

Evaluation of the Implementation of *Kampus Mengajar* Program based on the CIPP Model

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ABSTRACT

This study discussed the evaluation of the implementation of the *Kampus Mengajar* program, which was carried out after the second batch of *Kampus Mengajar* programs finished. This research took place at SDIT Al-Karimah, Jakarta, with a program system for six months running. To collect the data, interviews with teachers, observations, and documentation were used. This program used the CIPP model, which includes Context, Input, Process, and Product. The results of this study showed that in context, there were a frequent reference to the technical instructions for the *Kampus Mengajar* program, the objectives of the *Kampus Mengajar* program, and obtaining initial school mapping information. Input was carried out with initial plans and observations as well as strategies and goals to be achieved by students on student literacy and numeracy, an adaptation of technology, and administrative disciplines. In the process, the implementation of education guided the basic literacy education program. Finally, the product showed progress in student learning outcomes and achievement of student reported in participating in *Kampus Mengajar* programs with various assessments of teaching outcomes that focus on literacy and numeracy, developments in technology adaptation, administrative management, and assessment of *Kampus Mengajar*.

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INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) presents many programs that students can choose from. The programs provide skills that can play a role in encouraging students to enter the world of work. Regulation of the Minister of Education and Culture Number 3 of 2020 concerning Nation Higher Education Standards states that the study period and load for undergraduate or applied undergraduate program students can be carried out as a whole

in study programs at tertiary institutions to achieve learning loads outside the study program. They are implementing policies from the *Kampus Mengajar* as part of a strategic program from which students can benefit. Efforts to help learn by accelerating technological adaptation and controlling administration. It also manages organizational education units as reinforcement of learning. It leads to literacy and numeracy in elementary schools with the *Kampus Mengajar* program. It fosters a high social and caring spirit, creates a leadership figure capable of completing critical and solving problems that help students' soft skills in the future (Kemendikbud, 2021). As a fulfillment of the urgency of this research, it was carried out not only by having a policy but also by implementing an actual program to evaluate its success.

The future of education will rapidly change, so it is required to prepare quality, collaborative and responsible human resources. The competence of tertiary students must be prepared comprehensively and produce graduates who can compete in the global arena, deal with social change, work climate, and organizational culture, and be updated with technological advances. Universities are required to be able to design and implement a learning process that is in accordance with the times with the target of renewal every year. It is expected that students can achieve learning outcomes, including aspects, knowledge, attitudes, and skills that are relevant to the demands of the times (Hendratni, 2020). Students in *Kampus Mengajar* program have the right to take credits or conduct learning outside the campus for two semesters or the equivalent of forty credits. In one semester taken, students can fulfill credits in other study programs. It opens opportunities for students to develop their abilities based on their passion. *Kampus Mengajar* batch 2 of 2021 was a manifestation of the implementation of free learning by deploying students to care about various educational problems in academic units, especially elementary and junior high schools, in terms of literacy and numeracy. Experience showed that the *Kampus Mengajar* batch 1, implemented earlier, has shown extraordinary results. Various kinds of innovation and creativity emerged from 14,621 students who served in 4,810 elementary schools in 458 districts/cities with the guidance of 2,077 lecturers from universities throughout Indonesia. (Kemendikbud, 2021). The government provides the broadest possible opportunity for students who have a passion for teaching assistance and open knowledge outside the campus, and this needs to be encouraged the campus to socialize openly and periodically.

Kampus Mengajar program provides opportunities for students to assist in the learning process, focusing on literacy, numeracy, technology adaptation, and administrative assistance. *Kampus Mengajar* program aims to allow students to find their passion, hone caring and leadership, and develop self-character. It is also hoped that this will bring the students closer to social life, empathizing with the problems that come and go. Students are expected to be able to hone thinking skills in working together across fields of knowledge and various student origins in solving the problems they face, encouraging and spurring national development by fostering people's motivation to participate in the development, increasing the role and actual contribution of universities and students in national development (Khotimah et al., 2021). *Kampus Mengajar* program aims to allow students to immediately adapt to various conditions at the school where they are placed. The obstacle is the distance learning process, which still leaves a program ineffective and requires a breakthrough to reduce future risks (Anugrah, 2021).

