

Evaluating Campus Teaching Program: The Discrepancy Evaluation Model Approach

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Abstract

The primary objective of this study was to evaluate the implementation of the Campus Teaching Program, with a focus on identifying the alignment and gaps between the program's intended standards and its actual outcomes. The Discrepancy Evaluation Model (DEM) was adopted as the evaluation framework. Data were collected through questionnaires and semi-structured interviews. The participants consisted of 16 alumni of the Campus Teaching Program from the Soe Educational Institute. Data were analyzed using descriptive qualitative methods, which allowed for a comprehensive understanding of participants' experiences and perceptions. The evaluation focused on three main aspects: program standards, performance outcomes, and discrepancies between the two. The findings indicate that the program had a significantly positive impact on participants' personal and professional development. Reported benefits included enhanced time management, teamwork, public speaking, leadership, self-confidence, resilience, community engagement, decision-making, and problem-solving skills. These outcomes suggest that the Campus Teaching Program successfully achieved its core objectives, particularly in fostering holistic personal growth and preparing students for future professional roles in education. However, a notable discrepancy emerged regarding the placement of participants. The majority of student placements were in elementary schools, with 83.3% of participants coming from the Elementary Teacher Education Study Program. This suggests a lack of diversification in school placements, potentially limiting the exposure of participants from other educational fields. Based on these findings, the study concludes that while the Campus Teaching Program is effective in achieving its developmental goals, improvements are needed in terms of expanding school partnerships and better preparing participants for teaching in rural and underserved areas. It is recommended that the program include more inclusive placement strategies and enhanced pre-departure training to ensure that participants are fully equipped to meet the challenges of working in diverse educational settings.

Key Words: campus teaching program, discrepancy evaluation model, students' perspective

INTRODUCTION

Education enhances the potential for individual self-development. It will manifest as a unit in life through personal needs. Therefore, it is essential for all individuals to engage in efforts to enhance education and learning, which contributes to the elevation of both personal and collective development. This process facilitates the transformation of human attitudes and behaviors towards maturity through educational instruction and practice (Santoso & Cakranegara, 2022; Tambaip, 2023; Handayani et al., 2024). To ensure that student competencies align with the rapid advancements in

technology, social media, and the workplace, universities must develop and implement innovative learning programs that optimize the achievement of learning outcomes related to attitudes, knowledge, and skills. Establish connections and align with highly unpredictable changes within the business and labor sectors.

The Merdeka Learning Campus Independent Program (MBKM) was introduced by the Ministry of Education and Culture, Research and Technology in 2020. This program is applicable to all universities in Indonesia. The MBKM program enables students to engage in courses or research beyond their primary area of study. Students may undertake two semesters (or 40 credits) outside their tertiary institutions, in addition to one semester (20 credits) outside their study program but within their university. This program aims to provide students with new insights and the adaptability necessary for future success (Luo & Yang, 2021; Panjaitan, 2021). The objective of MBKM is to enhance the capacity and quality of higher education (Directorate General of Higher Education, 2020; Wahyuningtyas et al., 2022).

A manifestation of this duty is the involvement of students in campus teaching programs in 3T (frontier, outermost, undeveloped) areas (Situmorang, 2024; Baharudin, 2021). The Teaching Campus program is an internship initiative at MBKM that generates significant enthusiasm among students. This program is an internship initiative at a school aimed at enhancing student engagement, aligning with the objectives of Merdeka Belajar to promote increased student involvement in learning (Siregar, Sahirah, & Harahap, 2020; Saranto, Mustofa, Sari, Ulfatun, & Gano-an, 2023). Internships such as Campus Teaching are designed to offer students significant experiential learning opportunities. Students at Campus Teaching are required to assist in problem-solving within schools, engage actively in program planning, and demonstrate initiative during the implementation phase.

Students on campus volunteer to assist in enhancing educational institutions. Students must actively participate in enhancing the quality of education in schools, especially in the areas of literacy, numeracy, and technology adaptation skills. The MBKM program seeks to enhance both the soft and hard skills of students, preparing them to emerge as moral and ethical graduates (Suhartoyo, et al., 2020). Internships such as Campus teaching are designed to offer students significant experiential learning opportunities. Students at Campus Teaching are required to assist in problem-solving within schools, engage actively in program planning, and demonstrate initiative during the implementation phase. Engaging in collaborative activities with students from different campuses enhances communication among colleagues, educators, and field assistant lecturers.

In higher education, students must develop both soft and hard skills. Self-development is attainable through both formal education and extracurricular activities (Rohmah & Rahmawati, 2012; Saranto, Mustofa, Sari, Ulfatun, & Gano-an, 2023). Personal skills including self-confidence, discipline, responsibility, and effective communication are crucial for students transitioning into the workforce. A significant issue is the employability of pupils. Sami'an and Premana (2014) and Adeosun et al. (2021) assert that career preparation necessitates pertinent experience in the respective field.

