Islamic Management: Jurnal Manajemen Pendidikan Islam, VOL: 09/No: 01 P-ISSN: 2252-8970
DOI: 10.30868/im.v9i01.9343 E-ISSN: 2581-1754

Date Received	**:**	**December 2025**
Date Revised	**:**	**January 2026**
Date Accepted	**:**	**January 2026**
Date Published	**:**	**January 2026**

DIGITAL TRANSFORMATION OF SCHOOLS IN 3T REGIONS: EVALUATION OF THE SCHOOL MOVER PROGRAM WITH THE CIPP MODEL

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Keyword:
Transformation, Digital School, Evaluation, driving school.

ABSTRACT

This study aims to evaluate the digitalization program at the driving school Junior High School in West Seram Regency using the CIPP (Context, Input, Process, Product) evaluation model. The evaluation focuses on: (1) the context aspect, which includes the suitability of the program to the school's needs, vision and mission, and the readiness of the school environment; (2) the input aspect related to human resource competency and the availability of information and communication technology (ICT) infrastructure; (3) the process aspect, which focuses on the implementation of the use of digital devices in learning activities by teachers and students; and (4) the product aspect, which concerns the effectiveness of the program in improving the quality of learning, teachers' technological competencies, learning outcomes, and students' 21st-century skills. This research is an evaluation study with a quantitative descriptive approach combined with a qualitative approach. The study population included all junior high schools implementing the driving school digitalization program in West Seram Regency. The results showed that the context and input aspects were in the very good category, with adequate basic infrastructure, ICT devices, and initial teacher competencies. In the process aspect, teacher and student achievements were also in the very good category (84%-91%), although challenges related to digital literacy were still found in several schools. In the product aspect, the dominant achievement was in the very good category (71%-98%). Junior High School 4 West Seram showed the highest results (teachers 98% and students 90%), while Junior High School 8 Taniwel achieved the lowest achievement (teachers 83% and students 71%). The differences in results between schools indicate the need for further mentoring, especially in schools with the lowest achievements. Overall, the digitalization program proved effective in increasing ICT utilization, encouraging learning innovation, and strengthening students' motivation and 21st-century skills. These findings confirm that the implementation of school digitalization has contributed positively to improving the quality of education in West Seram Regency, but equitable distribution of infrastructure and continuous improvement of digital competencies for teachers and students are needed.

A. INTRODUCTION

The development of digital technology has become a major driver of educational transformation in the 21st century. The Industrial Revolution 4.0 and Society 5.0 require the world of education to adapt to advances in information and communication technology (ICT) in all aspects of learning (Prasetyo, 2018). The use of ICT serves not only as a learning aid but also as a medium for pedagogical innovation, enabling learning to be more interactive, flexible, and student-centered (Astini, 2020).

This paradigm shift in learning has become increasingly apparent since the COVID-19 pandemic, which has accelerated the digitalization of education globally. Online learning through platforms like Google Classroom, Zoom, and the Learning Management System has now become part of the hybrid learning system (Laily, 2023). This phenomenon demonstrates that digitalization is no longer an option but a strategic necessity for the sustainability of educational quality.

School digitalization is one of the main pillars in*School Mover Program*Launched by the Ministry of Education, Culture, Research, and Technology through Regulation of the Minister of Education, Culture, Research, and Technology No. 162/M/2021, the school digitalization program aims to strengthen the technology-based learning ecosystem and improve the quality of national education. As part of the education transformation policy, the school digitalization program includes the provision of ICT facilities, improving the digital literacy of teachers and students, and integrating technology into teaching and learning activities (Jojor, 2023). The digitalization of school programs is a response to the rapid development of the digital era and a representation of human resources with adequate digital competencies in a school (Isma CN, 2022).