Policies regarding education in Indonesia often experience changes. These changes are usually motivated by existing problems. One of the problems can be seen in the condition of education in Indonesia. The current condition of the concept of the direction of Indonesian education is that it needs to be more focused on one goal, which causes the actualization of scientific disciplines to impact inequality (Meilia & Erlangga, 2022). The opportunities given to students as a fulfillment of the university's Key Performance Indicators (IKU) to assist literacy and numeracy have a significant level in each quota given. The 3rd batch of *Kampus Mengajar* program provides many opportunities and routine tests according to predetermined procedures. The number of school applicants for *Kampus Mengajar 3* showed an increase compared to *Kampus Mengajar 2*. Interviews with principals of primary schools showed that these schools were ready to join *Kampus Mengajar* program. However, the socialization provided by the local education office needed to be elaborated. So that at the acceptance stage, the school could understand the evaluation. Then the program was specifically intended for schools with B or C accreditation so that the program could provide improvements in literacy, numeracy, and technology acceleration as well as administrative matters.

The initial observations were that teachers had essential teaching skills that were not optimal, and dominant teachers were still found. They showed that teachers were more dominant, and students did not seem to have creativity and motivation in learning (Prasandha & Utomo, 2021). The observation results also showed that the ability of teachers in these elementary schools to master technology and various applications to support evaluation was still relatively low. Teachers were still found to use Student Worksheets (LKS) and assign homework that students considered non-challenging. With *Kampus Mengajar* program, education units, starting from school principals, teachers, and students, are enthusiastic about improving existing quality to increase accreditation in the future.

Government believes that university graduates will become an extraordinary social force in making changes using their various disciplines. In this case, their role is to become agents of change or pioneers of change in improving human resources by participating in helping society towards changes that have an impact on the progress of the nation. In other words, university graduates can actively or together with the government help identify community problems and contribute to solving them, especially in the world of education (Oktapiani et al., 2019). Based on the explanation above, *Kampus Mengajar* program is implemented to become a higher education quality improvement program by facilitating, encouraging, and accelerating universities to achieve their goals as reflected in the 8 (eight) Key Performance Indicators of Higher Education (IKU PT) stipulated in the Decree of the Minister of Education and Culture Number 754 /P/2020 concerning the Main Performance Indicators of Higher Education and Higher Education in the Ministry of Education and Culture in 2020, specifically related to aspects of improving the quality of graduates, namely graduate work readiness and student learning experiences off campus, aspects of improving the quality of lecturers, namely the number of outputs of research and community service that have received international recognition or been implemented by the community per number of lecturers, aspects of improving the quality of higher education curriculum and learning that implement team-based projects. The case of the *Kampus Mengajar 2*, methods and assessments related to the implementation of the *Kampus Mengajar* program in

elementary schools and junior high schools, and aspects of university partnerships with education offices, schools, and related parties required evaluation.

As a fulfillment of outputs and indicators of the success of the program, outputs and indicators of the success of *Kampus Mengajar* program are designed to meet the leading performance indicators of tertiary institutions, namely: 1) Student learning experience off campus, as measured by indicators of the number of students participating in *Kampus Mengajar* program and can be recognized/equalized with learning 20 credits (aligned with the Key Performance Indicators-2); 2) Learning innovation in elementary schools and junior high schools, as measured by indicators of the number of innovations and technologies from lecturers and students that have been successfully implemented in elementary schools (aligned with the Key Performance Indicators-5) in the form of relevant learning models; or innovative learning products (videos, teaching aids, practical tools, learning tools, and others); or information systems for school or learning management; or another innovation is needed; 3) Collaboration between universities and partners, as measured by indicators of the number of study programs that collaborate with elementary school partners, government agencies, and others (aligned with Key Performance Indicators-6); and 4) The duration of student learning, as measured by the indicator of the average student learning time per day (Kemdikbud, 2022).

