

Academic Performance and Learning Delivery Challenges Under the Learning Continuity Plan: A Quantitative Study of Senior High Schools in Surigao Del Sur, Philippines

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ABSTRACT

This study examined the academic performance of Senior High School learners and the challenges encountered by teachers and school heads in implementing learning delivery modalities under the Learning Continuity Plan (LCP) in the Schools Division of Surigao del Sur, Philippines. Specifically, the analysis focused on the Mean Percentage Score (MPS) of Grade 12 learners in the National Achievement Test, the level of challenges perceived by teachers and school heads across academic strands, and the relationship between these challenges and learner achievement. A quantitative research design was employed using a researcher-made online survey questionnaire administered through Google Forms. The instrument underwent expert validation and pilot testing, yielding an excellent Cronbach's Alpha coefficient. The study was conducted in the Schools Division of Surigao del Sur in the Caraga Region (Region XIII), which comprises 24 school districts and 81 senior high schools located in both urban and rural communities. The respondents consisted of 129 purposively selected participants, including 91 Senior High School teachers and 38 school heads from public secondary schools. Findings revealed that the overall MPS was 41.96%, indicating low mastery of essential competencies, with stronger performance in humanities-oriented subjects and weaker outcomes in Mathematics, Science, and Language and Communication. The most significant challenge was the lack of devices and technological tools for flexible learning. Correlation analysis showed no significant relationship between MPS and the perceived challenges. The study concludes that learner achievement is influenced by multiple interacting factors beyond operational difficulties alone. It is recommended that schools strengthen access to digital resources, enhance teacher capacity, and develop context-responsive Learning Continuity Plans to improve instructional quality and academic outcomes.

Keywords: Mean Percentage Score (MPS), Learning Continuity Plan (LCP), learning delivery modalities, academic performance, senior high school education

INTRODUCTION

The continuity and quality of education remain major concerns in the Philippine public school system, particularly in the aftermath of prolonged disruptions brought about by the COVID-19 pandemic and other contextual challenges. To ensure that learning continues under varying circumstances, schools adopted different learning delivery modalities, including modular, online, blended, and limited face-to-face instruction. While these approaches enabled schools to sustain educational services, their effectiveness has varied depending on the availability of resources, teacher preparedness, school leadership, and learner support systems. As a result, there is a growing need to examine how these conditions influence student academic performance and the implementation of learning delivery modalities in Senior High Schools.

Recent studies emphasize that the success of learning continuity efforts depends not only on maintaining instruction but also on effective planning, collaborative leadership, readiness for change, and the provision of technological and learner support systems (Dayagbil et al., 2023). In the Philippine context, several studies have reported that schools continue to face challenges related to limited access to technological devices, insufficient

learning resources, increased teacher workload, and inconsistent learner engagement (Peregrino et al., 2022; Yunzal et al., 2024; Pesito, 2025). Although schools have demonstrated resilience and adaptability, these challenges may affect the extent to which learners achieve the expected competencies. One indicator of this concern is the Mean Percentage Score (MPS) in the National Achievement Test, which provides a standardized measure of learners' mastery of essential learning competencies.

In the Schools Division of Surigao del Sur, the Senior High School National Achievement Test for School Year 2023–2024 yielded an overall Mean Percentage Score of 41.96 percent, indicating that learner performance remains below the desired proficiency level. This result raises important questions regarding the effectiveness of learning delivery modalities and the extent to which challenges encountered by teachers and school heads may influence academic outcomes. While previous studies have examined the implementation of Learning Continuity Plans, limited research has explored the relationship between student achievement and the challenges perceived by key implementers of instruction and school management, particularly across academic strands in geographically dispersed divisions.

In response to this gap, the present study aims to determine the Mean Percentage Score (MPS) of Senior High School learners, assess the level of challenges perceived by teachers and school heads in implementing learning delivery modalities across academic strands, and examine whether a significant relationship exists between learner performance and these perceived challenges. The findings of this study are expected to provide empirical evidence that will inform educational planning, strengthen learning continuity strategies, and support the development of context-responsive interventions to improve both instructional practices and student achievement in the Schools Division of Surigao del Sur.

MATERIALS AND METHODS

This study employed a quantitative research design to examine the challenges encountered by Senior High School teachers and school heads in implementing learning continuity strategies in the Schools Division of Surigao del Sur. Quantitative research is a systematic approach that collects and analyzes numerical data to identify patterns, relationships, and trends and to test hypotheses objectively (Creswell & Creswell, 2018). The study was conducted in the Schools Division of Surigao del Sur in the Caraga Region (Region XIII), which includes 24 school districts and 81 senior high schools situated in both urban and rural communities, providing a diverse educational context for investigating the implementation of the Learning Continuity Plan (LCP).