Furthermore, school digitalization is a crucial step and an example of the School Mover Program that can accelerate the realization of Indonesia's education vision. This aligns with Syahid's (2022) statement, stating that the school digitalization program is an effort aimed at providing literacy to both teachers and students regarding the use of ICT as a learning tool with broader information reach (Syahid, 2022). School digitalization is an intervention that encourages the provision of fast, automated, and open services to keep pace with current technological and information developments. Schools need to improve educational services by utilizing various*platform* digital so that it can reduce complexity, add inspiration, improve efficiency, and provide an approach that *customized*.

However, the implementation of digitalization programs has not been evenly distributed across Indonesia, particularly in island regions such as West Seram Regency, Maluku. Some of the obstacles faced include limited internet access, inadequate teacher training, and minimal technical support for managing digital devices (Turnip, 2023). While numerous studies have addressed school digitalization, there are still very few CIPP-based evaluative studies in island regions capable of providing empirical evidence for policy improvement.

This condition indicates the existence of a digital divide (*digital* divide) between schools in urban and remote areas (Wicaksono, 2022). The successful implementation of a digitalization program depends heavily on the readiness of

human resources, infrastructure, and school policies. According to Agustian (2021), teachers' ability to improve the effectiveness and quality of learning outcomes is crucial. Therefore, a comprehensive evaluation of the implementation of the school digitalization program is necessary, especially in areas with challenging geographic characteristics such as West Seram Regency (Agustian, 2021).

Evaluating school digitalization programs is crucial to assess the program's success and its impact on improving educational quality. The CIPP (Context, Input, Process, Product) model developed by Stufflebeam is used because it allows for comprehensive program assessment, from planning to outcomes (Stufflebeam, 2007); and (Muharika, 2019).

This study aims to evaluate the digitalization program at Sekolah Penggerak Junior High School in West Seram Regency using the CIPP (Context, Input, Process, Product) evaluation model. The evaluation focuses on: (1) the context aspect, which includes the suitability of the program to the school's needs, vision and mission, and the readiness of the school environment; (2) the input aspect related to human resource competency and the availability of information and communication technology (ICT) infrastructure; (3) the process aspect, which focuses on the implementation of digital device utilization in learning activities by teachers and students; and (4) the product aspect, which concerns the effectiveness of the program in improving the quality of learning, teachers' technological competencies, learning outcomes, and students' 21st-century skills. The results are expected to provide practical recommendations for local governments and educational units in strengthening school digital transformation policies in the island region.

B. RESEARCH METHOD

This research is a program evaluation with an approach*mixed methods concurrent embedded* Quantitative data was collected through questionnaires, while qualitative data was obtained from interviews and observations. The evaluation model used was CIPP (Context, Input, Process, Product) (Sugiyono, 2013).

The research locations and subjects included six junior high schools in West Seram Regency: Murnaten Christian Junior High School, Taniwel State Junior High School 8, Huamual State Junior High School 3, West Seram State Junior High School 2, West Kairatu State Junior High School 1, and West Seram State Junior High School 4. Respondents included six principals, 158 teachers, and 177 students.

C. LITERATUR REVIEW

1. Digital Transformation

Digital transformation is a technology whose operation is no longer manual. Instead, the operating system of digital technology tends to be automated, utilizing computer systems. Networks are crucial in digital technology because of the interconnectedness of one network to another, ensuring the continuous flow of information. Information and communication technology networks have several levels: local, national, and global. The existence of "information highways" contributes

to improvements, making information reach broader and better (Ahyani & Dhuhani, 2024).

Digital Transformation from an Islamic Perspective: While digital technology in the global era offers benefits to humans in various aspects of life, it can also pose disadvantages if its use does not properly adhere to religious norms. Educational empowerment, both within the family and community, can provide optimal benefits while avoiding the loss of social and religious values (Waliulu et al., 2023).

2. Evaluation Program With The Model CIPP

CIPP stands for Context, Input, Product, and Process. CIPP is an evaluation model developed by Stufflebeam that aims to assist in curriculum improvement and program decision-making. As the acronym CIPP suggests, the core concepts of the model include context, input, process, and product evaluation. Context evaluation identifies needs, problems, and opportunities to determine goals and priorities, and to determine the importance of outcomes. Input evaluation identifies alternative approaches to inform decisions about program planning and resource allocation (Purnomo et al., 2022).

