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Evaluation of the New Student Admission System Service Program in Improving Educational Quality at SMA Negeri 5 Sekadau Hilir Using the CIPP Model

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ABSTRACT

The student admission system is a strategic instrument for ensuring equitable access and improving the quality of education; however, its implementation often remains administratively oriented and does not fully support sustainable quality management. This study aims to evaluate the student admission service system by examining policy alignment, resource readiness, service process quality, and its implications for educational quality. The research employs a qualitative approach with an evaluative design based on the Context, Input, Process, and Product (CIPP) model. Data were collected through semi-structured interviews, observation of service processes, and document analysis, and were analyzed interactively through data reduction, categorization, and interpretation of findings. The results indicate gaps between policy objectives and operational implementation, limitations in supporting inputs, service processes that remain largely procedural, and suboptimal use of admission outcomes for quality planning. The discussion emphasizes that student admission services need to be reoriented from merely an administrative selection mechanism to a strategic instrument for improving educational quality. This study concludes that the CIPP model is effective as a comprehensive evaluation framework to support data-driven decision-making and continuous improvement in educational management.

1. Introduction

New student admission is one of the strategic policy instruments within the education system that plays a crucial role in ensuring equitable access, service distribution, and the sustainable improvement of educational quality. From the perspective of modern educational management, student admission systems are no longer viewed merely as administrative procedures, but rather as an integral part of quality governance that determines the quality of educational inputs and directly

affects learning processes and outcomes in educational institutions (Elly et al., 2024; Sugandi et al., 2025). Therefore, the quality of services within the new student admission system serves as an initial indicator of an educational institution's success in delivering quality and accountable education.

In Indonesia, policies on new student admissions (PPDB) have undergone significant changes, particularly since the implementation of the zoning system, which aims to reduce disparities in educational quality among schools and to expand equitable access to education for all segments of society. Several studies indicate that, conceptually, the zoning policy has considerable potential to promote equity in educational quality (Safitri & Istiyono, 2022a; Yetra & Hakim, 2022). Nevertheless, its implementation at the regional and school levels continues to face various challenges, including service limitations, human resource readiness, system transparency, and public perceptions of fairness (Bakar et al., 2020; Suherman & Nur, 2021).

Empirical studies evaluating PPDB implementation in various regions have produced mixed findings. Kristyaningrum & Ardiansyah (2019) found that the implementation of zoning-based PPDB in Brebes Regency had not been fully optimal in terms of input and process aspects, particularly with regard to technical preparedness and policy socialization. Similar findings were reported by Hoerudin (2019) in Bandung City and Hulantu et al. (2021) in Gorontalo Province, who highlighted weaknesses in service quality and the management of online systems during PPDB implementation. These variations in evaluation outcomes indicate that the effectiveness of new student admission systems is strongly influenced by local contexts and the managerial capacity of each educational institution.

In the context of improving educational quality, the service quality of the new student admission system has direct implications for the quality of educational inputs. Widodo et al. (2022) emphasize that professionally managed and quality-oriented student admission strategies can contribute to improvements in student quality and the academic climate of schools. Conversely, admission systems that lack transparency and responsiveness may lead to public dissatisfaction and negatively affect public trust in educational institutions (Elly et al., 2024; Mutmainnah et al., 2025). To evaluate the complexity of educational programs such as PPDB, a comprehensive evaluation framework oriented toward continuous improvement is required. The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam is one of the most widely used and internationally recognized models for evaluating educational programs (Stufflebeam & Zhang, 2017; Susanti et al., 2025; Warju, 2016). This model enables evaluators to systematically and holistically assess the appropriateness of policy context, the adequacy of resources, the quality of implementation processes, and the achievement of program outcomes.

Several studies have demonstrated the effectiveness of the CIPP model in evaluating new student admission programs. (Mujahidah et al., 2024) show that the CIPP model is capable of comprehensively identifying the strengths and weaknesses of PPDB, particularly in terms of policy context and service processes.

