



# Optimizing Indonesian Language Learning Evaluation Management to Enhance Student Learning Outcomes

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## ABSTRACT

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Learning Evaluation Management, POAC and CIPP Models, Indonesian Language Learning Outcomes

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Learning evaluation management is a critical component in ensuring the achievement of Indonesian language learning objectives in higher education. This study aims to analyze the optimization of learning evaluation management at ITS NU Lampung using the POAC (Planning, Organizing, Actuating, Controlling) approach and the CIPP (Context, Input, Process, Product) evaluation model to gain a comprehensive understanding of evaluation effectiveness and its contribution to improving student learning outcomes. A qualitative approach was employed, with data collected through interviews, observations, and documentation, and analyzed through data reduction, presentation, and conclusion drawing, involving lecturers and students enrolled in the Indonesian Language course. The findings indicate that, based on the POAC approach, evaluation planning has not been grounded in needs analysis, organizational arrangements lack institutional standards, implementation remains focused on cognitive aspects, and supervision lacks quality control mechanisms. Using the CIPP model, it was found that context analysis is insufficient, input utilization is suboptimal, the evaluation process tends to be conventional, and evaluation results have not been used as a basis for continuous improvement. The study highlights the need for a more systematic and coordinated evaluation management, including the implementation of standardized assessment instruments, enhancement of authentic assessment, and provision of formative feedback, to improve the effectiveness of learning and student outcomes.

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## INTRODUCTION

Education plays a strategic role in shaping the intellectual, social, and cultural capital of a society (Dewi, 2025; Kusumawati, 2025; Rahman et al., 2025). One of the critical components within the educational system is learning evaluation management, which ensures that learning objectives are achieved effectively. In higher education, the quality of evaluation management has a direct impact on students' academic competence, motivation, and long-term employability. Properly managed evaluation provides reliable data to monitor student progress, guide pedagogical decisions, and support the continuous improvement of teaching practices (Najiburohman et al., 2025; Syafiih, 2025). Moreover, in the context of Indonesian higher education, where literacy and academic skills are essential for students to navigate increasingly complex information landscapes, effective evaluation becomes a societal necessity. Accurate, comprehensive, and actionable evaluation data can inform curriculum design and policymaking, ensuring that graduates meet both academic standards and societal expectations (Katuuk et al., 2025). Therefore, optimizing learning evaluation management is not only an institutional concern but also a broader social imperative.

Despite its importance, the current implementation of learning evaluation in Indonesian higher education faces several challenges (Hamid & Mustafa, 2024; Maulana, 2022). Many institutions still rely on traditional assessment methods that emphasize rote memorization and cognitive achievement, neglecting critical competencies such as analytical thinking, problem-solving, and effective communication. Furthermore, the lack of standardized assessment instruments and insufficient formative feedback limits educators' ability to monitor student progress comprehensively (Alam & Mohanty, 2023; Khoiroh, 2025; Ma'isyah et al., 2024; Nuriyah et al., 2024; Putri et al., 2024). These deficiencies can result in uneven learning outcomes, reduced student engagement, and an incomplete picture of academic achievement. In the context of Bahasa Indonesia courses, such gaps hinder the development of essential literacy skills, which are vital for students' academic and professional success. Consequently, addressing these evaluation challenges has become a central concern for improving the quality and effectiveness of higher education in Indonesia.

Empirical observations at ITS NU Lampung reveal that student learning outcomes in the Indonesian Language course remain inconsistent, particularly in academic writing, mastery of linguistic norms, and critical comprehension of texts (Farahdila, 2025). Lecturers' evaluation practices often focus on cognitive aspects, with limited use of authentic assessments or systematic formative feedback. Additionally, planning, organizing, and controlling evaluation processes are often carried out without clear institutional guidelines or

standardized procedures (Huda et al., 2025). As a result, students may not receive adequate support to identify and overcome learning gaps, which contributes to disparities in academic achievement. These findings underscore the need for more structured and optimized evaluation management practices that align with both course objectives and broader educational standards.