As the name suggests, this evaluation model has four types of evaluation activities, namely:

a. Context Evaluation, the evaluation context aims to help administrators plan decisions and determine programs and formulate program objectives.

b. Input evaluation, this evaluation activity aims to help organize decisions, determine sources, determine appropriate alternatives in implementing programs, plans and strategies to achieve needs, and work procedures carried out to achieve them.

c. Process Evaluation, this evaluation activity aims to help implement decisions.

d. Product Evaluation, this evaluation activity is a product or result found during the program which aims to help with future decisions.

From the description above regarding the CIPP (Context-Input-Process-Product) evaluation model, it can be understood that this model directs the target object of its evaluation to the process and input to the results (Stufflebeam, 1983).

D. RESULT AND DISCUSSION

RESULT

A summary of the average achievement results of the evaluation of the digitalization program for driving schools at the junior high school level throughout West Seram Regency is presented in the following table.

1. *Context* Digitalization Program for Driving Schools

Table 1. Achievement of the Context Aspects of the School Digitalization Program

No	Indicator	% Achievement	Category
1	Availability of basic infrastructure	91,25	Very Good
2	Alignment of program objectives with school needs	90,80	Very Good
Average		**90,18**	**Very Good**

Table 1. above shows that, in general, schools have basic infrastructure available, as well as high levels of readiness and alignment between the objectives of the digitalization program and school needs. The infrastructure availability indicator scored 91%, categorized as very good, and the indicator for alignment of program objectives with school needs reached 90%, also categorized as very good. Therefore, it can be concluded that the digitalization program aspect is*context* In the implementation of the digitalization program for driving schools in West Seram Regency, it is in the very good category, where the program objectives are aligned with the needs of the school, supported by the readiness of basic infrastructure to support the success of the digitalization program.

2. *Input* Digitalization Program for Driving Schools

Table 2. Achievement of aspects*input* digitalization program

No	**Indicator**	**% Achievement**	**Category**
1	Human Resources	92,00	Very Good
2	Availability of ICT Facilities and Infrastructure	88,00	Very Good
Average		**90,00**	Very Good

Table 2. above shows that schools have adequate human resources (HR) and information technology infrastructure to support the implementation of the digitalization program. The human resources indicator reached 92%, categorized as very good, while the ICT facilities and infrastructure indicator reached 88%, also categorized as very good. Therefore, it can be concluded that the aspects of*input* In the implementation of the digitalization program for driving schools in West Seram Regency, it is in the very good category, indicating that the availability of digital resources and infrastructure is sufficient to optimally support the success of the program.

3. Process Digitalization Program for Driving Schools

Table 3. Achievement of aspects process digitalization program

No	Indicator	% Achievement	Category
1	Implementation of the Digitalization Program	90,00	Very Good
2	Teacher Participation in the Use of Digital Technology	87,00	Very Good
3	Use of Digital Technology in Learning	80.50	Good
Average		**85,53**	Very Good

Table 3. above shows that the implementation of the digitalization program for driving schools in West Seram Regency has gone well in terms of aspects*process*. The digitalization program implementation indicator reached 90%, categorized as very good. Teacher participation in the use of digital technology reached 87%, categorized as very good. Meanwhile, the indicator for the use of digital technology in learning reached 80.50%, categorized as good. Overall, the aspects *process* The implementation of the digitalization program for moving schools in West Seram Regency is in the very good category, with an average achievement of 85.53%. This indicates that the program has been effective, teachers and students have been active in digital-based learning activities, and the school has been able to optimally implement digitalization in daily learning activities.

