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Evaluation of the Dynamic Learning Program Using the CIPP Model

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Abstract

Limited access to formal education underscores the urgent need to promote adaptive, community-based non-formal education programs. The Dynamic Learning Program was launched as an effort to strengthen character education for children. This study employs a descriptive qualitative approach to evaluate the implementation of the Dynamic Learning Program using the Context, Input, Process, and Product (CIPP) evaluation model in Wonosari Village. Data collection was conducted through observation, in-depth interviews, and documentation. Informants were selected purposively, consisting of one community manager as the key informant and supporting informants, namely one tutor, two parents of learners, and three learners. Data were analyzed through the stages of data reduction, data presentation, and drawing conclusions. Data validity was ensured through methodological triangulation and source triangulation by comparing data from observations, interviews, and documentation from various informants. The novelty of this study lies in the application of the CIPP evaluation model to the context of community-based non-formal education, which features an unwritten, experience-based curriculum, and highlights how flexible learning structures and the diversity of participants' characteristics influence the effectiveness of character education programs. These findings, based on the Context, Input, Process, and Product (CIPP) evaluation model, indicate that the Dynamic Learning Program effectively enhances children's character development, particularly regarding discipline, responsibility, and independence, while also boosting their learning motivation and active participation in community-based learning activities. This study is expected to serve as a reference for education administrators, particularly in the community-based non-formal education sector, in designing, implementing, and evaluating learning programs oriented toward strengthening character education.

Keywords: *Character Education, CIPP Model, Dynamic Learning*

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INTRODUCTION

Learning requires evaluation to identify strengths and weaknesses so that adaptive and continuous improvements can be made. The CIPP model is one of the approaches that can be applied in learning evaluation. The CIPP model is designed to support decision-making and program improvement, not merely to determine success or failure (Aybek & Oğuz, 2025). In practice, many community-based learning programs are implemented without systematic evaluation frameworks, resulting in limited evidence regarding their effectiveness and long-term impact. The CIPP evaluation model is important because it provides an evaluation framework that assesses final outcomes, examines enabling conditions, design, and program implementation

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dynamics (Setiawati & Suyadi, 2021). Recent studies demonstrate that the CIPP model remains one of the most comprehensive approaches for evaluating educational and community empowerment programs because it facilitates continuous program improvement through systematic assessment of context, input, process, and product dimensions (Indarthi et al., 2025). This indicates an empirical gap, where program effectiveness in non-formal education settings is often assumed rather than systematically measured.

Issues on the ground indicate that children in non-formal learning communities, such as the Dynamic Learning program, still face an environment that is not conducive to learning. Social conditions such as the risk of bullying, violence, and a lack of family support due to parental mobility also affect children's social-emotional development and behaviour. Diverse educational backgrounds and limited resources have hindered optimal learning implementation. Without systematic management and evaluation, program implementation risks deviating from its intended goals and failing to address participants' actual needs.

Dynamic learning-based education implemented in Wonosari Village is participatory and adaptive learning. Dynamic learning-based education is tailored to the needs of students and shapes positive character (Hawari & Noor, 2020). This learning requires an evaluation that comprehensively assesses various aspects of learning implementation. The evaluation approach used in dynamic learning-based learning is the CIPP model, which includes Context, Input, Process, and Product. The CIPP evaluation model provides a comprehensive overview of learning sustainability because it focuses not only on the final outcome, but also on planning and implementation processes (Alanshori et al., 2025).

Research by Una & Laksana, (2022) explains that character education is a systematic effort to instill moral values, ethics, and responsibility in students from an early age, particularly in the 4.0 era, which is characterized by rapid technological development. Character education not only plays a role in shaping an individual's personality but also serves as a foundation for addressing increasingly complex global challenges. Furthermore, research by (Maharani et al., 2025) emphasizes that Generation Alpha faces significant challenges in upholding character values amidst the tide of digitalization, necessitating adaptive, contextual, and real-world experience-based learning strategies.

Recent studies have highlighted the growing importance of evaluating community-based and non-formal education programs to ensure sustainability and effectiveness. Research on non-formal education programs using the CIPP model has demonstrated its usefulness in identifying strengths and weaknesses across planning, implementation, and outcome dimensions (Salsabila et al., 2024). Likewise, studies on educational program evaluation emphasize that comprehensive evaluation contributes to evidence-based decision-making and program quality improvement (Putri et al., 2024). In addition, community learning initiatives have been recognized as strategic platforms for strengthening children's character development and learning awareness through participatory educational practices (Muslim et al., 2024). (Rachmat Imam Muslim et al., 2024)

However, existing studies predominantly examine the implementation or outcomes of educational programs without comprehensively analyzing the interaction between contextual conditions, resource readiness, implementation processes, and learning outcomes within community-based non-formal education settings. Moreover, empirical studies applying the CIPP framework to evaluate adaptive learning programs aimed at character development in socially vulnerable communities remain limited. Therefore, this study addresses this gap by employing the CIPP model to comprehensively evaluate the Dynamic Learning program in Wonosari Village.