Literature reviews conducted by Suri & Hariyati (2024) as well as Alanshori et al. (2025) further confirm that the CIPP model is relevant for evaluating educational programs in Indonesia because of its adaptability to local contexts and its orientation toward data-driven decision making.

However, most previous studies have focused on evaluating PPDB policies at the regency or municipal level or on macro-policy aspects, while research that specifically evaluates the service quality of new student admission systems at the senior high school level, particularly in non-metropolitan areas, remains relatively limited. In addition, few studies have explicitly linked the quality of PPDB service systems with institutional improvements in educational quality, especially from a school management perspective. SMA Negeri 5 Sekadau Hilir, as a secondary education institution located in a regional area, has social, geographical, and managerial characteristics that differ from schools in major urban centers. Challenges in educational service delivery, resource limitations, and demands for quality improvement make the evaluation of the new student admission system a strategic necessity. A CIPP-based evaluation in this school context is expected to provide a comprehensive picture of policy alignment, input readiness, service process quality, and the contribution of the new student admission system to improving educational quality.

From an academic perspective, this study is expected to contribute to the enrichment of the educational evaluation literature, particularly regarding the application of the CIPP model in evaluating new student admission service systems at the secondary school level. Practically, the findings are expected to serve as a basis for decision making by school management and regional education stakeholders in designing improvements to PPDB service systems that are more effective, equitable, and quality-oriented. Therefore, this study explicitly aims to evaluate the implementation of the new student admission (PPDB) service system at SMA Negeri 5 Sekadau Hilir using the CIPP model, focusing on context, input, process, and product aspects, in order to identify its strengths and weaknesses and to formulate strategic recommendations for improving the quality of educational services.

2. Methodology

This study employs a qualitative approach with an evaluative design to obtain an in-depth and holistic understanding of the quality of services in the new student admission system (PPDB) and its implications for improving educational quality at the school level. A qualitative approach was selected as it enables the exploration of stakeholders' meanings, perceptions, and experiences in a contextual and naturalistic setting, thereby providing a comprehensive understanding of PPDB policy implementation in practice. The evaluative design, grounded in the CIPP (Context, Input, Process, Product) model, facilitates a systematic assessment of the alignment between policy, planning, implementation, and program outcomes with actual school needs and conditions. This model emphasizes continuous

improvement and evidence-based decision making (Sanjaya et al., 2019; Susanti et al., 2025; Wulan et al., 2026).

The participants of this study consisted of the principal, vice principal for curriculum, members of the PPDB committee, administrative staff, as well as representatives of parents and newly admitted students at SMA Negeri 5 Sekadau Hilir. Participants were selected purposively based on their level of involvement, strategic roles, and understanding of PPDB policies and practices. This selection ensured that the data reflected diverse and relevant perspectives, thereby strengthening the evaluative analysis across each CIPP dimension.

Instrument

The primary research instrument in this study was the researcher, supported by several data collection tools, including semi-structured interview guides, observation checklists, and document analysis forms. The interview guides were developed based on the CIPP evaluation framework, covering context (policy and needs), input (resources and readiness), process (implementation of PPDB services), and product (outcomes and impacts). Observation checklists were used to systematically record actual service practices, while document analysis forms were designed to examine relevant policy documents, technical guidelines, and PPDB implementation reports. These instruments ensured that data collection was systematically aligned with the research objectives and evaluation framework.

Data Collection

Data were collected through semi-structured interviews, non-participant observation, and document analysis. Interviews were conducted with selected participants to explore their perceptions and experiences regarding PPDB implementation. Observations were carried out to directly assess the service delivery process in its natural setting, while document analysis was used to examine official documents related to PPDB policies and implementation. The combination of these techniques allowed for comprehensive and complementary data collection. To ensure data trustworthiness, this study employed triangulation of sources and methods, as well as member checking with informants to validate the accuracy of interpretations and minimize researcher bias (Bakar et al., 2020; Kurniawati, 2020; Sudarwan & Tola, 2021).

