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Evaluation of the MBKM program integrated with the CIPP model

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ABSTRACT

This study examines the effectiveness of the Integrated Merdeka Belajar Kampus Merdeka (MBKM) Program at the Department of Automotive Engineering Education, Yogyakarta State University, using the CIPP (Context, Input, Process, Product) evaluation framework. Employing a qualitative design, data were collected through semi-structured interviews with Industrial Practice (PI), Teaching Practice (PK), and Community Service (KKN) coordinators, lecturers, and industry partners, complemented by document analysis. The context evaluation indicates strong alignment between institutional objectives and national MBKM policy. However, input findings reveal gaps in student readiness, particularly in technical skills, professional attitudes, and industrial work culture. Process evaluation identifies coordination inefficiencies among PI, PK, and KKN, including overlapping implementation mechanisms and inconsistent supervision. Product evaluation shows that while most learning outcomes were achieved, limited industry understanding of MBKM activity distinctions affected mentoring effectiveness. Overall, the program demonstrates acceptable effectiveness but requires clearer operational regulations, strengthened industry communication, and enhanced student preparation to ensure more consistent and sustainable outcomes.



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Introduction

Higher education institutions in Indonesia, particularly those responsible for engineering teacher education, are currently facing increasing pressure to produce graduates who are not only pedagogically competent but also responsive to rapid technological and industrial transformation. Engineering education plays a strategic role in national development by supplying vocational teachers capable of bridging theoretical knowledge and industrial practice. Within this context, *Lembaga Pendidikan Tenaga Kependidikan* (LPTK) bears a critical mandate to prepare prospective teachers with adaptive competencies aligned with evolving workforce demands. However, this mandate has become increasingly complex due to persistent gaps between institutional training and professional expectations, especially in vocational and technical education pathways (Alfeld et al., 2013).

Empirical indicators reveal that teacher competency development remains a structural challenge. One prominent measure is the *Uji Kompetensi Guru* (UKG), whose results vary significantly across provinces and educational levels. National data from the Ministry of Education and Culture indicate that average UKG scores at the elementary, junior secondary, vocational, and professional levels remain below the national benchmark of 56.69%, with several regions particularly in eastern Indonesia recording averages as low as 33%. These findings signal systemic weaknesses in teacher preparation, including insufficient mastery of subject matter, limited pedagogical adaptability, and inadequate exposure to authentic professional contexts. Although UKG results alone do not capture the full complexity of teacher competence, they underscore the urgency of reforming LPTK learning models to better integrate practical and contextual learning experiences.

In response to these challenges, the Ministry of Education, Culture, Research, and Technology introduced the *Merdeka Belajar Kampus Merdeka* (MBKM) policy as a structural intervention aimed at strengthening graduate competencies through experiential and flexible learning pathways. MBKM provides students with opportunities to engage in learning activities beyond campus boundaries, enabling direct interaction with industry, schools, and communities. This policy emphasizes competency transfer, professional socialization, and contextual problem-solving, positioning off-campus learning as a strategic mechanism to address longstanding gaps between academic preparation and professional demands. Although earlier educational evaluation literature such as [Arikunto \(2007\)](#) does not specifically address MBKM, its conceptualization of program evaluation remains relevant for assessing policy-driven educational innovations.

At Yogyakarta State University, particularly within the Faculty of Engineering, MBKM is operationalized through integrated off-campus learning activities, including *Praktik Industri* (PI), *Pengenalan Lapangan Persekolahan* (PK), and *Kuliah Kerja Nyata* (KKN). PI is designed to expose students to industrial management systems, workforce competencies, and production processes through immersive engagement lasting at least three months ([Chotimah, 2009](#)). PK focuses on developing foundational teaching competencies, professional identity, and higher-order thinking skills through structured school-based experiences equivalent to 6 credits or 256 effective hours ([Erwana, 2020](#)). Meanwhile, KKN serves as a form of experiential civic engagement, enabling students to contribute directly to community development while enhancing problem-solving and social responsibility skills ([Hanifah & Puteri, 2021](#)).