Previous studies have emphasized the importance of integrating authentic assessments, valid and reliable evaluation instruments, and systematic management of evaluation data to improve learning outcomes. highlighted the role of evaluation in providing actionable feedback for both students and educators, while Katuuk et al. (2025) argued that optimized evaluation management can support evidence-based decision-making in academic contexts. Additionally, research by Mulyati et al. (2023) demonstrated that Indonesian Language courses contribute to developing essential academic literacy skills, such as scientific writing, critical reading, logical reasoning, and effective communication. Despite these contributions, few studies have explored the simultaneous application of structured evaluation frameworks, such as POAC and CIPP, in the context of higher education Bahasa Indonesia courses, leaving a gap in understanding how evaluation management can be systematically optimized (Cahya & Ramadhana, 2023).

Moreover, studies examining evaluation management in Indonesian higher education often overlook the integration of digital tools and platforms that support innovative assessment practices (Apiyani, 2024). While Nursyalila et al. (2024) suggested that systematic evaluation can enhance instructional quality, empirical evidence on implementing digital-based learning evaluation, including LMS, interactive quizzes, and online assessment tools, remains limited (Indayati, 2025; Kulsum & Manshur, 2025; Mukarromah et al., 2024; Rozi et al., 2024). This research seeks to fill this gap by examining how optimized evaluation management can be achieved through both structured frameworks and digital innovation. Addressing this gap is crucial not only for improving learning outcomes but also for supporting the broader goals of Merdeka Belajar–Kampus Merdeka (MBKM), which emphasizes flexible, student-centered learning pathways and the development of 21st-century competencies.

The novelty of this study lies in its dual approach: combining established evaluation frameworks (POAC and CIPP) with contemporary digital assessment tools to enhance both the reliability and practicality of learning evaluation. By systematically analyzing planning, implementation, control mechanisms, and feedback processes, this research provides a comprehensive understanding of evaluation effectiveness in Bahasa Indonesia courses. The study also contributes to bridging the research gap by connecting traditional evaluation theory with practical, technology-supported solutions that align with current higher

education policies and societal needs. The findings are expected to provide actionable recommendations for educators seeking to improve student learning outcomes and for institutions aiming to establish sustainable and effective evaluation management systems.

This research employs both primary and secondary data sources to strengthen validity and ensure comprehensive analysis. Primary data were collected through observations of the evaluation process, interviews with lecturers, and questionnaires distributed to students at ITS NU Lampung. Secondary data include academic documents, such as the Semester Learning Plan (RPS), evaluation instruments, learning outcome reports, and relevant literature, including books, journal articles, and national policies on learning management and assessment. The triangulation of these data sources allows for an in-depth understanding of current practices, perceptions, and areas for improvement. Ultimately, the study aims to provide theoretical contributions to the development of learning evaluation concepts while offering practical guidance for lecturers to implement more effective, innovative, and student-centered evaluation strategies.

## RESEACH METHOD

This study employed a descriptive qualitative approach aimed at providing an in-depth depiction of the Indonesian Language learning evaluation management process at ITS NU Lampung (Hamdanah & Thohir, 2025; Hasanah et al., 2024; Maisuroh & Aisyah, 2024; Safitri, 2024; Saharani & Diana, 2024). This approach was chosen because it allows for the naturalistic exploration of phenomena and captures the meaning behind the evaluation practices carried out by lecturers and experienced by students (Sugiyono, 2017). The qualitative design enables researchers to understand complex educational processes in context, highlighting both procedural and experiential aspects of assessment management, which quantitative approaches may not fully capture. By describing the process in detail, the study seeks to reveal insights into the strengths, weaknesses, and opportunities for optimizing learning evaluation in higher education.