The respondents consisted of 129 purposively selected participants, including 91 Senior High School teachers and 38 school heads from public secondary schools in the division. Their roles in instruction, administration, and learner support made them well-positioned to provide relevant insights into the challenges of sustaining educational delivery. Data were collected using a researcher-made online survey questionnaire administered through Google Forms. The instrument included sections on informed consent, respondent demographics, and Likert-scale items measuring the severity of challenges encountered in implementing learning continuity strategies. To ensure validity and reliability, the questionnaire underwent expert review and pilot testing with 20 participants from the Division of Tandag City, yielding an excellent Cronbach's Alpha coefficient.

Prior to data collection, formal approval was obtained from the Department of Education Schools Division Office of Surigao del Sur and the respective school heads. Participation was voluntary, informed consent was obtained from all respondents, and confidentiality and anonymity were maintained throughout the study. The survey link was distributed through official school communication channels, and responses were collected over a two-week period with follow-up reminders to maximize participation. Upon completion, the data were downloaded, organized, and prepared for statistical analysis.

RESULTS AND DISCUSSION

This section presents the Mean Percentage Score (MPS) of Senior High School learners, the level of challenges encountered by teachers and school heads in the implementation of learning modalities practices, and the relationship between learners' academic performance and the perceived challenges associated with learning delivery modalities.

Mean Percentage Score of Senior High School Learners

This section presents the Mean Percentage Score of senior high school learners based on the SY 2023–2024 National Achievement Test Grade 12 results. The Mean Percentage Score functions as an indicator of learners' academic achievement and reflects the degree to which essential learning competencies across subject areas have been mastered. An examination of the Mean Percentage Score provides a macro-level view of learning outcomes and offers critical insight into subject-specific strengths and weaknesses within the senior high school curriculum under post-pandemic instructional conditions.

The results indicate that learner performance varies considerably across learning areas, with comparatively stronger outcomes in subjects that emphasize conceptual understanding, reflection, and interpretive reasoning, and weaker outcomes in skill-intensive and procedurally demanding domains. The learning area with the strongest performance reflects learners' relative proficiency in abstract thinking, ethical reasoning, and discussion-oriented tasks. This suggests that learners are more able to engage with subjects that rely on comprehension, interpretation, and opinion-based responses, which are less dependent on continuous teacher mediation and structured practice.

Table 1. Mean Percentage Score of Senior High School Learners

Division	Science	Philosophy	Language and Comm.	Media and Information Literacy	Math	Humanities	Wika and Komunikasy	Social Studies	Overall
Surigao del Sur	37.60	54.77	36.85	42.29	35.85	41.71	43.44	46.10	41.96
Interpretation	Low Proficient	Nearly Proficient	Low Proficient	Low Proficient	Low Proficient	Low Proficient	Low Proficient	Low Proficient	Low Proficient

The relatively higher performance in reflective and humanities-oriented subjects has important instructional implications. These learning areas are inherently more adaptable to flexible learning modalities such as modular instruction, asynchronous learning tasks, and guided independent study. Hodges et al. (2020) emphasized that well-designed online and flexible learning environments support learner autonomy and self-paced engagement, allowing students to complete learning tasks according to their individual needs and circumstances. This flexibility may have mitigated the adverse effects of reduced face-to-face interaction during and after the pandemic.

In contrast, the weakest performance was observed in learning areas that demand sustained practice, sequential skill development, and immediate feedback. Mathematics, Science, and Language and Communication emerged as areas where learner mastery remains particularly limited. These subjects require structured scaffolding, guided problem-solving, and iterative feedback mechanisms that are difficult to maintain in modular, distance, or blended learning settings. The implication of this finding is that flexible learning arrangements, while effective for certain disciplines, may be insufficient for supporting mastery in cognitively demanding and skills-based subjects.

This pattern aligns with findings from studies on learning continuity and instructional disruption. De Leon (2021) noted that teachers implementing modular distance learning encountered significant difficulties in providing timely feedback and individualized support, particularly in mathematics and science instruction. Similarly, Peregrino et al. (2022) found that learners exhibited persistent learning gaps in subjects requiring procedural fluency when instructional delivery relied heavily on self-paced modules and limited teacher interaction. These studies support the present finding that learning continuity does not uniformly translate into learning effectiveness across subject areas.

