

## EVALUATION OF LANGGENG ASRI DANCE STUDIO PROGRAM: CIPP MODEL

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Received: September, 202X; Accepted: Februari, 2025

### Abstract

Program evaluation at Langgeng Asri Dance Studio has an important role in ensuring the sustainability, relevance and effectiveness of the program. Regular evaluation helps in monitoring program performance, improving relevance to participant needs, improving effectiveness of services to participants and accounting for use of resources. By understanding the importance of evaluation, Langgeng Asri Dance Studio can continue to develop and provide participants with a significant contribution to the development of the art of dance. This article presents an evaluation review of the Langgeng Asri Dance Studio program using the CIPP (Context, Input, Process, Product) model. This research aims to evaluate the sustainability and effectiveness of the program. Evaluation is carried out through collecting data from various sources, including interviews, distributing questionnaires and document analysis. The research results show various aspects of success, relevance and challenges in program implementation, as well as recommendations for future improvements.

**Keywords:** Program Evaluation, CIPP Model, Dance Studio

### Abstrak

Evaluasi program di Sanggar Tari Langgeng Asri memiliki peran penting dalam memastikan kesinambungan, relevansi, dan efektivitas program tersebut. Evaluasi yang teratur membantu dalam memantau kinerja program, menyempurnakan relevansi dengan kebutuhan peserta, meningkatkan efektivitas layanan kepada peserta dan mempertanggungjawabkan penggunaan sumber daya. Dengan memahami pentingnya evaluasi, Sanggar Tari Langgeng Asri dapat terus berkembang dan memberikan kontribusi yang signifikan bagi perkembangan seni tari kepada peserta. Artikel ini menyajikan tinjauan evaluasi terhadap program Sanggar Tari Langgeng Asri dengan menggunakan model CIPP (Context, Input, Process, Product). Penelitian ini bertujuan untuk mengevaluasi keberlanjutan dan efektivitas program tersebut. Evaluasi dilakukan melalui pengumpulan data dari berbagai sumber, termasuk wawancara, penyebaran angket dan analisis dokumen. Hasil penelitian menunjukkan berbagai aspek keberhasilan, relevansi dan tantangan dalam implementasi program, serta rekomendasi untuk perbaikan di masa depan.

**Kata kunci:** Evaluasi Program, Model CIPP, Sanggar Tari, Kata Kunci

**How to Cite:** Hidayat, S.M. & Sukmana, C. (2025). Evaluation of the Langgeng Asri Dance Studio Program: CIPP Model. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 14 (1), 211-218.

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### INTRODUCTION

In this ever-evolving era, the need for program evaluation is becoming increasingly important, especially in the context of cultural and arts organizations such as dance studios. Dance studios are not only places where dance is practiced, but also a vehicle for strengthening cultural identity, developing creativity, and preserving valuable cultural heritage. Langgeng Asri Dance Studio is present as a program that aims to preserve traditional dance and develop dance talent among local communities.

In the process of implementing a program, many supporting factors and components are needed for the program to be successful. The success of a program can be measured from the results of the evaluation. Evaluation is a tool or process used to find and measure something using predetermined methods and rules (Nurhasan, 2001: 3). According to Cronbach (2000), program evaluation is an effort to provide information to be conveyed to decision makers. Evaluation is carried out based on the conditions of a particular program using existing program evaluation standards and criteria.

Program evaluation is a critical step in measuring the effectiveness of the Sanggar Seni Tari program. By conducting an evaluation, of course, it can assess the extent to which the program has succeeded in achieving the goals that have been set and providing the expected benefits. Through evaluation, it can also identify the strengths and weaknesses of various aspects of the Sanggar Seni Tari program. This makes it possible to improve and strengthen successful aspects and overcome and improve aspects that are still less effective.

In order to measure the effectiveness of the Sanggar Seni Tari Langgeng Asri program, a program evaluation was conducted using the CIPP model which consists of four phases: Context, Input, Process, and Product. Stufflebeam (2000), quoted by Wirawan (2012), said that the CIPP evaluation model is a comprehensive framework to guide the implementation of process evaluation and integrated evaluation of program objects, projects, personnel, products, functions and organizational systems.

