



Original Article

Evaluation of the PPL-MBKM Program in the Islamic Education Study Program at Universitas Muhammadiyah Luwuk

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Abstract:

This article aims to evaluate the implementation of the PPL-MBKM program of the PAI study program of the University of Muhammadiyah Luwuk. This study uses a qualitative approach and a type of CIPP model evaluation research through descriptive analysis, data collection process through interviews, observation and documentation. The results of this study show that in the context aspect, the goals of PPL-MBKM have mostly referred to the curriculum structure and guidelines based on Core Competencies. In terms of input, it has been implemented according to the demands of the curriculum. At the process stage, it is in the category of quite good, because starting from the debriefing activities, to the competencies possessed by the DPL and the committee are in accordance with the standards. The evaluation at the product stage is in the medium category, because the condition of the interns is not optimal. However, overall the implementation of the PPL-MBKM program in the PAI Study Program of the University of Muhammadiyah Luwuk has been good, although there are still shortcomings that must be corrected. It can be concluded that the evaluation of the CIPP model can be used to make improvements as well as develop the implementation of the PPL-MBKM program in the next period.

Keywords: Management, Talent, Moderation, Customs.



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Introduction

The Field Experience Practice Program (PPL) is one of the curriculum activities that must be carried out by students of the Islamic Religious Education Study Program to get a bachelor's degree. PPL is a series of activities programmed for LPTK students

that include teaching exercises. The PPL program is an activity program that aims to develop student competencies as prospective educators and/or education personnel, which includes pedagogic competencies, professional competencies, social competencies and personality competencies. In the implementation of PPL for students of the Faculty of Islamic Religion, University of Muhammadiyah Luwuk has implemented the Independent Learning Independent Campus MBKM. Independent Learning Independent Campus is one of the policies of the Minister of Education and Culture, the program is a mandate from various regulations/legal foundations of higher education in order to improve the quality of learning and higher education graduates ([Rini, 2022](#)). This independent curriculum also brings several changes, especially to the PPL program. The program is carried out by 6th semester students by going directly to school so that they can experience teaching in the real world.