The Department of Automotive Engineering Education, Faculty of Engineering, Yogyakarta State University, has adopted an integrated implementation of PI, PK, and KKN to strengthen vocational teacher preparation in alignment with industry needs and technological advancement. Integrated learning is expected to enrich students' professional experiences, enhance curriculum relevance, and reinforce collaboration between academia, industry, and society ([Herminarto Sofyan, 2017](#)). Such collaboration not only benefits students but also provides industry partners with access to emerging talents and innovative perspectives ([Hernandez, 2017](#)). Previous studies highlight that effective university–industry collaboration may include teacher internships, dual-system development, curriculum co-design, teaching factory implementation, and competency certification for teachers and students ([Ii & Teori, 2010](#)).

From a learning perspective, industrial practice and off-campus engagement represent experiential learning processes that integrate knowledge application, reflection, and professional adaptation ([Jarvis, 2006](#)). MBKM-based internships allow students to transfer classroom knowledge into real workplace contexts while developing professional attitudes and problem-solving skills ([Kemendiknas, 2010](#)). Similarly, PK emphasizes the development of pedagogical competence through guided practice and mentorship, which is essential for cultivating effective vocational teachers capable of designing meaningful learning experiences ([Kuh, 2008](#)). KKN further complements this framework by integrating teaching, research, and community service as part of the *Tridharma Perguruan Tinggi*, fostering critical, innovative, and socially responsive graduates ([Melati, 2024](#)).

Despite its strategic potential, the effectiveness of integrated MBKM implementation—particularly the alignment, coordination, and outcomes of PI, PK, and KKN remains insufficiently examined at the program level. Systematic evaluation is therefore required to assess whether these integrated activities effectively address the competency gaps identified in teacher education. Program evaluation serves as

a structured process to assess the achievement, relevance, and impact of planned educational interventions (Mulyadi, 2010). Among various evaluation approaches, the CIPP model developed by Stufflebeam offers a comprehensive framework for examining program context, inputs, processes, and products, making it particularly suitable for evaluating complex educational programs involving multiple stakeholders (Munthe, 2015; Nugraheni & Wijaya, 2017). Accordingly, this study employs the CIPP model to evaluate the effectiveness of the Integrated MBKM Program in the Department of Automotive Engineering Education at Yogyakarta State University.

Unlike previous studies that primarily examine MBKM implementation in isolated activities or focus on descriptive program outcomes, this study offers a comprehensive evaluation of an *integrated* MBKM model by simultaneously examining Industrial Practice (PI), Teaching Practice (PK), and Community Service (KKN) within a single vocational teacher education program. By applying the CIPP evaluation framework, this research provides empirical insights into how contextual alignment, input readiness, process coordination, and outcome consistency interact in shaping program effectiveness. The study further contributes by identifying specific coordination gaps, competency readiness issues, and industry–institution interface challenges that have received limited attention in prior MBKM evaluations. These findings extend the discourse on MBKM effectiveness beyond policy compliance, offering evidence-based guidance for strengthening integrated off-campus learning models in LPTK and vocational teacher education contexts.

Method

This study is an evaluation study using the CIPP (Context, Input, Process, Output) evaluation model using a qualitative approach. The CIPP evaluation model was developed by Stufflebeam in 1966 which can provide an overview, reporting to assess a few information in decision making, responsibility, and understanding of the symptoms that occur. The selection of the CIPP model in this study was carried out to obtain more systematic and comprehensive evaluation results in the Integrated MBKM program in the Automotive Engineering Education Department, FT UNY. So that the evaluation results can be used to compile recommendations for improvement and decision making in the sustainability of the MBKM program in the future.