Through analysis of the CIPP model, this evaluation is expected to describe the extent to which the program addresses participants' needs and produces meaningful learning changes. This study contributes to improving the quality of non-formal education and provides recommendations for sustainable program development. In addition, the findings of this study are expected to enrich the literature on community-based non-formal education evaluation by highlighting the importance of adaptive learning structures, participatory approaches, and character-oriented learning practices in supporting children's social and emotional development.

METHOD

This study uses a descriptive qualitative approach with the aim of evaluating the implementation of Dynamic Learning-based learning using the Context, Input, Process, and Product (CIPP) evaluation model in Wonosari Village. This approach was chosen by the researchers because the evaluation of learning requires not only the measurement of final outcomes, but also a deep understanding of the context, planning, dynamics of the process, and the meaning of the participants' experiences within the learning program. The research data sources consisted of primary and secondary data. Primary data was obtained through in-depth interviews with

participants selected purposively, namely one community manager as a key informant, a learning tutor, two parents of students, and three students as supporting informants. The key informants in this study were the Dynamic Learning Community Managers. The supporting informants were Community Tutors, two parents of students, and three students.

Secondary data were obtained from activity documentation, community archives, learning photographs, and other supporting documents related to program implementation. Data collection was conducted through observation, in-depth interviews, and documentation. Observations were carried out directly to examine learning situations, tutor–student interactions, and the implementation of character values in learning activities (Cappelen et al., 2020). The observation process took place from November 2 to November 16, 2025. In-depth interviews explored participants' perceptions and experiences regarding program needs (context), resource availability (input), learning implementation (process), and changes in attitudes and learning experiences (product). Documentation was used to strengthen observation and interview data through visual and administrative evidence supporting the evaluation process (Lavee & Itzchakov, 2023). The documentation obtained consists of dynamic learning activities and observations of the CIPP evaluation process within the Dynamic Learning community in Wonosari Village.

Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing as proposed by Miles and Huberman. Data reduction was carried out by grouping and sorting data based on the CIPP evaluation components, namely context, input, process, and product, so that each finding could be analyzed according to the focus of the evaluation (Miles et al., 2014). The data presentation is arranged in the form of narrative descriptions and thematic matrices to systematically display the patterns of meaning that emerge from the participants' experiences (Mirhosseini, 2020). Conclusions were drawn continuously by interpreting the interrelationships between findings until a comprehensive picture of the effectiveness of Dynamic Learning-based teaching in Wonosari Village was obtained.

Data validity is ensured through technical triangulation and source triangulation. Technical triangulation is carried out by comparing data from observations, interviews, and documentation to ensure the consistency of the information obtained (Sugiyono & Lestari, 2021). Triangulation of sources was conducted by comparing data from community managers, tutors, parents, and students so that the interpretation of the evaluation results was stronger and reflected the actual learning conditions. Source triangulation was conducted by comparing data from community managers, tutors, parents, and students to reflect actual learning conditions (Cole, 2024). The researchers obtained the children's consent (assent) using simple language to ensure they understood the purpose of the study, protected the participants' anonymity by not using their real names, secured the data, and ensured that the entire interview and observation process took place in a safe, comfortable, and stress-free environment.

The authors declare that this study was classified as low or negligible risk and did not require formal Ethical Clearance under the applicable institutional requirements. Permission to conduct the research was obtained from the relevant school/institution, and appropriate ethical safeguards, including voluntary participation, consent where applicable, and protection of participant confidentiality, were implemented.

RESULTS AND DISCUSSION

The Dynamic Learning Community is a non-governmental organization focused on education that implements a dynamic learning method which is inclusive, flexible, and accessible to all age groups without time or place restrictions. The learning process is based on five pillars of character education: religious education, nationalism, technological mastery, motivation, and entrepreneurship. Dynamic Learning is based in the Gunung Brintik area of Semarang City, with a commitment to reducing the number of street children through approaches that empower mothers and children. Dynamic Learning has also expanded its activities by opening a branch in Yogyakarta to implement similar community-based learning programs.

CIPP Evaluation

The CIPP model is a comprehensive program evaluation approach consisting of four main components: Context, Input, Process, and Product. This model was developed to assist decision-makers in planning, implementing, and evaluating a program in a systematic and sustainable manner (Alanshori et al., 2025). The CIPP model is one of the approaches used to ensure that an educational program is implemented in a focused manner and yields optimal results. Through a framework that encompasses context, inputs, processes, and products, this model provides an evaluation process that not only focuses on the final outcomes but also takes

into account every stage the program goes through, from initial planning through implementation (Saputra, et al., 2026). Furthermore, Figure 1 illustrates the flowchart of the CIPP evaluation model applied in this study.

