JOURNAL JIEM OF ISLAMIC EDUCATION MANAGEMENT
ISSN 2549-0877
Http://syekhnurjati.ac.id/jurnal/index.php/jiem

The Effectiveness of Hybrid Learning In The MPI Postgraduate Program: A CIPP Model Evaluation At UIN Siber Syekh Nurjati Cirebon

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Received: February 2025	Accepted: Juni 2025	Published: Juli 2025

Abstract :

This study aims to evaluate the effectiveness of the hybrid learning model implemented in the Postgraduate Program of Islamic Education Management (MPI) at UIN Siber Syekh Nurjati Cirebon, using the CIPP evaluation framework (Context, Input, Process, and Product). Employing a quantitative approach, data were collected through empirically validated questionnaires administered to students, lecturers, and key stakeholders. Findings reveal that the hybrid learning program aligns well with the needs and strategic direction of digital higher education policies, particularly in the context domain. Regarding input, the program demonstrates sufficient availability of human resources, technological infrastructure, and learning tools. The process domain indicates effective instructional delivery, although several technical issues and inconsistencies in learning interaction were observed. In terms of product, learning outcomes show measurable improvement, reflected in enhanced student competencies. Overall, the evaluation suggests that the hybrid learning model in the MPI postgraduate program is reasonably effective. Nevertheless, there is a continuing need for technical refinement and improved pedagogical interaction. This research contributes to the development of digital learning evaluation models tailored to higher education settings, especially in the context of hybrid learning implementation.

Keywords: *Hybrid Learning; CIPP Evaluation; Islamic Education Management; Postgraduate Program; Higher Education*

INTRODUCTION

In today's millennial era, the rapid advancement of information and communication technology has become a vital component of human life, particularly in the field of education. The pursuit of educational quality is no longer confined to traditional approaches but is increasingly oriented toward the integration of modern technology into the learning process. Conventional methods are gradually being replaced by more contemporary, interactive, and

engaging learning models that resonate with the needs and characteristics of 21st-century learners.

This paradigm shift is driven by the demand for new competencies and skills, including digital literacy, critical thinking, creativity, and collaborative problem-solving (Chetry, 2024; González-Pérez & Ramírez-Montoya, 2022). The integration of technology not only enhances the delivery and accessibility of educational content but also promotes active, autonomous, and contextual learning among students.

The Fourth Industrial Revolution, characterized by the pervasive role of digital technologies, artificial intelligence, big data, and cyber-connectivity, has profoundly influenced every dimension of human activity (Irene, 2025). In response, educational institutions are compelled to adapt by redesigning curricula, innovating pedagogical strategies, and developing digital competencies for both educators and learners.

Living in this complex and dynamic era presents unique challenges that require individuals to be adaptive, resilient, and forward-thinking. As such, the transformation of education through technology integration is not merely an option, but an imperative for cultivating a generation capable of thriving in an increasingly digital and interconnected world.

In the current millennial era, information and communication technology has become increasingly pervasive and sophisticated, playing an integral role in various aspects of human life. In the realm of education, the integration of modern technology into the learning process is perceived as more effective and engaging than traditional approaches. Conventional methods are gradually being replaced by contemporary learning models that are more dynamic, interactive, and enjoyable. This shift is driven by evolving paradigms and contextual demands that emphasize 21st-century competencies and skills. The advancement of technology facilitates active student engagement in knowledge acquisition, transforming them from passive recipients to active participants. Within the framework of the Industrial Revolution 4.0, every aspect of life—including education—is heavily reliant on technological capabilities, digital connectivity, and data-driven systems. As members of a generation shaped by this industrial revolution, we are confronted with increasingly complex challenges that require adaptive, innovative, and technologically literate responses (Ganovia, P. ., Sherly, S., & Herman, 2022).

In the context of Islamic education, particularly within the Islamic Education Management study program, hybrid learning emerges as a strategic alternative designed to accommodate both the comprehensive scope of Islamic and managerial content and the demanding schedules of postgraduate students who are often engaged in professional and personal commitments. As such, evaluating the effectiveness of hybrid learning becomes crucial to determining its capacity to meet learners' academic needs while enhancing the overall teaching and learning experience.