The qualitative approach in this study was chosen because it allows for collecting more in-depth data based on the opinions of stakeholders in the MBKM program at the Automotive Engineering Education Department, FT UNY. First, in the context aspect, the study will focus on the suitability of the MBKM program with the objectives of preparing graduates and graduate profiles in the Automotive Engineering Education Department, FT UNY. Second, in the input aspect, this study will identify the readiness of partnerships, selection of learning locations, and MBKM program managers. Third, in the process aspect, this study will focus on revealing information related to the implementation of the MBKM program. Finally, in the Product Aspect, this study will evaluate the results of the success of this Integrated MBKM program. The following is a list of partners who are the places for MBKM for the Automotive Engineering Education Department, FT UNY.

Table 1. List of MBKM Implementation Partners

Name of Industry/Agency	City/District	Province
PT Komatsu Indonesia	North Jakarta	Jakarta
PT SGMW Motor Indonesia (Wuling)	South Jakarta	Jakarta
Auto2000 Scouts	East Jakarta	Jakarta
Auto2000 Cilandak	South Jakarta	Jakarta
Auto2000 East Bekasi	Bekasi	West Java
Auto2000 Cirebon	Cirebon	West Java
Astra Daihatsu Klaten	Klaten	Central Java
BLPT	Yogyakarta City	DIY
Kulonprogo Vocational High School	Kulonprogo	DIY
BLK Gunungkidul	Gunung Kidul	DIY
BLK Sleman	Sleman	DIY

The subjects in this study were the parties involved in the MBKM program in the Automotive Engineering Education Department, FT UNY. The subjects consisted of the Faculty MBKM Coordinator, Department PI Coordinator, Department Lecturers, and MBKM Managers at partner locations. The following is a list of respondents in this study.

Table 2. List of Research Respondents

Name	Position	Agency
Ir. Yosep Efendy, S.Pd., M.Pd.	MBKM University Coordinator	UNY
Dr. Amir Fatah, S.Pd., M.Pd.	MBKM Department Coordinator	UNY
Dr. Ir. Bambang Sulisty, M.Eng	PI Department Coordinator	UNY
Dr. Sutiman, MT	Department Lecturer	UNY
Dr. Kurniawan Sigit Wahyudi, M.Pd.	Department Lecturer	UNY
Willy Rosantono, Amd.T.	MBKM Manager	Training Center
Febryan Edwin NR, S.Pd.	MBKM Manager	Industry
Sony Mutaajid, Amd.T.	MBKM Manager	Industry
Firdha Nurul Amalia, ST	MBKM Manager	Industry
The Greatest	MBKM Manager	Industry
Prof. Dr. Nur Himawanto, S.Pd.	MBKM Manager	Industry

The data collection instrument was carried out using in-depth interviews. This study used an open-ended interview technique. The interview stages were carried out for approximately 45 to 60 minutes. The stage after conducting the interview is the transcription process by changing the interview results into text for analysis. The next step is documentation (document study). The documents referred to in this study are documents that support the implementation of Integrated MBKM in the Automotive Engineering Education Department.

The data analysis technique in this study uses a qualitative approach with interview stages as the main method in collecting and processing data. Interviews were conducted in-depth (in-depth interviews) to obtain comprehensive and in-depth information from informants. Data obtained from the interview results were then transcribed systematically to facilitate the analysis process. Furthermore, the researcher carried out the data reduction process, namely filtering and compiling data based on the focus of the research. This stage aims to group relevant information so that it can be further studied thematically and contextually. The next stage is the presentation of data in narrative and thematic form to describe patterns, relationships, and important findings that emerge from the interview results. The researcher then draws temporary conclusions that are continuously validated through the triangulation and member checking process to ensure data accuracy and consistency. This analysis technique allows researchers to understand the deeper meaning of each piece of information conveyed by informants and construct findings that are in accordance with the research objectives. Thus, with this approach, the data analyzed is expected to be able to provide a complete and valid picture of the phenomenon being studied.