4. Aspect *Product*

Table 4. Achievement of aspects product digitalization program

No	Indicator	%	Category
1	Increased use of ICT in Learning	91,00	Very Good
2	Digital Based Learning Innovation	93,00	Very Good
3	Impact on Student Learning Outcomes and Skills	88,00	Very Good
Average		**90,67**	Very Good

Table 4. above shows that the results of the evaluation of the digitalization

program for moving schools in West Seram Regency in terms of aspects*product* is in the very good category. The indicator for increasing the use of ICT in learning achieved 91%, categorized as very good. The indicator for digital-based learning innovation also showed very good results, achieving 93%. Furthermore, the indicator for impact on student learning outcomes and skills reached 88%, categorized as very good. Overall, the*product* The implementation of the digitalization program for driving schools was categorized as very good, with an average achievement of 90.67%. These results indicate that the school digitalization program has had a significant impact on improving the quality of learning, teacher competency in digital technology, and optimally developing student skills and learning achievement.

DISCUSSION

The research results show that the digitalization of pioneering schools in West Seram Regency is effective and has made a positive contribution to improving the quality of learning. This is in line with the opinion of Agit et al. (2023) who stated that the use of technology in learning can improve student learning effectiveness. The school digitalization program for junior high schools in West Seram Regency focuses on improving teacher competency in digital-based learning and preparing technical guidance (Bimtek). This effort includes workshops on the application of digital teaching methods, such as those conducted at SMP Negeri 3, Huamual District, to improve teacher skills. The government also continues to coordinate the Digital Learning Guidance for junior high schools in 2025 to support educational transformation in the region.

Key Points of School Digitalization in West Seram

- **Teacher Competency Improvement:** The main focus is to train junior high school teachers in West Seram to be able to apply digital-based learning methods, reducing dependence on conventional methods.

- **Digitalization of Learning Technical Guidance:** The relevant ministry invited the West Seram Regency Education Office to attend the Coordination Meeting for Preparation of Technical Guidance for Digitalization of Learning at the Junior High School level, demonstrating the structured efforts of the central government.

- **Implementation Location:** A concrete example of digitalization activities has touched schools in the sub-district, such as SMP Negeri 3 Huamual.

- **Objective:** Improving the effectiveness, efficiency, and quality of learning in junior high schools throughout West Seram Regency through digital means and methods.

This program aims to ensure the equal distribution of modern technology and learning methods across all junior high schools in West Seram Regency.

1. Aspect Context

The results of the study show that the aspects context The digitalization program for driving schools is doing very well. These results show that from the aspect of *context,* The school digitalization program has been designed and implemented in a highly supportive environment. Two key indicators analyzed in this aspect are the availability of basic infrastructure as a measure of school readiness and the alignment of program objectives with the school's needs and vision and mission. The availability of basic infrastructure, categorized as very good, indicates that most schools in the research area have adequate basic facilities to support the implementation of the digitalization program. This basic infrastructure includes electricity networks, computer equipment and computer laboratories, as well as other supporting facilities that enable optimal digital learning processes.

Infrastructure readiness is a crucial foundation for implementing digital transformation in education. Without adequate infrastructure support, the use of learning technology will face both technical and operational challenges. Research by Irvani et al. (2023) shows that the availability of digital infrastructure significantly impacts student engagement and digital literacy (Irvani, 2023). Similarly, Kistanti et al. (2023) emphasized that school technology readiness, particularly regarding devices and internet networks, is a key factor in the success of digital-based learning (Kistanti, 2023). Therefore, the high achievement in this indicator demonstrates that schools in West Seram Regency have strong technical readiness to support digitalization, although attention needs to be paid to aspects of quality and equity across regions.

The second indicator, namely the alignment of program objectives with the needs and vision and mission of the school, also showed very good results, which shows that schools have assessed that the objectives of the school digitalization program are aligned with the development direction of their respective institutions. This alignment is important so that program implementation is not merely administrative, but truly contributes to the achievement of the school's vision and mission, such as improving the quality of learning, strengthening digital literacy, and developing student character that is adaptive to technological advances. Research by Marginingsih (2025) supports this by finding that the success of digitalization is highly dependent on the extent to which program objectives are formulated according to the conditions and needs of the school (Marginingsih, D, 2025).