## **THEORETICAL BASIS**

### **Program Evaluation**

According to Worthen & Sanders (1973) evaluation is an activity that aims to determine the feasibility of something, such as a program, product, process, and its purpose or potential usefulness and alternative methods. to achieve a certain goal. The main goal is to provide useful feedback and accurate information for decision making, improvement, or further development. Meanwhile, what is meant by a program according to Tayibnaxis (1989), a program is everything that someone tries to do with the hope of bringing results or influence.

According to Cronbach (1963; Stufflebeam, 2000) program evaluation is an effort to provide information to be conveyed to decision makers. The assessment given is based on the condition of a particular program using existing program evaluation standards and criteria. It can be concluded that program evaluation is a systematic process for collecting, analyzing, and interpreting data related to a program to assess its performance, effectiveness, and achievement of predetermined goals. The purpose of program evaluation is to provide useful information to decision makers about the extent to which the program is successful, how it can be improved, and whether resource allocation has been efficient.

Arikunto and Jabar (2009:18) stated that the purpose of conducting a program evaluation is to determine the achievement of program objectives by understanding the steps of implementing program activities. Thus, program evaluation becomes an important tool to measure the effectiveness of a program by comparing the results that have been achieved with the objectives that have been set. In addition, evaluation also allows for understanding the process of implementing program activities, including the obstacles faced and the factors that support the success of the program. With a deep understanding of the achievement of objectives and steps of program implementation, improvements and development of better programs can be made in the future.

## **Dance Studio**

The definition of "studio" listed in the Big Indonesian Dictionary is a place for arts activities. Which means, the term studio can also be interpreted as a place or facility used by a community or group of people for arts activities. Such as dance, painting, crafts or acting. Activities in a studio can be in the form of learning activities about art, which include the learning process, creation to production.

According to Sedyawati (1984), a dance studio is an activity created from collective work. Dance studios tend to prepare professional activities, so that their activities are effective. A dance studio is an arts organization that functions as a forum or place for dance practice activities for the community (Soedarsono, 1999). A dance studio is a forum for carrying out various dance arts activities together with its members, including dance teaching and learning activities, creating art and exchanging ideas about everything related to works of art. The existence of dance studios is partly to maintain traditional and classical dances in addition to developing new forms of modern, contemporary and creative dances.

Types of studios are divided into 4, namely:

1. Worship Studio, used for worship, usually in the backyard of the house. This is a tradition of Javanese society in ancient times.
2. Art Studio, used to learn art.
3. Work Studio, used as a place to exchange ideas about a job.
4. Children's Studio, used for children to learn about things outside of school activities.

With the existence of various types of studios, people have the opportunity to develop themselves holistically. Participation in studio activities not only provides an opportunity to hone certain skills, but also allows them to broaden their horizons and enrich their experiences. Through studios, individuals can explore their interests and talents in various fields, from art, sports, to professional fields. For example, they can learn to dance in an art studio, discuss work in a work studio, or develop social skills in a children's studio. Thus, they can develop various aspects of themselves, both creatively, intellectually, and socially.

## **METHODS**

In this study, a qualitative approach was used to evaluate the Sanggar Tari Langgeng Asri program with the CIPP model. This was chosen to facilitate an in-depth understanding of the results of the program evaluation, by allowing researchers to explore the views, experiences, and perceptions of the managers and participants of the program. Data were obtained from interviews, questionnaires and documentation. Interviews will be conducted using open-ended questions, allowing managers to convey their experiences and perspectives in more depth. In addition, questionnaires will be distributed to program participants to obtain their views on the program. The questionnaire will be designed with structured questions that cover aspects such as the suitability of the program to the interests of participants, participant satisfaction, and benefits obtained. The questions in the open-ended questionnaire provide the widest opportunity for respondents to provide answers according to their conscience without any coercion (Padmomartono, 2006). In addition, researchers also conducted a documentation study to collect additional data about the program. By combining these methods, the study will be able to provide a comprehensive understanding of the evaluation of the Sanggar Tari Langgeng Asri program, from various different perspectives. The results are expected to provide meaningful recommendations for future program improvements.

