



Optimizing marketing learning evaluation: Gamification with CIPP model at SMKN 1 Bandung

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ABSTRACT

In this digital era, education is experiencing rapid growth, especially in the diversity of evaluations given to students, one of which is through gamification. This article explores optimizing learning evaluation through gamification in the CIPP (Context, Input, Process, Product) evaluation model in marketing education at SMKN 1 Bandung. The method used is descriptive quantitative research. Data collection is done through questionnaires and interviews. The data sources and subjects in this study are educators in the marketing subject at SMKN 1 Bandung and students majoring in Online Business and Marketing at SMKN 1 Bandung, with the object being the evaluation of marketing learning with the implementation of gamification in the CIPP model. The results of this study indicate that the learning evaluation process with gamification is well-received by students at SMKN 1 Bandung. Applying gamification in learning evaluation using the CIPP model enhances students' learning outcomes and creates a responsive, adaptive, and collaborative learning environment.

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ABSTRAK

Di era yang serba digital ini, pendidikan mengalami pertumbuhan yang sangat pesat, khususnya pada bagian evaluasi yang diberikan kepada siswa kini beraneka ragam, yang mana salah satunya adalah melalui gamifikasi. Tujuan dibuatnya artikel ini adalah untuk mengetahui bagaimana optimalisasi evaluasi pembelajaran melalui gamifikasi dalam model evaluasi CIPP (Context, Input, Process, Product) dalam pembelajaran pemasaran di SMKN 1 Bandung. Metode yang digunakan adalah metode kuantitatif deskriptif. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Adapun sumber data sekaligus subjek yang diteliti dalam penelitian ini adalah pendidik pada mata pelajaran pemasaran di SMKN 1 Bandung dan peserta didik jurusan Bisnis Daring dan Pemasaran di SMKN 1 Bandung dengan objek berupa evaluasi pembelajaran pemasaran dengan penerapan gamifikasi pada model CIPP. Hasil penelitian ini menunjukkan bahwa Proses evaluasi pembelajaran dengan gamifikasi diterima dengan baik oleh para peserta didik di SMKN 1 Bandung. Penerapan gamifikasi dalam evaluasi pembelajaran dengan model CIPP bukan hanya meningkatkan hasil belajar peserta didik, tetapi juga menciptakan lingkungan belajar yang responsif, adaptif, dan kolaboratif.

Kata Kunci: CIPP; evaluasi; gamifikasi; pembelajaran pemasaran

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INTRODUCTION

Education is one of the sectors that continues to evolve alongside technological advancements and shifts in learning paradigms. The emergence of the digital era and advances in information technology have changed the way we access, deliver, and manage information, making it more effective and efficient (Darmawan, 2020). Therefore, learning needs to be highly flexible to address challenges arising from these changes. Learning activities must equip learners with knowledge and skills that enhance the quality of human resources (HR). This is very important because HR quality affects their ability to compete effectively globally.

Technological advancements have changed the education landscape in interesting and efficient ways (Prasetyo & Trisyanti, 2018). Technology makes learning more engaging, aligning with the 2013 curriculum's emphasis on student-centered learning. In this context, students are expected to be active participants in the learning process, and technology is a key tool in facilitating this change. However, in 2020, the learning system underwent a major change due to the COVID-19 pandemic. Schools that were previously conducted face-to-face shifted to online learning, either partially or entirely. This posed a significant challenge, especially for educators who had to ensure that learning objectives were still achieved.

The implementation of technology in learning has become a necessity for conducting the learning process and is beneficial for resolving the learning problems students experience (Cahyadi, 2019). The learning process involves three stages: planning, implementation, and evaluation. These stages cannot be separated and must be carried out by an educator to achieve learning objectives. To measure the achievement of learning objectives, a learning evaluation is needed. Learning evaluation is a step taken to obtain the data and information required to assess the extent to which and how the learning process occurs, as explained by Souliisa et al. in their book 'Evaluasi Pembelajaran'. Thus, learning evaluation is a key component of the learning cycle that helps ensure effective learning and enables the continuous development of students' abilities.

Learning evaluation is a very important instrument in measuring the extent to which learning objectives have been achieved and for monitoring and improving the learning process. Through evaluation, educators can identify the strengths and weaknesses of their teaching methods, thereby making necessary improvements. The importance of optimizing learning evaluation in the educational context cannot be ignored. As educators, we are expected to keep up with technological developments, including the implementation of an optimal evaluation model for learning. By utilizing this technology, the evaluation process can continue to run smoothly (Astini, 2019). The use of technology in learning has also been proven to improve student learning outcomes (Chairudin & Dewi, 2021). By integrating more interactive evaluations and technology in education, learning objectives can be achieved more effectively and efficiently. However, it should be noted that the use of technology in learning assessment must align with the learning evaluation model being used.