Data Analysis

Data analysis was conducted interactively and continuously using the model of data reduction, data display, and conclusion drawing. The analysis process involved organizing and categorizing data according to the four dimensions of the CIPP model: context, input, process, and product. This categorization enabled a systematic evaluation of each component of the PPDB program. The findings from each dimension were then interpreted to identify strengths, weaknesses, and areas for improvement. Through this process, the study generated evaluative conclusions

and strategic recommendations aimed at improving the quality of PPDB services and supporting continuous educational quality enhancement.

3. Results and Discussion

The determination of the evaluation focus in this study is directed at the student admission service system (PPDB) as a strategic component of quality management in education at the school level. This focus is established based on the consideration that the quality of PPDB services plays a crucial role in determining the quality of educational inputs and in shaping public trust in educational institutions. To ensure a comprehensive evaluation oriented toward continuous improvement, this study adopts the CIPP (Context, Input, Process, Product) evaluation model as the main evaluative framework, as this model enables a systematic assessment of policy alignment, resource readiness, quality of implementation, and program outcomes within the real school context, as shown in Table 1 below.

Table 1. Analysis of the Determination of Evaluation Focus and Evaluation Framework (CIPP Model)

No.	CIPP Dimension	Evaluation Focus	Analyzed Aspects
1	Context	Alignment of policies and school needs	PPDB objectives, regulations, characteristics of the school environment, educational quality needs
2	Input	Readiness of resources and supporting systems	PPDB committee human resources, facilities and infrastructure, service systems, admission procedures
3	Process	Quality of PPDB service implementation	Service mechanisms, transparency, service flow, responsiveness
4	Product	Outcomes and impacts of PPDB services	Quality of student input, stakeholder satisfaction, implications for school quality

The establishment of an evaluation focus based on the CIPP model enables this study to assess the student admission service system holistically, not only in terms of final outcomes but also in terms of policy context alignment, adequacy of inputs, and quality of implementation processes. Within this framework, evaluation does not stop at judging program success or failure, but is directed toward identifying areas for strategic and sustainable improvement. This approach is consistent with the primary objective of educational evaluation, namely to support evidence-based decision making and institutional quality improvement in education.

The preliminary study in this research was conducted to understand the social, regulatory, and institutional context of the implementation of the student admission system (PPDB) at SMA Negeri 5 Sekadau Hilir. Context analysis is considered crucial because the success of the PPDB program is strongly influenced by the alignment between established policies, the characteristics of the school environment, and the actual needs of the community. Within the CIPP evaluation framework, context analysis serves as the foundation for assessing the rationality

of program objectives and their relevance to school conditions, ensuring that the evaluation remains grounded in the surrounding empirical realities, as shown in Table 2 below.

Table 2. Analysis of the Preliminary Study and Context Analysis of PPDB Implementation

No.	Context Aspect	Preliminary Findings	Implications for PPDB
1	Regulatory	PPDB is implemented in accordance with national policies and regional technical guidelines	Schools are required to adapt general policies to local conditions
2	Social	Heterogeneity of the social and geographical backgrounds of prospective students	Increases the need for fair, transparent, and inclusive services
3	Institutional	Limitations in school resources and managerial capacity	Requires efficient and adaptive PPDB management
4	Program Objectives	PPDB is directed toward equitable access and improving the quality of student input	Normative objectives need to be examined for their alignment with actual implementation

The results of the preliminary study indicate that the implementation of PPDB at SMA Negeri 5 Sekadau Hilir operates within a relatively clear policy framework but faces contextual challenges arising from the school's social and institutional conditions. Differences in the characteristics of prospective students, limited resources, and demands for equitable access require a PPDB service system that is not only administratively compliant but also responsive to local needs. This context analysis emphasizes that PPDB evaluation should focus on the extent to which policy objectives can be realistically translated into service practices at the school level, so that the evaluation results can serve as a basis for relevant and sustainable program improvement.

The selection of the research site and participants represents a strategic stage to ensure the relevance and depth of the evaluation of the student admission service system (PPDB). SMA Negeri 5 Sekadau Hilir was chosen as the research location because it represents a secondary education institution in a non-metropolitan area with distinctive contextual challenges, encompassing social, institutional, and service capacity aspects. Within an evaluative approach based on the CIPP model, the appropriate selection of research sites and participants is a key prerequisite for obtaining authentic and meaningful data in assessing program effectiveness, as shown in Table 3 below.