## RESULTS AND DISCUSSION

### Results

The steps taken in evaluating the Langgeng Asri Dance Studio program refer to the opinion according to Oemar Hamalik (2008.13) as follows:

- a) Prepare an evaluation plan. The evaluator first clearly determines the purpose of the evaluation and then what is to be achieved by conducting this program evaluation with the aim of assessing the performance of the program to determine its impact on the targets set. Then, determine the technique that will be used to collect evaluation data. The techniques used are observation, interviews, observation, document analysis, and questionnaires. After that, continue to prepare the instrument.
- b) Prepare an evaluation instrument. Create an evaluation instrument that includes a grid, interview instrument, questionnaire instrument and documentation instrument that is relevant, measurable and in accordance with the context of the selected program, namely the dance studio program. The evaluation instrument is used to collect data needed to assess program performance and achieve evaluation objectives.
- c) Carry out field observations. The evaluator makes direct observations at the Langgeng Asri Dance Studio location to collect data from respondents or evaluation samples. such as observing the quality of teaching, interactions between instructors and students, and the physical condition of the practice location. Respondents who were directly involved were dance studio managers and studio students.
- d) Determining the level of program success. In determining the level of program success, the evaluator will analyze the collected data based on the criteria set in the evaluation grid. Then the level of program success will be determined based on the results of the analysis of the identification of weaknesses or obstacles found.
- e) Submitting Recommendations for the evaluated program. After conducting a comprehensive analysis of the dance studio program before providing recommendations, the evaluator will first identify the strengths and weaknesses of the program, as well as the findings that emerged during the program evaluation process.
- f) Compiling an evaluation report. The evaluation report is a medium of communication between the evaluator and interested parties who want to know the results of the evaluation, therefore the report must be able to act as a good medium of communication (Purwanto and Suparman, 1999:210). In compiling the training program evaluation report, the evaluator refers to the systematics that will be provided by the lecturer in charge of the Community Education Program Evaluation course, namely Mr. Dr. Cucu Sukmana, M.Pd.

The discussion is the processing and analysis of data that has been obtained based on the results of the evaluation that has been carried out through interviews, questionnaire distribution, and documentation studies of the Sanggar Tari Langgeng Asri program evaluation. The following is a discussion that includes data analysis on the results of the Sanggar Tari Langgeng Asri program evaluation. Based on the CIPP evaluation model used, namely:

#### 1) Context Evaluation

Based on the results of the context evaluation analysis, Sanggar Tari Langgeng Asri showed that the program's suitability to the participants' needs was appropriate. This indicates that the program has succeeded in responding to and meeting existing needs, as well as taking into account the preferences, interests, and expectations of the students well. The steps taken by the studio in designing and managing this program have had a positive and relevant impact on the students. Through the development of technical skills, creativity, and expression, this program helps students achieve personal and artistic growth. The materials taught in the program are varied and relevant to the needs of the participants, with an emphasis on teaching basic to

advanced techniques, as well as exploring various dance styles that meet the interests of the participants. Sanggar Tari Langgeng Asri has also succeeded in using available resources efficiently, including practice facilities, dance equipment, and quality instructors. Positive feedback from participants also reflects their satisfaction with their experience in the program, as well as appreciating the efforts made by the staff and management to ensure the program's suitability to their needs.

## 2) Input Evaluation

In the input evaluation of the Langgeng Asri Dance Studio program, the main focus is on the availability of sufficient resources. This is important to ensure that the program can run smoothly and provide a quality experience for students. The evaluation covers various aspects, starting from adequate training facilities, such as a large enough training room with a safe floor for dancing, as well as additional facilities such as a sound system. Based on the results of the analysis, the training facilities are fairly adequate, starting with a spacious and comfortable place that is available, the sound system is also adequate, even more than one is available there. In addition, the availability of sufficient dance equipment including dance clothes and other accessories is also available. The evaluation also pays attention to the availability of qualified and experienced instructors, who are able to provide effective guidance to students. There are two instructors who are very experienced as trainers in this studio. This is proven by the dance studio participants who always participate in dance competitions and not a few participants who win. In addition to participating in championships, participants often also get invitations to be able to fill big events. Finally, the evaluation also covers aspects of budget and funding, to ensure that the program has sufficient financial resources for its operations. Through this comprehensive input evaluation, Langgeng Asri Dance Studio can ensure that their program has everything it needs to provide a quality experience for students and maintain the sustainability of the program in the future.