Syekh Nurjati Cyber Islamic University Cirebon, recognized as the first university in Indonesia directly appointed by the Ministry of Religious Affairs to implement distance learning, has emerged as a leading example of digital-based

education and hybrid learning. Nevertheless, a comprehensive evaluation is essential to assess the actual effectiveness of hybrid learning, particularly given its technical and pedagogical implications for the quality of instruction and students' academic performance. While previous studies have explored the efficacy of hybrid learning models in higher education—primarily within general fields such as educational technology and mainstream university settings—there remains a significant gap in research specifically addressing the implementation and impact of hybrid learning among postgraduate students in the Islamic Education Management Study Program.

Conversely, the evaluation methods commonly employed in previous studies tend to focus solely on learning outcomes (product) or student satisfaction, often neglecting critical elements such as institutional context, resource readiness (input), and the learning process itself. The CIPP (Context, Input, Process, and Product) model offers a more comprehensive evaluative framework, integrating multiple dimensions of the educational experience; however, its application in assessing hybrid learning within Islamic educational settings remains limited and underexplored (Aulia, R., Yaswinda, Y., Movitaria, M, 2022).

The diverse academic backgrounds and learning needs of postgraduate students in the Islamic Education Management (MPI) program underscore the significance of this study. A comprehensive evaluation of hybrid learning implementation using the CIPP (Context, Input, Process, and Product) model is therefore essential to gain a deeper understanding of its effectiveness and to identify areas for future improvement. This research will be conducted by postgraduate students of Islamic Education Management at Syekh Nurjati Cyber Islamic University Cirebon and will employ a quantitative approach to evaluate the effectiveness of hybrid learning through the CIPP framework. The findings are expected to provide data-driven insights for program administrators and institutional stakeholders, contributing to efforts to enhance the quality of learning, particularly in the context of digital Islamic education.

RESEARCH METHOD

Quantitative research is a systematic investigation of phenomena and the relationships among them, using measurable data and statistical, mathematical, or computational techniques. It typically relies on statistical methods to gather and analyze numerical data, guided by mathematical models and quantitative theories. Quantitative research is grounded in the philosophy of positivism and is applied to examine specific populations or samples (Maksimovic & Evtimov, 2023). Sampling is generally conducted probabilistically, and data are collected using standardized research instruments. The primary aim is to test predefined hypotheses through empirical analysis. This study involves all postgraduate students enrolled in the Islamic Education Management program at Syekh Nurjati Cyber Islamic University Cirebon. This population was selected due to specific characteristics, particularly the students' limited availability for traditional in-person learning as many are concurrently employed. In response to this, lecturers—who serve as the primary facilitators—have adopted a hybrid

learning model to better accommodate student needs. The current research intends to evaluate the implementation of this approach. Given the relatively small population size, a saturated sampling technique was used, in which all members of the population were included as respondents.

Data Collection Technique

A Likert scale is a widely used instrument for measuring individual or group attitudes, opinions, and perceptions regarding particular social phenomena (Willits et al., 2016). Response options may include: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), or alternatively: Always, Often, Sometimes, Rarely, and Never. In this study, the researcher employed a Likert-based questionnaire (5-point scale) to assess variables within the CIPP framework (Context, Input, Process, and Product), facilitating a more structured and accessible evaluation process. This primary data collection was also supplemented with supporting documentation and secondary data obtained from the university.

RESULTS AND DISCUSSION

Hybrid Learning Model

a. Definition Hybrid Learning

In English, the term "hybrid learning" refers to a blended model of instruction, where "hybrid" denotes a mixture and "learning" signifies the acquisition of knowledge (Mulenga & Shilongo, 2025). Hybrid learning integrates face-to-face instruction with online learning, utilizing various available media to create a cohesive and synergistic educational experience (Singh et al., 2021). This blended approach combines multiple instructional strategies and modalities to enhance flexibility, accessibility, and continuity in the learning process. The concept of hybrid learning, also referred to as blended learning, initially gained prominence in higher education institutions in countries such as the United States, the United Kingdom, and Australia, where it was adopted as a response to evolving pedagogical needs and technological advancements.

