Original Research Article

Evaluation of the Merdeka BelajarKampus Merdeka Program (Student Exchange) Using the CIPP Model at Muhammadiyah University Sinjai

ABSTRACT

The Merdeka BelajarKampus Merdeka (MBKM) policy introduces a new paradigm in education, particularly in higher education, and is considered relevant and appropriate for implementation in this democratic era. However, its implementation still requires evaluation, especially at Muhammadiyah University Sinjai.

Objective:
This study aims to evaluate the Merdeka BelajarKampus Merdeka program using the CIPP Model (Context, Input, Process, and Product).
Location and Duration of Study: Muhammadiyah University, Sinjai Regency, South Sulawesi, during the 2020-2022 academic year.
Methodology:
This research uses the CIPP Evaluation Model with a qualitative approach to deeply understand the experiences of students and stakeholders related to the implementation of the MBKM program at Muhammadiyah University Sinjai.
Results:
Context: The evaluation of this stage shows the existence of policies related to the implementation of the MBKM program, which includes the curriculum and MBKM guidelines.
Input: Availability of facilities such as platforms, websites, adequate rooms, and budget allocation related to the implementation of the MBKM program.
Process: The presence of interactive and participatory teaching methods, as well as adequate academic support, provides a more meaningful learning experience for students. Additionally, the program encourages collaboration among students and community empowerment within the campus environment.
Product: It was found that students participating in the MBKM program produced documentation in the form of accountability reports for each implemented program and also book chapters.
Conclusion:
The evaluation of the Merdeka BelajarKampus Merdeka program using the CIPP model indicates that the program is being implemented as evidenced by the enactment of the curriculum, the availability of guidelines, facilities, and budget. Overall, this study concludes that the evaluation demonstrates the successful implementation of the MBKM program, as evidenced by the execution of one of its activities, namely the student exchange program.

Keywords: Evaluation, MBKM Program, CIPP Model

1. INTODUCTION

The Merdeka BelajarKampus Merdeka (MBKM) curriculum program is part of the efforts by the Ministry of Education and Culture of the Republic of Indonesia. Its aim is to encourage students to master a variety of competencies as outlined in Permendikbud Number 3 of 2020

on National Higher Education Standards. The Merdeka Belajar policy states that Kampus Merdeka is expected to address these demands.

The purpose of the "Merdeka Belajar" (Freedom to Learn) initiative is to enhance graduates' competencies, both in soft skills and hard skills. This is to ensure that students are better prepared to meet the demands and needs of the times and develop outstanding personal qualities. In the implementation of "Merdeka BelajarKampus Merdeka" (Freedom to Learn, Independent Campus) by students, higher education institutions are expected to develop and facilitate the implementation of the "Merdeka BelajarKampus Merdeka" program, with one of these institutions being universities[1], [2], [3], [4].Evaluation is an activity aimed at gathering information about a program or activity, which will later be used to determine the most appropriate and accurate alternatives for making decisions. In the implementation of a program, the results of the evaluation can serve as a form of accountability to the public and stakeholders regarding various aspects related to the execution and outcomes achieved. Without conducting an evaluation, it would be impossible to obtain accurate information about the strengths and weaknesses of the "Merdeka BelajarKampus Merdeka" (Freedom to Learn, Independent Campus) program that has been implemented. Of course, the evaluation process should not focus on just one aspect, but must be comprehensive. This is done to obtain accurate and comprehensive information or data about the weaknesses that need to be improved and the strengths that need to be maintained, so that the planned objectives can be achieved effectively[5].There are various models used in evaluation. Here, the researcher employs the CIPP (Context, Input, Process, and Product) evaluation model. This is because this model is more comprehensive compared to other evaluation models. The CIPP model was developed by Stufflebeam in 1965 at Ohio State University. The four terms mentioned in the acronym CIPP represent the evaluation targets, which are components of a program’s process. In other words, the CIPP model views the evaluated program as a system[6].

Evaluation is a decision-making process in the implementation of a program and the presentation of data and information that aligns with the object of the evaluation itself[7].Program evaluation is conducted to answer fundamental questions about a program. As explained by Wirawan in his book, "program evaluation is a systematic method for collecting, analyzing, and using the results of information to answer basic questions about the program.[8].There are many models that can be used to evaluate a program. Although they may differ from one another, their purpose is the same: to collect data or information related to the object being evaluated, with the goal of providing material for decision-makers to determine the next steps for a program. Evaluation models can be categorized based on the experts who developed them, as well as those named according to their working nature. One such model is the CIPP model[9].