The results of this study also align with the findings of Pane (2025), who stated that program alignment with the school's vision and needs can increase stakeholder acceptance and involvement in the implementation process (Pane, 2025). The high level of alignment with the objectives of the digitalization program in West Seram Regency indicates that schools have positioned digitalization not merely as a national project, but as part of a strategy for developing educational quality. Principals and teachers generally understand the direction of digitalization policy as a means to improve the effectiveness of learning and school governance. Consistent with the views of Suryaman and Setiyani (2023), visionary digital leadership plays a crucial role in ensuring that every technology program is

integrated with the school's strategic plan, including in establishing a digital culture within the educational environment (Suryaman, 2023).

Both indicators in the aspect *context* These aspects are closely interrelated. Basic infrastructure readiness serves as a technical prerequisite for digitalization implementation, while the alignment of program objectives ensures that implementation aligns with school needs. This situation demonstrates that the external and internal environments of schools in West Seram Regency strongly support the implementation of the school digitalization program. Therefore, the results of this evaluation can be interpreted as contextually demonstrating that the schools have a strong foundation, both in terms of their educational background. Success in this aspect provides crucial capital for optimizing the implementation of the digitalization program in the next phase, while simultaneously strengthening the transformation of education toward schools that are adaptive to technological developments and the demands of the digital era.

The results of the study show that the aspects*input* The school digitalization program is categorized as very good. This finding indicates that the school has strong initial readiness to optimally implement the digitalization program, both in terms of human resource capacity and technological infrastructure support. These results are also consistent with findings (Widianingrum, 2023), which emphasize the importance of facilities and training as key factors for successful digitalization. Effective program implementation also demonstrates increased teacher professionalism in using digital media (Jojor, A, 2023). The high achievement in the human resource indicator indicates that teachers and education personnel have strong skills in operating and integrating information technology into the learning process and school administration.

This aligns with the perspective of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2024), which emphasizes that human resource readiness is key to the success of digital transformation in the educational environment. Teachers are not only required to be able to use technological devices, but also to possess a digital mindset, ethics, and creativity in utilizing ICT to improve the quality of learning. Human Resource Indicators show that schools are already at a very good level of readiness in managing human resources oriented towards digital innovation. Research by Wardoyo et al. (2024) also confirms that teacher digital competence has a significant relationship with the effectiveness of digitalization implementation in schools, where technology-based training and transformational leadership have been shown to improve teacher performance and adaptive readiness to changes in the digital learning system (Wardoyo, 2024).

The availability of ICT facilities and infrastructure is categorized as very good, where schools already have devices such as computer projectors and adequate internet networks as a foundation for implementing digitalization. The availability of this infrastructure is an important prerequisite for facilitating the digital-based learning process. According to research conducted by Nusantara Science Literacy (2023), ICT infrastructure is a fundamental element in improving access and quality of education, especially in areas that previously lacked adequate facilities.

The government, through its school digitalization program, also continues to distribute ICT equipment assistance to accelerate equitable digital access. As reported by Antara News (2024), more than 70,000 schools across Indonesia have received digital equipment assistance. Although this achievement is in the very good category, this result still leaves room for improvement, particularly in terms of equitable distribution and maintenance of ICT facilities. Some schools in certain areas still face internet connectivity constraints or limited digital devices for simultaneous use in all classes. This condition is in line with the research findings by Sukma Bangsa Journal (2025) which states that the main challenge in the sustainability of school digitalization lies in the gap in facilities between regions and the disparity in the technical capabilities of human resources in utilizing technology optimally.