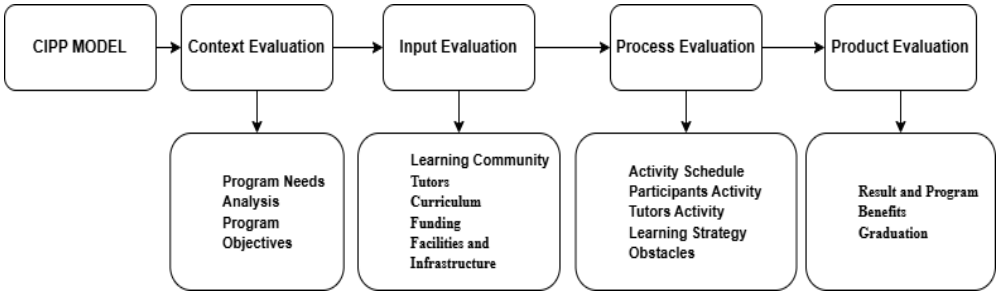


Figure 1. Flowchart of CIPP Model

According to Figure 1, the CIPP model evaluates the Dynamic Learning program through four dimensions: context, input, process, and product evaluation. Context evaluation focuses on identifying program needs and objectives. Input evaluation examines learners, tutors, curriculum, funding, and supporting facilities. Process evaluation analyzes learning implementation, strategies, and obstacles encountered during program execution. Product evaluation measures program outcomes and benefits, particularly in character development and learner participation.

Context Evaluation

The context of evaluation in CIPP aims to identify whether the program is designed in accordance with the actual needs and conditions of participants and the implementation environment (Hardiyanti et al., 2025). Context evaluation also reveals gaps, potentials, and limitations of institutions and participants so that programs can be more responsive and sustainable (Khamidah, 2025). Furthermore, Table 1 presents the findings of the context evaluation in the Dynamic Learning program.

Table 1. Context Evaluation

Indicator Context Evaluation	Result
Program Needs Analysis	1. Program needs were identified through field observations and social reflections on the conditions of children in Wonosari Village, which showed that there was still a limited number of non-formal learning spaces that supported contextual character education. 2. The social conditions of children who face a high risk of bullying, violence, and a lack of family support due to parental mobility indicate an urgent need for safe, inclusive, character-building learning programs.
Program Objectives	1. Strengthening children's character education through active, collaborative, and experience-based learning that is relevant to participants' daily lives. 2. Fostering religious values, independence, social awareness, responsibility, basic literacy, and adaptation to technological developments.

According to Table 1, the context of the evaluation in this study includes an analysis of program needs, which reveals a lack of access to non-formal learning facilities to support the formation of contextual character education. This condition has the potential to cause suboptimal development of children's social attitudes, discipline, and responsibility in their daily lives. Non-formal education plays a very important role in shaping children's character education, which makes children feel responsible and able to contribute to society (Sanjani et al., 2024). Based on these findings, there is an urgent need for participatory, character-based non-formal learning programs. The programs are expected to integrate character values into learning activities that are enjoyable, applicable, and relevant to the social reality of the children in Wonosari Village (Herman et al., 2022).

The findings from interviews also support these conditions. DNC, as the community manager, stated, *"I see that they need a safe and enjoyable place where they can learn values such as discipline, responsibility, and respect for others through direct experience."* In line with this, ET as a learning tutor explained, *"Children*

tend to be more enthusiastic when learning activities are interactive and connected to their daily lives. Through collaborative activities, they begin to understand how to cooperate, respect friends, and become more responsible."

Other findings when identifying program needs include the social conditions of children who face a high risk of bullying, violence, and a lack of family support due to parental mobility. This situation has an impact on children's psychological vulnerability, such as a decrease in their sense of security, self-confidence, and ability to interact healthily with their surroundings. Without adequate support, children are potentially hindered in their social and emotional development (Lee et al., 2023). The limited presence of parents in accompanying their children's growth and development leads to a reduction in control and guidance of moral values within the family environment. Children tend to seek attention and recognition from outside environments, which do not always have a positive influence (Vasilev, 2024). This condition was also expressed by parents. BF stated, *"Because both parents work, children often spend more time outside the home without supervision. Sometimes they imitate inappropriate behavior from their peers."* Similarly, NNP explained, *"Programs like this help children have more positive activities and better friendships."*

The objective of the program in the context of evaluation in this study is to strengthen children's character education through active, collaborative, and experiential learning that is relevant to their daily lives. In non-formal education, active learning is chosen as the main strategy because it is able to encourage optimal learner engagement at every stage of the learning process. Collaborative learning serves as an important means of instilling social values and a sense of togetherness. Interaction among learners in group work provides opportunities for children to learn cooperation, appreciate differences, and develop attitudes of mutual respect (Mulyono et al., 2023). This study also applies an experiential-based approach so that character values can be understood contextually.