## 3) Process Evaluation

In the process evaluation of the Langgeng Asri Dance Studio program, the main focus is on the effectiveness of the program implementation in accordance with established procedures. This evaluation includes several important aspects that need to be evaluated carefully. The implementation of this program is always effective, the implementation is in accordance with the schedule that has been set and agreed upon together. The dance studio schedule is held twice a week, on Wednesdays and Sundays. In addition, in its implementation, the dance studio also provides flexibility for participants to choose classes according to their abilities. There are beginner classes, intermediate classes, and advanced classes, which allow participants to practice according to their skill level. This flexibility ensures that each student can learn and develop according to their level, without feeling pressured or burdened. This evaluation includes several important aspects that need to be evaluated carefully. One important aspect is consistency in implementing the schedule that has been set and agreed upon together. This dance studio carries out its activities with discipline, held twice a week, namely on Wednesdays (15.30 - 17.30) and Sundays (13.00 - 15.30). Consistency in the schedule provides clarity for students and ensures that they can participate regularly in dance activities. Thus, through effective and consistent implementation, and providing flexibility in class selection, Sanggar Tari Langgeng Asri can ensure that their program provides quality experiences for students and meets their various needs in dance learning.

## 4) Product Evaluation

In the product evaluation of the Langgeng Asri Dance Studio program, the main focus is on the results of the program implementation in accordance with the previously set objectives.

This evaluation involves several important aspects that need to be considered carefully. First, the evaluation examines the extent to which the results of the program implementation achieve the objectives that have been set in the planning process. This includes achieving specific targets in the development of dance skills, improving student achievement, or achieving the desired quality of performance. This has been proven by the responses of students who explained that they felt that their needs were met according to their needs in joining this dance studio. In addition, the evaluation also includes an assessment of the quality of the results produced by students, such as progress in dance techniques and participation in performances. Product evaluation also includes an assessment of the impact felt by students as a result of the program, such as increased self-confidence, social skills, or appreciation of dance art and culture. This has been proven by the frequency with which Langgeng Asri Studio participants participate in dance competitions and they even often appear at important events. It can be concluded that through this evaluation, Langgeng Asri Dance Studio has achieved the effectiveness of their program and ensured that the results of the program implementation are in accordance with the previously set goals.

### **Discussion**

The implementation of the CIPP model in the Sanggar Tari program can produce systematic input in order to meet the needs that must be met in the implementation of the Sanggar Tari Langgeng Asri program. an important purpose of evaluation is not to prove but to improve (Stufflebeam, H McKee and B McKee, 2003:118). In the implementation of the Sanggar Tari Langgeng Asri program evaluation, the CIPP model contains 4 components that need to be evaluated, namely context, input, process and product. The following is an explanation of each component of the CIPP model evaluation carried out by the evaluator quoting from the opinion of Nana Sudjana and Ibrahim (2004:246):

