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EVALUATION OF TEACHING CAMPUS WITH *CONTEXT, INPUT, PROCESS, AND PRODUCT* (CIPP) MODEL IN PRIMARY SCHOOL

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Abstract

This study aims to evaluate the teaching campus programme using the context, input, process, and product (CIPP) evaluation model. Evaluation of context to determine the achievement of programme objectives. Input evaluation to determine readiness. Process evaluation to determine the process of implementing the teaching campus. Furthermore, product evaluation to determine the achievement of the programme after the teaching campus is implemented. This type of research is a programme evaluation with a descriptive qualitative approach or method. The evaluation model used is the Stufflebeams context, input, process, and product (CIIP) evaluation method. Primary data in this study are information and opinions from the principal, elementary school teachers, homeroom teachers, and 4 teaching campus students. Secondary data included things such as student grades owned by the school, various types of records or documents at the research site, books, theses, journals and articles. In analysing the research data, researchers used qualitative descriptive analysis, namely analysis that describes the state or case of a phenomenon with words or sentences, then separated by category to obtain conclusions. In analysing the research data, researchers used qualitative descriptive analysis, namely analysis that describes the state or case of a phenomenon with words or sentences, then separated by category to obtain conclusions. The results showed that the evaluation of the campus teaching programme at SD Islam Bandar Kidul has been running well. However, there are still some shortcomings that need to be improved. The context evaluation has gone well because it has been completed with prior preparation, thus showing the suitability of the programme objectives in terms of planning, implementation, and programme achievement. The process evaluation has also been carried out well by implementing literacy, numeracy and technological adaptation. However, the technology adaptation programme has not fully impacted on teachers or school administration because the technology support at the primary school is still lacking. Because the campus teaching programme has a good impact, the campus teaching programme can be continued.

Keywords Campus Teaching, Evaluation, CIPP

INTRODUCTION

In order to prepare students to face rapid social, cultural, world of work and technological changes, student competence must be prepared. Universities are required to design and implement learning creatively, and innovatively so that students can obtain aspects of attitude, knowledge, and skills optimally. One of the innovations to achieve this, universities provide opportunities for students to study off campus.

Merdeka Belajar is a programme of the Ministry of Education and Culture (Kemendikbud RI). The purpose of this programme is to create learners so that they are not pressured by rules and regulations, grant freedom and autonomy to educational institutions, and are free from complicated bureaucracy. (Fridiyanto, 2022). Free learning is free to carry out the educational process with the methods and curriculum needed by an educational institution both at the low level and in higher education. (Daryono et al., 2023). This policy of free learning on an independent campus is in accordance with the Minister of Education and Culture Regulation No.6 of 2020 concerning admission of new students for study programmes at state universities; Permendikbud Number 7 of 2020 concerning Establishment, Change, Dissolution of State Universities, and Establishment, Change, Revocation of Private Higher Education Licences. (Femica 2024). Students can participate in independent learning programmes including learning exchanges, internships, teaching camps, KKN, research, entrepreneurship, *independent* studies, and state defence. (Kusumawardani et al., 2024)..

One of the most popular independent campus programmes is the teaching campus. According to (Anugrah, 2021) This programme aims to provide opportunities for learning outside the study programme with teacher partners in schools in developing innovative and creative strategies. The teaching campus can foster a sense of community and create a network that thinks alike and is eager to contribute to the world of education. (Wahyu et al., 2023) Teaching campuses are implemented in primary and secondary schools. Every year the teaching campus registrants continue to increase. In 2024, 32,000 thousand students have participated in these activities, and have been spread across various schools. This is certainly a positive thing for students to participate in caring about the world of education.