The use of technology in learning evaluation requires paying close attention to the model being used; one widely used model is the CIPP Model (Context, Input, Process, Product). In this context, the CIPP Model provides a comprehensive framework for planning,

implementing, and evaluating learning programs by considering aspects of context, technology input, teaching process, and learning outcomes (Nurhayati & Tohamansur, 2021). By focusing on technology, this approach enables educational institutions to understand its impact on learning, ensure its use aligns with learning objectives, and measure its effectiveness in achieving the desired learning outcomes.

Technology-based gamification is widely used for learning evaluation because it offers many conveniences and benefits. The use of gamification in education significantly impacts learning evaluation. Through elements such as rewards and recognition, gamification provides positive reinforcement for students who succeed in evaluations, increases motivation, and generates positive feedback on students' achievements (Leon, 2021). In addition, the competitive elements in gamification foster a spirit of competition and a drive to achieve better outcomes, which can be integrated into the evaluation process to measure students' performance against one another. Thus, the use of gamification in the educational context not only enhances students' motivation and engagement but also optimizes learning evaluation through more engaging, interactive activities.

In education, gamification is a way to transform existing activities or learning materials so that they resemble or are adapted to resemble a game (Chandross & DeCourcy, 2018). The use of gamification in education is closely related to the CIPP Model in learning evaluation. Within the CIPP Model framework, which considers the aspects of context, input, process, and learning outcomes, gamification is a significant element that positively impacts learning evaluation. Through reward and competition mechanisms, gamification encourages students to participate more in the evaluation process, increasing their motivation to achieve the desired learning outcomes. Thus, the simultaneous use of technology and gamification in the context of learning evaluation offers an opportunity to design a more engaging, interactive learning experience while still accounting for all elements relevant to the CIPP Model.

One use of gamification is in the marketing subject, one of the subjects in the Online Business and Marketing major in 11th grade. The marketing subject is one of the basic subjects in the expertise program (C2) as defined by the 2013 curriculum structure. The 2013 curriculum emphasizes the importance of balancing spiritual and social attitudes, knowledge, and skills, and encourages their application in both the school environment and society at large (Ikhsan & Hadi, 2018). In marketing learning, the main emphasis is on the cognitive domain, which involves activities such as thinking, memorization, and understanding concepts important to learning (Misnah, 2019). The CIPP evaluation model is highly relevant to assessing the effectiveness and success of gamification in marketing contexts. The basic principle of the CIPP evaluation model is to improve the quality of implemented programs, covering all teaching and learning processes. The product focuses on the quality of learning and its benefits, as well as potential advantages for the community, rather than merely determining the program's success or failure (Aziz, Mahmood, & Rehman, 2018).

Using this evaluation model can provide a better understanding of aspects such as the learning context, resources used, teaching methods applied, and student learning outcomes (Risdiyok & Aprison, 2021). This helps comprehensively assess the impact of gamification, not just to determine whether this method works, but also to what extent it can improve the quality and quantity of learning in marketing education. Thus, the CIPP evaluation model is a highly relevant tool for measuring the effectiveness of gamification in marketing learning.

In this regard, the author aims to determine how to optimize learning evaluation through gamification within the CIPP evaluation model (Context, Input, Process, Product) in marketing learning at SMKN 1 Bandung.

LITERATURE REVIEW

Learning Evaluation

Although often considered the same, learning evaluation is actually broader than just exams. Although exams, such as daily quizzes or final school exams, are one element of learning evaluation, learning evaluation encompasses more than just assessing learning outcomes. Especially in the implementation of the 2013 curriculum, learning evaluation not only focuses on the final assessment of learning outcomes but also on the understanding of the learning process undertaken by teachers and students throughout the entire learning sequence. Evaluation is a process that involves collecting, analyzing, and improving information to determine better options or alternatives. Evaluation can involve tests and measurements, but it can also include other aspects beyond these. The results of the evaluation process can provide a basis for professional decision-making.

Evaluation can be carried out using data in both quantitative and qualitative forms based on the perspective of Asrul et al. in their book titled 'Evaluasi Pembelajaran.' The concept of evaluation is defined by experts, for example, by Guba and Lincoln, as 'A process of explaining an evaluation and assessing its value and usefulness.' Meanwhile, for Gilbert Sax, evaluation is 'A process in which value judgments or decisions are made based on various observations, while considering the evaluator's background and training' (Arifin, 2020). Thus, educational evaluation is a systematic process for measuring, assessing, and understanding the extent to which learning objectives are achieved. The process of educational evaluation involves collecting, analyzing, and interpreting data related to student progress, teaching effectiveness, and the quality of learning materials and strategies.