Results and Discussions

Evaluation of the Integrated MBKM Program in Context Aspects

Independent learning Independent Campus (MBKM) is a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences that are useful for entering the world of work. The MBKM policy in accordance with Permendikbud Number 3 of 2020 concerning National Standards for Higher Education Article 18 explains that the fulfillment of the study period and load for undergraduate or applied undergraduate students can be implemented through: 1) following the entire learning process in the Department at the PT according to the study period and load, 2) following the learning process in the Department to fulfill part of the study period and load and the rest follows the learning process outside the Department. In this regulation, Higher Education is required to provide students with the right voluntarily (can be taken or not) to 1) be able to take credits

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KARTU HASIL STUDI

Nomor Induk Mahasiswa : : Semester / TA : 2 / 2022
 Nama : : Program Studi : PENDIDIKAN TEKNIK OTOMOTIF - S1
 Angkatan : 2020 : Dosen Pembimbing Akademik :

No.	Kode	Nama Matakuliah	SKS	Nilai
1	FTE6210	STATISTIKA	2	A-
2	MKL6853	PRAKTIK INDUSTRI	8	A
3	MKU6614	KKN	6	A
4	OTO6256	SYSTEM DIAGNOSIS KENDARAAN	2	A

IP Semester : 3.96
 IPK : 3.86

Figure 2. Integrated MBKM Student KHS Semester 7

Evaluation of the Input Aspect of the Integrated MBKM Program

Input evaluation focuses on program readiness, including planning, partnership mechanisms, and student preparation. The findings indicate that the background and objectives of the Integrated MBKM Program have been communicated to students, particularly regarding the shift from short-term off-campus activities to a one-semester (six-month) implementation. This extended duration is expected to enhance student motivation and seriousness in engaging with off-campus learning, aligning with the notion that program background functions as a foundational qualification influencing relevance and sustainability (Paci et al., 2012). Although the integrated implementation of PI, PK, and KKN largely follows previous technical guidelines, the main distinction lies in the consolidation of these activities within a single industrial or training institution setting.

Partnership planning between the university and industry is formalized through Memoranda of Understanding (MoUs), which serve as the legal and operational foundation for cooperation. These agreements aim to align institutional objectives, competency targets, and mutual expectations, reinforcing transparency and trust in collaboration (Pagarra et al., 2023). Consistent with Kauchak (2012), the formulation of such cooperation documents involves negotiation processes to reconcile differing institutional interests. However, the findings reveal that not all industry partners meet the required criteria for integrated MBKM implementation, particularly the availability of training centers. Furthermore, limited industry trust in student competencies constrains student involvement in core activities. This underscores the need for transparent and competency-based student selection to ensure alignment with industry requirements, as reflected in the evaluation results showing that while partnership planning is well established, student readiness has not been optimally prepared to meet industry expectations.

Evaluation of the Process Aspect of the Integrated MBKM Program

Process evaluation examines the implementation mechanisms, including briefing, execution, and monitoring. The Integrated MBKM Program begins with a structured briefing stage aimed at aligning perceptions regarding program objectives, expected outputs, workplace regulations, and essential soft skills such as discipline and proactive attitudes (Setiawan, 2019). This preparatory phase is critical in equipping students for professional engagement and facilitating the integration of PI, PK, and KKN within a single location. Integrated MBKM activities are conducted in industrial settings or training centers (*Balai Latihan Kerja*), yet each activity retains distinct learning outcomes that require clear differentiation.

In practice, implementation challenges arise due to the contextual differences between industrial and training center environments. PI activities vary significantly between industries and training centers, with the latter emphasizing learning media rather than production-oriented services. Similarly, PK activities conducted in industry-based training centers or BLK face structural constraints,

as training schedules depend on partner demands rather than formal academic timetables, limiting students' teaching hours. KKN activities within industry settings also differ from conventional community-based KKN, often focusing on occupational safety (K3), layout improvement, or corporate social responsibility initiatives. These variations necessitate clearer operational guidelines to prevent overlap and ambiguity among PI, PK, and KKN activities.