This program needed to be evaluated to see the stages with various approaches that suit each stage's needs and fulfillment. This research would find some facts, analyze and unify various perspectives from informants. Then identify various inequalities with evaluation criteria or standards which has been specified (Oktapiani, 2020). Similar researches that were conducted by Prasadha and Utomo (2021), Hendratni (2020), Meilia and Erlangga (2022), Anwar (2021), Anugrah (2021), Sila et al. (2022) only mentioned the process and product. This research became the pioneer as it was conducted starting from the policy and mapping. Then, it continued with the process and results that made this research different and had the characteristics of being carried out with the stages of the CIPP model. This became the gap between the present research and researches conducted previously. This research investigated whether *Kampus Mengajar* program was effective and had a positive impact on the world of education or even became an opposing benchmark. Therefore, it was necessary to evaluate the success of *Kampus Mengajar* program and provide recommendations on the results of this program.

LITERATURE REVIEW

Evaluation

Evaluation is an elastic word that stretches to cover judgment of man kinds. People talk about evaluation of a worker's job performance, evaluation of a movie scripts, evaluation of the sales potential of a new detergent (Weiss, 1972). Program evaluations are conducted as systematic and objective processes that collect, analyze, and interpret information. More specifically, program evaluation deals with collecting and documenting information about a particular program to enable valid decision-making pertaining to a particular aspect of that program. In summary, program evaluation is systematic processes to collect, document, analyzes, and interpret information to determine the quality of the program and how to improve it (Ummah & Ariyanto, 2019).

Evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's quality, cost-effectiveness, probity, feasibility, safety, equity, and significance. The result of an evaluation process is an evaluation as product. Main uses of evaluations are to guide and strengthen enterprises, issue accountability reports, help disseminate effective practices, record and preserve lessons learned for organizational improvement, and, as appropriate, make decision makers, stakeholders, and consumers aware of enterprises that proved unworthy of further use. Evaluation is a ubiquitous process that applies across national boundaries and to all disciplines and service areas (Stufflebeam, 2015). Evaluation is the systematic assessment of the worth or merit of an object (Stufflebeam & Coryn, 2014).

In doing evaluation, some considerations should be made. One of them is about the policy implementation. Dye (1978) stated that policy implementation encompasses public or private individuals (or groups) actions to achieve objectives outlined in prior policy decisions. Then needs assessment is also required. Thompson et al. (2003) state a planned activity based on a needs assessment realized in the form of a program. Needs assessment is one of the stages in program preparation. Needs assessment is a fundamental activity for accountable program development (Kaufman, 1999). On that basis, it is necessary to carry out assessment activities or activities to identify developmental aspects used as input for program preparation (Briggs et al., 1991). Finally, program measurement should be made. Stufflebeam (2015) mentions that the purpose of a product evaluation is to measure, interpret, and judge the attainment of a program. Product evaluation produces information to determine the extent to which predetermined objectives can be achieved and whether strategies, procedures, or methods have been implemented to achieve the objectives. Therefore, those matters should be taken into account when an evaluation is conducted.

Merdeka Belajar Kampus Merdeka (MBKM)

Merdeka Belajar Kampus Merdeka (MBKM) is an issue that is widely discussed in the world of education. The concept that voices the existence of independence in learning is carried out to prepare students who graduate from tertiary institutions, both public and private so that they can face the times and changes that occur very quickly. The concept of independent learning seeks to prepare graduates as future leaders who are superior and have personality (Fuadi, 2022). MBKM is a form of reform that is carried out in learning, starting from the level of preschool education to higher education. This reform in independent learning is based on the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 article 15 concerning National Higher Education Standards (Susilawati, 2021). The policy aims to shape students' character through MBKM system. MBKM will strengthen students' character in an increasingly competitive world. Students polished by campus education will bring out their potential according to their respective interests and talents. Through *Kampus Merdeka*, intellectual people will be born, which will become valuable assets for the country in the future under the goals of National Education (Sila et al., 2022).