Table 3. Analysis of the Determination of Research Location and Participants

No	Component	Establishment Criteria	Involved Participants
1	Research Location	Secondary education unit with active implementation of PPDB and contextual service challenges	SMA Negeri 5 Sekadau Hilir
2	Principal	Person in charge of PPDB policy and decision-making	1 person

3	Vice Principal for Curriculum Affairs	Technical coordinator linking PPDB implementation and learning quality	1 person
4	PPDB Committee	Main implementers of new student admission services	Several individuals
5	Administrative Staff	Operational and system support for PPDB services	Several individuals
6	Parents and New Students	Direct users of PPDB services	Representatives

The selection of SMA Negeri 5 Sekadau Hilir as the research site enables a contextual and in-depth evaluation of PPDB, aligned with regional characteristics and the school's institutional capacity. Research participants were selected purposively by considering their direct involvement and understanding of PPDB implementation, ensuring that the data obtained reflect diverse stakeholder perspectives. This strategy strengthens the validity of the evaluation and allows for a comprehensive mapping of PPDB service quality, as recommended in CIPP-based educational program evaluation studies (Bawor et al., 2024; Febrino & Iskandi, 2026; Mujahidah et al., 2024).

The development of data collection instruments in this study was directed toward ensuring measurability and integration in evaluating the new student admission system (PPDB) services based on each dimension of the CIPP model (Context, Input, Process, Product). The instruments were designed to capture relevant, contextual, and in-depth data, thereby representing the empirical conditions of PPDB implementation at SMA Negeri 5 Sekadau Hilir. Within an evaluative approach, alignment between the instruments and the CIPP framework is a fundamental prerequisite to ensure that the collected data support evidence-based decision-making and continuous program improvement, as shown in Table 4 below.

Table 4. Analysis of the Development of CIPP-Based Data Collection Instruments

No	CIPP Dimension	Type of Instrument	Main Indicator Focus
1	Context	Interview guidelines, document study	PPDB objectives, policy alignment, school needs
2	Input	Interview guidelines, observation sheets	Readiness of human resources, facilities and infrastructure, service systems and mechanisms
3	Process	Observation sheets, interview guidelines	Service procedures, transparency, accessibility, service flow
4	Product	Interview guidelines, PPDB outcome documents	Selection results, stakeholder satisfaction, input quality

The research instruments were developed specifically for each CIPP dimension to ensure that the collected data reflect the relationships among policies, resources, service processes, and PPDB program outcomes. Interview guidelines were designed to explore participants' experiences and perceptions, observation sheets were used to assess service practices directly, and documentation studies served to verify consistency between written policies and actual implementation. This approach enhances the depth of evaluative analysis and enables comprehensive

identification of program gaps, as recommended in CIPP-based educational evaluation research.

Field data collection in this study was conducted to obtain a comprehensive empirical overview of the implementation of the new student admission service system (PPDB) at SMA Negeri 5 Sekadau Hilir. Data were collected through semi-structured interviews, observation of service processes, and documentation studies of PPDB policies and implementation reports. This multimodal approach allowed the researcher to capture the perspectives of administrators, implementers, and service users, while also verifying the consistency between written policies and field practices, as recommended in CIPP-based educational program evaluation, as shown in Table 5 below.