The scope of the teaching campus is literacy, numeracy, technology, and school administration (R. Efendi et al., 2020). Literacy and numeracy are government goals in improving reading and counting. These activities are very important to master in life at home, work and

society. In addition, these activities have an important role in determining the quality of a nation (Kurniati, Agusta, 2020). (Kurniati, Agusta, 2024, et al., 2015). According to Andreas (in Nashirulhaq et al., 2022) good numeracy is the best protection against unemployment, low income, and poor health. Meanwhile, according to (Nurcahyono, 2023) Literacy and numeracy skills can be used to solve mathematical problems in everyday life by analysing information, and interpreting the results of the analysis to calculate and make decisions.

Technology and administration are also points in the scope of the teaching campus, which is currently entering the digital era. (Nurjanah et al., 2024).. Technology that continues to develop rapidly brings changes, especially in schools. The existence of this technology can help in the teaching and learning process. According to Selwyn (in Nurafifah, 2023) the use of digital technology has a role in supporting, improving cognitive processes, learners and thinking skills. In addition to helping in the teaching process, the use of technology also helps in the administrative process and school information systems. Thus, the work of entering data in schools becomes faster and more efficient.

The implementation of the teaching campus has been carried out since 2020. Initially, this activity was carried out for elementary schools in disadvantaged, outermost, and frontier or 3T areas. (Thanzani, 2022). The current placement of the teaching campus is in schools where literacy and student scores are relatively low, and the facilities and infrastructure of the school are considered to be lacking. (S. F. Efendi & Rozie, 2024).. Students as *agents of change* can be involved to help improve the quality of schools At this time the success of the teaching campus is evidenced by the continuation of the programme, even now starting the 8th teaching campus.

In a programme, an evaluation is needed. Evaluation is very important to do this so that the programme implemented is in accordance with the plan implemented. In addition, whether there are shortcomings or which ones have not been achieved from the programme, so that the assessment becomes a reference for the next programme. (Hajaroh, 2019). According to (Bhakti, 2022) evaluation is giving value to the quality of something. Evaluation can be interpreted as an effort to determine the value of the object through a careful, accountable process of measurement, assessment, observation, and data collection. (Alfie Ridho et al., 2023). According to (Haniyuhana & Katerina Bataha, 2022) that programme policy evaluation is as important as the policy itself. With the evaluation of programme policies, the impact can be known.

The CIPP evaluation model is the most widely recognised and applied model by evaluators. It includes four components that illustrate the relationship between evaluation and decision-making. *The CIPP evaluation model* was developed by Stufflebeam (in Lengkong 2023) which stands for, *context evaluation , input evaluation*, *process evaluation , product evaluation*. Stufflebeam (in Divayana, 2018) states that context evaluation is an evaluation that guides the determination of programme objectives that include needs assessment, and programme planning. The *input* evaluation is an evaluation of the strategy, work plan, and budget prepared. Furthermore, *process evaluation* is monitoring, documenting, and assessing programme activities. Finally, *product evaluation* aims to measure, interpret and assess programme achievements (Mahmudi, 2011). (Mahmudi, 2011). Compared to other models, CIPP evaluation has the advantage of being more comprehensive because it is not only about results. However, the context, inputs, and processes are also considered (Tulung, 2014). (Tulung, 2014).

Of the many studies, the majority discuss the implementation of the teaching campus programme carried out by field supervisors. In this case the author discusses in terms of evaluation using the *context, input, process, and product* (CIPP) model. In addition, some teaching evaluation research with the CIPP model is mostly applied in public schools, not in private schools. As is known, there are differences between public and private primary schools. The difference, for example, lies in the curriculum, and infrastructure. Of course this is a challenge for students involved in it.

Bandar Kidul Islamic Elementary School is located in Kediri City. Based on the author's findings that students at the primary school are still not good in terms of literacy, and numeracy. In addition, there was a transition in teaching staff at the primary school. This is due to many teachers getting assignments (P3k) in new places, so there is a transition from old teachers to new teachers. In addition, some of the teaching campus students involved in the place are not from the Education Study Programme, so they lack pedagogical knowledge. Thus, the author assumes that the existence of the campus teaching programme in this place has a very significant impact. The elementary school has also been targeted twice as a teaching campus partner. Based on this, an evaluation is needed so that an assessment can be made for improvement in the next programme.