Learning Evaluation Objectives

Learning evaluation primarily measures the extent to which the learning process is efficient and effective. This includes various aspects such as learning objectives, teaching methods, understanding of the material, use of media, learning resources, classroom atmosphere, and assessment methods. Moreover, learning evaluation is intended to assess the effectiveness of implemented learning strategies, measure and improve the quality of the curriculum program, and enhance overall learning quality. It also helps students in their learning process, identifies their strengths and weaknesses, and provides useful data for learning-related decision-making. The objectives of the evaluation are outlined as follows (Rahman & Narsyah, 2019):

1. Keeping track, which is monitoring the development of students and involves collecting data through various assessment methods such as exams, projects, and presentations. With this variety, teachers can identify students' strengths and weaknesses, respond to individual needs, and adjust teaching methods. The focus is not only on the final

assessment, but also on a comprehensive understanding of learning progress, creating a learning environment that supports the growth of each individual.

2. Checking up, which is to examine the extent to which students have achieved the expected competencies during the learning process, as well as to identify areas where students are still lacking. This means that teachers need to conduct assessments to evaluate students' understanding of the subject matter and identify parts of the material that need improvement.
3. Finding out, namely in efforts to help students overcome difficulties, teachers need to identify, discover, and detect their mistakes or weaknesses during the learning process. The goal is for teachers to identify alternative solutions or the corrective actions needed quickly.
4. Summing up, this is an important stage to assess students' competency achievements. This process provides a comprehensive overview to the teacher, allowing in-depth analysis regarding student development. The results of this assessment will later be used to prepare progress reports, so this report serves as a communication tool among teachers, students, and parents.

Principles of Learning Evaluation

The principles of learning evaluation are guidelines or foundations that underpin the learning evaluation process (Andiopenta, 2023). To achieve optimal evaluation results, the evaluation must be carried out based on principles of certainty and clarity, evaluation techniques, comprehensiveness, awareness of measurement errors, and achieving learning objectives (Purwanto, 2021), which can be explained as follows:

1. Certainty and clarity. This is a crucial aspect of the evaluation process. Evaluation can only be done well if the goals have been clearly and operationally formulated. For example, if we want to assess students' learning progress, we must first identify and accurately formulate the learning objectives to be achieved. Then we can develop appropriate evaluation tools. For instance, if we want to assess students' intelligence levels, the components of that intelligence need to be clearly and accurately explained, and the tests created must accurately reflect those components. Therefore, the success of an evaluation depends on the teacher or evaluator's ability to clearly define the aspects to be evaluated in the educational context.
2. Evaluation Techniques. The selection of evaluation techniques is an important aspect of education that must be adjusted to the established evaluation objectives. There is no single evaluation technique suitable for all situations, so each educational objective should have an evaluation technique tailored to its goals. The suitability between the evaluation objectives and the techniques used is a significant factor, as carefully selecting techniques aligned with the unique characteristics of the evaluation objectives can yield more relevant and meaningful evaluation data. The success of evaluation not only depends on the appropriateness of the chosen techniques but also on the extent to which these techniques are suitable for the educational context faced.

3. Comprehensive. A comprehensive evaluation requires the use of multiple evaluation techniques rather than relying on a single technique that can measure students' abilities in a single lesson. This is because each evaluation technique has its own limitations. For example, objective tests provide objective evidence but are limited to surface-level understanding. Moreover, in subjective tests, the assessment depends largely on the evaluator's subjectivity. Therefore, during the learning process, it is advisable to use a variety of evaluation techniques to better assess students' learning abilities.
4. Awareness of measurement errors. Awareness of the potential for measurement errors is very important for an evaluator. Evaluators need to have a deep understanding of the limitations and weaknesses of the evaluation techniques they use. This awareness serves as a primary driving force for greater care in designing policies or taking actions after the evaluation process is completed. In addition, evaluators are reminded that the measurements conducted can represent only a small part of the complexity that should be measured. It is important to recognize that the evaluation reflects conditions at a single point in time, and changes in context and dynamics over time should also be taken into account in the evaluation results.
5. Evaluation is not the ultimate goal to be achieved, but rather a strategic tool to reach certain objectives. Without well-defined goals, evaluation results can be considered an ineffective use of time and resources and may even negatively impact learners. Therefore, the first step is to formulate the evaluation's objectives clearly. Then, based on these evaluation objectives, appropriate evaluation techniques can be developed, and from there, tests can be designed as evaluation tools. It is important to avoid situations in which the evaluation process is carried out without knowing its purpose, as the data obtained in such a context will be useless. Therefore, educational policies should first be clearly formulated, and then appropriate evaluation procedures can be chosen.