Other findings also indicate that the objective of the Dynamic Learning program is to foster religious values, independence, social awareness, responsibility, as well as basic literacy and adaptation to technological developments. These values are developed in an integrated manner through contextual learning activities that are designed to be learner-centered, so that children not only understand concepts theoretically, but are also able to internalize them in their daily behavior (Shofwan & Munib, 2023). This approach positions learners as active individuals who construct the meaning of learning while simultaneously developing balanced character.

FO, one of the students, stated, *"I like learning here because we can study while playing and working together with friends. I also learned to be more confident when speaking in front of others."* Likewise, MRA explained, *"The activities taught me to help friends and finish tasks responsibly. The tutors also remind us to be disciplined and respectful."* BWR also mentioned, *"The activities also make me more motivated to learn."* The cultivation of religious values is manifested through the habituation of attitudes and behaviors that reflect faith, honesty, and gratitude throughout the learning process (Nasrudin et al., 2023). Meanwhile, the value of independence is developed by providing opportunities for learners to make decisions, complete tasks independently, and take responsibility for their learning outcomes. This process encourages children to have confidence in their own abilities and not rely entirely on assistance from others.

Social awareness and a sense of responsibility are developed through collaborative activities that require cooperation, empathy, and concern for the surrounding environment. Learners are trained to be sensitive to social issues and to take an active role in seeking simple solutions in accordance with their capacities (Abdollahi et al., 2025). On the other hand, the strengthening of basic literacy and the ability to adapt to technological developments is directed to ensure that children possess skills relevant to the demands of the times, without neglecting character values as the primary foundation of personality development.

Input Evaluation

In this study, input evaluation aims to assess readiness and capability in supporting learning in the Dynamic Learning program. Input evaluation includes analysis of program planning, availability and quality of human resources, facilities and infrastructure, funding, and strategies and methods to be used (Alquraan et al., 2025). Input evaluation in education includes assessment of the curriculum, teaching staff, students, facilities and infrastructure, funding, and learning methods and strategies (Pujiastuti et al., 2021). Furthermore, Table 2 presents the findings of the input evaluation.

Table 2. Input Evaluation

Indicator Input Evaluation	Result
Learning Community	1. Learners aged 6–17 years old who are from low-income families. 2. Learners have formal and non-formal educational backgrounds. 3. Commit to learning in the Dynamic Learning community.
Tutors	1. Tutors aged between 17 and 25 years old. 2. Has a formal and non-formal educational background. 3. Preference will be given to those with teaching experience..
Curriculum	1. The curriculum is unwritten, based on teaching experience, in accordance with the competencies of tutors and educators.
Funding	1. Funded by the community through monthly contributions. 2. Learners are not charged any fees while participating in the learning program. 3. Tutors teach on a volunteer basis.
Facilities and Infrastructure	1. Infrastructure is inadequate, so classes are held in one of the residents' homes. 2. Facilities include prayer books, a set of stationery, study guides, and booklets.

According to Table 2, the input evaluation of the Dynamic Learning program reveals several findings regarding learner participation. First, learners aged 6–17 years from economically disadvantaged backgrounds are the primary target group of this program. The economic and social limitations they face often result in limited access to proper education, in terms of facilities and infrastructure, learning assistance, and support from the family environment (Gabutero et al., 2025). Such conditions have the potential to hinder children's academic development and character formation if appropriate educational interventions are not provided. This condition was reinforced by the statement of DNC as the community manager, who stated*, "Most of the children who join this program come froem families with limited economic conditions, so many of them do not receive adequate educational support at home."* In addition, BF as a parent explained, *"This program really helps our children because we cannot always provide learning facilities or tutoring outside the home."*

Furthermore, learners in the Dynamic Learning program come from diverse educational backgrounds, both formal and non-formal. This diversity reflects differences in learning experiences, understanding, and academic abilities. Learners from formal education backgrounds are generally more familiar with structured, curriculum-based learning (Afandi, 2025). Meanwhile, learners from non-formal education pathways often have more flexible learning experiences but are less standardized, thereby requiring adjustments in learning methods and strategies (Saputra, et al., 2026). ET as a learning tutor explained, *"Each learner has different learning habits. Some are already familiar with structured lessons, while others need more flexible and gradual guidance."* This statement was also supported by FO as a student, who said*, "I feel more comfortable learning here because the tutors explain the lessons according to our understanding."*

Learners' commitment is essential to the success of the Dynamic Learning program, as shown through regular attendance, active participation, and compliance with learning rules, fostering discipline, responsibility, and awareness of education's importance for personal development (Spatioti et al., 2022). MRA as a student stated, *"I always try to attend because learning here is enjoyable and helps me understand school lessons better."* Similarly, BWR explained, *"The tutors always motivate us to keep studying and not give up even when the lessons are difficult."*