Table 5. Results of Field Data Collection

No.	Data Source / Participants	Technique	Main Findings Focus	CIPP Dimension
1	Principal	Interview	PPDB is viewed as a strategic instrument for equitable access and improving input quality; however, it still requires stronger coordination and internal evaluation	Context, Product
2	Vice Principal for Curriculum	Interview	The linkage between PPDB, instructional planning, and student quality has been recognized, but it has not yet been fully integrated systemically	Context, Input
3	PPDB Committee	Interview & Observation	PPDB procedures are implemented in accordance with technical guidelines, yet high workloads and technical limitations affect service quality	Process
4	Administrative Staff	Interview & Observation	Administrative support is available but remains limited to basic operational aspects	Input, Process
5	Parents	Interview	PPDB services are considered sufficiently informative, but improvements in transparency and responsiveness are still needed	Process, Product
6	New Students	Interview	The registration process is relatively easy to understand, although initial access to information remains a challenge	Process
7	PPDB Policy Documents	Documentation Study	Policies and technical guidelines are available and serve as the main reference for PPDB implementation	Context
8	PPDB Implementation Reports	Documentation Study	Reports have been prepared administratively but have not been optimally utilized as a basis for quality evaluation	Product

The results of field data collection indicate that the implementation of PPDB services at SMA Negeri 5 Sekadau Hilir has generally complied with established policies and procedures; however, there remains room for improvement in terms of quality integration and service effectiveness. Interviews revealed managerial awareness of the strategic role of PPDB, while observations showed that resource constraints and technical workloads influence the effectiveness of service delivery. Documentation studies demonstrated administrative consistency, yet the data have not been fully utilized as a basis for reflection and decision-making. These findings highlight the importance of CIPP-based evaluation in linking policy, service practices, and program outcomes holistically to support sustainable improvement in educational quality.

Data verification and trustworthiness in this study were conducted to ensure the credibility, consistency, and reliability of the evaluation findings related to the PPDB service system at SMA Negeri 5 Sekadau Hilir. Referring to a qualitative evaluative approach, data validity was strengthened through source triangulation, method triangulation, and member checking with key participants. These strategies enabled the researcher to examine the consistency of information across actors and data collection techniques, as well as to ensure that the interpretation of findings aligned with participants' empirical experiences, as shown in Table 6 below.

Table 6. Results of Data Verification and Trustworthiness

No.	Validity Technique	Sources / Methods Tested	Verification Results	Implications
1	Source Triangulation	Principal, vice principal for curriculum, PPDB committee, administrative staff, parents, new students	Findings across participants show consistency on key issues (policy, service processes, human resource limitations)	Strengthens the credibility of findings across perspectives
2	Method Triangulation	Interviews, observations, documentation studies	Alignment between participants' statements, service practices, and policy/report documents	Minimizes single-method bias
3	Member Checking	Key participants (principal, PPDB committee)	Confirmation of the summary of findings and researcher interpretations	Enhances accuracy and acceptance of findings

The verification results indicate a high level of consistency between data sources and methods. Source triangulation demonstrates alignment in stakeholders' perspectives regarding PPDB policies and practices, while method triangulation confirms consistency among interview, observation, and documentation data. The member checking process ensures that the researcher's interpretations accurately represent field conditions. Thus, the trustworthiness of the data in this study is well maintained and supports the drawing of evaluative conclusions that can serve as a basis for sustainable improvement recommendations for PPDB services (Kurniawati, 2020; Sudarwan & Tola, 2021).

Data analysis in this study was conducted interactively and continuously by integrating data reduction, categorization, and interpretation based on the Context, Input, Process, and Product (CIPP) dimensions. This approach enabled the researcher to distill complex field data into essential findings relevant to the evaluation objectives, while interpreting their empirical meaning within the framework of educational quality improvement. The CIPP model was employed as an analytical lens to ensure holistic linkage among policy, resources, service practices, and PPDB program outcomes, as shown in Table 7 below.

Table 7. Results of CIPP-Based Data Analysis

No.	CIPP Dimension	Data Reduction (Core Findings Focus)	Categorization	Interpretation of Findings
1	Context	PPDB policies are understood as instruments for equitable access and quality improvement, but have not been fully adapted to the local context	Policy relevance and school needs	A gap exists between the normative objectives of policy and the reality of school-level implementation
2	Input	Availability of human resources and supporting facilities remains limited, with heavy reliance on the core committee	Resource readiness	Suboptimal inputs may affect the quality of PPDB services
3	Process	PPDB procedures follow technical guidelines but face technical constraints and workload pressures	Service quality and effectiveness	Service processes remain administrative and are not yet fully quality-oriented
4	Product	PPDB achieves student quota fulfillment, but its impact on input quality has not been systematically measured	Program outcomes and implications	PPDB outcomes are more quantitative than reflective of quality improvement