The weak performance in mathematics, in particular, reflects a broader concern regarding learning loss in numeracy following prolonged educational disruptions. Pineda (2025) emphasized that mathematics learning is especially vulnerable to instructional fragmentation due to its cumulative nature and reliance on guided practice. Without consistent monitoring and corrective feedback, misconceptions tend to persist and compound, resulting in lower overall mastery. Likewise, the modest outcomes in science may be attributed to the absence of laboratory-based and experiential learning activities, which are critical for conceptual understanding but were largely constrained during periods of limited face-to-face instruction.

At the aggregate level, the overall Mean Percentage Score indicates that learner mastery across subject areas remains below desired proficiency benchmarks. This underscores the cumulative impact of post-pandemic instructional challenges, including uneven implementation of Learning Continuity Plans, disparities in access to learning resources, and varying levels of teacher readiness to adapt pedagogy across modalities. While studies on Basic Education Learning Continuity Plan implementation highlight schools' capacity for adaptation and resilience, they also caution that continuity of instruction does not automatically ensure quality learning outcomes (Yunzal et al., 2024).

The findings therefore suggest that differences in learner performance across subject areas are closely associated with the alignment between instructional modality and disciplinary requirements. Learning areas that can accommodate flexible pacing and reflective engagement appear more resilient, while those requiring structured practice and immediate feedback remain constrained.

Level of Challenges as Perceived by Teachers and School Heads Across Academic Strands in Learning Delivery Modalities

This section presents the level of challenges encountered by teachers and school heads in the implementation of learning delivery modalities across academic strands in senior high schools. These challenges reflect the realities experienced in delivering instruction through modular, online, blended, and other flexible learning arrangements, particularly in the context of post-pandemic education. Examining these challenges provides insight into the constraints that affect teaching effectiveness, learner engagement, and overall program implementation.

The perceived challenges encompass issues related to technological access, availability of learning resources, teacher workload, learner motivation, parental involvement, monitoring of learner progress, leadership responsiveness, and external disruptions. Teachers' and school heads' perspectives are both essential in understanding these concerns, as teachers are directly involved in instructional delivery while school heads oversee policy implementation, coordination, and decision-making. Together, their perceptions offer a comprehensive view of the operational and instructional difficulties that influence the effectiveness and sustainability of learning delivery modalities in senior high schools.

The findings indicate that the most prominent challenge encountered by both teachers and school heads in the implementation of learning delivery modalities is the lack of devices or tools necessary for flexible learning. This result implies that access to learning technologies remains the most critical constraint affecting the continuity and quality of instruction across academic strands. When learners are unable to access gadgets such as smartphones, tablets, or computers, their participation in online and blended learning becomes irregular and limited. This restricts their engagement with instructional content, reduces opportunities for interaction, and increases the likelihood of incomplete academic tasks. The implication of this finding is that learning delivery modalities, regardless of instructional design or teacher competence, cannot function effectively when the basic technological requirements for learner participation are unmet.

In contrast, the least pronounced challenge identified by both groups relates to delays in leadership decisions due to unclear guidelines. Although this concern is still acknowledged, its lower prominence suggests that leadership and governance structures in senior high schools have become more responsive over time. This may be attributed to clearer institutional directives and the accumulated experience of school heads in managing flexible learning arrangements. The implication is that leadership systems are gradually adapting to the demands of disrupted learning environments. However, the continued recognition of this challenge indicates that decision-

making processes remain vulnerable during sudden modality shifts or emergency situations that require immediate instructional adjustments.

Table 2. Level of Challenges in Learning Delivery Modalities

INDICATORS	Teachers			School Head		
	Mean	SD	Adjectival Description	Mean	SD	Adjectival Description
1. Lack of internet or stable connectivity affects learning delivery.	3.880	1.210	High Challenge	4.000	1.040	High Challenge
2. Limited availability of learning materials affects lesson completion.	4.190	1.010	High Challenge	4.070	0.778	High Challenge
3. Teachers experience workload and burnout in planning multiple modalities.	4.240	1.050	Very High Challenge	4.310	0.975	Very High Challenge
4. Some learners show low motivation or participation in modular or online learning.	4.260	1.040	Very High Challenge	4.360	0.850	Very High Challenge
5. Parent engagement and support at home is inconsistent.	3.900	1.060	High Challenge	4.020	1.050	High Challenge
6. Monitoring student progress is difficult in remote or blended modalities.	4.070	1.120	High Challenge	4.050	1.030	High Challenge
7. Students lack devices or tools needed for flexible learning.	4.280	0.850	Very High Challenge	4.400	0.798	Very High Challenge
8. Leadership decisions are delayed due to lack of clear guidelines.	3.660	1.120	High Challenge	3.830	1.030	High Challenge
9. Communication gaps among stakeholders affect program implementation.	3.870	1.060	High Challenge	3.880	0.993	High Challenge
10. External disruptions (e.g., weather, mobility, etc.) interfere with learning schedules.	4.040	1.090	High Challenge	4.210	1.050	Very High Challenge
Overall	4.170	0.887	High Challenge	4.11	0.588	High Challenge