The presence of a learning policy with the MBKM program provides much space for students to gain knowledge and scholarship in tertiary institutions in a flexible manner. It does not only require sitting in class to attend lectures but can also gain knowledge and skills

according to their competence through programs developed by off-campus partners. Universities are required to provide rights for students voluntarily, so students may or may not take credits outside their campus for two semesters or the equivalent of 40 credits. Students can also take credits in other study programs on campus for one semester of the full semester that must be taken. Learning in MBKM provides challenges and opportunities for developing innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, demands performance, targets, and achievements. Through a well-designed and implemented *Merdeka Belajar* program, students' hard and soft skills will be strongly formed (Maulana et al., 2022)

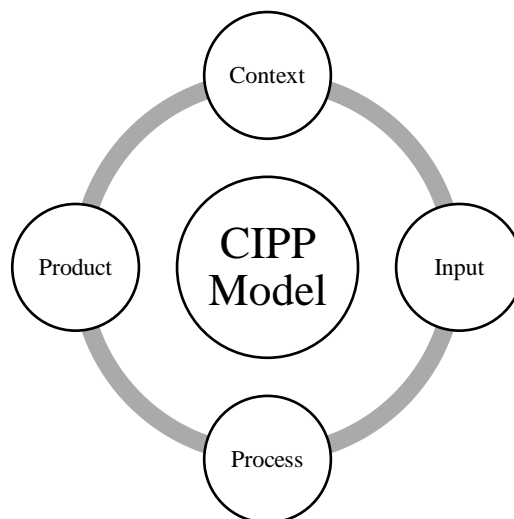
Kampus Mengajar Program

Kampus Mengajar program is a representation of the objectives of MBKM by providing opportunities for students to learn and develop themselves through activities outside the class (Meilia & Erlangga, 2022). *Kampus Mengajar* program has a goal to make students be able to directly go to the field with various conditions of elementary schools throughout Indonesia. Logistical problems severely constrain distance learning in schools, and there is a risk of losing an effective learning process (Anugrah, 2021). *Kampus Mengajar* program is part of MBKM policy to enrich student competencies by providing opportunities for students to learn outside the classroom by assisting teachers and education staff at the basic education level (Putri et al., 2022). *Kampus Mengajar* program covers learning across all subjects, focusing on literacy and numeracy, technology adaptation, and school administration assistance. The presence of this program is expected to provide students with the opportunity to hone their leadership and character and have learning experiences. It instills empathy and social sensitivity in students towards the problems of social life that surround them. It hones thinking skills in working across fields of knowledge and various student origins in solving problems. It also encourages and spurs national development by fostering people's motivation to participate, increasing universities' and students' roles and actual contributions to national development. In addition, it is expected that there will be an increase in the effectiveness of the learning process in emergency conditions of the Covid-19 pandemic (Khotimah et al., 2021).