Both indicators in the aspect*input* This illustrates the school's high level of readiness to implement the digitalization program. The synergy between human resource readiness and the availability of infrastructure is a key strength in supporting the program's successful implementation. This aligns with the theory of organizational digital readiness, which asserts that the success of technological transformation is determined not only by the sophistication of the tools but also by the quality of the human resources who use them. In other words, educational digitalization will not be effective without strong human resource competency and commitment. These findings also demonstrate that the school has successfully balanced the human and technological aspects, two key pillars of the digital transformation process.

With the support of competent human resources and adequate facilities, schools have a significant opportunity to improve management efficiency, improve learning quality, and expand access to technology-based education. However, to ensure sustainable results, a continuous capacity-building strategy is needed through teacher training, improving digital literacy, and updating infrastructure in line with technological developments. It can be concluded that the achievement of these aspects*input* The school digitalization program is classified as very good and reflects high readiness in supporting the implementation of the education digitalization policy.

2. Aspect Process

The results of the study show that the aspects process The school digitalization program has achieved a very good rating. This indicates that the digitalization program has been implemented optimally and demonstrated a high level of success during the implementation phase. These results demonstrate that the digitalization process has been carried out systematically, although the application of technology in learning is still not evenly distributed across all schools. The high achievement in the digitalization program implementation indicators indicates that schools have been able to effectively implement digitalization policies and plans. This is in line with the World Bank (2023) report.*The Digital Future if Teacher Training in Indonesia* which emphasizes that the success of digitalization of education is not only determined by the availability

of infrastructure, but also by the implementation of effective policies and the support of school management in the implementation process (Bank., 2023).

Schools with structured digital management systems, technology-based administration, and strong principal support tend to demonstrate better outcomes in implementing digitalization. This view aligns with the findings of "*Digital Transformation in Education*" (UIN Khas Jember, 2024) which states that digital transformation requires comprehensive implementation, starting from management, work culture, to the learning process in order to create an education system that is adaptive to technological developments.

The indicator of teacher participation in the use of digital technology, which is categorized as "very good," indicates a high level of teacher involvement in supporting the implementation of digitalization programs. As the main agents of change, teachers play a crucial role in ensuring the sustainability of digital transformation in schools. This participation indicates that the majority of teachers are aware of and willing to utilize technology in learning activities and educational administration. However, research *Unpacking the Digital Competence Challenge in Vocational Education* Rahmawati (2025) highlighted that the level of digital competency maturity among teachers still varies. While many teachers are already proficient in using digital devices and applications, others are still in the adaptation stage and require ongoing support to ensure technology utilization is truly effective in improving the quality of learning.

The indicator of digital technology use in learning, which is categorized as good, indicates that technology utilization in the classroom has been quite effective, but not yet optimal. Many teachers have used devices such as laptops, projectors, or digital learning platforms like*Google Classroom* And *Canva Education*However, not all of them are able to creatively integrate technology into the learning process. This condition aligns with the findings of the Digital Transformation for Inclusive Education in Rural Indonesia (Febrianty, 2024), which explain that even though technological resources are available, their use is still instrumental—meaning, technology is used only to support learning activities, not as an integral part of innovative learning designs. Furthermore, challenges such as limited internet access, unequal digital skills, and limited local digital content also influence the level of technology use in the learning process.

The three indicators in the aspect *process* The excellent rating confirms that the school digitalization program has been effective and shown significant progress. Program implementation and teacher participation are key drivers of success in the process aspect, while the use of technology in learning remains an area that needs improvement.

These findings indicate that digital transformation in pioneering schools has reached the active implementation stage, but needs to be directed toward more meaningful technology utilization that directly impacts student learning outcomes. By strengthening teacher capacity through ongoing training, building a collaborative culture among educators, and expanding technology integration into learning strategies, the school digitalization process will become more mature and sustainable.

It can be concluded that the aspects *process* demonstrates real success in implementing the school digitalization program. Schools have implemented policies and encouraged active teacher involvement, but optimizing the use of digital technology in learning still needs to be strengthened so that the digitalization program is not only administrative but also has a significant impact on innovation and learning quality in the 21st-century education era.