This study aims to analyse the evaluation through the *context*, *input*, *process* and *product* (CIPP) components on the teaching campus at SD Islam Bandar Kidul Kota Kediri. Each component has questions related to research information. Through this approach, it is expected to provide a

comprehensive assessment of a better understanding of the strengths and weaknesses in the teaching campus, especially at SD Islam Bandar Kidul, Kediri City.

METHOD

This type of research is a programme evaluation with a qualitative descriptive approach or method. (Rahman, 2019). Descriptive qualitative aims to describe a certain picture, phenomenon, or event. (Rusandi & Muhammad Rusli, 2021).. The evaluation model used is the Stufflebeams *context, input, process, and product* (CIIP) evaluation method. *Context evaluation* to determine the achievement of programme objectives. *Input* evaluation to determine the readiness of the programme. The *process evaluation* is to determine the process of implementing the teaching campus. Furthermore, *product evaluation* to determine the achievement of the programme after the implementation of the teaching campus, so that the impact of programme implementation can be known. The data sources used in this research are primary data and secondary data. Primary data in this study is information, and opinions from the principal, elementary school teachers, class teachers, and 4 teaching campus students. In addition, as additional information, researchers also took secondary data, such as student grades owned by schools, various types of records, or documents at the place where the research took place, books, theses, theses, journals, articles.

To obtain data, the author made observations and conducted interviews with informants. The informants included the school principal, student teachers, class teachers, and students who participated in Teaching Campus 7. The researcher also collected data in the form of student grades owned by the school. After the collected data is processed, the next process is to analyse it. The instruments in this research are interview guidelines, cameras, and stationery. In analysing the data of this study, researchers used qualitative descriptive analysis, which is an analysis that describes the state or case of phenomena with words or sentences, then separated by category to obtain conclusions.

FINDINGS AND DISCUSSION

Findings

This research uses *Context, Input, Process and Product* evaluation. The four components will be described below

A. *Context evaluation*

The scope of the teaching campus is literacy, numeracy, adaptation and technology. Based on interviews with student teachers, the teaching campus programme in terms of *context* evaluation has been running well and according to the objectives and teaching campus. This is in line with what is stated (Ibrahim, 2018) which states that context evaluation aims to test whether the objectives and priorities of the programme are based on needs analysis. The needs analysis of the teaching campus programme is to improve, literacy, technological adaptation.

The purpose of the teaching campus is to provide opportunities for students to sharpen 21st century competencies for analytical thinking, problem solving, leadership, team management, creativity, and innovation, interpersonal, through learning development activities in primary and secondary education units. This understanding is very important for students to understand. To achieve this goal, the central team has provided debriefing. The debriefing is conducted by the teaching campus centre team, and is carried out by all those involved such as field supervisors, students, and school partners. In addition to the material, this briefing also includes discussion and feedback so that the teaching campus activities can run optimally and according to the objectives.

Student debriefing is conducted for approximately 2 weeks with different resource persons. Students are given an understanding of the teaching campus programme which includes programme objectives, mechanisms, implementation of the teaching campus, the role of partners as teachers, pedagogical debriefing, socio-economic, cultural competence, and diversity, and educational technology. Pedagogic debriefing is important. This is because students who are members of the teaching campus are not always from the education programme. Pedagogic knowledge is very important and must be learnt by students when they are at school. Pedagogic debriefing includes effective learning methods, teamwork, leadership, and problem solving.

Not only pedagogical knowledge, cultural competence is also given during the campus briefing on teaching 7. The purpose of this competency is for students to feel warmth, friendship, and mutual respect. These cultural and diversity competencies include understanding the social and cultural context of schools, adapting to different school environments, and respecting diversity. The next briefing is educational technology briefing. This briefing includes ICT information and communication technology and minimum competition assessment (AKM) material.

