MI At-Taqwa 28: Score 1 → (33.3%). Facilities are limited, teachers have not received formal training, and no counseling room is available. The school has begun responding gradually to parental feedback.

Process Evaluation

Process evaluation assesses how CFS activities are implemented in classrooms and school-wide:

  SDI Labschool STAI Bani Saleh: Score 3 →(100%). Participatory methods are applied, including group discussions, icebreaking activities, and student involvement in classroom decisions and extracurricular activities. Parents are routinely engaged.

SMPN 4: Score 2 →(66.7%). Teachers adopt a communicative approach, and the Student Council (OSIS)) supports character development, but student participation in decision-making remains partially structured.

MI At-Taqwa 28: Score 1 → (33.3%). Teaching remains predominantly lecture-based. Students participate in creative activities, but no formal forum exists for voicing opinions.

Product Evaluation

Product evaluation examines the outcomes of CFS implementation in terms of student behavior, participation, and well-being:

SDI Labschool STAI Bani Saleh: Score 3 → (100%). Students demonstrate positive behavior, high participation, and good emotional well-being. Parents reported increased independence and engagement in school activities.

SMPN 4: Score 2 → (66.7%). Students show emerging positive behaviors, confidence, and growing participation despite limited facilities.

MI At-Taqwa 28: Score 1 → (33.3%). Students experience emotional satisfaction and initial participation, but involvement remains limited due to the early stage of implementation.

Comparative Table of CIPP Scores and Percentages

Before elaborating on the findings, a comparative summary of the three schools based on the four components of the CIPP evaluation model was compiled. Each component context, input, process, and product was assessed using a three-point scale, where a score of 3 indicates full implementation, 2 represents partial implementation, and 1 denotes an initial stage. The percentage column illustrates the proportional achievement of each school in realizing the principles of the CFS (CFS) program. The comparative overview is presented in Table 1.

Table 1. Comparative Scores and Percentages Based on the CIPP Components

Component	SDI Labschool STAI Bani Saleh	SMPN 4	MI At-Taqwa 28	Percentage (%)
Context	3	2	1	100 / 66.7 / 33.3
Input	3	2	1	100 / 66.7 / 33.3
Process	3	2	1	100 / 66.7 / 33.3
Product	3	2	1	100 / 66.7 / 33.3
Total	12	8	4	100 / 66.7 / 33.3

Source: Authors' own analysis.

Before presenting the chart, the comparative results of the three schools based on the four components of the CIPP model were summarized in Table 1. Each component context, input, process, and product Percentage = School Score/ (maximum Score) x 100 was scored on a three-point scale, with 3 representing the highest level of implementation and 1 the lowest. The percentage values indicate each school's relative achievement in implementing the CFS (CFS).

To visualize the differences in implementation stages among the three schools, the data from Table 1 were presented in Figure 1. This chart illustrates the progression of each school in adopting CFS principles, highlighting variations in development stages.
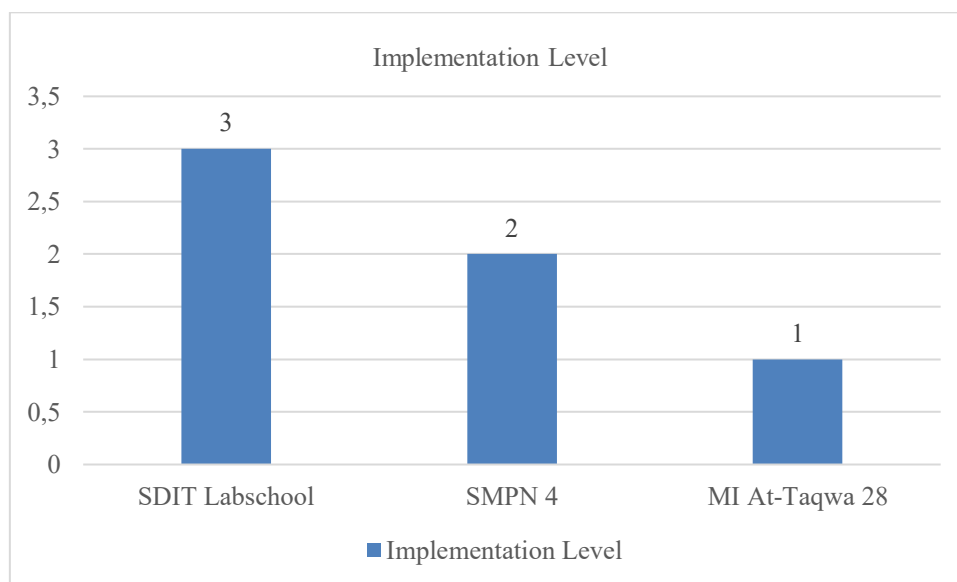
Source:Authors' own analysis

Figure 1. Implementation Stages of the CFS Program across Three Institutions

This chart illustrates the com parative implementation stages of the CFS (CFS) program across three institutions. SDI Labschool STAI Bani Saleh has reached the mature stage, SMPN 4 is in transition, and MI At-Taqwa 28 is at the initial stage. This visual reinforces the evaluation findings and highlights the need for differentiated support strategies. The figure also emphasizes the correlation between contextual and input readiness with implementation outcomes, as seen in the contrast between SDI Labschool and MI At-Taqwa 28.