Evaluation activities constitute a fundamental component of any program, be it in education or the learning process (Widoyoko, 2013). The aim of evaluation is to acquire precise and objective data regarding the program in question (Sudjana, 2006). Assessing teaching programs is essential for fostering an environment of excellence and innovation in higher education, ensuring that institutions adapt to the evolving needs of students and society (Wholey, Hatry, & Newcomer, 2010). Malcolm Provus formulated the Discrepancy Evaluation Model (DEM), a framework for assessing educational programs through the comparison of actual performance against predetermined goals or objectives. This approach posits that the disparities between a program's current state and its objectives act as critical areas for evaluation and enhancement (Andres, 2000).

The Discrepancy Evaluation Model (DEM), created by Malcom Provus in 1966, aims to facilitate both program assessment and development. Within this framework, evaluation is characterized as the comparison between actual performance and established standards. A difference between the standard and performance is termed a discrepancy. The DEM, utilizing system analysis

techniques, addresses these inadequacies. A standard delineates the purpose of a program by specifying anticipated inputs, processes, and outputs, as well as illustrating their interconnections (Steinmetz, 1976). The Discrepancy Evaluation Model (DEM) offers a systematic and efficient framework for various evaluation needs. The DEM serves as a framework for organizing the collection of information necessary for informed decision-making, ranging from the daily actions of individual teachers to the evaluation of educational programs. The DEM prioritizes self-evaluation and intentional enhancement of programs.

The fundamental steps in applying the DEM to a program involve the execution of Standard, Performance, and Discrepancy (SPD) cycles. This model assumes that an assessor can compare actual performance with the expected performance standard to determine any discrepancies between the two. The standard is determined by actual performance (Steinmetz, 1976; Samuel et al., 2022).

This research aims to assess the implementation of the Campus Teaching program in relation to established objectives and expectations. This study addresses two research questions. What are the main advantages of campus teaching programs for students? Does the campus teaching program facilitate the development of personal and employability skills among students? What are the discrepancies between standard and actual performance from the students' perspective?

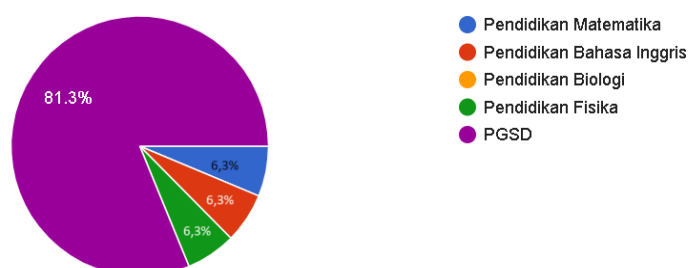
METHODS

This research employed a descriptive qualitative methodology. Data was collected using a questionnaire and interviews. The participants consisted of 16 university students involved in a campus teaching program at Soe Educational Institute. The data collection procedures involved the use of an open-ended questionnaire administered through Google Forms, employing a 5-point Likert scale: 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The questionnaire was developed based on students' perspectives regarding their outcomes after completing the campus teaching program. Studies on perceived abilities are aligned with the skill development objectives of campus teaching, which include: 1) leadership abilities, social empathy, and analytical thinking; 2) problem-solving skills for generating creative and innovative solutions; 3) cooperation and team management skills; 4) creativity and innovation in designing models, methods, and strategies for the teaching and learning process; 5) communication skills.

RESULT and DISCUSSION

There are 16 alumnae of Campus Teaching from Soe Educational Institute. Picture 1 below, showed the percentage of the participants of Campus Teaching Program based on their study program. It shown that Primary Education Study Program was the highest number with 81,3% (13 students), then followed by Physics Education Study Program, English Education Study Program with the 6.3% (only one student from those study program). There is no participant or alumnae of campus teaching program from Biology Education Study Program.

Picture 1: The participants of campus teaching program

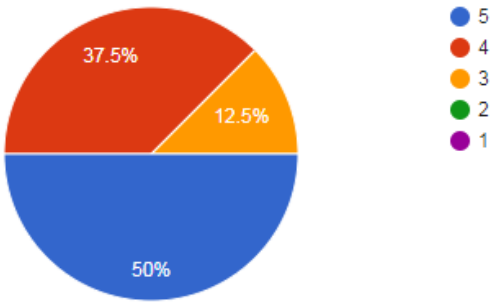
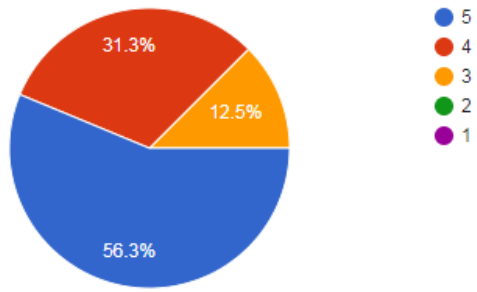