Legend: 4.20 – 5.00 – Very High Challenge; 3.40-4.19 – High Challenge; 2.60-3.39 – Moderate Challenge; 1.80 – 2.59 - Low Challenge; 1.00-1.79 – Not Challenging At All

A deeper analysis of these findings shows that challenges in learning delivery modalities are rooted in broader structural and organizational conditions rather than isolated implementation issues. The dominance of access-related concerns reflects persistent socio-economic and infrastructural inequities that shape learners' capacity to engage in flexible learning. Dong et al. (2020) emphasized that insufficient access to technological resources disproportionately affects learners from low-income and rural communities, thereby widening existing educational disparities. In this context, the lack of devices functions not only as a logistical limitation but as a structural barrier that undermines equity, participation, and learning continuity.

The relatively lower emphasis on leadership delays suggests that governance mechanisms have developed a degree of resilience following earlier periods of disruption. Chatzipanagiotou and Katsarou (2023) highlighted that effective school leadership in crisis situations depends on leaders' ability to interpret policies, coordinate stakeholders, and act decisively under uncertainty. The findings imply that while leadership practices have improved, their effectiveness remains dependent on the availability of resources and the stability of external conditions. Leadership responsiveness, therefore, mitigates challenges but does not eliminate the constraints imposed by limited access and infrastructural gaps.

The interaction between resource limitations and leadership practices further illustrates the complexity of sustaining learning continuity. Limited access to devices contributes to learner disengagement, complicates the monitoring of academic progress, and intensifies teacher workload as educators attempt to compensate through alternative instructional strategies. Sato et al. (2024) noted that learner motivation and persistence in remote and blended learning environments are closely linked to consistent access, structured support, and timely feedback. When these conditions are disrupted, instructional effectiveness is compromised despite leadership efforts and pedagogical adjustments.

Overall, the findings suggest that while senior high schools have made progress in strengthening leadership responsiveness and organizational coordination, the effectiveness of learning delivery modalities continues to be constrained by unresolved structural and resource-based challenges. Addressing these challenges requires comprehensive interventions that extend beyond school-level management to include sustained investments in digital infrastructure, learner support systems, and mechanisms that reduce the instructional burden on teachers. Without resolving these foundational issues, learning delivery modalities risk reinforcing educational inequities and limiting the long-term sustainability of flexible learning in senior high schools.

Relationship Between the MPS and Level of Challenges as Perceived by Teachers and School Heads Across Academic Strands on Learning Delivery Modalities Practices

This section examines the relationship between learners' academic performance, as measured by the Mean Percentage Score (MPS), and the level of challenges in learning delivery modalities as perceived by teachers and school heads across academic strands. Understanding this relationship is essential in determining whether perceived instructional and operational challenges are directly associated with student learning outcomes, or whether other mediating factors influence academic performance in senior high schools.

Table 3. Relationship Between the MPS and Level of Challenges as Perceived by Teachers and School Heads

Groups	N	Spearman ρ	df	p-value	Conclusion
Teachers	91	0.204	89	0.052	Not Significant
School Heads	38	0.139	36	0.406	Not Significant

Table 3 presents the results of the Spearman rank correlation analysis between Mean Percentage Score (MPS) and the perceived challenges in implementing learning delivery modalities. Among teachers, a weak positive association was observed ($\rho = 0.204$, $p = 0.052$), which approached but did not reach statistical significance. Among school heads, a weaker positive association was found ($\rho = 0.139$, $p = 0.406$), indicating no statistically significant relationship. These findings suggest that perceived challenges alone do not sufficiently explain variations in learner academic performance.

The relatively higher correlation coefficient was observed in the teachers' group, where the association between MPS and perceived challenges, while weak, indicated a tendency toward a positive relationship. This suggests that higher levels of perceived challenges do not necessarily correspond to lower academic performance. The implication of this result is that teachers' awareness of instructional and operational difficulties does not automatically translate into diminished learner outcomes. Instead, it may reflect teachers' heightened sensitivity to contextual constraints while simultaneously exercising adaptive strategies that buffer learners from the adverse effects of these challenges.