Tutors in the Dynamic Learning program come from the 17–25 age group, which is considered a productive phase characterized by a strong spirit of learning and dedication. Within this age range, tutors generally possess energy, creativity, and emotional closeness to the learners, enabling them to build more communicative and less distant interactions (Holt & Taylor, 2022). The age proximity between tutors and learners also facilitates the development of supportive and participatory relationships. Tutors act not only as instructors but also as mentors and role models who understand the psychological and developmental needs of participants, especially children and adolescents. DNC explained, *"Young tutors are easier for learners to approach because they can interact like older siblings while still guiding them in learning."*

Tutors come from diverse formal and non-formal educational backgrounds, providing varied perspectives, experiences, and approaches that enrich the learning process. Tutors with formal educational backgrounds generally have a systematic understanding of curriculum structure and instructional content (Dinamika & Lubis, 2021). Meanwhile, tutors from non-formal education pathways tend to demonstrate greater flexibility and creativity in managing learning activities that are based on learners' experiences and needs. ET stated, *"Every tutor has a different teaching style, and this actually helps learners because the learning methods become more varied and interactive."*

Tutors with teaching experience are prioritized in the Dynamic Learning program because they possess stronger pedagogical skills in understanding learner characteristics, managing learning activities, and adapting teaching methods to different developmental levels and learning needs (Apriliani & Riyanto, 2025). This enables the learning process to take place more effectively and in a more focused manner. ET explained, *"Teaching experience is very important because every learner has a different character, so tutors must know how to adapt their teaching approaches."*

The curriculum in the Dynamic Learning program is unwritten and developed based on tutors' teaching experiences, allowing implementation to be more flexible and contextual. Its unwritten nature enables tutors to adapt learning strategies according to learners' conditions and responses while focusing on meaningful learning objectives (Wahyuni et al., 2024). This encourages the creation of learning that is more responsive, relevant, and oriented toward strengthening character and basic skills. DNC stated, *"We do not use a rigid curriculum because we want the learning process to adjust to the actual needs and conditions of the learners."*

The Dynamic Learning program is independently funded through monthly contributions from community members and volunteers, reflecting collective responsibility for sustaining inclusive education initiatives (Harinurdin et al., 2025). The funds support operational needs, learning activities, and educational facilities, while also providing flexibility and program independence from external funding (Camacho et al., 2025). Community-based funding allows flexibility in setting program priorities based on learners' needs and strengthens community ownership and shared responsibility for program success. DNC explained, *"The program runs through collective contributions from volunteers and community members because we want this initiative to remain independent and sustainable."*

Learners in the Dynamic Learning program are not charged any fees throughout the entire learning process. This policy is implemented as a form of the program's commitment to providing equal access to education for children from economically disadvantaged families. By eliminating fees, learners are able to participate in the learning process without financial burdens that could hinder their participation (El-Sabagh, 2021). This also allows children to focus on learning and personal development without concerns about their families' economic capacity. NNP as a parent stated, *"We are very grateful because our children can continue learning without worrying about education costs."*

Tutors in the Dynamic Learning program perform their roles on a voluntary basis as a form of social service and concern for the field of education. The voluntary involvement of tutors reflects values of sincerity and commitment to contributing to the development of the younger generation (Sultani & Fachri, 2024). Although their roles are voluntary, tutors carry out their teaching responsibilities professionally and with full dedication. Tutors serve not only as instructors, but also as mentors and role models who help shape learners' character and enhance their learning motivation. ET explained, *"Although we work voluntarily, we remain committed to providing the best learning experience for the children."*

Limited infrastructure in the Dynamic Learning program requires learning activities to be conducted in community members' homes due to the absence of a dedicated learning space. Despite these limitations, the home-based setting reflects strong community participation and creates a warm, supportive learning environment for learners (Leonor, 2023). However, limited space and facilities require flexible and creative learning management to maintain effective learning activities (Pettalongi, 2025). BF stated, *"Even though the learning activities are held in a simple house, the children still feel comfortable and enthusiastic about studying together."*

The Dynamic Learning program utilizes limited yet functional learning facilities, including prayer books, stationery, learning guidebooks, and supporting booklets to support structured learning activities (Amin et al., 2024). The presence of prayer books serves as an important means of instilling religious values as part of character education. Meanwhile, stationery, learning guidebooks, and booklets function as the primary media for delivering learning materials and as guides for both tutors and learners throughout the learning process. FO explained, *"Although the facilities are simple, the books and learning materials provided really help us understand the lessons better."*

Process Evaluation

Process evaluation serves as a means of providing feedback to program implementers to ensure that program activities are carried out consistently with the established plan (Maisarah & Chen, 2025). Through continuous monitoring, evaluators can identify obstacles and weaknesses in both pedagogical and managerial aspects of the program. This evaluation examines the implementation of learning, including the alignment

between learning plans, teaching practices, methods, and strategies with learners' characteristics and learning objectives (Lloyd-Cox et al., 2022). Furthermore, Table 3 presents the findings of the process evaluation.