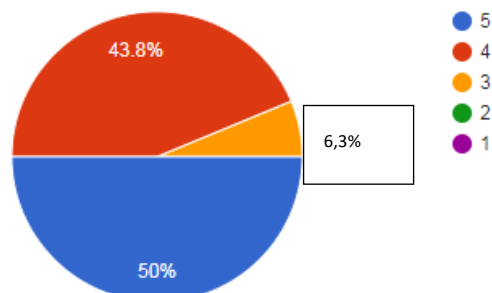
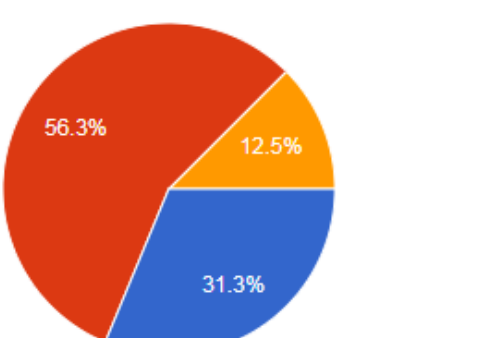
Related to the result above, response from a student from Physics study program (S1) stated that *“the Campus Teaching Program is indeed very beneficial, and we also receive support for one semester of tuition fees. However, all placements for Campus Teaching students are in elementary*

schools; there are no placements in junior high or high schools. We are having some difficulty teaching elementary school children". Other answer from Biology students (S4), she said that "We had several applicants, but none passed either the administrative selection or the competency test for those who passed the administrative selection. Additionally, all placements for Campus Teaching students are in elementary schools, and we have not received any specialized training related to teaching strategies for elementary education. As a result, we sometimes lack confidence when it comes to teaching elementary school children". So, in line with some researchers indicated that academic internship programs help students use their knowledge and skills in the workplace (Anjum, 2020; Suhartoyo et al., 2020; Hong, Zhang, Ye & Ye, 2021). According to Gault et al. (2000), an academic internship connects theory and practice through supervised and organized work. Then Kuat (2017) proved that, the internship program benefits both students' personal talents and professional development.

Continued to the result of achievement targets of campus teaching program according to the students' perspective about how campus teaching program developed the students' personal abilities. Table 1 displayed the students' responses towards the benefits of campus teaching program.

Table 1. Response towards the enhancing students' skills

No	Enhancing students' skill	Students' responses
1	Leadership abilities, social empathy, analytical thinking when designing programs with groups and school officials	 <p>Notes : There are 50% (8 students) strongly agree, 37,5% (6 students) agree, and 12,5% (2 students) neutral</p>
2	When building programs with groups and school officials, you need leadership skills, social empathy, and analytical thinking.	 <p>Notes: There are 56,3% (9 students) strongly agree, and 31,3% (5 students) agree and 12, 5% (2 students) neutral</p>

3	Collaboration with teachers fosters creativity and innovation in developing educational models, methods, strategies, and technical aspects.	 <p>Notes: There are 50% (8 students) strongly agree, 43,8% (7 students) agree, and 6,3% (1 students) neutral</p>
4	Communication abilities when working with key stakeholders	 <p>Notes: There are 56,3% (9 students) agree, 31,3% (5 students) strongly agree, and 12,5% (2 students) neutral.</p>

Data presented in Table 1 indicates that the campus teaching program positively affects the students who participated in it. The Campus Teaching Program, providing student internships in education, has yielded positive outcomes and warrants continuation. Campus instructional activities promote personal growth by facilitating the development of self-assurance, creativity, communication abilities, and collaboration skills. These activities encompass teaching, administration, and student-led labor programs. Students' evaluations of both hard and soft skills indicate that Campus Teaching activities may lack direct relevance to their future work opportunities. The Campus Teaching Program encompasses advantages that are both analogous to and different from the internship programs provided by internal tertiary schools. The Campus Teaching Program draws students from various higher education institutions, enriching socializing and collaborative experiences.

Martin's (2021) study demonstrates that the Campus Teaching model fosters students' personal development, particularly their self-assurance. Participating in off-campus internship programs, such as Campus Teaching, allows students to develop collaborative experience (Abdulla et al., 2019; Salih et al., 2019). Students cultivate self-awareness, enhance critical thinking skills, and achieve vital personal development for future employment.