Hybrid learning is an instructional approach that integrates face-to-face interaction with online and other digital media, utilizing technology to enhance the learning experience. In this model, educators and students collaborate to improve learning quality through flexible and interactive methods. The primary objective of hybrid learning is to accommodate diverse student characteristics, promoting autonomous, continuous, and lifelong learning, thereby making the learning process more engaging, effective, and efficient. By combining traditional classroom instruction with remote digital learning, students are able to participate in lessons both on-site and from home using technological tools. In a typical hybrid classroom, instructors simultaneously teach students who are physically present and those participating online. For instance, in a class of thirty students, fifteen may attend in person while the remaining fifteen join the session virtually in real time (Gultom, J., Sundara, D., & Fatwara, 2022)

b. Characteristics of Hybrid Learning

Before implementing hybrid learning, it is essential to first understand the defining characteristics of the hybrid learning model. This model is distinguished by several core features: (1) the integration of various instructional delivery methods, learning models, and styles, supported by the utilization of contemporary digital technologies; (2) the combination of synchronous face-to-face instruction with asynchronous or synchronous online learning environments; and (3) the provision of comprehensive learning support through an effective blend of content delivery techniques and pedagogical strategies. These characteristics are designed to foster flexibility, personalization, and improved learning outcomes by leveraging both physical and virtual modalities (Kamil et al., 2023; Wijaya & Budiman, 2021)

c. Hybrid Learning Models and Implementation

Hybrid learning in higher education refers to an instructional model that strategically integrates face-to-face (offline) and online learning modalities, implemented through both synchronous and asynchronous approaches (Gudoniene et al., 2025). This model is designed to enhance accessibility, learning efficiency, and instructional quality in response to the demands of the digital era. Within the Indonesian context, hybrid learning plays a pivotal role in supporting the implementation of the *Merdeka* curriculum and aligns with the broader national vision of "Indonesia Emas 2045," which aspires to cultivate a generation of digitally literate, innovative, and globally competitive learners.

According to the framework proposed by Henry and Budhi (2021), the implementation of hybrid learning encompasses several key dimensions that together form a comprehensive and flexible educational model (Mulenga & Shilongo, 2025). First, face-to-face learning remains a critical component, involving in-class lectures, laboratory practicums, mentoring sessions, and workplace-based training. These activities facilitate interactive elements such as discussions, presentations, project-based learning, hands-on exercises, and direct problem-solving. Second, synchronous virtual collaboration is carried out through digital platforms such as Zoom, Google Meet, or Microsoft Teams, allowing real-time interaction between instructors and students through features like live chat, polling, and Q&A sessions. Third, asynchronous virtual collaboration leverages learning management systems (LMS) such as Moodle or Google Classroom, as well as email and online discussion forums, to enable students to engage in learning activities and peer interaction at their own convenience—promoting learner autonomy. Lastly, self-paced asynchronous learning offers students the flexibility to explore educational materials independently, allowing them to access modules, instructional videos, and online assignments anytime and from any location, thereby accommodating diverse learning styles and individual needs.

Given the flexible nature of its implementation, the hybrid learning

model can be effectively applied through mutual agreement between instructors and students. This model's adaptive design—blending face-to-face and online learning—offers a learner-centered approach that accommodates diverse student needs and learning contexts (Hendrayati, H., & Pamungkas, 2013)

d. A Cipp Model Evaluation

The CIPP (Context, Input, Process, and Product) evaluation model, originally developed by Stufflebeam, (2000), has undergone several refinements over the years. This model is widely recognized for providing a systematic and comprehensive framework for program evaluation, particularly in the field of education. Selecting an appropriate evaluation model is essential to ensure that assessments are carried out rigorously and that the resulting data can effectively inform efforts to improve the quality and outcomes of a program. The context component refers to the environment in which a program is implemented, encompassing program goals, policy frameworks, and socio-economic and political conditions (Lynch, 1990). Context evaluation is intended to assess needs, problems, resources, and opportunities, helping evaluators determine the relevance and alignment of program objectives with external conditions. The input dimension evaluates the resources necessary for program implementation—including budgets, personnel, and infrastructure—and examines whether these inputs are sufficient and used effectively to achieve intended goals (Birgili, 2021). The process component focuses on how the program is executed, assessing strategies, instructional activities, and interactions among stakeholders. Process evaluation serves to identify the effectiveness of implementation and detect issues within program operations, enabling timely improvements (Dizon, 2023). The product dimension addresses the outcomes of the program, such as gains in knowledge or skill development among participants. Product evaluation determines whether the program has achieved its stated objectives and informs decision-making regarding the continuation, modification, or termination of the initiative (Thomas et al., 2022). Complementing these four dimensions, Bayu and Rosmayudi (2023) emphasize that the CIPP model includes priority setting, the alignment of objectives with contextual needs, multi-year assessments of inputs and implementation, and outcome evaluation based on program goals (Stufflebeam, 2000; Vereb, 2025). The CIPP model has been extensively used in educational evaluation and is particularly valuable in supporting accreditation processes, as well as in sustaining and improving curriculum quality in a structured and data-driven manner.