METHOD

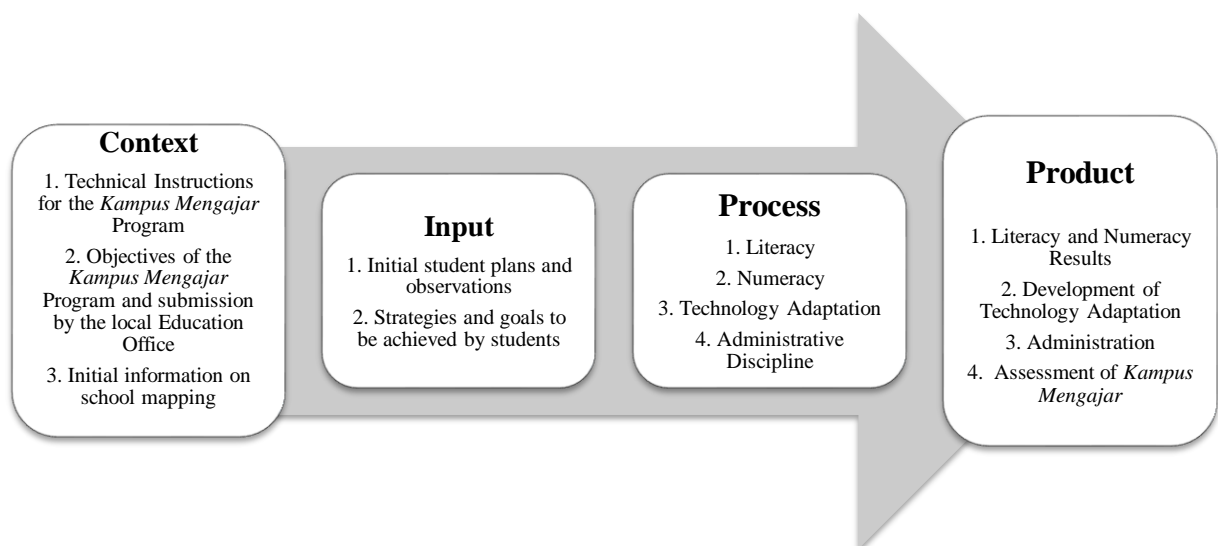
Program evaluation models developed by experts can be used to evaluate a program. This evaluation model is widely known and applied by evaluators (Iskandar et al., 2021). The evaluation of the Stufflebeam model consists of four dimensions: context, input, process, and product, so the evaluation model is named CIPP (Aziz et al., 2018). In context evaluation, the activities of gathering information to determine goals, define the appropriate environment as a whole, identify weaknesses strengths, diagnose problems, and provide solutions, test whether goals and priorities are adjusted to the needs are implemented. Input evaluation is determining how the program objectives are achieved. Process evaluation is checking the implementation of the plan/program. Its purpose is to provide feedback on how program activities are progressing according to schedule. This evaluation uses available

resources efficiently and periodically guides in modifying the plan to suit the needs. It also evaluates how much those involved in program activities are able to accept and carry out their roles or tasks. Product evaluation explains that the purpose of product evaluation is to measure, interpret, and determine the achievement of the results of a program and ensure how much the program has met the needs of a group of programs served. The data generated would determine whether the program would be continued, modified, or terminated (Stufflebeam, 2015). This study aimed to evaluate *Kampus Mengajar* program at SDIT Al-Karimah, Jakarta City. This study focused on evaluating the CIPP model and measuring achievement at the end of the program. The CIPP model implemented could be seen in picture provided:



Picture 1. CIPP Model

As for confirming the existence of the model chosen in this study, starting from C-I-P-P, it will be explained as follows:



Picture 2. Flow CIPP

FINDINGS

Context Program Evaluation

At this stage, information was collected to determine objectives. In general, *Kampus Mengajar* program provides opportunities for students to participate in teaching and deepen their knowledge by assisting the teaching process in elementary and junior high schools around the village/city where they live. Technical guidelines for *Kampus Mengajar* program based on plans and strategies to achieve goals and how to work procedures to achieve them through the *Kampus Mengajar* have been determined. Active students from public university and private university under the auspices of the Directorate General of Higher Education, minimum semester 5 (five) in the 2021/2022 academic year, have a minimum Grade Point Average (GPA) of 3 on a scale of 4, derived from an accredited university, come from a study program with minimum accreditation B (Very Good). Achievement, teaching experience, and organization are preferred (in addition to scoring points), obtain a letter of recommendation from the head of the tertiary institution (faculty//institute/university) to participate in *Kampus Mengajar* activities and take the test: teaching experience and the availability of target school.