Table 3. Process Evaluation

Indicator Process Evaluation	Result
Activity Schedule	1. Lessons are held every Sunday. 2. The learning session starts at 4:00 p.m. and ends at 5:30 p.m., adjusted to the community's schedule.
Participants Activity	1. The activity begins with providing stimuli, recitation activities, learning materials, and final reflections on the lesson. 2. Learning is conducted through focus group discussions, teaching centers, and individual reflection.
Tutors Activity	1. As a facilitator in the implementation of learning 2. Assisting learner in their studies and preparing teaching materials. 3. Developing learning designs and learning strategies.
Learning Strategy	1. Applying learning experiences, teaching centers, learning assessments, and observing the conditions and situations of learners.
Obstacles	1. The main obstacle is adapting learning materials to the age classification of learners. 2. Lack of initiative, so that tutors have to contact learners.

According to Table 3, the evaluation process of the Dynamic Learning program encompasses five main aspects, namely the activity schedule, learners' activities, tutors' activities, learning strategies, and obstacles encountered during the evaluation process. Learning activities in the Dynamic Learning program are conducted regularly every Sunday. The selection of Sunday is based on considerations of the availability of learners' and tutors' time, as on that day most participants are not bound by formal school activities or other obligations. Holding learning sessions on Sundays also provides learners with the opportunity to participate in a more focused and conducive manner.

Children can engage in the learning process without the pressure of school assignments, creating a learning atmosphere that is more relaxed yet still meaningful and well-directed (Hua & Zhou, 2021). This finding is supported by the statement of DNC as the community manager, who explained, *"Sunday was chosen because it is the most flexible day for both tutors and children. We want the children to learn in a relaxed situation without feeling burdened by school assignments."* ET as a learning tutor also stated, *"When activities are held on Sundays, the children appear more enthusiastic and focused because they are not tired from formal school activities."*

Learners' activities in the Dynamic Learning program begin with the provision of a stimulus aimed at building mental readiness and interest in learning. This stage helps activate prior knowledge and encourages active participation. The learning process then continues with Qur'anic recitation as a routine to instill religious values, discipline, and a respectful learning attitude (Anam et al., 2025). Following this, learning materials are delivered in accordance with the learners' needs and developmental levels to ensure effective understanding. The activities are designed to be interactive and relevant to learners' daily experiences (Ullah & Anwar, 2020).

At the end of the session, a reflection stage is conducted to allow learners to express their understanding and learning experiences. FO, one of the students, stated, *"Before studying, we usually start with motivation and Qur'anic recitation, so I feel calmer and more ready to learn."* MRA also explained, *"The learning activities are fun because we can discuss, share stories, and relate the lessons to our daily lives."* In addition, BWR mentioned, *"At the end of the session, we are asked to share what we learned, and it helps me remember the lessons better."*

Learning activities in the Dynamic Learning program combine Focus Group Discussion (FGD) and teacher-centered approaches to support active participation and structured learning. Through FGD, learners are encouraged to share ideas, express opinions, and develop communication and cooperation skills (Gustavsen & Foshaug Vennebo, 2025). Meanwhile, the teacher-centered approach is used to deliver core materials systematically, with tutors acting as facilitators who provide guidance and reinforcement of learning materials (Ghafar, 2023). Tutors act as facilitators who provide explanations, guidance, and reinforcement of the material discussed. This approach helps learners gain systematic understanding and maintain learning focus in accordance with the established objectives. ET as a learning tutor explained, *"We often use group discussions*

because children become more active when they can share ideas with their friends. However, tutors still provide structured explanations so that the learning objectives remain clear."

In the evaluation process, tutors act as facilitators who guide and support learners throughout the learning activities. They create an active, participatory, and inclusive learning environment that encourages learners to engage in discussions, ask questions, and express their ideas. Tutors also manage classroom dynamics to ensure that the learning process runs effectively and remains conducive (Tenhovirta et al., 2022). Equal opportunities for participation are provided to all learners to promote fairness and engagement. At the same time, tutors ensure that learning interactions stay aligned with established objectives. This approach contributes to the development of learners' self-confidence and independent learning skills.

Tutors in the Dynamic Learning program are responsible for accompanying learners throughout the learning process. They provide continuous guidance to help learners overcome learning difficulties and develop their potential. Tutors also play a key role in fostering learners' motivation to learn in a sustainable manner (Prajapati et al., 2025). In addition, tutors carefully prepare learning materials that are relevant to learners' needs and daily life contexts. This preparation ensures that learning activities are meaningful and easy to understand. Overall, tutors demonstrate strong commitment in supporting both the academic and character development of learners through positive and respectful learning relationships. NNP as a parent stated, *"The tutors are very patient in guiding the children. They not only teach lessons but also motivate children to become more disciplined and confident."* BF also explained, *"I see positive changes in my child after joining this program because the tutors give attention and encouragement consistently."* Meanwhile, ET stated, *"Our role is not only to teach but also to accompany the children and make them feel supported during the learning process."*

Tutors in the Dynamic Learning program are responsible for designing learning plans and instructional strategies that are appropriate to the characteristics of the learners. The learning design is developed in a flexible and adaptive manner, considering the diverse backgrounds of participants and the limitations of available facilities (Uribe-Flórez & Trespalacios, 2024). Learning strategies are intended to encourage learners' activeness, collaboration, and reflection. Tutors select methods, media, and learning activities that can accommodate various learning styles and promote optimal learner engagement in the learning process.