CIPP Model

The CIPP evaluation model (Context, Input, Process, and Product) introduced by Stufflebeam in 1965 has become one of the most recognized evaluation models and is widely used by evaluators. Developed in response to the need to evaluate the Elementary and Secondary Education Act (ESEA), this model's primary aim is to improve program quality, not merely to prove its success or failure. The fundamental philosophy of the CIPP model, as expressed by Madaus, Scriven, and Stufflebeam, is that evaluation should not only serve as proof but also drive improvement. With its four complementary dimensions—context, input, process, and product—this model provides a comprehensive approach to evaluating every aspect of a program, from the initial environment to its outcomes (Kurniawati, 2021). The following explains each stage of the CIPP model as described by Supriyantoko (2020), Anugrahana (2020), and Arikunto in his book '*Dasar-Dasar Evaluasi Pendidikan*'.

1. Context Evaluation

Context Evaluation is an evaluation approach that emphasizes collecting information to support the setting of effective goals, the design of relevant environments, and the identification of issues related to programs or activities. More than just measuring performance, this evaluation focuses on understanding the operational context. For

example, in curriculum evaluation, the dimensions of context evaluation include the curriculum objectives and institutional goals. The evaluation process involves simultaneous conceptual and empirical analysis, allowing the identification of key issues and providing a basis for evidence-based recommendations. Context evaluation lays the groundwork for targeted solutions, enhancing the effectiveness and relevance of the program or activity being evaluated.

2. Input Evaluation

Input Evaluation, as a phase in the educational evaluation process, emphasizes a thorough assessment of the initial inputs introduced into the transformation process. This assessment aims to determine whether prospective students possess sufficient capability to participate in lessons and complete assigned tasks. The primary focus of input evaluation is to determine the best way to utilize these inputs to achieve the program's objectives, involving assessment not only of academic aspects but also social, emotional, and other relevant skills. Input evaluation also considers the facilities and resources to be used in the educational program, ensuring that all inputs are of high quality and contribute substantially. Thus, input evaluation establishes a strong foundation for the educational program's overall success and effectiveness.

3. Process evaluation

Process evaluation has a fundamental purpose: assessing the extent to which a program aligns with its plan, with a main focus on monitoring implementation and supporting program staff in carrying out activities efficiently. Beyond that, this evaluation also aims to support program assessment by a broader group of users and interpret its benefits. In the analogy of a machine that transforms raw materials into finished products, process evaluation acts as a supervisor, ensuring that each step of program implementation follows the plan and providing support, including performance monitoring, obstacle identification, and solutions to improve operational efficiency. For example, in student learning, process evaluation involves monitoring teaching methods, student responses, and adjustments to learning strategies, providing a foundation for continuous improvement and overall program quality enhancement.

4. Product evaluation

Product assessment is the final evaluation stage of a program or activity that measures the extent to which the set goals have been achieved by referring to established standards and criteria. In the context of school education, product evaluation emphasizes how well students understand the material taught, involving cognitive, affective, and psychomotor aspects. This evaluation reflects students' learning outcomes, providing a concrete picture of their understanding of the material, their ability to apply knowledge, and their responses and attitudes toward it. The type of product evaluation used should be adjusted to the measurement objectives, for example, essay and objective tests, performance tests, or portfolio assessments to measure learning outcomes. Projective methods, attitude scales,

or personality tests can be used if the evaluation goal focuses on personality, interests, or student attitudes. By choosing the appropriate evaluation method, educators can gain a deeper understanding of student achievement and their development in various aspects, while using product evaluation as a basis for improvement and further development in the learning process.

Gamification

Gamification is a learning approach that uses game elements in non-game contexts (Winatha & Ariningsih, 2020). Its goal is to inspire students and increase their motivation in the learning process. Gamification involves the use of game mechanics to provide practical solutions by stimulating engagement and interest within a specific group. More specifically, Kapp and Cone define gamification as the use of game mechanics, aesthetic elements, and game thinking to engage individuals, encourage actions that motivate, support the learning process, and contribute to problem-solving. (Ariani, 2020). As in games, where players can try again or correct their mistakes, gamification creates an environment that allows for recoverable mistakes, reducing the fear of failure and enhancing individual engagement in the learning process. The following are the steps for implementing gamification in the context of learning (Ariani, 2020):

1. Identify the learning objectives.
2. Define the key concepts.
3. Design the game scenario.
4. Develop the learning activity plan.
5. Form groups.
6. Apply game elements in the learning process.