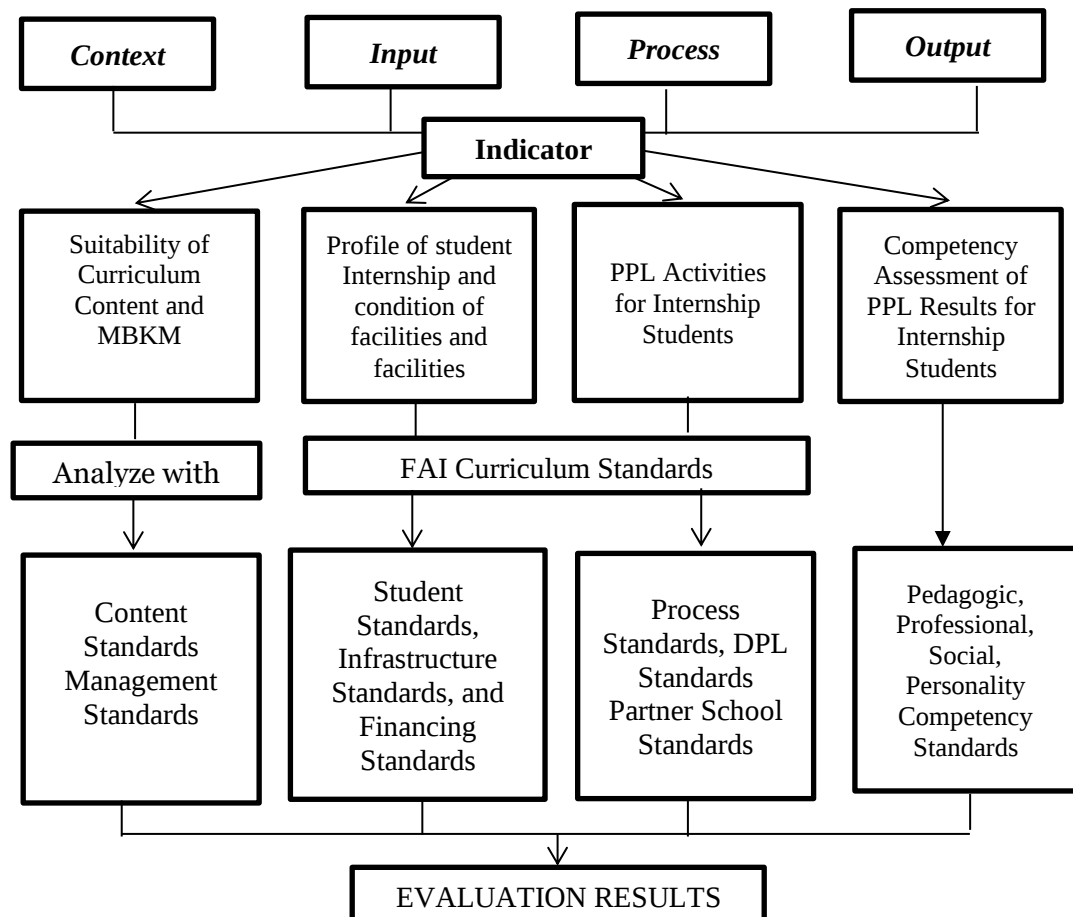
In the implementation of MBKM, there has been a change where previously the interns were only required to teach like teachers at school by getting guidance from the teachers (teachers from the school who are designated as supervisors as well as giving final grades to students later), now in the PPL-MBKM program students get new tasks, not only teaching, but also required to be able to develop several things at school, such as extracurriculars, learning media, the preparation of learning tools, and even required to conduct classroom action research (PTK). Each of these activities is also divided into several semester credit units (SKS). The activities of this independent curriculum have a great impact on the students themselves and for the schools where they practice. This program trains interns so that they are not only proficient in teaching, but will also be able to develop the school where they do their internships. They can also later produce scientific papers from the class action research carried out ([Fauzan et al., 2023](#)).

The implementation of PPL that has been carried out by interns of the Faculty of Islamic Studies, University of Muhammadiyah Luwuk with the MBKM approach, has not fully run smoothly, there are still difficulties and obstacles that must be improved and anticipated. To find out the shortcomings and obstacles, it is necessary to conduct an evaluation, as part of the purpose of the evaluation, which is to find out what difficulties are experienced by each institution in implementing the program so that it can make a diagnosis and offer possible improvements. Assess the efficiency and effectiveness of methods, media and other resources in carrying out an activity or program. "Evaluation as a process determines the results that have been achieved from several planned activities to support the achievement of goals ([Arikunto, 2010](#))".

Methods

This study uses a qualitative research approach and a type of evaluation research with a CIPP (Context, Input, Process, Product) evaluation model, developed by Stufflebeam, where the research process is carried out by analyzing data to answer the formulation of the problem without testing the hypothesis ([Yusup et al., 2018](#)). The main data from this study are context data, input data, process data, and product data, which can be known through descriptive analysis, with the process of collecting data through interviews, documentation, and tests (post-test) as additional data. Broadly speaking, the design of the CIPP model evaluation research for interns of the PPL-

MBKM program in the PAI study program of the University of Muhammadiyah Luwuk. The selection of the CIPP evaluation model is because this model is an evaluation model that is able to measure the overall form of evaluation activities starting from the content stage, input, process, to the results obtained when carrying out research. The following is the research design using the CIPP evaluation model: The following is the research design using the CIPP evaluation model: as shown in Figure 1. The following.



The data sources used in the evaluation research are through a qualitative approach. The definition of qualitative data is any information in the form of a narrative rather than numerical data, which comes from: in-depth interviews, direct observations, and written or recorded documents in video or audio video recordings ([Wirawan, 2016](#)).

The source of data in this study is in the form of qualitative data derived from interviews with intern students of each group and Field Supervisors (DPL). In addition, qualitative data sources are obtained from the results of documentation (such as: PPL implementation guidelines and direct observation related to the state of facilities or infrastructure at partner schools ([Stufflebeam & Coryn, 2014](#)).