The learning strategy in the evaluation process found that the strategy was designed by integrating experiential learning, a teaching-centered approach, learning assessment, and an understanding of the conditions and situations of the learners. This strategy aims to create a learning process that focuses not only on delivering material but also on meaningful real-life experiences for students (Setiawati & Suyadi, 2021). The application of learning experiences is carried out by actively involving learners in various practical activities, discussions, and reflections.

The teaching center approach is used to provide conceptual reinforcement and structured learning guidance, where tutors act as facilitators who ensure that learning objectives are achieved (Devi et al., 2025). These two approaches complement each other between direct experience and conceptual understanding. DNC explained, *"The program is designed to be flexible because the children have different backgrounds and learning abilities. We try to combine direct experiences, discussions, and tutor explanations so that all children can follow the learning process."* ET also stated, *"We observe the children's conditions first before deciding the learning strategy, because each learner responds differently to the activities."*

In addition, learning assessments are conducted on an ongoing basis to monitor the development of learners' understanding, attitudes, and skills. Tutors also actively observe the conditions and situations of participants, including their social backgrounds, learning abilities, and emotional readiness (Holt & Taylor, 2022). The results of these assessments and observations are used as a basis for adjusting learning strategies, so that the learning process can take place in an adaptive, inclusive manner that is oriented towards the real needs of learners.

The main obstacle encountered in the evaluation process of the Dynamic Learning program is the difficulty in adjusting learning materials to the age classification of learners. The wide age range of participants, from early childhood to adolescence, causes significant differences in thinking abilities, levels of understanding, and readiness to learn (Lemos et al., 2025). This condition requires careful adjustment of materials so that they can be accepted by all learners. In practice, tutors are often faced with the dilemma of determining the level of complexity of the material.

Differences in learners' ages and developmental levels make material delivery challenging, as overly simple content may not engage older learners while complex material can be difficult for younger participants. This condition indicates the need for differentiated learning strategies through age grouping, activity variation,

and adjustment of methods and learning media to ensure more effective learning outcomes (Liang et al., 2020). ET stated, *"One of the biggest challenges is that the participants are very diverse in age, so we must adjust the material carefully. Sometimes older learners need more challenging activities, while younger children still need simpler explanations."* DNC also explained, *"We are still trying to improve the learning grouping system so that each child can receive material according to their developmental stage."*

Another obstacle identified in the evaluation process was the low initiative of some learners in attending learning activities consistently. Learners often forgot schedules or lacked motivation to participate regularly, requiring tutors to actively remind and encourage them individually (Simmons et al., 2022). This condition increased tutors' responsibilities and affected learning effectiveness (Alberts, 2025). This situation adds to the workload of tutors and has the potential to reduce their focus on the quality of learning. BF explained, *"Sometimes children still need to be reminded repeatedly to attend because they are easily distracted by playing or other activities."* ET also stated, *"We often contact learners personally when they are absent to encourage them to stay involved in the program."* Meanwhile, MRA mentioned, *"Sometimes I forget the schedule, but the tutors usually remind us and motivate us to come."*

Product Evaluation

Product evaluation is the final component in the CIPP evaluation model, which focuses on measuring the results, achievements, and impacts of a program's implementation. This evaluation aims to assess the program's effectiveness in realizing its stated objectives, as well as to examine the program's benefits and contributions to participants, institutions, and society at large (Matthews et al., 2022). Furthermore, Table 4 presents the findings of the product evaluation.

Table 4. Product Evaluation

Indicators Product Evaluation	Result
Result and Program Benefits	This program plays a role in shaping the character of learners and encouraging them to apply character values in their learning.
Graduation	Students receive textbooks and souvenirs as a token of appreciation for their dedication to learning.

According to Table 4, the findings on the evaluation results and benefits of the Dynamic Learning program are the strengthening of learners' character through a values-oriented learning process. The implementation of this program helps foster discipline, responsibility, and independence, which are integrated into every learning activity, so that character building is not separated from the academic process (Putri & Ghozali, 2025). The benefits of the program can also be seen from the increasingly positive changes in the attitudes and behavior of learners, both in the learning environment and in their daily lives.