In contrast, the lower correlation coefficient was observed in the school heads' group, where no meaningful association was observed between the MPS and perceived challenges. This implies that from a leadership perspective, challenges in learning delivery modalities are not directly linked to student performance outcomes. The implication of this finding is that school heads may conceptualize challenges as managerial or systemic issues that are addressed through policy compliance and administrative mechanisms, rather than as immediate determinants of classroom-level learning outcomes.

A deeper analysis of these findings suggests that academic performance in senior high schools is shaped by a complex interaction of factors rather than by perceived challenges alone. The absence of a significant relationship indicates that challenges in learning delivery modalities may be mediated by teachers' instructional competence, adaptive capacity, and professional resilience. Dayagbil et al. (2023) argue that effective instructional planning, collaborative leadership, and teachers' coping and adaptation practices can sustain teaching and learning continuity despite significant disruptions. This perspective helps explain why higher perceived challenges do not necessarily result in lower Mean Percentage Scores (MPS).

The teachers' tendency to report a relatively stronger association between challenges and MPS may be attributed to their direct engagement with instructional processes. Teachers experience challenges at the point of delivery

and are more likely to observe how these difficulties interact with learner motivation, participation, and comprehension. However, the weak nature of this relationship suggests that teachers actively employ compensatory strategies such as instructional modification, increased learner support, and assessment adjustments to sustain learning outcomes. Sato et al. (2024) similarly noted that teacher adaptability plays a crucial role in sustaining learner performance in flexible learning environments, even when structural constraints persist.

From the school heads' perspective, the negligible relationship between perceived challenges and Mean Percentage Score (MPS) aligns with organizational and leadership literature emphasizing the indirect role of school administration in influencing student outcomes. Harris and Jones (2020) observed that school leadership during periods of educational disruption is primarily manifested through organizational coordination, policy implementation, and the provision of support systems rather than through direct instructional intervention. As such, school heads may view challenges as operational issues that are managed institutionally and do not immediately manifest in measurable learner performance indicators.

Furthermore, Dong et al. (2020) caution that academic outcomes during disrupted learning periods are often influenced by unmeasured variables such as learner self-regulation, family support, and access to informal learning resources. These factors may dilute the direct relationship between perceived challenges and standardized performance measures like the MPS. The findings therefore suggest that learning continuity and academic achievement are sustained not solely through the absence of challenges but through the presence of adaptive instructional practices and contextual support mechanisms.

CONCLUSION

The analysis of the Mean Percentage Score (MPS) of Senior High School learners, the level of challenges perceived by teachers and school heads in the implementation of learning delivery modalities, and the relationship between these variables demonstrates that academic performance and learning continuity are shaped by a complex interaction of instructional, organizational, and contextual factors. The findings reveal that learner achievement remains below desired proficiency benchmarks, with pronounced weaknesses in Mathematics, Science, and Language and Communication, while comparatively stronger performance in reflective and humanities-oriented subjects suggests that disciplines emphasizing interpretation, critical thinking, and learner autonomy are more adaptable to flexible learning modalities. At the same time, the lack of devices and other technological tools emerged as the most critical challenge, highlighting the continuing influence of structural inequities on students' opportunities to participate fully in learning.

The analysis further demonstrates that the challenges encountered by teachers and school heads are not, by themselves, sufficient to explain variations in academic performance. The absence of a statistically significant relationship between the Mean Percentage Score and the perceived level of challenges indicates that learner outcomes are mediated by other factors, including teachers' instructional competence, adaptive capacity, school leadership, learner self-regulation, and family support. The weak positive associations observed in both respondent groups suggest that schools have developed forms of resilience that enable them to sustain instruction despite substantial constraints.

Overall, the findings demonstrate that improving learner achievement requires more than reducing operational difficulties. It necessitates a comprehensive and context-responsive approach that addresses structural barriers, particularly inequitable access to technology and learning resources, while strengthening pedagogical innovation and organizational responsiveness. These results provide a strong empirical basis for the development of a Learning Continuity Plan that is grounded in local realities and designed to enhance both instructional quality and academic outcomes in Senior High Schools in the Schools Division of Surigao del Sur.

Compliance with Ethical Standards

The authors affirm that no conflicts of interest existed in relation to this study. The research was conducted with full adherence to principles of honesty, integrity, and academic ethics. All data and results were utilized exclusively for academic and research purposes.

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