The data collection techniques used by the researcher include interviews, documentation, and tests. Interviews are aimed at internship students and also DPL.

Documentation techniques as a consideration in conducting research data analysis. There is a documentation process such as taking pictures of the condition of facilities or infrastructure owned by partner schools, as well as guidelines for the implementation of PPL. The internship result test is through a post-test in the form of demonstration (micro teaching) as additional data in the product evaluation section (results). Broadly speaking, in this study, data collection techniques or procedures are used which are grouped into each stage of the evaluation of the CIPP model (Context, Input, Process, Prouct), which will be described in the following table 1.

Table 1. Description of CIPP Evaluation Model Data Collection Techniques on PPL-MBKM Program Internship Students

No.	Evaluation Stages	Evaluation Components	Data Collection Techniques/ Tools	Data Source
1.	Context	a. Identify curriculum suitability (objectives, benefits, curriculum objectives) b. Identification of problems with the PPL-MBKM Program	a. Interview;	a. DPL b. Committee c. Student Internship. d. Student Internship e. Mentor Teacher
2.	Input	a. Identify the requirements for Internship Students b. Identify the completeness of the Partner's school infrastructure c. PPL-MBKM Program planning analysis	a. Interview; b. Documentati on c. Observation	a. DPL b. Student Internship c. Learners d. PPL Committee e. Mentor Teacher f. PPL Handbook
3.	Process	a. Analysis of the implementation of the PPL-MBKM Program b. DPL competency analysis.	Interview Observation	a. DPL b. Student Internship c. Committee. d. Mentor Teacher.

	a. Analysis of the assessment of student internship results.	a. Interview	a. DPL
	b. Analysis of the competency results of Internship Students includes Pedagogy Professional Social and Personality	b. Post-Test	b. Internship students.
4. Product			c. Committee
			d. Teacher Pamong.
			e. Learners

The existence of data analysis in research is used to identify and find out the results of research. In the data analysis process in this study, the researcher used data analysis techniques according to Miles and Huberman, the stages in the data analysis process, including Data Collection, Data Reduction, Data Presentation, and Conclusions Rijali, (2018).

Data validity is an important thing used to ensure that the research data has the right size that can be used as material in the data collection process. In the qualitative research approach, the form of data validity is carried out by triangulation techniques. According to Moleong, triangulation is a technique for checking the validity of data that is carried out by utilizing other things (data) for checking or comparing data. Hadi, (2016) This study, using triangulation techniques to help collect research data to be more complex, as well, the researcher uses data from interviews supported by data from documentation in the study ([Dizon, 2023](#)).

Results

The results of the research in this article contain the results of analysis carried out on data that has been collected through observation and interviews. The presentation of the results of this research uses a narrative to make it easier for readers to understand. Based on the presentation of data from the results of the research that has been carried out by the researcher, each stage of evaluation with the CIPP (Context, Input, Process, Product) model will be discussed. In each stage of evaluation, there are several different components that aim to evaluate the implementation of the PPL-MBKM Program. In the internship students of the PAI study program at the University of Muhammadiyah Luwuk.

The following is a discussion of each stage of the evaluation.

1. Context Evaluation.

After the researcher conducted a series of evaluation activities regarding several components related to context evaluation, the results obtained as a whole were classified in the good category. Starting from identifying the suitability of the curriculum by paying attention to the goals, benefits, and objectives of PPL-MBKM. In this case, the researcher conducted interviews with 3 DPL members and 1 committee

member, including Hasna Koba'a, Suma K. Saleh and Sri Ayu La Ali and Nimim as the chairman of the committee. After conducting interview activities, the data obtained related to the suitability of the curriculum consisting of the objectives of PPL-MBKM have mostly referred to the curriculum structure and guidelines based on Core Competencies (KI) covering four competencies, namely: pedagogic, professional, social and personality (Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards).