The research was conducted at ITS NU Lampung, selected due to its representativeness of higher education institutions in Indonesia that offer the Indonesian Language course as part of the compulsory curriculum. This location enables examination of real classroom practices, policies, and lecturer-student interactions during evaluation. The primary subjects of this study were students enrolled in the Indonesian Language course, while the lecturers serving as key informants provided insights into planning, implementing, and following up on learning evaluations.

Data collection was carried out using observation, in-depth interviews, and documentation (Hardani, 2020). Observations were conducted to directly examine the learning evaluation process and the assessment strategies applied in the classroom. Semi-structured interviews with lecturers and students were carried out to obtain comprehensive information regarding evaluation planning, assessment implementation, and follow-up actions based on evaluation results. Documentation was used to collect secondary data, including the Semester Learning Plan (RPS), assessment instruments, evaluation rubrics, and students' grade records, which supported the data analysis process.

The collected data were analyzed using the Miles and Huberman model, which involves data reduction, data presentation, and conclusion drawing. The validity of the findings was ensured through source and technique triangulation by comparing observation results, interview responses, and relevant official documents. The analysis process was conducted iteratively until valid findings aligned with the research objectives were obtained. This method is expected to provide an accurate depiction of how Indonesian Language learning evaluation management can be optimized to improve student learning outcomes at ITS NU Lampung.

## **RESULT AND DISCUSSION**

### **Analysis of Learning Evaluation Management Based on the POAC Theory Planning**

The findings indicate that the planning of Indonesian Language learning evaluation at ITS NU Lampung has begun with the preparation of the Semester Learning Plan (RPS), determination of assessment methods, and development of evaluation instruments. However, the dissemination of assessment rubrics to students has not been carried out comprehensively, leading to limited student understanding of the learning outcomes being measured. This condition affects students' readiness to complete assignments, particularly in academic writing (Pratama, 2020).

#### **Organizing**

In the organizing stage, lecturers have assigned tasks both individually and in groups. Nevertheless, the allocation of roles in the evaluation process remains suboptimal. Guidance for writing, task review, and academic mentoring have not been structured, so students do not receive a clear flow regarding the evaluation stages they must follow. This situation results in inadequate monitoring of students' competency development during the learning process.

#### **Actuating**

Evaluation implementation tends to focus on product-based assessments,

such as final papers, presentations, and quizzes. Process-oriented evaluation, including draft consultations, incremental revisions, and formative feedback, remains limited. Observations indicate that students rarely receive direct feedback on their learning process (Shafa et al., 2024). Process evaluation is essential to gradually improve students' academic literacy skills.

### **Controlling**

Evaluation control has not been carried out optimally because the feedback provided by lecturers is still general and not specific to student weaknesses. Remedial systems and follow-up actions based on evaluation results are not systematically organized. Additionally, the use of the LMS as a monitoring tool for student learning achievements has not been maximized, leading to poor documentation of learning progress.

### **Analysis of Learning Evaluation Based on the CIPP Model**

#### **Context**

Context analysis shows that the Indonesian Language course has a high urgency to improve ITS NU Lampung students' academic literacy. However, students' perceptions of competency-based evaluation are uneven. Some students still view evaluation as merely an assessment tool rather than a means to develop academic skills (Purnomo & Munadi, 2005).

#### **Input**

In terms of input, evaluation instruments, rubrics, and technological support are available but not fully adequate. The utilization of LMS, digital assessment applications, and supplementary learning resources remains suboptimal (Mahmudi, 2011). Furthermore, students have not received detailed explanations of assessment criteria, so available inputs do not fully support accurate and transparent evaluation.

#### **Process**

Regarding the process, evaluation tends to focus on final products. Guidance, draft review, and step-by-step feedback are not maximized. Observations show that students rarely receive formative assessments that help them correct mistakes before the final evaluation. This indicates that the evaluation process does not fully reflect the principles of authentic assessment oriented toward continuous learning.