The CIPP evaluation model was developed by Stufflebeam and colleagues in 1967 at Ohio University. The four terms in the CIPP acronym represent evaluation targets, which are components of a program's process. In other words, the CIPP model is an evaluation approach that views the program being evaluated as a system[10], [11]The description of the CIPP evaluation model is as follows: a. **Context Evaluation,** Context evaluation can be carried out in several aspects, such as curriculum objectives, the rationale for curriculum development, and institutional goals. Context evaluation begins with conceptual analysis to identify and formulate the domains to be assessed, followed by empirical analysis of the aspects being evaluated, using surveys and tests. In the next stage, both approaches (conceptual and empirical analysis) are combined to identify the key issues within the evaluated aspects..b. **Input Evaluation,** [12]The components of input evaluation include human resources, supporting facilities and equipment, funds or budgets, and various necessary procedures and regulations. Stufflebeam stated that questions related to inputs

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aim to address the issues that led to the implementation of the program. The main goal of input evaluation is to determine how to utilize inputs to achieve program objectives. To achieve this purpose, an evaluation is necessary to obtain capable and useful inputs (both personnel and facilities) for the implementation of an educational program[12] c. **Process Evaluation,**This aims to find answers to whether the program is being implemented. This evaluation seeks to assess the execution of the plan to assist program staff in carrying out activities and then help a broader user group evaluate the program and interpret its benefits. The process is likened to a machine that processes raw materials into a finished state. Students who are learning are likened to something being processed to change from not knowing or not being able to knowing or being able. d. **Product Evaluation**, Product evaluation is an assessment conducted to see the extent to which a program has achieved its previously determined objectives. At this stage, an evaluator can determine or provide recommendations to the evaluated whethera program should be continued, developed/modified, or terminated.[13]

However, in the implementation of the MBKM program at Universitas Muhammadiyah Sinjai, there are several programs that were not executed due to the competitive nature of the program implementation, so only programs that can be followed by students at Universitas Muhammadiyah Sinjai are executed. It is hoped that the results of this study can serve as a reference for higher education institutions in evaluating the achievement of each MBKM program in accordance with government policies, especially for higher education institutions.

2. METHODOLOGY

This research uses the CIPP Evaluation model with a qualitative approach.

2.1 CIPP Model

2.1.1 Context Evaluation

At this stage, the background of the program, program planning, and the suitability of the desired environmental conditions are analyzed. In the context of evaluating the Merdeka BelajarKampus Merdeka (MBKM) program at Universitas Muhammadiyah Sinjai, the author focuses on evaluating the background and planning of the program.

2.1.2 Input Evaluation

This involves setting boundaries regarding the evaluation of inputs related to facilities, resources, materials, and strategic plans to realize the program's objectives. In the context of the Merdeka BelajarKampus Merdeka program, this includes facilities, financial resources, requirements, and students' preparation to participate in the MBKM program.

2.1.3 Process Evaluation

Process evaluation is intended to provide periodic feedback on the implementation of the program. Additionally, it aims to control the procedures and plans that have been established. In this way, it can detect or anticipate issues that may arise during the program's implementation. Overall, it can identify or monitor what happens, why it happens, which components are not functioning, what aspects are less active, or what obstacles frequently occur and need to be addressed.

2.1.4 Product Evaluation

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Product evaluation is conducted at the end of a program or activity. This evaluation is intended to measure the achievement of the goals that were set beforehand, based on certain standards and criteria. When focused on the Merdeka BelajarKampus Merdeka program, product evaluation is related to how well students have absorbed the materials delivered, whether viewed from cognitive, affective, or psychomotor aspects. Thus, product evaluation is the evaluation of the results of the Merdeka BelajarKampus Merdeka program.

2.1.5 Evaluation Stage:

At the final stage, a comprehensive evaluation of the implementation of the assessment indicators is carried out. This evaluation includes collecting feedback from lecturers and students, analyzing the achievement of learning outcomes, and identifying obstacles and challenges faced. The results of the evaluation are used to refine the assessment indicators model to be implemented more optimally.

2.3 DATA ANALYSIS TECHNIQUES

The method used for data analysis in this research is the interactive model of Miles and Huberman, which involves analyzing data during the data collection process and after a certain period.