Regarding the benefits of the PPL-MBKM curriculum, each respondent gave a variety of answers. The first respondent (DPL) said that the curriculum is a must as a participant in every educational activity, including the peak of PPL. Therefore, the PPL curriculum must be maximized, for example, through an additional internship time which was only 40 days and increased to 60 effective days of learning so that interns can obtain complete competencies. Hasna Koba'a, ([Firmani et al., 2022](#)) This is in line with the third respondent (intern), stating that the time given to us is too short so that we are very limited to carry out activities, not to mention that the guidance from the DPL is not optimal. Oktavia & Zaim, (2023) Furthermore, for the curriculum objectives, the second respondent (DPL) said that the target of the special curriculum for the PPL program is to provide more content and strengthen competencies for interns, including: pedagogic competence, professional competence, social competence and personality competence ([Hakim, 2015](#)).

2. Input Evaluation

In the evaluation of the input stage, the researcher used several data collection techniques, namely through interviews and documentation. This is intended so that the evaluation of the input stage can produce complex data regarding the analysis of the curriculum components of the PPL-MBKM implementation, the identification of the completeness of partner school infrastructure, the identification of the requirements to become an intern, the readiness of the PPL committee and the community as well as the analysis of the PPL-MBKM implementation guidebook document. In accordance with Muryadi's opinion as quoted by Saidah, that the evaluation of the input stage is intended to help make a decision in each program that will be implemented, because the information and data collected will be used as materials or sources in determining evaluation strategies in overcoming various existing limitations Saidah, (2019)

Therefore, the researcher conducted an interview process with two DPLs, namely the fourth respondent stated that what is contained in the curriculum of the Islamic Religious Education study program, has been implemented in the internship program, namely the curriculum component, which consists of objectives, content/material, methods/strategies, and evaluations. Sukmawati, (ww; 2023) Furthermore, the fifth report stated that in essence, the implementation of PPL-MBKM for the PAI study program has been carried out according to the demands of the curriculum, although there are still things that are lacking. Khairul Akbar, (ww; 2023), In general, both of them mentioned that the achievement of curriculum goals in the implementation of the PPL-MBKM Program can be implemented properly, then what is lacking has been stated in the PPL-MBKM Implementation Guide.

3. Evaluation Process

In the evaluation stage of this process, the researcher discussed the identification of the management of the PPL-MBKM program curriculum, as well as

the identification of DPL competencies and also the requirements for interns. Based on the data of the overall research results taken through interviews with two interns, it is stated that we as interns have carried out everything that is a requirement to participate in the internship, including preparing learning tools (RPP), tools, and learning media, Rahmawati A. Soni, et al, (ww; 2023), this aims to evaluate the implementation of PPL-MBKM with reference to the PPL-MBKM implementation guidelines ([Soni, n.d.](#)).

Discussion about the management of the PPL-MBKM curriculum, from the results of the interview, stated that the management of the curriculum (internship activities) carried out by the DPL and the Committee was relatively good. This means that the PPL-MBKM program activities carried out by the Committee and DPL are in accordance with the programs that have been regulated and implemented by the Faculty of Islamic Religion in the Pel Guidebook; PPL-MBKM Internship. The guidance activities carried out by DPL for interns are interactive, where DPL involves interns as subjects, so that the goals of the internship program will be achieved in accordance with the expected competencies.

4. Product Evaluation

Product evaluation is the last stage in a series of CIPP model evaluation activities. In the product evaluation, the researcher evaluated the assessment of the results of internship activities, the competencies produced, and the graduate competency standards achieved by the interns were used as important information about the standards for the success or failure of the implementation of PPL-MBKM carried out by the Faculty of Islamic Religion. The data collection used in this evaluation stage used a qualitative approach through interviews with two DPLs.

The first discussion in product evaluation is about the assessment of the results of the interns' activities as a whole. After conducting interviews, the researcher obtained the results that the assessment system was carried out in several ways, namely: For assessments in the realm of Paedagogic competence, DPL gave questions to interns, about what media and methods were used, to the task of making presentations in teaching; while the assessment is in the realm of professional competence, DPL conducts the assessment process by providing opportunities for interns to appear to carry out the teaching and learning process at partner schools which are directly monitored by DPL and mentor teachers. Meanwhile, the assessment of personality competence, DPL conducts observations or observations on interns in terms of behavior both when carrying out learning and behavior in the community. Furthermore, for the examination of social competence, DPL conducts direct observation in the midst of the community to find out the interns in interacting with the community, teachers, and students of partner schools.