The CIPP-based data analysis shows that the implementation of PPDB services at SMA Negeri 5 Sekadau Hilir has met basic administrative requirements but still requires strengthening in quality dimensions and program reflection. The context dimension highlights the need to adapt policies to school characteristics, while the input and process dimensions emphasize resource limitations and a predominantly procedural service orientation. In the product dimension, PPDB outcomes have not been optimally utilized as a basis for evaluating the quality of educational inputs. These findings underscore the importance of using the CIPP model not only to assess program achievement but also to promote continuous improvement through data-driven decision-making.

The research findings indicate that the PPDB service system at SMA Negeri 5 Sekadau Hilir has been implemented in accordance with the prevailing policy framework but has not yet been fully oriented toward institutional educational quality improvement. The CIPP-based evaluation reveals that PPDB implementation is still dominated by the fulfillment of administrative requirements, while quality dimensions particularly the utilization of PPDB outcomes as a basis for instructional planning and school development have not been optimized.

Therefore, improvement recommendations should focus not only on service efficiency but also on strengthening the function of PPDB as a strategic instrument for enhancing educational quality, as shown in Table 8 below.

Table 8. Findings and Recommendations for Quality-Oriented Improvement of PPDB Services

No	CIPP Dimension	Main Findings	Improvement Recommendations
1	Context	PPDB objectives have not yet been fully translated into school operational policies	Align PPDB objectives with the school's quality vision and local needs
2	Input	Limited human resources and supporting facilities for PPDB services	Strengthen the capacity of the PPDB committee and optimize service system support
3	Process	Service processes remain administrative and reactive in nature	Improve service transparency, accessibility, and responsiveness
4	Product	PPDB outcomes have not been utilized for quality planning	Integrate PPDB outcomes into instructional planning and quality evaluation

The improvement recommendations generated by this study emphasize the need for a paradigm shift in PPDB services from a merely administrative selection mechanism toward a strategic instrument for improving educational quality. Policy alignment, resource strengthening, enhancement of service process quality, and utilization of PPDB outcomes as a basis for decision-making are key steps to improving input quality and ensuring the sustainability of educational quality at the school level. This approach is consistent with the principles of CIPP-based evaluation, which positions evaluation as a tool for reflection and continuous improvement rather than merely as an assessment of program performance (Alanshori et al., 2025; Finney, 2020).

The findings of this study indicate that the implementation of the new student admission system (PPDB) at SMA Negeri 5 Sekadau Hilir has formally complied with the prevailing policy framework; however, its implementation is still largely administrative in nature and has not fully functioned as a strategic mechanism for improving educational quality. This condition is evident from interview data showing that school administrators primarily interpret PPDB as a routine annual administrative obligation focused on student quota fulfillment, rather than as an instrument for school quality enhancement. This narrow interpretation explains why the intended policy goals of equity and quality improvement have not been systematically translated into internal strategic planning. As a result, there is a clear disconnect between policy intention at the macro level and operational execution at the school level. This finding aligns with Kristyaningrum & Ardiansyah, (2019) and Suherman & Nur (2021) , but this study further specifies that the disconnect is not merely conceptual, but rooted in how actors in the school system operationalize policy priorities in daily practice.

In the context dimension, empirical data from interviews with school leaders and PPDB committee members reveal that although they are aware of the objectives of

equal access and quality improvement, these objectives are not formally embedded into school-based planning documents or technical operational guidelines. For example, the PPDB committee stated that no specific internal indicators are used to evaluate whether the admission process contributes to long-term school quality improvement. This absence of contextual operationalization explains why the implementation remains compliance-driven rather than strategy-oriented. Thus, the weakness in the context dimension is not only a matter of understanding policy, but also a failure to institutionalize policy into actionable planning frameworks.