The findings derived from the analysis and interpretation of data in this study, which evaluated the implementation of the hybrid learning method within the Islamic Education Management (MPI) postgraduate program, were based on the CIPP (Context, Input, Process, and Product) evaluation framework. This discussion aims to critically assess the effectiveness of hybrid learning in supporting MPI students' academic

engagement, while also identifying key factors influencing its success.

1. Context Evaluation

   The results of the context component analysis, based on responses from 20 participants, reveal a mean score of 3.812, a median of 4, and a standard deviation of 0.8515. The mean score suggests that, overall, students perceive the hybrid learning model as generally aligned with their academic and personal needs as postgraduate learners. This perception indicates that the integration of face-to-face and online learning modalities effectively accommodates their requirements for flexibility, material accessibility, and learning efficiency. The median score of 4 further strengthens this trend, signifying that more than half of the respondents rated hybrid learning above the neutral point on the Likert scale (1–5), reflecting positive alignment with their learning expectations. While the standard deviation value of 0.8515 indicates a moderate level of response variation, it also implies the presence of differing views—potentially influenced by variations in students' access to digital infrastructure, personal learning preferences, or challenges with online delivery formats. Despite such variation, the context evaluation suggests that hybrid learning is successfully addressing the core academic needs of MPI postgraduate students. Nonetheless, the observed differences underscore the importance for institutional policymakers to consider targeted improvements to ensure greater inclusivity and responsiveness to diverse student contexts.

2. Input Evaluation

   The input component of the CIPP model focuses on assessing the adequacy and quality of resources, instructional strategies, and institutional support systems that facilitate the hybrid learning process. These inputs include lecturer preparedness, digital infrastructure, learning management systems, and academic administrative support. Based on the quantitative data analysis, students' perceptions of input quality fall within the "good" category, with a recorded mean score of 3.916 and a standard deviation of 0.6405.

   The proximity of the mean score to 4 on the Likert scale indicates that students generally regard the institutional inputs as effective in supporting both online and offline learning. The relatively low standard deviation reflects a high level of consensus among students, suggesting that the majority agree on the adequacy of available facilities, the competence of instructors in digital pedagogy, and the accessibility of technological tools and platforms. Contributing factors likely include the provision of synchronous platforms such as Zoom and Google Meet, access to asynchronous learning management systems (e.g., Moodle or Google Classroom), and the availability of institutional technical support. However, the fact that the average score has not reached the maximum value of 5 highlights areas for further enhancement. These may include increased investment in lecturer training for digital content delivery, the development of more interactive and student-centered

digital resources, improved campus and home internet access, and expanded technical support. In conclusion, while the input component of hybrid learning implementation within the MPI program demonstrates a generally favorable outcome, continuous improvement remains necessary to ensure optimal learning experiences and equitable access for all students.

3. Process Evaluation

The process component of the CIPP model emphasizes the implementation of hybrid learning within instructional activities. This includes the quality of interaction between instructors and students, student engagement, time management, and the usability of both online and offline learning media. Based on the analysis of questionnaire responses, the process component yielded a mean score of 3.9125 and a standard deviation of 0.87625. The mean value, which approaches 4 on a 5-point Likert scale, suggests that students generally perceive the implementation of hybrid learning as effective. Most respondents agree that instructors manage the transition between online and face-to-face sessions efficiently, provide clear and structured instructions, and create opportunities for meaningful interaction during hybrid learning sessions. A contributing factor to this positive perception is the flexibility offered through access to digital learning materials.

However, the relatively high standard deviation (0.87625) indicates notable variability in student experiences. This suggests that while many students benefit from the hybrid model, others may encounter difficulties, such as technical issues during online sessions, limited engagement opportunities, or inconsistencies between online and in-person instructional quality. The findings underscore that although the hybrid model is functioning adequately, there remain challenges, particularly regarding the consistency of interactivity, student participation, and instructional coherence across both learning modes. Therefore, improving the pedagogical dynamics and ensuring equivalency between online and offline experiences should be prioritized in future implementations. Overall, the process evaluation illustrates that the hybrid learning system within the Islamic Education Management Study Program is functioning relatively well, yet ongoing refinement is necessary to optimize instructional delivery.