The existence of goals is inseparable from benefits. The benefits of the teaching campus programme have great potential in improving literacy, numeracy, and school adaptation. Teaching Campus students can provide individualised assistance to students who have difficulty in reading,

writing or counting. Students can bring more innovative and interesting learning methods, which can increase students' interest in reading and arithmetic. Through activities such as reading or maths olympiads, students can encourage students to be more active in developing literacy and numeracy skills. Students help schools to adapt technology in the learning process.

B. Input Evaluation

The evaluation of inputs relates to the readiness of human resources, briefing materials, facilities, and infrastructure supporting the programme. The *input* evaluation at SD Islam Bandar Kidul has gone well. The implementation of teaching campus 7 activities at SD Bandar kidul, Kediri City went through several stages. This programme has gone through a very strict selection process. Students register themselves through the available platform. They are required to prepare supporting tools such as transcripts, letters of recommendation and statement letters. After registration is complete, and the campus has given verification, students wait for the selection team to continue to the completeness and correctness of the files that have been submitted by prospective participants. Files that have been verified will be assessed for compliance with the requirements that have been set.

Students who pass the administration stage will receive an email from the teaching campus team to take a written test, this test is usually a literacy & numeracy test, a diversity survey, and a *Value Clarification and Attitude Transformation* Test (VCAT). The selection results will be announced through the registration platform or through other predetermined communication media. Thus, students who take part in the teaching campus have been well selected. Furthermore, the facilities and infrastructure have also been running well. Students and field supervisors receive a guidebook (*ebook*). The book contains an introduction to the guidelines for implementing the teaching campus programme.

C. Process Evaluation

The process evaluation relates to the implementation of the programme. This evaluation shows that the implementation of the teaching campus programme has gone well. Students assisted and became partners with teachers in collaborating in the learning process. The teaching campus focuses on literacy, numeracy and technology adaptation. At the initial stage, students conducted observations related to the condition of the students. Observations are made on aspects of the school environment, school administration, school organisation, learning process, and problem identification. This activity is important to find information, and analyse problems that can later be

used by the teaching campus regarding programs that suit the conditions of the school. The work programme must be made before the programme takes place.

After students make observations, they conduct pre-tests Assesment of minimum competencies (AKM) to determine the initial abilities and numeracy of students. In the next stage, students draft activities with field supervisors and student teachers to be implemented and collaborated together in the assignment school. After the design is made, then students carry out the communication forum, and school coordination (FKKS). In this activity students present the results of observations, the results of the minimum competency assessment pre-test (AKM), and the results of the collaboration action plan (RAK). Communication forums and school coordination (FKKS) are attended by supervisors and school parties to get an agreement on the work programme, so that it can be implemented at school.

The literacy programme at SD Islam Bandar Kidul on teaching campus 7 can run as intended. What students did in the literacy programme was to create a reading corner. This programme aims to create an attractive reading space. The efforts made are by increasing the types of reading books. In order to overcome the lack of literacy, every Wednesday at SD Islam Bandar Kidul there is a Wednesday literacy programme (Rasi). Wednesday literacy also aims to increase interest in reading. The next activity is the making of a wall magazine with the intention that students improve literacy through their work. Furthermore, the school together with students once brought in the Kediri City library car. this programme was the first time it was carried out, and was certainly welcomed enthusiastically by students. Students get more choices of books as desired. The next strategy to motivate students to love reading is to hold a literacy festival. The literacy festival organised by students at SD Islam Bandar Kidul is a short story writing competition, reading speeches.

The numeracy programme at SD Islam Bandar Kidul can also run well. The activities carried out by students are by organising fun learning such as mathematics educational games. This aims to train students' numeracy skills. The activities carried out are by holding board games, number cards, and maths quizzes. This programme is in line with the numeracy objective which is to sharpen and strengthen knowledge by interpreting numbers and symbols to solve problems in various daily contexts. The numeracy objective is more difficult than literacy. This is because numeracy activities require critical thinking. However, the numeracy activities carried out by students had a good impact on students' test scores which increased.