Discussion

Based on the results of the research presented by the researcher above, in the evaluation of the context regarding the problem of implementing the PPL program, most of it comes from the learning process and also the evaluation of learning PPL 1 material, and is also given debriefing and micro teaching. At the end of the implementation of the PPL program, there were several interns who did not have the expected competencies, this was due to the short debriefing and implementation of

PPL. Meanwhile, the problem of the interns lies in the lack of focus of the interns in implementing PPL-MBKM, because the interns are not too serious in participating in the briefing.

This is as acknowledged by the chairman of the committee, that the obstacles or problems faced are too short the internship implementation time, some students are not serious and the guidance from the DPL is not optimal. Nimim, (ww; 2023) Therefore, some of these problems should be overcome with the help of field supervisors, committees and also partner schools as well as awareness from interns so that the PPL-MBKM program in the future can run conducive, effectively, and efficiently. At the context evaluation stage conducted by the researcher, there are several shortcomings and advantages in the implementation of the PPL-MBKM program. These shortcomings are problems originating from DPL and interns, especially the development of DPL that is not optimal and the lack of focus of interns in implementing PPL-MBKM. For the advantages, DPL is able and masters guidance techniques according to the expected competencies, including its implementation in accordance with the PPL implementation guidelines ([Susilawati et al., 2023](#)).

In the Input Evaluation, regarding the identification of the completeness of the infrastructure facilities of partner schools used for internships is classified as good, because from the results of interviews with interns it is stated that the completeness of facilities and infrastructure is sufficient to help internship activities related to the teaching and learning process to run effectively and efficiently, but there are still shortcomings found in several partner schools that need to be reviewed and improved, In addition, in the process of compiling PPL guidelines, it is necessary to have an attachment (form of assessment) to clarify the program that has been implemented well Tereno et al., (2013). In several partner schools, based on the recognition of several interns in terms of infrastructure, the school continues to improve and build infrastructure facilities to create a safe, comfortable, and conducive atmosphere for the continuity of teaching and learning activities in schools.

Furthermore, in the evaluation of the process, the competence of the DPL and the Committee was identified from the data of the research results showed that the competence of the DPL in this internship program was included in the category of quite good. Various DPL competencies such as: pedagogical competence, personality competence, social competence, to professional competence, have also had experience in becoming a DPL, especially in the PAI Study Program, in addition to meeting the educational qualifications according to the requirements according to the provisions of the law. After conducting research by paying attention to the suitability of the indicators in the standards that have been set, the evaluation at this stage of the process is in the category of quite good, because starting from the debriefing activities, to the competencies possessed by the DPL and the committee are in accordance with the standards, this is because all the processes that are required in the implementation of the internship are carried out by the DPL and by the Committee. The shortcomings in the evaluation of the process stage lie in the aspect of interns who are less focused in carrying out their duties as interns, where in the learning activities of interns there are those who do not provide lesson plans. and undisciplined.

In addition, some DPLs are not so optimal in providing assistance to interns. Meanwhile, the advantages in the evaluation process stage are, on average, DPL has

good competence, judging from the length of service as a lecturer and also from an educational background, already has a functional position as a lecturer, and has adequate experience in providing assistance and guidance.

At the end of the evaluation, the product evaluation that provides data on the average results of the assessment, DPL mentions a varied category, namely for the four competencies, generally of the four competencies are in the good and medium categories. Because based on the results of the research conducted by the researcher, of the 40 interns are still in the medium category, especially the competence of the interns and social competence, thus the interns do not fully have the expected competence, namely the pedagogic, professional, social and social competencies. After conducting interviews, each DPL and pamong teacher said that the average competency of graduate interns from Paedagogic competencies and professional competencies was in the good category This is supported by more than 80% of interns being able to carry out the teaching and learning process, both mastering materials, methods, tools and also being able to understand the character of partner school students In addition, there are also interns who directly devote themselves and hone their competencies in several public and private schools.