2.3.1. Data Reduction

This involves summarizing and selecting key points, focusing on important aspects, and finding themes considered important and relevant to the research topic of Merdeka BelajarKampus Merdeka[14].

2.3.2. Data Display

Data display refers to presenting data in the form of brief descriptions, charts, and similar formats that follow data reduction. Through data display, information about the Merdeka Belajar program is presented [15].

2.3.3. Data Verification

Verification is drawing conclusions, meaning that after data is patterned, focused, and systematically organized in a narrative form, the data is concluded through inductive methods. Thus, the meaning of the data can be found in the form of interpretation and argumentation. Conclusions are also verified throughout the research [16].

2.4 DATA VALIDITY TESTING

To test the validity of the data, the researcher uses triangulation techniques, which involve using something other than the data itself for verification or as a comparison. The most commonly used triangulation technique is comparing data through other sources.

2.4.1. Source Triangulation

This involves comparing data from observations with data from interviews, comparing what people say publicly with what they say privately, comparing what people say about the research situation with what they say over time, comparing states and perspectives of individuals with various opinions and views such as ordinary people, those with lower, middle, and higher education, wealthy individuals and government officials, and comparing interview results with related documents [17].

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2.4.2. Method Triangulation

Method triangulation involves checking the reliability of research findings with several data collection techniques, and verifying the degree of trustworthiness of several data sources with the same method [17].

2.4.3. Theory Triangulation

Theory triangulation, also known as rival explanation, involves re-checking findings by comparing them with sources, methods, and theories. Approaches may include posing various questions, verifying them with different data sources, and using various methods to ensure data validity [17].

3. RESULTS AND DISCUSSION

The results and discussion of the research are described as follows:

3.1 Context Evaluation

In setting the Merdeka BelajarKampus Merdeka (MBKM) policy, the Rector and the Institute for the Development of Education and Teaching (LP3) develop guidelines related to the implementation mechanism of the MBKM Program, which is then followed up by each faculty and study program. As stated in the Rector's decree at Universitas Muhammadiyah Sinjai, it is necessary to establish implementation guidelines for the Merdeka BelajarKampus Merdeka (MBKM) program as outlined in the decree. The decrees issued by the Rector include Decree Number 060/KEP/II.3.AU/B/2020 M on the Establishment of the Merdeka BelajarKampus Merdeka (MBKM) Guidelines at Universitas Muhammadiyah Sinjai, Decree Number 064/KEP/II.3.AU/B/2020 M on the Establishment of the Merdeka BelajarKampus Merdeka (MBKM) Curriculum Guidelines, Decree Number 061/KEP/II.3.AU/B/2020 on the Academic Guidelines of Universitas Muhammadiyah Sinjai, Decree Number 063/KEP/II.3.AU/B/2020 M on the Merdeka BelajarKampus Merdeka (MBKM) Equivalency Guidelines, and Decree Number 071/KEP/II.3.AU/B/2020 M on the Standard Operating Procedures (SOP) for the Implementation of Merdeka BelajarKampus Merdeka (MBKM) Forms of Learning Activities at Universitas Muhammadiyah Sinjai.
In the implementation of the Merdeka BelajarKampus Merdeka (MBKM) program at Universitas Muhammadiyah Sinjai, it is necessary to have parties with authority to support the program's execution. At Universitas Muhammadiyah Sinjai, the authority to implement the Merdeka BelajarKampus Merdeka (MBKM) program is vested in the Rector, who then delegates authority to the student activities institution, namely the Institute for the Development of Education and Teaching (LP3), responsible for creating the MBKM implementation guidelines. Faculties and study programs also play a role in implementing the policy, while students are the target of the MBKM program, and partners serve as places for student development. Through the Merdeka BelajarKampus Merdeka (MBKM) program, higher education institutions are given the freedom and autonomy to create flexible learning processes to foster innovative and creative learning forms tailored to students' needs. Commitment to providing facilities for the implementation of the Merdeka BelajarKampus Merdeka (MBKM) program is highly expected at every higher education institution in accordance with Permendikbud RI No.3 of 2020 and the Merdeka BelajarKampus Merdeka (MBKM) Handbook.

3.2 Input Evaluation

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Input evaluation involves identifying and analyzing requirements, facilities, resources, financial conditions, and selection stages for participating in the Merdeka BelajarKampus Merdeka (MBKM) program at Universitas Muhammadiyah Sinjai. In this context, the inputs for evaluating the implementation of the Merdeka BelajarKampus Merdeka (MBKM) program are as follows: [18].