The campus teaching programme related to adaptation and technology at SD Islam Bandar kidul is the Tech treck programme. The programme is an assistance to students regarding the operation of word, Power point, and excel computers. The implementation target of the programme is 5th grade students. They bring laptops from home Adaptation and technology are very important in the face of very rapid technology. This is in line with the purpose of *Tech treck* to make it easier for students to do assignments. This technology adaptation programme has not fully impacted the teachers because the technology facilities at the elementary school are limited , so that in the teaching process in the classroom there are still many using the lecture method supported by thematic books.

Students always discuss with the Field Supervisor (DPL), the host teacher, and the principal regarding the obstacles faced during the implementation of the Teaching Campus Programme. Every time we run a work programme, we always try to discuss it with the host teacher, principal, and DPL. Students and supervisors also always conduct joint evaluations related to work programmes that have been implemented, as well as those that have not been implemented. If there are obstacles when running the programme, students always ask DPL for solutions.

D. Product evaluation

The product evaluation was well achieved. This evaluation measures and interprets during the implementation and at the end of the programme. Based on the interview with the principal, the students' literacy and numeracy skills improved as evidenced by the students' better test scores. To measure this, literacy and numeracy tests were conducted at the beginning and at the end. The tangible product of the numeracy literacy activities is that there is an intensive class for Grade 6 students that spans 3-4 days. These activities help students who are weak in literacy and numeracy.

In terms of technology adaptation, it is still limited to helping students in assisting computer operations, and does not help the school much in the administrative field. This is because the infrastructure in the school is still lacking. Administrative activities held by school employees are still done manually. Due to the lack of facilities and infrastructure, some of the programmes designed could not be implemented.

In addition to improved academic grades, there are some good habits that are embedded. Examples of these habits are students' desire to read books. In addition, there is a growing awareness of the surrounding environment by not littering. Students are also enthusiastic and more

eager to learn. In this case, the principal is also satisfied because he is greatly helped by the teaching campus students, and the teaching campus programme can be continued. Furthermore, teaching campus students gain learning experience outside the programmed courses.

From the students' side, they are very happy with the campus teaching programme. This is because they can provide experience regarding the preparation of effective work programmes to improve litnum and school adaptation. In addition, they also gained experience in understanding the characteristics of different students. More importantly, they gained knowledge in assisting students in improving literacy, numeracy, and technological adaptation.

CONCLUSION

This study aims to evaluate the teaching campus at SD Islam Bandar Kidul Kota Kediri with the *context*, *input*, *process*, and *product* (CIPP) evaluation model. This evaluation aims to see whether the programme implemented is lacking or as an assessment of whether or not the programme should be continued. The evaluation of the teaching campus programme at SD Islam Bandar kidul has gone well. However, there are still some shortcomings that need to be addressed. The *context* evaluation has gone well because it is equipped with prior preparation of debriefing, thus showing the suitability of programme objectives in terms of planning, implementation, and programme achievement. Based on the *input* evaluation, the programme has been well implemented in terms of the readiness of human resources, debriefing materials, and supporting facilities to support the programme. The *process* evaluation has also been carried out well by implementing literacy, numeracy, and technology adaptation . From the field of literacy, there is a reading corner programme, provision of magazines, and a mobile library. As for numeracy, there is a fun mathematics learning programme. Furthermore, the *product* evaluation found an increase in student grades during the exam. However, this technology adaptation programme has not fully impacted on teachers, nor on school administration because technology support at the primary school is still lacking.

Based on the research results, the teaching campus has great potential in improving literacy, numeracy and school adaptation. Students can provide assistance in helping students who have difficulties, and encourage students to be active in learning. Thus, this programme can be continued and of course needs to be evaluated with other models so that the assessment in the programme can be known.

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