Discussion

The evaluation of the CFS (CFS) program using the CIPP model reveals significant differences in readiness, implementation, and outcomes across the three schools studied. SDI Labschool STAI Bani Saleh demonstrates a mature stage across all CIPP components, reflecting full internalization of child-friendly values. The school has established non-discrimination policies, active student participation in classroom decision-making, and strong collaboration with parents and stakeholders. Students reported feeling safe, respected, and empowered to participate actively in school activities. This finding aligns with UNICEF (2015), which emphasizes that CFSs must integrate participatory mechanisms and non-discrimination principles to enhance student well-being. Furthermore, Rohman (2019) suggests that schools with fully internalized child-friendly values foster positive school climate and improve students' socio-emotional outcomes.MI At-Taqwa 28 is in the initial stage, focusing on policy formulation and socialization, with limited input and process

readiness. Despite this, students experience some emotional satisfaction and early participation. This situation aligns with Kemendikbud (2022) suggesting that early-stage implementation requires intensive mentoring and stakeholder engagement to gradually achieve desired CFS outcomes. Similar evidence is reported by Hidayat & Nuryanti (2020), who highlight that stakeholder engagement and supportive school culture are critical for effective implementation of CFS programs. In addition, Inniyah & Mulawarman (2021) found that context and input readiness strongly influence the process and product components in schools implementing CFS

SMPN 4 Kota Bekasi is in a transitional phase, with partial internalization of child-friendly principles. While the school has established an official CFS decree and SOPs, some facilities, particularly those supporting female students, remain limited. Teacher training on child rights and child-friendly practices is inconsistent, affecting uniform implementation across classrooms. These observations reflect Fadhilah (2025), who note that infrastructure and teacher preparedness significantly impact the effectiveness of CFS programs. Additionally, partially structured student participation corresponds Kurniadi (2023) indicating that active engagement and consistent facilitation are key to sustaining participatory culture. The transitional stage observed here illustrates that successful outcomes depend on continuous improvement in teacher competence, optimization of resources, and reinforcement of participatory processes, aligning with Stufflebeam (2017), highlighting that process readiness significantly influences program outcomes. The transitional stage observed here suggests that interventions are required to strengthen teacher capacity, optimize resources, and institutionalize participatory practices.

MI At-Taqwa 28 remains at the initial stage of CFS implementation, primarily focusing on socialization and policy formulation. Limited stakeholder understanding, minimal teacher training, and inadequate facilities have restricted the internalization of child-friendly values. Despite these constraints, students begin to experience some emotional satisfaction and participate in creative activities, though formal forums for expressing opinions are lacking. This early-stage implementation aligns with findings from Kemendikbud (2022) and Keehne (2022), which emphasize that schools in the initial phase require intensive mentoring, structural support, and sustained engagement of stakeholders to gradually achieve meaningful child-centered practices.

A cross-component synthesis indicates that deficiencies in context and input significantly affect process and product outcomes. For instance, MI At-Taqwa 28's limited resources and low stakeholder awareness hinder the establishment of participatory learning processes, resulting in lower student engagement and emotional well-being scores. Conversely, SDI Labschool STAI Bani Saleh's mature context and high input readiness facilitate participatory processes, yielding positive behavioral outcomes, high participation rates, and overall student well-being. These findings reinforce Stufflebeam (2017) assertion that context, input, and process are interdependent, and their alignment is crucial for achieving desired program products.

In summary, the CIPP evaluation demonstrates that:

Mature implementation (SDI Labschool STAI Bani Saleh) fosters holistic child-friendly practices, integrating policy, resources, participatory processes, and tangible outcomes. Transitional implementation (SMPN 4) reflects partial alignment, with key gaps in teacher competence and infrastructure impacting program effectiveness. Initial implementation (MI At-Taqwa 28) requires intensive interventions to build capacity, improve facilities, and establish participatory mechanisms.

4. Conclusion

The evaluation of the CFS (CFS) program in Bekasi City using the CIPP model reveals significant differences among the three schools. SDI Labschool STAI Bani Saleh has reached a mature stage across all components, demonstrating full internalization of child-friendly values, active student participation, supportive teacher-student relationships, and strong collaboration with parents and stakeholders. SMPN 4 Kota Bekasi shows transitional implementation, with partial adoption of CFS principles, uneven teacher training, and limited infrastructure affecting program effectiveness. MI At-Taqwa 28 remains at the initial stage, requiring intensive mentoring, capacity building, and infrastructural support to foster meaningful child-cantered practices. Cross-component analysis indicates that contextual readiness and input quality directly influence process and product outcomes. Sustainable implementation depends on integrated efforts combining leadership commitment, teacher competence, student participation, and stakeholder collaboration. Strengthening professional capacity, improving facilities, and formalizing participatory mechanisms are essential to ensure that CFS principles are effectively translated into daily educational practices and create a genuinely CFS culture.

Acknowledgement

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