Nonetheless, internship programs at Campus Teaching adversely affected students due to the substantial curriculum allocated (Brown et al., 2018). The program's installation aligned with the effective lecture schedule of each university. Jawabri (2017) asserts that Campus Teaching activities facilitate the development of both soft and hard skills in students, including self-confidence, communication abilities, teamwork, innovation, and collaboration with diverse groups. Internships such as Campus Teaching may assist students in acquiring practical skills.

Table 2 below interpreted the students' perspective about the benefits and challenges of becoming a campus teaching participants

Table 2. Students' perspectives of the benefits, practices and challenges of Campus Teaching Program

S1	<i>The first experience was in a remote village, and the learning had an impact on the local community. Learning to be valued with limitation such as electricity and internet.</i>
S2	<i>My most valuable learning experience came from collaborating with the school, which allowed us to efficiently complete tasks at the teaching site and receive strong institutional support.</i>
S3	<i>The Campus Teaching Program is a very good and enjoyable initiative because it allows us to share the knowledge we have acquired. Through the KM program, we can share knowledge with students at the assigned locations and also gain new experiences ourselves</i>
S4	<i>I gained meaningful experiences and broadened my understanding, which helps prepare me for a future career as a professional teacher.</i>
S5	<i>My most valuable learning experience came from collaborating with the school, which allowed us to efficiently complete tasks at the teaching site and receive strong institutional support.</i>
S6	<i>Every day brought enriching experiences. Being part of a diverse group from various campuses and disciplines helped me embrace collaborative learning and accept constructive feedback.</i>
S7	<i>Living in the community gave me the opportunity to interact with locals who mostly spoke the regional language, motivating me to learn and communicate with them</i>
S8	<i>In the school setting, I learned the importance of being attentive and patient. I gained insights from students of varied religious and cultural backgrounds. Applying the Pancasila student profile enriched my teaching experience, and encouragement from the principal and teachers inspired me to continue learning and doing my best.</i>
S9	<i>I successfully worked with both teachers and students at my assigned school as well as members of the surrounding community.</i>
S10	<i>The highlight of the Campus Teaching Program for me was forming friendships with students from other campuses and receiving a warm welcome. I also gained extensive classroom teaching experience with support from the school teachers. The students' progress through our activities made me feel proud and fulfilled.</i>
S11	<i>I gained many new experiences and built mental resilience while living in an area without electricity or internet. We couldn't use laptops or phones, so teaching and learning had to be done creatively and resourcefully using what was available.</i>
S12	<i>My learning emphasized the importance of always being a role model and setting a good example in the field of education.</i>
S13	<i>I developed into a more emotionally mature person, learned to manage my feelings when working with children, and enhanced my leadership, communication, and problem-solving skills.</i>
S14	<i>I made a direct impact by working with school partners and implementing programs to enhance literacy and numeracy. The most meaningful experience was learning and teaching with genuine care, which made classroom adaptation smooth and enjoyable.</i>
S16	<i>The learning was centered on literacy and numeracy. I discovered that teamwork and unity in completing tasks lead to highly rewarding outcomes.</i>

Based on the table 2 above, it can be interpreted that instead of the benefits of the campus teaching program, they also faced challenges how living and working at remote area without

electricity, internet but they have to be creative and innovative in creating the teaching and learning process.

According to Martin (2021), students' perceptions of the usefulness of internship programs, such as Campus Teaching, influence their reported personal development following participation. Sonti et al. (2016) discovered that when students regard internships as beneficial, their personal growth enhances, especially in time management, collaboration, and public speaking skills. Interns acquire responsibility, self-assurance, robust community connections, and decision-making abilities.

CONCLUSION

Based on the aforementioned results and debate, it may be inferred that the Campus Teaching program for the subject in question has exceeded expectations. Driven students frequently perceive school as a means of personal growth. The Campus Teaching Program seeks to enhance students' 21st-century competencies—analytical thinking, problem-solving, leadership, team management, creativity and innovation, and interpersonal communication—through developmental learning activities in primary and secondary educational institutions. Students enhance their knowledge and abilities by participating in the teaching process at educational institutions in remote regions. The learning experiences of students in the Campus Teaching program directly influence their perception of its utility. The Campus Teaching Program cultivates relationships between students and lecturers, enhances self-confidence and problem-solving abilities, encourages effective communication and social interaction, and assists students in planning their future jobs. Campus teaching programs provide classroom experience, literacy and numeracy competencies, and can improve students' collaborative and interpersonal abilities.

In conclusion, the Independent Campus Learning (MBKM) policy promotes student engagement in societal issues. The Campus Teaching program is an MBKM initiative designed to tackle educational literacy and numeracy challenges in Indonesia. The Campus Teaching Program is expected to persist, according to the conclusions offered. Students exhibit enthusiasm for the curriculum and receive robust support from the university, resulting in favourable outcomes. This program is intended for driven students seeking to achieve their objectives and enhance their personal development.

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