This contextual weakness directly affects the input dimension. Field findings show that limited human resource capacity and lack of technical training for PPDB committee members are recurring issues each admission cycle. Observational data indicate that most committee members are assigned based on structural position rather than specific competence in digital enrollment systems or public service management. This condition leads to inefficiencies during peak registration periods, including delays in data verification and increased workload concentration on a few individuals. These empirical conditions demonstrate that input limitations are not isolated technical problems, but structural consequences of weak contextual planning. In other words, because the school does not translate policy goals into resource development strategies, input readiness remains reactive and insufficient. This finding reinforces Mujahidah et al. (2024) and Hulantu et al. (2021), while further demonstrating a direct causal linkage observed in field practice between contextual planning and human resource preparedness.

In the process dimension, the implementation of PPDB is procedurally compliant with government regulations; however, field observations and stakeholder interviews reveal several operational inefficiencies. Parents and students reported difficulties in accessing real-time information regarding registration status, while committee members acknowledged that communication with applicants is often delayed due to system limitations and workload constraints. These empirical findings illustrate that although procedures are formally followed, the quality of service delivery remains suboptimal. The “how” of this phenomenon can be explained by the combination of limited human resources and lack of digital system optimization, which forces staff to rely on manual verification processes. This condition results in administrative rigidity, where compliance with procedures takes precedence over responsiveness and user-centered service. As emphasized by Safitri & Istiyono (2022), such process limitations directly influence perceptions of fairness and institutional credibility.

The product dimension further reflects the consequences of these structural and procedural constraints. Based on document analysis and interviews, PPDB outcomes are primarily assessed through quantitative indicators such as enrollment numbers and seat fulfillment rates. However, there is no systematic mechanism to evaluate whether admitted students contribute to long-term academic improvement or school quality enhancement. School administrators explicitly stated that PPDB results are not formally reviewed in post-admission evaluation meetings. This explains why product outcomes are not utilized as feedback for improving context, input, or process dimensions. The absence of this evaluative loop is not merely a

procedural gap, but a reflection of how evaluation is conceptually limited to output measurement rather than continuous improvement. This supports Finney (2020), but this study adds empirical clarification that the lack of feedback integration is driven by the absence of institutional evaluation culture within the school.

Overall, the integration of empirical findings across the four CIPP dimensions demonstrates a clear causal chain: weak contextual translation of policy leads to inadequate input preparation, which constrains process quality, and ultimately limits the evaluative function of product outcomes. However, this relationship is not merely linear but cyclical and reinforcing. Field data show that because product outcomes are not fed back into planning cycles, the same input and process weaknesses tend to reoccur in each PPDB implementation cycle. This finding deepens the argument of Stufflebeam & Zhang (2017) and Warju (2016) by showing that in practice, the CIPP model often fails to function as a continuous improvement system when feedback mechanisms are institutionally weak.

Therefore, this study does not only describe what happens in PPDB implementation, but also explains why these conditions persist and how they are structurally produced through the interaction of context, input, process, and product dimensions. The findings emphasize that improving PPDB implementation requires not only regulatory compliance, but also strengthening institutional capacity for translating policy into operational strategies, enhancing human resource readiness, optimizing service processes, and establishing a functional feedback system that connects outcomes to planning.

4. Conclusion

This study concludes that the new student admission system services, although implemented in accordance with the existing policy framework, remain predominantly administrative in orientation and have not yet been fully utilized as a strategic instrument for improving educational quality. An evaluation based on the Context, Input, Process, and Product (CIPP) model reveals gaps between the normative objectives of the policy and its operational implementation, limitations in the readiness of supporting resources, and service processes that are not yet fully transparent and responsive. Furthermore, the outcomes of student admissions are still understood merely as the fulfillment of enrollment quotas, without strong integration into instructional planning and quality evaluation. These findings emphasize that improving educational quality through the student admission system requires a holistic evaluative approach, alignment of policies with institutional contexts, strengthening of service capacity, and the use of admission outcomes as a basis for data-driven decision making. Thus, the CIPP model is proven to be a relevant evaluation framework that not only assesses program performance but also promotes continuous improvement and accountability in educational management.

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