Marketing

Marketing plays a central role in improving business and ensuring its functional continuity. Marketing must be integrated with other company functions and used as a strategic tool to run operations effectively. The definition of marketing as a social and managerial process involves individuals and groups in fulfilling needs and desires, involving the creation, offering, and exchange of products with value as conveyed by Kotler, Armstrong, and Opresnik in their book titled 'Principles of Marketing.' Marketing is a system that involves strategic planning, pricing, promotion, and distribution of goods and services. Its goal is to meet consumers' needs and desires, involving strategic steps to reach them effectively. (Ahmad, 2019). Marketing can also be defined as the entire system of business activities organized to plan, set prices, promote, and distribute products or goods to meet customers' needs and desires (Priangani, 2023). With this approach, marketing becomes the foundation of business success, enabling companies to adapt to market dynamics and build sustainable relationships with consumers.

METHODS

This research used a quantitative descriptive research method. This approach focuses on describing and depicting existing data on the application of gamification to optimize learning

evaluation, making it easier to understand, without drawing general conclusions. The object of this research is the application of gamification with the CIPP model in learning evaluation, and the subjects are three educators in Marketing courses at SMKN 1 Bandung and students majoring in Online Business and Marketing at SMKN 1 Bandung. The selection of subjects was conducted using purposive sampling, which involves selecting subjects with characteristics relevant to the research objectives. The criteria for selecting subjects include educators who use the CIPP model learning evaluation with gamification and students who have previously been involved in gamification.

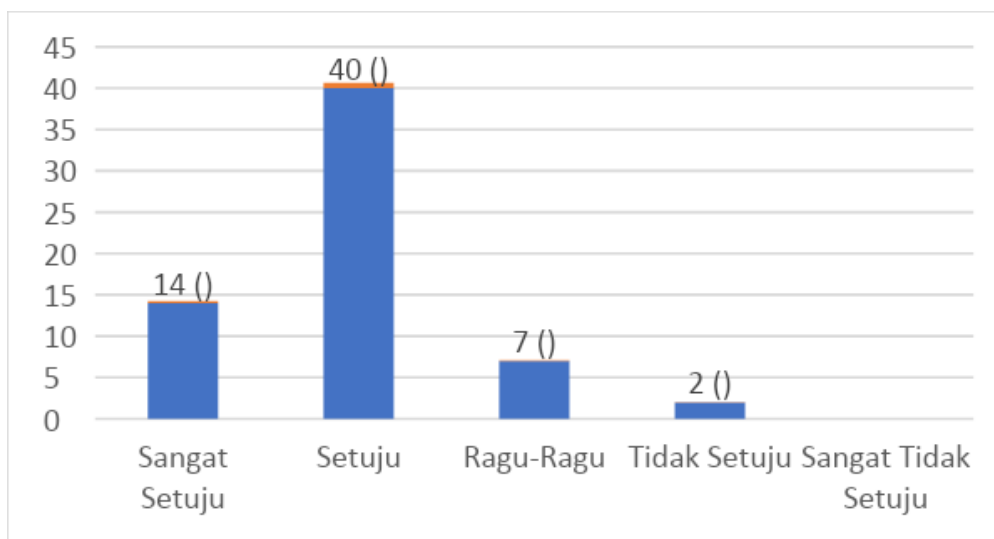
Data collection in this study was conducted using a questionnaire distributed to students of SMKN 1 Bandung majoring in Online Business and Marketing, and to educators for interview purposes. Data analysis was descriptive, focusing on the findings from the questionnaires and interviews. The questionnaires used in this study were closed-ended Likert Scales with a minimum score of 1 and a maximum of 5. Interviews were conducted using a structured interview guide developed based on relevant literature. The study's validity was established through data triangulation, comparing questionnaire and interview results to gain a richer, more detailed understanding of the evaluation of the CIPP model learning with gamification.

RESULT AND DISCUSSION

Implementation of Gamification in the Evaluation of the CIPP Learning Model

Gamification is an audiovisual learning medium that helps students focus on the lesson material (Toda *et al.*, 2019). By using gamification, teachers can capture students' attention and help them stay more focused on learning. Furthermore, students feel challenged by rankings, which encourage them to try harder to achieve a high rank. The implementation of gamification is also a strategy in the blended learning approach that can enhance students' critical thinking skills and learning outcomes. Research findings show that students who adopt gamification tend to have higher cognitive competence than those who engage in conventional learning. These results indicate that gamification can be an effective means of improving students' learning outcomes.