In addition, this program aims to help improve equity in the quality of basic education during the COVID-19 pandemic, instill empathy and social sensitivity in students towards the problems of social life around them, develop insights and hone thinking skills in working together across disciplines and various student origins in solving problems encountered, provide benefits for students to hone leadership, soft skills, and character in innovating and collaborating with elementary and junior high school teachers to improve the quality of learning. Moreover, the program encourages and spurs national development by fostering students' motivation to participate in development, increasing the role and actual contribution of university students in national development, providing inspiration and motivation for students to learn and introduce cultural diversity of the archipelago and developments in science and technology brought by students.

The second batch of *Kampus Mengajar* program was deployed on August 2, 2021. The target school designated as a teaching location was SDIT Al-Karimah, Jakarta City. The situation analysis was carried out on August 6, 2021, using interviews with two teachers in the school, namely Mrs. U (Grade 6 teacher) and Ms. T (Grade 5 teacher). They aimed to find out about SDIT Al-Karimah condition and what obstacles the school faced. Second, we made direct observations. In this case, observations were conducted by entering classrooms, libraries, computer laboratories, and others. With this observation, we could conduct an in-depth analysis of what the school needed.

In the learning aspect, we observed and assessed that the learning activities at SDIT Al-Karimah needed to be carried out optimally. Due to the pandemic, learning could only be done remotely. Distance learning had several obstacles, lack of student motivation in learning activities, lack of support from parents, limited technology, such as not having a cell phone, not having internet access, and others. Technological adaptation of the use of technology at SDIT Al-Karimah still needed to be improved. From the teacher's side, some teachers still needed help in using technology. Meanwhile, from the student's side, some still had difficulties because they needed cell phones or internet access. The availability of

technology at SDIT Al-Karimah was sufficient, but several devices could not be used because they were damaged. School administration ran quite properly. However, some administration matters had not been carried out due to the lack of personnel available at SDIT Al-Karimah.

Input Program Evaluation

Input evaluation could help regulate decisions, determine existing sources, and determine what alternatives could be taken. After the deployment, we made direct observations at SDIT Al-Karimah. In its implementation, we coordinated with the Mrs. U and Ms. T. I School observations included school facilities, social environment, climate, and academics, school administration, school organization, analysis of learning devices (curriculum, syllabus, lesson plans, and others), methods of applied learning (face-to-face or distance learning and online and offline learning strategies implemented by schools), learning media and resources, technology adaptation, school administration, and teachers. Program planning for this *Kampus Mengajar* activity was carried out by drafting the following activities: university students prepared activity plans during assignments based on school observations regarding teaching and learning activities to be carried out, learning methods used, learning administration systems, and technology adaptation activities for teachers and students. After that they consulted the activity plans made to tutor teachers and field supervisors. Finally, they asked for approval of activity plans from field supervisors.

Process Program Evaluation

Process evaluation was conducted to check the implementation of the program. Its purpose was to provide feedback on how program activities progressed according to schedule. It used available resources efficiently, guided on modifying plans to suit needs, and periodically evaluated how much those involved in program activities were able to accept and carry out their roles or tasks.

The implementation of the program, which was carried out after observing and planning, was divided into three parts: teaching programs, assisting with technology adaptation, and assisting with administration. The following is an explanation of each part carried out during the program's implementation. Teaching (literacy and numeracy) in *Kampus Mengajar* program helped the teachers of SDIT Al-Karimah where learning was carried out in two methods, both online and offline. To strengthen students' understanding of the material delivered by the teacher during distance learning and limited face-to-face, the university students carried out home visits to grade 1 students, carried out additional learning activities outside of study hours for grades 2 – 4, carried out Computer-Based National Assessment (ANBK) simulations for grade 5 with aim to improve students' literacy and numeracy skills through reading, writing, arithmetic and building better student character and increasing student interest in learning. Meanwhile, for grade 6 students, they paid special attention to the subject of Islamic Religious Education because the majority of grade 6 have entered puberty which required each individual to worship Allah. This was conducted by testing Al-Qur'an reading and memorizing short *surahs* in the Al-Qur'an and also carried out the practice of prayer.