#### **Product**

Evaluation results show that students' scientific writing and critical thinking skills are still varied. Students with strong foundational skills show significant improvement, while students with lower literacy skills experience minimal progress due to limited process guidance. Therefore, evaluation products do not reflect uniform improvement among all students (Nurhayani et al., 2022).

### **Integrative Discussion (POAC–CIPP)**

The findings suggest that improving the quality of learning evaluation requires integrating POAC and CIPP frameworks. Planning should be strengthened by identifying students' context and needs. Organizing must be supported by adequate input. Actuating should align with process optimization, while controlling must be based on measurable learning outcomes. Integrating these frameworks enables Indonesian Language learning evaluation to become more comprehensive, transparent, and effective in improving student learning outcomes.

The study shows that while Indonesian Language evaluation management at ITS NU Lampung is ongoing, it has not been fully optimized when analyzed through the POAC theory and CIPP model. In planning, evaluation formulation is included in the RPS but not systematically based on students' needs, so evaluation instruments do not always reflect students' academic literacy requirements. In organizing, there are no institutional standards regulating the evaluation structure, leading lecturers to manage instruments, rubrics, and assessment mechanisms independently. Implementation emphasizes cognitive assessment and lacks authentic evaluation to comprehensively assess writing, critical thinking, and literacy skills; formative feedback is also minimal. In controlling, there is no structured quality assurance mechanism, and evaluation follow-up has not been integrated into improving teaching strategies (Syahputra & Aslami, 2023).

Analysis using the CIPP model reveals that context has not been the main reference for evaluation design, input utilization is suboptimal, the evaluation process remains conventional with limited reflective learning experiences, and product outcomes show partial and uneven student improvement. This lack of synergy indicates that evaluation practices have not yet fully supported competency-oriented learning (Suryadin et al., 2022).

Instrumentally, the findings from POAC and CIPP confirm that major challenges lie in the lack of institutional standards, insufficient needs analysis, weak feedback, and absence of quality control. These weaknesses affect the alignment between evaluation management and students' learning outcomes. Therefore, strengthening POAC-based evaluation management aligned with comprehensive CIPP principles is essential to achieve more consistent improvements in student learning outcomes.

**Table 1. Findings of the Study Based on POAC Theory**

<b>POAC Component</b>	<b>Research Findings</b>
Planning	- Evaluation planning is included in RPS but not based on comprehensive student needs analysis. - Evaluation instruments are not systematically developed and do not fully reflect students' academic literacy outcomes.
Organizing	- No institutional standards for evaluation management; each lecturer uses their own instruments. - Assessment rubrics and mechanisms are not uniform, resulting in varying evaluation quality.
Actuating	- Assessment focuses on cognitive aspects; authentic evaluation such as portfolios or project-based assessments is limited. - Formative feedback is minimal, so the learning improvement process is not well-directed.
Controlling	- No quality control mechanism to ensure evaluation instruments and processes meet standards. - Follow-up on evaluation results is not systematically used to improve teaching strategies.

Table 1 illustrates research findings related to the management of Indonesian language learning evaluation at ITS NU Lampung based on POAC theory. In the Planning aspect, the study found that lecturers had included evaluation plans in the Lesson Plan (RPS), but the evaluation was not based on a comprehensive analysis of student needs. The assessment instruments used did not fully reflect learning outcomes related to student academic literacy, such as scientific writing or critical reading skills.

In the Organizing aspect, it was apparent that evaluation management was still carried out individually without institutional standards. The lack of standard guidelines led each lecturer to establish different rubrics, assessment criteria, and evaluation mechanisms, resulting in inconsistent evaluation quality.