The use of gamification in exams or tests makes the learning experience more enjoyable and provides them with new experiences. Students today tend to be more familiar with using gadgets for playing games than for other purposes. (Garone & Nesteriuk, 2019). Educators can leverage students' proximity to technology, such as gadgets and computers, as additional tools to enhance motivation in the learning process. As educators, it is important to keep up with developments in the digital age and acquire skills in a constantly evolving technology, which has a significant impact on the field of education. By using engaging media, teachers can create a fun, stress-free learning environment. This approach can transform the formerly monotonous learning evaluation process into something more interesting and enjoyable, thereby increasing students' motivation and interest in learning. In addition, this can improve their understanding and learning outcomes.



Picture 1. Percentage diagram of the implementation of learning evaluation using gamification with the CIPP model at SMKN 1 Bandung
Source: Author's Research 2023

The results of the questionnaire distributed to 63 students in the Retail Business and Marketing department at SMKN 1 Bandung are shown in Figure 1a. It can be seen that 14 students (22%) chose and strongly agreed to use elements and components of games (gamification) because the students felt more motivated, entertained, challenged, and enjoyed the learning process, whether in the form of tests, exams, quizzes, or assignments, which ultimately provided them with higher grades and/or achievements. Furthermore, in addition to the 14 students who strongly agreed with the implementation of gamification in learning, 40 students (63%) agreed with its application. When combined, 54 of 63 students felt happy, enthusiastic, and relevant about the implementation of the learning process through gamification.

The results of the questionnaire indicate that the marketing learning process is well received by students at SMKN 1 Bandung, especially in classes with majors in Retail Business and Marketing, which are the study's objects or respondents. Even in a questionnaire question asking whether the use of games (gamification) in learning should be applied more broadly, the majority of students answered 'agree'. Students will feel lazy and bored if continuously given material without entertainment in the form of games. Therefore, a gamification approach is very much needed for students. (Nurjannah *et al.*, 2021).

On the other hand, although the majority of students liked this gamified learning evaluation method, a small number still had doubts about its significance, and a small number disagreed with the implementation of gamification. Although this may seem minor, it still needs to be analyzed more deeply to understand the sources of disagreement and doubt, which can then inform solutions. Broadly speaking, more students agreed, indicating that the implementation of learning evaluation with gamification is well accepted by students for the reasons explained above. Then, 7 students (11%) remained doubtful, and 2 students (3%) disagreed.

Doubt and disagreement among students can stem from the fact that losing a game sometimes causes their interest in learning to disappear. The basic reason for a game is

competition, which requires them to try their best. Therefore, when they experience defeat in a game, feelings of disappointment also arise. (Winatha & Ariningsih, 2020). Other factors also have an influence, such as limitations in facilities, infrastructure, or the environment possessed or around the students themselves, such as the gadgets used, the internet not working properly, the ineffectiveness of the knowledge transfer received by the students, as well as the limitations in knowledge and/or skills that the students have to follow the gamification learning evaluation methods.

Things that can be done to address such matters include giving more special attention to the facilities and infrastructure at school as well as to the students, such as monitoring how their grades develop over time through a gamification evaluation process, providing support and appreciation in the smallest way possible during their learning process, providing special training related to the ins and outs and scope of gamification, as well as providing and creating a good environment and facilities for the students so that they feel comfortable without significant obstacles during the gamification implementation process. (Maukar *et al.*, 2022). Then, for students who may feel the ineffectiveness of the knowledge transfer they received, a solution that can be developed and offered is to collaborate the gamification evaluation method with other simpler evaluation methods, as well as to provide material explanations in such a way that it is easily understood comprehensively before conducting gamification evaluation so that students are still able to absorb the material well even though it is implemented by involving technology. Essentially, the solution is to combine the gamification evaluation method with other simple evaluation methods so that students can receive and adapt to them periodically, ultimately providing the greatest benefit to students themselves.