In technology adaptation as a part of teaching and learning activities, the use of Google forms was introduced to the teachers on how to operate it. The introduction of Google forms to teachers was explained in more detail by demonstrating and practicing directly when the teachers tried to make practice questions for daily exams. Prior to using Google forms, the teachers gave the daily exams manually by using WhatsApp group. They should also check the answer manually one by one. The teachers felt that by using Google forms, their tasks became easier. Especially because they could set the answers to the exams ahead of giving them to the students.

In *Kampus Mengajar* program, the students assigned at SDIT Al-Karimah also gave assistant to the staff by carrying out administration tasks. Activities that were carried out by students in the form of student administration, namely helping teachers tidy up data, inputting student data such as assessments, and inputting and analyzing students' scores from daily tests, mid-semester assessments, and end-of-semester assessments. Grouping students' data from grade 1 to grade 6 in the by maximizing Microsoft Word and Microsoft Excel was also done. The teachers and staff mentioned that they felt grateful for the students from *Kampus Mengajar* program who made their job easier for helping them do the administration job.

Product Program Evaluation

The purpose of product evaluation was to measure, interpret, determine the achievement of the results of a program, ensure how much the program has met the needs of a group of programs served. Therefore, the product evaluation was conducted to investigate whether second batch of *Kampus Mengajar* program conducted at SDIT Al-Karimah had satisfactorily met the needs of the school mentioned.

Kampus Mengajar program was conducted successfully at SDIT Al-Karimah by providing opportunities for university students to learn and develop themselves through activities outside the lecture class. It also helped the teachers at SDIT Al-Karimah provide optimal educational services to all students in the school in limited and critical conditions during the pandemic and provide optimal learning opportunities for all students studying in the school mentioned. Conformity from the activity plan and the results of implementing activities was found where students in *Kampus Mengajar* program conducted home visit activities for students who had to study from home. They also successfully carried out additional learning activities outside of study hours for grades 2 – 4, conducted Computer-Based National Assessment (ANBK) simulations for grade 5, and tested Al-Qur'an reading and memorization of short *surahs* in the Al-Qur'an as well as carried out prayer practices to grade 6 students at SDIT Al-Karimah. The activities positively impacted students, parents/guardians, and teachers at SDIT Al-Karimah. After implementing these activities, the teachers mentioned that their students could feel many impacts, namely an increase in student motivation and interest in learning, especially in terms of literacy and numeracy.

The introduction of technology to teachers and students helped them adapt to using the Google form application as a medium for distance learning. The teachers were also capable to use Google form as media for making questions and exams that make it easier for teachers to record grades and for taking students' attendance. The teachers felt that using Google form was beneficial for them as they made practice questions using Google form several

times. Some teachers made exam questions using Google form, and the teacher felt immensely helped by the explanation provided about the application.

As a part of *Kampus Mengajar* program, the implementation of assisting administration was also successful. Students' data administration was more organized through this activity and students' data could be easily searched if required. Through this activity, students involved in *Kampus Mengajar* program could gain knowledge and could find out the steps in conducting assessments and helping teachers compile grids, question cards, and question scripts that will be used for exams. The second batch of *Kampus Mengajar* program at SDIT Al-Karimah had successfully taught university students involved on how to manage the administration of the school.

DISCUSSION

The second batch of *Kampus Mengajar* program implemented the strategic position and role of the government as a public actor related to policy and understanding. It actualized the policy oriented to the people's interests. Moreover, it also measured the success of a program. It became the focus of attention of program implementation, namely events and activities arose after being validated by state policy guidelines which include both efforts to administer it and impact on society or events. The policies and technical guidelines for the *Kampus Mengajar* program referred to the objectives of the local Education Office. On the context, it also obtained initial information on school mapping. This reinforced that the characteristics of the policies issued were the social conditions of the community as the target of the policy. It was in line with Dye (1978) who stated that policy implementation encompasses public or private individuals (or groups) actions to achieve objectives outlined in prior policy decisions. Furthermore, it could be concluded that the context of the program was carried out by the policies set out.