- a) Context Evaluation: In the context evaluation of the Sanggar Tari Langgeng Asri program, emphasis is placed on the suitability of the implementation of the Sanggar Seni Tari program to the needs of the participants. It is important to assess the relevance of the program to the needs that have been identified, whether the program offers a variety of dance types that suit the interests of the participants and the extent to which the level of difficulty is adjusted to the abilities of the participants. In addition, the evaluation also evaluates the program's ability to adapt to changes in the needs of participants over time, by conducting periodic evaluations and adjusting the program according to the results of the evaluation. Thus, the context evaluation ensures that the Sanggar Seni Tari program not only meets the needs of the participants today, but is also responsive to changes in the needs and interests of the participants in the future.
- b) Input Evaluation: In input evaluation, the main focus is on the availability of sufficient resources to support the smooth running of the Dance Studio program. A comprehensive analysis is conducted on various aspects of the resources required, from the allocation of funds to the availability of relevant facilities and equipment. This evaluation considers how program funds are allocated and managed to ensure their sustainability and efficiency of use. In addition, an assessment is also made of the availability of qualified instructors and adequate dance room facilities. By emphasizing the importance of the availability of sufficient resources, input evaluation helps ensure that the Dance Studio program has a solid foundation to provide quality and effective learning experiences for participants.
- c) Process Evaluation: In process evaluation, the main focus is on the effectiveness of the implementation of the Dance Studio program according to established procedures. This covers various aspects of program implementation, from planning to daily implementation.

The evaluation will assess the extent to which the program is implemented according to the plan that has been made and whether the steps taken are effective in achieving the program's objectives. Factors considered include adherence to established schedules and procedures, consistency in delivering learning materials, and efficient and effective activity management. In addition, the evaluation also highlights the interaction between instructors and participants, as well as the mechanism for assessing participant progress. The importance of effective program implementation according to procedures not only ensures the smooth operation of the program, but also affects the final results achieved by participants. By emphasizing these aspects in the process evaluation, we can ensure that the Dance Studio program is implemented effectively and in accordance with established standards, thus providing an optimal learning experience for participants.

- d) **Product Evaluation:** In product evaluation, the main focus is given to the results of the implementation of the Sanggar Seni Tari program. This evaluation assesses the achievements of participants in developing dance skills, as well as increasing self-confidence and creativity. In addition, the quality of the dance performance produced by the participants is also highlighted, including aspects such as cleanliness of movement, synchronization, facial expression, and harmony with the music. Changes in participants' attitudes, knowledge, and behavior are also important considerations, as well as the level of participant satisfaction with the program as a whole. By emphasizing these aspects in product evaluation, we can gain a comprehensive understanding of the impact and results achieved by the Sanggar Seni Tari program, and ensure that the program provides maximum benefits to participants and the wider community.

This model was chosen because it provides a comprehensive framework for evaluating educational programs, from program formulation to the final results achieved. The evaluation of this program aims to evaluate the relevance of the program to community needs, the quality of program implementation, the impact of the program on participants, and the sustainability of the program in the future. By understanding the strengths and weaknesses of this program, it is hoped that areas of improvement can be identified that allow for increasing the effectiveness and impact of the program.

## **CONCLUSION**

From the evaluation results covering various aspects of the program, it can be concluded that:

- 1) Context evaluation shows that Sanggar Tari Langgeng Asri has succeeded in responding to the needs and expectations of participants. This is proven by the program being designed according to the needs of participants, including the provision of classes with different levels of difficulty to meet the various abilities of participants.
- 2) Input evaluation: The dance studio is able to provide adequate facilities and resources, such as appropriate practice rooms, dance equipment, and quality instructors. This provides a conducive environment for participants to learn and develop in the art of dance.
- 3) Process evaluation: The process evaluation shows that the implementation of the program was carried out effectively, in accordance with established procedures. Consistency in implementing the practice schedule, support from instructors, and flexibility in adjusting classes are the main factors in the success of the program implementation.
- 4) Product evaluation: The Sanggar Tari Langgeng Asri program has succeeded in providing satisfactory results in accordance with established procedures. Participants showed a positive response to the program, reflecting the success of the studio in meeting the expectations and needs of participants. The evaluation also showed that the program had a significant impact on the development of participants' dance skills, increased self-

confidence, and provided a satisfying experience in dance. This success is inseparable from the consistency in the implementation of the program, the availability of sufficient resources, and the support of qualified instructors.

## **ACKNOWLEDGMENTS**

The author would like to thank Mr. Dr. Cucu Sukmana, M.Pd. as the lecturer in charge of the Community Education Program Evaluation course who has provided direction and guidance in the observation process and the preparation of this final report and would like to thank the Langgeng Asri Dance Studio, who has given permission and helped in the continuation of the observations we conducted.

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