The application of gamification in the context of learning evaluation, using the CIPP model (Context, Input, Process, Product), enables a comprehensive assessment of the use of game elements in the learning process. First, in the context stage, an initial assessment is conducted to understand students' characteristics, learning objectives, and the learning environment that will influence the use of gamification. Next, in the input stage, the evaluation includes gamification elements, such as game design, play elements, and the technologies used. Then, the gamification process is assessed by examining curriculum implementation, teaching methods, teacher-student interactions, and the use of game-based learning strategies. Finally, the product stage evaluates the learning outcomes, including student achievements, their understanding of the material, and the impact of learning on the students and their environment. Thus, integrating gamification into learning assessments using the CIPP model ensures that this approach aligns with learning objectives and delivers the expected results, including better understanding and increased motivation among students. Another benefit of implementing gamification in learning assessments with the CIPP model is fostering a collaborative learning environment. Students not only compete in games, but also interact with one another, build teams, and enhance their social skills. In this environment, students learn to cooperate, appreciate their classmates' opinions, and develop their communication skills. In addition, gamification also creates opportunities for students to overcome failure with a positive spirit. When they fail in a game challenge, they feel encouraged to try again, developing mental resilience and perseverance. All of these things not only shape students' character but also prepare them to face challenges in the real world.

Implementing gamification also creates a responsive and adaptive learning environment. By collecting data through game elements, teachers can track individual student progress in greater detail. This information enables teachers to provide more personalized and in-depth feedback to students, guiding them toward improvements that align with their needs. Therefore, the CIPP evaluation model that integrates gamification not only deepens understanding but also empowers teachers and students to reach their full learning potential. In this context, the use of technology in games also opens up opportunities for further exploration, enabling the development of more interactive and immersive games that positively affect student learning. Thus, applying gamification to the CIPP evaluation model not only enhances student learning but also stimulates innovation and continuous improvement in learning approaches.

Discussion

Context Evaluation

In analyzing the 'Context' in the CIPP model for the implementation of gamification in marketing learning, the first and most important step is to clearly understand and explore in depth the data related to school guidelines, school objectives, legal foundations, and school regulations for conducting learning evaluations (Rahmawati *et al.*, 2022). This understanding provides a strong foundation for designing gamification strategies that are appropriate and effective for students. In addition, in evaluating marketing learning through gamification, 'Context' must include an assessment of policies, applicable standards, expectations, and the objectives of the gamification implementation. By understanding existing rules and the expectations to be met, decision-makers can ensure that gamification use complies with applicable regulations and effectively achieves the desired learning outcomes.

The research results from interviews and questionnaires show clarity about the use of gamification in marketing learning evaluation at SMKN 1 Bandung. The school has established guidelines for learning evaluation, set minimum student scores, and detailed several rules related to the evaluation process. These learning evaluation guidelines aim to provide clear guidance to teachers so they can conduct evaluations smoothly. Accordingly, the use of gamification must comply with the school's learning evaluation guidelines. Gamification strategies can be designed to ensure that each assessment element adheres to the school's assessment criteria, use the minimum score as the starting point for awarding points or rewards, and integrate assessment rules into gamification mechanisms.

The use of gamification that follows applicable regulations can ensure that gamification activities do not violate existing evaluation guidelines, help maintain consistency and uniformity in measuring students' progress and achievements, achieve learning objectives that have been set in the evaluation guidelines, and allow teachers to provide more effective feedback to students based on established evaluation criteria. Even while complying with evaluation guidelines, the gamification approach can also enhance student engagement in the evaluation process. Challenges in gamifying a marketing topic provide students at SMKN 1 Bandung with an opportunity to demonstrate their knowledge and creativity while still adhering to the evaluation criteria.

Input evaluation

The "Input" stage in the CIPP model (Context, Input, Process, Product) is a phase in the design and implementation of gamification in marketing education. This stage also aids decision-making, evaluating available resources, considering feasible alternatives, planning and developing strategies to achieve goals, and establishing necessary work processes. Input assessment components include: (a) the people involved, (b) supporting facilities and equipment, (c) capital/budget allocation, and (d) procedures and processes for various required determinations. (Fahrudin, 2020). In this stage, careful and strategic planning is also important. Choosing a gamification platform is a primary step that involves selecting elements such as points, levels, rewards, competitions, avatars, and other game elements. The selection of platforms and gamification elements must align with the marketing learning objectives that were established in the 'Context' stage.

The results of interviews and questionnaires concluded that the preparation for marketing learning evaluations at SMKN 1 Bandung is always carried out properly. Before conducting an evaluation, teachers must understand students' characteristics and the factors that can increase student engagement in marketing learning evaluations, so that gamification strategies can be designed to align with students' preferences and characteristics. After that, teachers provide students with information about the assessment date and time, as well as the required tools. Teachers also prepare questions according to the chosen gamification techniques. In classes that use gamification, questions are presented digitally, and teachers have previously created a gamification room used to assess marketing learning. In classes that do not use gamification, questions are printed on paper manually. The school facilities and infrastructure are good, and all online and offline assessment needs are met optimally; however, there are still issues with weak Wi-Fi networks, and students cannot access the class at the same internet speed.