The Dynamic Learning program serves as a holistic learning tool that supports the development of character, social attitudes, and the readiness of learners to face future challenges (Alfirdausi & Hidayat, 2025). DNC as the community manager explained, *"The program is not only focused on academic learning, but also on shaping children to become more disciplined, responsible, and confident in their daily lives."* This statement was reinforced by ET as a learning tutor, who stated, *"We always try to integrate character values into every learning activity, so students learn not only knowledge but also positive attitudes."*

The positive impact of the Dynamic Learning program was reflected in changes in learners' attitudes and behavior after participating in the learning activities. Parents observed improvements in learners' discipline, responsibility, self-confidence, and willingness to interact positively with others. Students also demonstrated greater motivation to learn, improved cooperation, and increased confidence in participating in discussions and social activities. These findings indicate that the program contributes not only to academic development but also to the strengthening of learners' character and social skills in their daily lives. BF as a parent explained, "After joining this program, my child has become more disciplined in managing study time and more responsible at home."

At the Graduation Product Evaluation stage, students received learning books and souvenirs as tangible outcomes of their participation in the Dynamic Learning program. The learning books function as supporting materials that help students review lessons and continue learning independently after the program ends (Şanal et al., 2025). Meanwhile, the souvenirs serve as appreciation for students' participation and commitment throughout the learning process. DNC explained, "The learning book is given so students can continue studying independently even after the activities are completed."

The souvenirs were provided as appreciation for students' commitment, discipline, and active participation throughout the learning process. The results of the product evaluation indicate that the program not only produced academic outcomes but also fostered students' motivation, confidence, and sense of achievement (Feraco et al., 2023). The provision of learning books and souvenirs encouraged students to continue learning and applying positive values gained from the Dynamic Learning program. FO expressed, *"I was very happy to receive the learning book because it reminds me to continue studying."* MRA stated, *"The souvenirs made us feel appreciated for participating actively in the program."* In addition, BWR explained, *"Receiving the graduation gifts motivated me to study harder and continue learning in the future."* BF as a parent also emphasized, *"The appreciation given to the children makes them more enthusiastic and proud of their learning achievements."*

This study has several limitations that should be considered in interpreting the findings. First, the study involved a relatively small number of participants and focused only on one community-based non-formal education program in Wonosari Village, which may limit the generalizability of the results to other educational settings or communities. Second, the qualitative descriptive approach relies heavily on participants' subjective experiences and perceptions, which may influence the interpretation of the evaluation results. In addition, the research was conducted within a limited observation period, so the study was unable to fully examine the long-term impact and sustainability of the Dynamic Learning program.

The findings demonstrate that character-oriented and experience-based learning can effectively support children's social, emotional, and educational development, particularly for learners from vulnerable social and economic backgrounds. In addition, this study highlights the importance of flexible learning strategies, participatory teaching approaches, and community involvement in strengthening the quality of non-formal education. The results of this research can serve as a reference for educators, community organizations, and policymakers in designing, implementing, and evaluating adaptive learning programs that emphasize character education, inclusivity, and learner-centered approaches.

CONCLUSION

Based on the CIPP evaluation, the Dynamic Learning Program in Wonosari Village has been implemented effectively in strengthening children's character education through active, collaborative, and experience-based learning. The program successfully supports the development of discipline, responsibility, independence, and learning motivation, although challenges related to limited facilities and diverse participant characteristics remain. Overall, the findings indicate that the program has strong potential as a community-based non-formal education model. Future research is recommended to involve broader research settings, larger numbers of participants, and longer evaluation periods to examine the long-term effectiveness and sustainability of similar programs.

AUTHOR CONTRIBUTIONS

Shafwa Marine Pasekoenda: Conceptualization, Resources, Writing - Review & Editing, Investigation, and Data Curation; **Sulaeman Fityan Saputra:** Validation, Investigation, Writing - Original Draft, Supervision, Formal Analysis, and Project Administration; **Natalie Beth Evangeline Alficorista:** Methodology, Investigation, Visualization, Writing - Review & Editing, and Data Curation; **Christian Raymundo Sampayan:** Visualization, Formal Analysis, Resources, Writing - Review & Editing, and Investigation. All authors have read and approved the final version of this manuscript.

DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available subject to applicable access conditions. Depending on the nature of the data, access may be provided publicly or upon reasonable request, unless restricted by ethical, legal, privacy, or institutional requirements.

DECLARATION OF COMPETING INTEREST

The authors declare no known financial conflicts of interest or personal relationships that could have influenced the work reported in this manuscript.

DECLARATION OF ETHICS

The authors declare that the research and writing of this manuscript adhere to ethical standards of research and publication, in accordance with scientific principles, and are free from plagiarism.

DECLARATION OF ASSISTIVE TECHNOLOGIES IN THE WRITING PROCESS

The authors declare that generative artificial intelligence (Gen AI) and other AI-assisted tools were used prudently, not excessively, during the research and preparation of this manuscript. Specifically, ChatGPT was used for visualizing research concepts, Consensus AI was used to identify insights from various prior studies, and Scite was used to analyze citation context. All AI-generated material was reviewed and edited for accuracy, completeness, and compliance with ethical and scholarly standards. The authors accept full responsibility for the final content of the manuscript.

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