After the handover of the students to SDIT Al-Karimah, direct observations were conducted there. As a fulfillment of the input, *Kampus Mengajar* program has been based on need assessment and achieved the expected goals. It was in line with the statement from Thompson et al. (2003) who stated that a planned activity based on a needs assessment is realized in the form of a program. Need assessment is one of the stages in program preparation. Need assessment is a fundamental activity for accountable program development. It was also supported by Kaufman (1999) who added that to carry out a need assessment, it is necessary to pay attention to time efficiency in identifying the emergence of a problem and other management elements for program preparation. On that basis, it is necessary to carry out assessment activities or activities to identify developmental aspects used as input for program preparation (Briggs et al., 1991). Therefore *Kampus Mengajar* program had fulfilled the input evaluation. As input evaluation could help regulate decisions, determine existing sources, and determine what alternatives are taken. Matters related to achieving the goal of *Kampus Mengajar* program input lay in the initial plans and what strategies and goals were achieved.

In the process evaluation, several facts were found that unified informants' perspectives and identified discrepancies with predetermined evaluation criteria or standards. Based on the *Kampus Merdeka* program process, the educational implementation guided the basic literacy education program. Although the recognition of the importance of quality

criteria by a large number of countries was a necessary first step in improving the quality of adult education, there was still an important issue to be addressed.. It was supported by Sloane and Dilger (2005) who stated that the different phases of adult learning and education process (input, process, output, and outcome) require a link to curriculum specifications (syllabus, teaching methods, qualification standards based on learning outcomes). In implementing *Kampus Mengajar* program, process evaluation was conducted by checking the implementation of the program. The aim was to provide feedback to SDIT Al-Karimah stakeholders, teachers, and staff regarding program activities which ran according to schedule. Furthermore, periodically evaluate how much those involved in program activities accepted and carried out their roles or duties was also conducted.

As for the product evaluation, the second batch of *Kampus Mengajar* program had successfully implemented at SDIT Al-Karimah. It provided opportunities for university students involved in the program to learn and develop themselves through activities outside the usual classroom. After the implementation of these activities, many impacts could be felt by students studying at SDIT Al-Karimah, namely increasing student motivation and interest in learning, especially in terms of literacy and numeracy, both of which were contained in the main objective of *Kampus Mengajar* program. *Kampus Mengajar* program also successfully assisted technological adaptation by integrating the use of Google form application. It was also found that *Kampus Mengajar* program also strongly assisted the school administration which went well. The staff felt that the university students positioned in the school helped them in managing the school administration. It was in line with the statement from Stufflebeam (2015) who explained the purpose of a product evaluation is to measure, interpret, and judge the attainment of a program. Product evaluation produces information to determine the extent to which predetermined objectives can be achieved and whether strategies, procedures, or methods have been implemented to achieve the objectives.

CONCLUSION

Kampus Mengajar program ran well according to the plan. After being evaluated by CIPP model, it could be seen that *Kampus Mengajar* program had been carried out really well, from the context, input, process and product. This program had been thoroughly planned and excellently executed. In the end, this program brought many benefits, such as bringing motivation for students of SDIT Al-Karimah to learn, training teachers to adopt technology, and making the administration well arranged. *Kampus Mengajar* program also gave the experience of learning and developing ability in the field for the university students involved. This program is expected to be continued to develop and improve the quality of education. This research is limited only to evaluate *Kampus Mengajar 2*, it is necessary to re-evaluate the achievement of subsequent *Kampus Mengajar* programs and the success of *Kampus Mengajar* programs in Indonesia.

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