3. Aspect Product

The results of the study show that the aspects product The results of the digitalization program for driving schools were categorized as very good. This means that overall, the implementation of digitalization in learning, which includes increasing the use of ICT in learning, digital-based learning innovation, and its impact on student learning outcomes and skills, showed very satisfactory results. The indicator of increasing the use of ICT in learning indicates that teachers have been quite successful in utilizing information and communication technology as a medium or resource in the teaching and learning process. This is consistent with the finding that the use of ICT can facilitate teachers in explaining material, especially abstract ones, and increasing student learning motivation (Yanis, 2025). Thus, good ICT implementation is an important foundation in the digitalization of learning.

The impact indicators on student learning outcomes and skills show that changes made through digitalization and learning innovation have a significant impact on learning outcomes, both in terms of student mastery of knowledge, skills, and competencies. This is highly relevant to the finding that technology integration in learning can improve access, student engagement, and personalization of learning experiences, thus enabling better learning outcomes in terms of student mastery of knowledge, skills, and competencies.

This is highly relevant to findings that technology integration in learning can improve access, student engagement, and personalize the learning experience, thus enabling better learning outcomes (Anne Lohr, 2024). The relatively lower achievement compared to the previous two indicators indicates that, despite the excellent condition, there is room for optimization to maximize the learning impact.

The three indicators in the aspect product shows an average achievement that falls into the very good category. This illustrates that the implementation of the digital learning program has reached an adequate level and demonstrates high quality in this aspect.*product*. The theory of digital transformation in education states that the success of digitalization is not only in the availability of technology, but in how the technology is integrated into learning practices, supports pedagogical innovation, and provides real results for students (for example in the latest literature review on trends, challenges, and innovations in digital learning (Zou, 2025).

Thus, the remaining achievements in these three indicators indicate that the pilot schools in West Seram Regency have entered a relatively mature stage in the digitalization program, starting from the adoption of ICT (indicator 1), the implementation of digital learning innovations (indicator 2), and their impact on student learning outcomes (indicator 3). However, despite the excellent results, there are several important points to consider. Recent studies show that the key to successful implementation of digital learning is not only the technology itself, but also teacher readiness (pedagogical readiness), infrastructure, management support, and

equal access for all students (Ning Yulin, 2025). Therefore, for the learning impact to approach or even exceed the achievement of the utilization and innovation indicators, it is necessary to strengthen teacher competency in the use of digital technology and pedagogical innovation, improve internet access and speed, and provide support for school policies and management.

Practically, these results confirm that digitalization programs have significant potential to improve the quality of learning if implemented comprehensively, not only providing devices/hardware but also building teacher capacity, designing appropriate learning innovations, and monitoring and evaluating their impact on students. From a policy perspective, it is important to ensure that digital learning innovations receive ongoing support, including resources, training, and internal evaluation, so that these positive achievements can be maintained and even improved.

E. CONCLUSION

Based on the evaluation results using the CIPP model, it can be concluded that*Digital Transformation of Schools in 3T Regions: Evaluation of the School Mover Program with the CIPP Model*running effectively and successfully improving the quality of learning, which can be concluded as follows:

1. Evaluation Context

The readiness of basic infrastructure and the alignment of program objectives with school needs have been excellent. This demonstrates that schools have a strong foundation for implementing digital transformation.

2. Evaluation Input

Human resource competency and the availability of ICT infrastructure are at an excellent level. Teachers and educators have demonstrated adaptive capabilities to technology and the ability to integrate ICT into teaching and learning activities.

3. Evaluation Process

The digitalization program is running optimally, with high teacher participation and widespread technology integration in learning. However, improvements in creativity and pedagogical innovation are needed to ensure that technology utilization is not merely instrumental but transformative. By strengthening digital culture and innovative leadership from school principals, this transformation can be more sustainable.

4. Evaluation Product

The school digitalization program has been proven to increase the use of ICT in learning, encourage digital-based learning innovation, and have a significant impact on student learning outcomes and skills.

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