Table 1. Input Evaluation

Student Requirements	There are several elements required to participate in the Merdeka BelajarKampus Merdeka (MBKM) program at Universitas Muhammadiyah Sinjai. The first is the student requirements, and the second is the required documents. Subsequently, the program head monitors the steps taken by the students until the program is implemented and evaluates the students participating in the program.
Facilities and Infrastructure	The availability of facilities and infrastructure for participating in the Merdeka BelajarKampus Merdeka (MBKM) program at Universitas Muhammadiyah Sinjai provides students with the space to enhance their competencies. It also allows them to gain new experiences through both government-run and independently organized MBKM programs.
Financial Resources	Financial support is crucial for the implementation of the Merdeka BelajarKampus Merdeka (MBKM) program at Universitas Muhammadiyah Sinjai. This includes funding from the leadership for program implementation and support. Additionally, from a human resource perspective, the program head is responsible for socializing the program, monitoring, and evaluating students.
Selection Process	After passing the selection process and being accepted into the Merdeka BelajarKampus Merdeka (MBKM) program, students must consult with the program study department to discuss program implementation, monitoring, and final evaluation. Effective program implementation depends on the program study department's efforts in socializing the program's boundaries, requirements, and necessary preparations. Ongoing monitoring by the program study department is crucial for managing the faculty and program.

3.3 Process Evaluation

The research findings indicate that there are guidelines discussing credit conversion, but some considerations remain, particularly regarding mandatory courses that cannot be converted. This is because the 20 credits available in the Merdeka BelajarKampus Merdeka (MBKM) curriculum only measure the student’s learning load and do not include the achievement of learning outcomes. Therefore, for mandatory courses or courses not included in the MBKM program, students must continue their studies on campus while participating in the MBKM program. Each MBKM program that students participate in has credit value that can be converted into the student's academic transcript. However, in practice, the Ministry of Education and Culture allows each higher education institution to conduct credit conversion as per their policies. This leads to varying policies on credit conversion across institutions, creating specific issues for students participating in the MBKM

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program as they face a dual burden of completing MBKM programs while continuing mandatory courses that cannot be converted by the study program.

3.4 Product Evaluation

Product Evaluation aims to assess the achievement of the implemented program. In this study, the benchmark is the outcomes of the MBKM program as experienced by students at Universitas Muhammadiyah Sinjai. The product evaluation for the Merdeka BelajarKampus Merdeka (MBKM) program is as follows:

Table 2. Student Exchange between Universitas Muhammadiyah Sinjai and Sekolah Tinggi Pembangunan Masyarakat Desa (STPMD) Yogyakarta

Student Exchange	The objectives of the student exchange program, as outlined in the Minister of Education and Culture Regulation No. 3 of 2020, are intended to instill several attitudes in students, including:Appreciation of Diversity: Respect for cultural diversity, differing viewpoints, religions, beliefs, and original opinions or findings of others. Collaboration and Social Sensitivity: Ability to work cooperatively, be socially aware, and show concern for the community and environment. In addition to fostering these attitudes, the student exchange program must also facilitate the transfer of knowledge and the development of skills in students in line with their expertise, aiming to achieve learning outcomes.	

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4. Conclusion

The Merdeka BelajarKampus Merdeka (MBKM) program is an initiative by the Indonesian government aimed at enhancing the quality of higher education and providing students with opportunities for holistic development. One of the evaluation models used for this program is the Context, Input, Process, Product (CIPP) model. This study evaluates the MBKM program

using the CIPP model at Universitas Muhammadiyah Sinjai.**Context Evaluation**: Support from the university and policies that facilitate the implementation of the program were found to create a conducive environment for students in their learning process.**Input Evaluation**: It was discovered that the provision of human resources, infrastructure, and a curriculum relevant to job market needs are crucial factors for the success of the MBKM program. Collaboration between the university and industry also helps broaden students' perspectives and enhance their practical skills.**Process Evaluation**: Monitoring the implementation of the MBKM program revealed that interactive and participatory learning methods, along with adequate academic support, provide a more meaningful learning experience for students. The program also fosters student collaboration and community empowerment on campus.**Product Evaluation**: It was found that students participating in the MBKM program produce documents such as accountability reports for each completed program and book chapters.

Disclaimer (Artificial Intelligence)

Option 1: The author hereby states that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) or text-to-image generators were used in the writing or editing of this manuscript.

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