Process Evaluation

The process evaluation focuses on the program's implementation and the learning process. The process is the stage in which inputs are used efficiently to achieve the program's goals, objectives, and desired outcomes. Teachers evaluate students during the evaluation process to understand how students learn, measure students' abilities, and assess achievement of educational goals (Aziz *et al.*, 2018). At this stage, the gamification strategy designed in the "Input" stage is carefully implemented. In marketing learning evaluations, gamification has great potential to motivate participants to be more active learners and increase their engagement. Points, levels, competitions, and other gamification elements selected in the previous stage must be applied to create an effective, efficient learning environment.

The results of the interviews with three teachers at SMKN 1 Bandung agreed that marketing learning evaluations are conducted using a gamification platform for both formative and summative assessments. The use of gamification can run smoothly and is considered more practical. In classes that do not use gamification, both summative and formative learning evaluations are conducted manually: the teacher distributes test papers, and students are allowed to answer. However, evaluating without gamification leads to cheating and a tense

classroom atmosphere, making students less calm as they work. Unlike classes that use gamification, the classroom situation is calm, students are very enthusiastic, and it can minimize cheating during marketing learning evaluations. The questionnaire results also show that students are more motivated and prefer marketing learning evaluations that use gamification. Students also agree that gamification can be widely applied to evaluate learning across various subjects.

The gamification process is also a careful monitoring process by a teacher of students in the Marketing subject at SMKN 1 Bandung. This can include measuring students' progress, improving their understanding of marketing concepts, and achieving the predetermined marketing learning objectives. With appropriate measurement tools in gamification, teachers at SMKN 1 Bandung can track the extent to which participants engage in gamification elements, whether they are motivated to take on the given marketing challenges, and whether they are approaching the achievement of the desired learning objectives. In addition, the 'Process' stage also provides an opportunity to give continuous feedback to students at SMKN 1 Bandung. Teachers at SMKN 1 Bandung believe that feedback can help understand students' progress and provide additional encouragement in following the gamification strategies implemented.

Product Evaluation

Product evaluation is conducted to determine a student's quality level and the extent to which gamification has successfully achieved the objectives set for marketing learning (Ebtesam, 2019). The evaluation results should provide important insights into the effectiveness of gamification. Evaluation at the 'Product' stage includes measuring learning outcomes, student participation, improvements in understanding marketing concepts, and whether the desired competencies have been achieved. These results will help decision-makers determine whether gamification needs to be adjusted or enhanced to achieve better marketing results.

In the product evaluation, analyzing the use of gamification in marketing classes, results from interviews with teachers and questionnaires from SMKN 1 Bandung students revealed significant differences between classes that used gamification and those that did not. Classes that did not use gamification showed a slight decrease in scores, whereas those that did showed a significant increase in grades and learning outcomes in marketing subjects. All students agreed that gamification in learning was easy to understand and enjoyable. Marketing teachers who implemented gamification were happy to see improvements in students' grades and found the platform's automatic grade-collection system helpful.

The evaluation provides concrete evidence that implementing gamification approaches in marketing learning significantly impacts the learning process. The use of this method not only shows clear improvements in student performance but also produces substantial positive changes in the way students learn. Positive changes in student learning experiences and in teacher satisfaction with the gamification approach provide a clear picture of the great potential of gamification to enhance overall educational quality. The use of gamification not only affects the outcomes but also provides a strong foundation for creating a more engaging, interactive, and relevant learning environment in today's digital world.

CONCLUSION

The principle of gamification in learning is fun. The application of gamification in learning has a significant positive impact on students' learning experiences. The use of game elements such as points, levels, competition, and rewards creates an engaging, interactive learning environment that motivates students to participate actively. In addition, gamification helps students maintain higher motivation and a deeper understanding of marketing even after the program ends, demonstrating its long-term impact. Evaluation of the "Product" stage reveals that students' learning outcomes using gamification tend to be better than those in conventional learning.

In addition to learning benefits, implementing gamification also creates a collaborative, responsive, and adaptive learning environment. Students not only compete in games but also interact with each other, build teams, and enhance their social skills. Moreover, gamification provides teachers with opportunities to give more personal and in-depth feedback to students, guiding them towards improvements that align with their individual needs. Thus, applying gamification to learning evaluation using the CIPP model not only improves student learning outcomes but also creates a responsive, adaptive, and collaborative learning environment. The results of this study provide a strong foundation for promoting gamification in educational contexts, with a focus on developing more effective and sustainable strategies to support student learning.

AUTHOR'S NOTE

The author states that there are no conflicts of interest related to the publication of this article. The author affirms that the article's data and content are free of plagiarism.

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