Monitoring is a critical component of the process evaluation. Continuous monitoring conducted by Field Supervisor Lecturers (*Dosen Pembimbing Lapangan*—DPL) ensures alignment between planned competencies and actual learning experiences. Monitoring activities, carried out both offline and online, facilitate communication among students, lecturers, and industry supervisors (Sophia & Nanni, 2019). Consistent with Melati (2024), DPL monitoring functions not only as quality assurance but also as a problem-solving and motivational mechanism. Although distance and supervisory workload pose challenges, online monitoring systems have proven effective in maintaining program transparency and coordination (Dunggio et al., 2024; Isnaini et al., 2024; Leha et al., 2024; Mansyur et al., 2024). Nevertheless, process evaluation highlights persistent issues, including limited industry trust in granting teaching opportunities and insufficient dissemination of disciplinary regulations to industry partners.

Evaluation of the Product Aspect of the Integrated MBKM Program

Product evaluation focuses on learning outputs, reports, and tangible contributions to industry. Students participating in the Integrated MBKM Program are required to produce three distinct reports corresponding to PI, PK, and KKN, each guided by separate reporting frameworks to prevent content overlap. Additionally, students are expected to generate practical products or innovations beneficial to industry partners, demonstrating applied competence and value-added contributions. These outputs are considered key indicators of program completion and effectiveness (Anam et al., 2024; Fachri & Rizal, 2024; Tobondo, 2024; Usman & Hartati, 2024).

The findings indicate that, overall, the Integrated MBKM Program yields positive outcomes for industry partners by contributing ideas, labor support, and innovation. PK outputs, including lesson plans, job sheets, curricula, and learning media, reflect alignment with industry training needs, despite differences in learner profiles compared to formal school settings. Consistent with experiential learning theory, these outputs suggest that students are able to transfer academic knowledge into professional contexts (Kamila et al., 2024; Nizar et al., 2024; Sunarya & Handayani, 2024; Trianjung et al., 2024). However, product evaluation also reveals that the requirement to produce multiple reports within a single integrated setting places a substantial cognitive and administrative burden on students, particularly when Course Learning Outcomes (CPMK) are not clearly differentiated.

Constraints and Implications for Program Improvement

The evaluation identifies several interrelated constraints affecting program effectiveness. Students experience difficulty distinguishing PI, PK, and KKN activities within a single location, leading to confusion in task execution and report preparation. This challenge is exacerbated by insufficiently articulated CPMK and unstructured guidelines, consistent with findings by Yulianto and Firdaus (2021). From an industry perspective, the limited number of partners with adequate training centers restricts student placement capacity, while selective industry acceptance reflects concerns about student readiness. As noted by Wijaya (2019), industries tend to prioritize efficiency and are cautious in assigning instructional roles to students who are still in the learning phase.

Overall, the Integrated MBKM Program demonstrates substantial potential in enhancing student competence, strengthening industry collaboration, and aligning with national MBKM policy objectives. However, the findings emphasize the need for sharper CPMK formulation, clearer operational distinctions among PI, PK, and KKN, improved student selection mechanisms, and strengthened trust-building with industry partners. Program evaluation, therefore, plays a crucial role in informing decisions regarding continuation, modification, and refinement of the Integrated MBKM model to ensure sustainable and effective vocational teacher education outcomes.

Conclusions

Based on the CIPP evaluation, the Integrated MBKM Program in the Department of Automotive Engineering Education at Yogyakarta State University has generally been implemented effectively and has succeeded in achieving its intended objectives. The findings indicate that, although the program runs well, several aspects still require improvement, particularly the coordination among Industrial Practice (PI), Teaching Practice (PK), and Community Service (KKN); the readiness of students in meeting industry demands; and the limited understanding within industries regarding the distinct characteristics of each activity. Additionally, clearer regulations and stronger communication with industry partners are needed to optimize program implementation. Overall, the results confirm that the Integrated MBKM Program has met its goals, while still requiring continuous refinement to enhance its quality and effectiveness.

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