4. Product Evaluation

The product component of the CIPP model evaluates the outcomes and impacts of hybrid learning, including student satisfaction, academic achievement, the development of academic competencies, and the perceived long-term benefits of the learning experience. The results of the product evaluation reveal a mean score of 3.7125 and a standard deviation of 0.97125. These findings suggest that students have a generally favorable perception of the results obtained through hybrid learning, particularly in terms of increased flexibility, improved

understanding of learning materials, and the overall effectiveness of the learning process.

Despite this positive outlook, the relatively high standard deviation highlights diverse experiences among students. While some students report enhanced learning outcomes and satisfaction with the hybrid model, others express concerns—often related to technical constraints, limited interactivity, or a personal misalignment with the blended approach. This variability signals the need for further enhancement, particularly in the areas of outcome monitoring, personalized instruction, and more effective integration of technology into the learning process.

In conclusion, the product evaluation indicates that hybrid learning has made a constructive contribution to student outcomes within the Islamic Education Management program. Nevertheless, there remains significant potential for further development, especially by ensuring continuous assessment of student progress, aligning instructional strategies with individual learning preferences, and maximizing the pedagogical use of educational technologies. By addressing these areas, the effectiveness and equity of student learning outcomes can be improved in a sustainable manner.

CONCLUSION

This study aimed to evaluate the effectiveness of hybrid learning in postgraduate education within the Islamic Education Management (MPI) program at UIN Siber Syekh Nurjati Cirebon, utilizing the comprehensive CIPP (Context, Input, Process, Product) evaluation model. The relevance of this evaluation is underscored by the rapid advancement of information and communication technologies and the demands of the Industrial Revolution 4.0, which have necessitated a shift from traditional pedagogical models to more flexible and integrative learning approaches. Hybrid learning emerges as a strategic modality to address the specific needs of postgraduate students who often balance professional responsibilities with academic pursuits, particularly within the context of UIN Siber Syekh Nurjati Cirebon as a pioneering institution in distance learning under the auspices of the Ministry of Religious Affairs.

Employing a quantitative research design supported by a Likert-scale questionnaire, documentation, and secondary data, this study gathered and analyzed the perceptions of 20 MPI postgraduate students. The findings indicate that hybrid learning generally demonstrates effectiveness and yields positive outcomes across all four CIPP components, though several areas still present opportunities for enhancement.

In the Context dimension, a mean score of 3.812 and a median of 4 reflect students' perception that hybrid learning appropriately addresses their needs for flexible and effective academic engagement. The standard deviation of 0.8515 suggests notable variability in responses, highlighting the need for ongoing adjustments to foster inclusivity. In the Input dimension, the mean score of 3.91625 with a relatively low standard deviation of 0.6405 demonstrates students'

consensus regarding the adequacy of instructional resources, digital infrastructure, and institutional support. However, opportunities remain for quality improvement in several aspects of implementation. For the Process component, a mean score of 3.9125 suggests that students generally perceive the hybrid learning process as well-managed, with instructors effectively balancing online and offline formats. Nevertheless, the standard deviation of 0.87625 signals a diversity of experiences, necessitating enhancements in interactivity, student engagement, and consistency in instructional delivery. In the Product component, the mean score of 3.7125 indicates that hybrid learning contributes positively to students' comprehension, learning flexibility, and academic achievement. Yet, the higher standard deviation of 0.97125 points to disparities in learning outcomes, implying the need for continuous refinement of pedagogical methods and technological integration.

Overall, these findings confirm that the implementation of hybrid learning in the MPI postgraduate program at UIN Siber Syekh Nurjati Cirebon has been generally effective and beneficial for students. However, to achieve optimal impact and equitable learning outcomes, sustained innovation and adaptive strategies are required. Key recommendations include enhancing student interactivity and participation, ensuring consistency and quality across both online and offline instructional modes, and instituting continuous evaluation mechanisms for student learning outcomes. This study is expected to serve as a data-driven reference for postgraduate program administrators in optimizing hybrid learning practices and advancing the quality of digital Islamic education moving forward.

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