Meanwhile, for personality and social competence, based on interviews with the DPL and also the committee is still in the medium category, this can be proven to still exist, partner school students and the community do not know the interns. After paying attention to the conformity of the indicators in the standards that have been mentioned, the evaluation at the product stage is in the good and medium categories, but there are shortcomings in terms of the results of personality and social competency assessments due to the conditions or circumstances of the interns who are less than optimal and feel insecure to interact with partner school students and also the local community, this can affect the results achieved. The solution to this is that the PPL organizing committee holds gathering activities with the local community and students so that interns can understand the characteristics of each student, this is also supported by the enthusiasm of the community in supporting the PPL-MBKM program. Regarding the advantages, the Faculty of Islamic Religion, University of Muhammadiyah Luwuk is able to produce PPL-MBKM outputs that have four competencies.

Thus, the use of the CIPP model evaluation can be used to make improvements as well as develop the implementation of the PPL-MBKM program in the next period, and can also help the religious faculty, committee and DPL to make improvements and adjustments to the implementation of PPL-MBKM in the future.

This article is supported by the results of research conducted by Qomari in 2016 which shows that the evaluation of curriculum implementation using the CIPP model can be recommended for curriculum development and improvement, both partially and completely (Qomari, 2016). Likewise, Yesika Christiani's research in 2018 also confirmed that the application of the CIPP model in the evaluation of the implementation of the 2013 curriculum can help in presenting accountability information from each aspect evaluated, thus assisting certain parties such as educational institutions and institutions in making decisions about the 2013 curriculum (Christiani, 2018).

Based on some of these previous studies, there has been no specific research

discussing the implementation of the evaluation of the PPL-MBKM program. In order to complete the scientific treasure and for the novelty of science, this article has two significances as an offer of novelty. The first is originality in the focus aspect of the study, because this article focuses on the evaluation of the PPL-MBKM program for interns in the Islamic Religious Education study program of the University of Muhammadiyah Luwuk. The second is the significance of the aspect of the object of study, where this article focuses more on assessing the competency of interns and DPL. For this reason, the author is confident that this article brings a novelty that can add to the scientific treasures, especially related to the PPL-MBKM program.

Conclusion

Based on the results of research and discussion regarding the evaluation of the implementation of PPL-MBKM with the CIPP (Context, Input, Process, and Product) model in internship students of the PAI study program of Muhammadiyah Luwuk university, several conclusions can be drawn. First, at the context evaluation stage, it can be concluded that in the context evaluation of the appropriateness of the curriculum in the implementation of the PPL-MBKM program is in accordance with the curriculum standards of the Faculty of Islamic Religion, although there are several problems that can be minimized by the policies or rules of the committee contained in the guidebook.

Second, at the stage of evaluating input on curriculum components, the identification of the completeness of partner school infrastructure facilities is mostly good, so it is suitable for internship. Likewise, the readiness of interns in carrying out the teaching and learning process at partner schools is quite ready, so that they can carry out internships smoothly. Third, at the evaluation stage of the process regarding the management of the curriculum and the competencies possessed by the DPL, it can be said that it has been in accordance with the standards that have been set. Likewise, most of the interns can carry out the teaching and learning process at partner schools. In the evaluation of the process, it has been seen that the competence of the interns in carrying out classroom learning, and being able to interact in the community.

Fourth, at the product evaluation stage, it shows that after paying attention to the conformity of the indicators in the curriculum standards of the Faculty of Islamic Religion that have been mentioned, the evaluation at the product stage is in the good category. Starting from the assessment method and assessment results achieved by the interns, which are related to pedagogic, professional, personality and social competencies, it shows that the implementation of the PPL-MBKM program for maganag participating students is carried out well. Although there are still many shortcomings. Thus, overall, the evaluation of the CIPP model on the implementation of PPL-MBKM can be used as a reference to make improvements as well as improve the implementation of the PPL-MBKM program in the future.

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