The Actuating aspect showed that learning evaluation was still dominated by cognitive-based assessments such as written exams, quizzes, and summary assignments. Authentic assessments that require students to be reflective and creative—such as writing projects, portfolios, or peer reviews—remained very limited. Furthermore, the lack of formative feedback from lecturers prevented students from receiving adequate guidance to correct errors and improve the quality of their learning. In terms of supervision (control), research results show that formal evaluation quality control mechanisms are not yet in place. The absence of quality control instruments such as peer assessment or instrument review means the evaluation process runs without directed oversight. Furthermore, follow-up on evaluation results has not been structured, so the grades awarded serve more as final reports than as a basis for future learning improvements.

**Tabel 2. Temuan Penelitian Berdasarkan Model Evaluasi CIPP**

<b>CIPP Component</b>	<b>Research Findings</b>
Context Evaluation	- Student needs have not been systematically analyzed in evaluation design. - Evaluation has not been fully adapted to students' basic academic literacy abilities.
Input Evaluation	- Learning resources and evaluation tools are available but not optimally used, especially digital assessment technologies. - Lecturer competency in developing valid and reliable instruments and rubrics varies.
Process Evaluation	- Evaluation implementation remains conventional and has not fully integrated authentic assessment. - Timing of assessments is inconsistent, and feedback provided to students is limited.
Product Evaluation	- Student learning outcomes show improvement but unevenly due to varying evaluation quality across lecturers. - Evaluation results are often considered final grades without follow-up to improve future learning.

Table 2 outlines research findings based on the CIPP evaluation model, which examines learning evaluation from four dimensions: context, input, process, and product. In the Context Evaluation dimension, the study found that student learning needs, particularly those related to academic literacy skills, have not been a primary reference in evaluation design. Context analysis, such as students' initial abilities, academic challenges, and competency development needs, has not been systematically conducted.

In the Input Evaluation dimension, various learning resources are available, including modules, digital media, and e-learning platforms. However, their utilization remains limited. Lecturers have not consistently used assessment technologies such as e-rubrics, Google Forms, or other digital platforms. Furthermore, there is considerable variation in lecturers' competency in developing valid and reliable assessment instruments.

The Process Evaluation dimension indicates that the implementation of learning evaluation remains conventional. Evaluation focuses more on the final outcome, rather than the student learning process. Authentic evaluation that can assess writing, argumentation, and critical thinking skills is not yet common practice. Furthermore, feedback from lecturers is still minimal, resulting in students receiving inadequate guidance for improving academic performance. In the Product Evaluation dimension, the research results show an increase in student abilities, but this improvement is uneven. Some students experienced significant progress, particularly in understanding language concepts, while others showed no significant change. This is due to differences in the quality of evaluations among lecturers. The evaluation results tend to be viewed as final grades without any follow-up to improve the learning process in the future.

## CONCLUSION

The key findings of this study reveal that the management of Indonesian Language learning evaluation at ITS NU Lampung has not yet reached optimal effectiveness. Weaknesses in planning, organizing, implementation, and control are interrelated, collectively limiting the achievement of student learning outcomes. Planning is not systematically based on comprehensive needs analysis, organizing lacks institutional standards, implementation focuses primarily on cognitive assessments, and control mechanisms are not supported by continuous quality monitoring. Analysis using the CIPP model further shows that context evaluation does not fully reflect students' learning needs, input utilization is suboptimal, evaluation processes remain conventional, and product outcomes are not effectively used for continuous improvement. The main lesson drawn from this research is that integrating POAC and CIPP frameworks is crucial to strengthen evaluation management, enhance academic literacy, and ensure more consistent learning achievements.

This study contributes to the academic field by providing a comprehensive framework that combines POAC and CIPP theories to evaluate and optimize learning assessment in higher education, offering both theoretical insights and practical guidance for lecturers. However, the research is limited to one institution and a single course, which may affect the generalizability of the findings. Future research could expand the scope to multiple institutions or courses, incorporate quantitative measures of learning outcomes, and examine the long-term impact of optimized evaluation management. Such studies would provide stronger evidence for best practices in learning evaluation and support continuous improvement in higher education assessment.

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