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Evaluation of the Quality of Off-Campus Learning Implementation at Universitas Negeri Yogyakarta

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ABSTRACT: The Off-Campus Learning Program is an implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy at Universitas Negeri Yogyakarta (UNY), designed to strengthen students' competencies through authentic learning experiences outside the campus. This study aims to evaluate the implementation quality of the Off-Campus Learning (PLK) based on 12 process indicators, ranging from program authorization to report assessment. An evaluative approach with a case study design was employed, involving students, academic supervisors, and external partners as respondents. Data were collected using Likert-scale questionnaires, interviews, and document analysis, and analyzed descriptively. The results indicate that the overall implementation of the PLK was categorized as good to very good, with an average score of 3.89. Among the 12 indicators, seven achieved an excellent rating (≥4.0), while five were in the good category (3.4–3.9). The highest score was obtained in the on-site implementation indicator (4.36), and the lowest in program socialization (3.46). The radar chart analysis revealed a performance imbalance among indicators, where the planning and implementation dimensions were stronger than mentoring, monitoring, and reporting. This study concludes that the success of the PLK at UNY is primarily supported by solid planning and implementation, yet still requires improvement in the mentoring and evaluation stages. The findings recommend that program managers strengthen communication and socialization mechanisms, enhance supervision intensity, and optimize continuous monitoring systems. This will enable the Off-Campus Learning Program to operate more effectively and serve as a model for similar programs at other universities.

KEYWORDS: Off-Campus Learning; MBKM (Merdeka Belajar–Kampus Merdeka); Process Evaluation; CIPP Model; Learning Quality

I. INTRODUCTION

The transformation of higher education in Indonesia through the Merdeka Belajar–Kampus Merdeka (MBKM) policy marks a paradigm shift in learning from classroom-based to real-world learning outside the campus. This approach aims to strengthen student competencies by integrating academic theory and field practice, aligning with the needs of the workforce and global technological developments (Kusumawardani et al., 2024). Universitas Negeri Yogyakarta is one of the universities that has consistently adapted this policy through its Off-Campus Learning Programme, which includes internships, research, independent projects, student exchanges, and community service.

The Off-Campus Learning Programme is rooted in the experiential learning paradigm (Kolb et al., 2014) and social constructivism (Fosnot & Perry, 1996), which positions students as active participants in constructing knowledge through experience. This concept is also in line with Ki Hadjar Dewantara's Tri Pusat Pendidikan (Three Centres of Education), which emphasises the importance of the role of family, school, and community in shaping student competencies (Ferary, 2021). Progressive education philosophy emphasises that the learning process will be more meaningful when students interact directly with their social environment. Therefore, the implementation of off-campus learning is oriented not only towards academic results but also towards character development, professional ethics, and the ability to adapt to the dynamics of the world of work (Mtonjeni & Sefalane-Nkohla, 2023).

The effectiveness of the Off-Campus Learning Programme needs to be measured not only by the final results but also by the implementation process. The CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam provides a comprehensive framework for assessing the extent to which a programme is running according to plan and achieving its objectives (Stufflebeam & Zhang, 2017). Process evaluation is key because it identifies factors that support or hinder the actual

implementation of the programme. This approach is relevant for assessing the quality of the Off-Campus Learning Programme implementation at UNY, which involves many stakeholders: students, field supervisors, and industry or community partners.

Although previous studies have extensively discussed the implementation of MBKM (Anzali & Christanti, 2024; Meisarah Asril et al., 2023; Mustari Lamada et al., 2024) Most studies still focus on the context and product aspects, while those that specifically assess the process aspects of Off-Campus Learning Programme implementation at the university level remain limited. There is a research gap in systematically measuring the effectiveness, consistency, and quality of the Off-Campus Learning Programme implementation in a university environment.

This study aims to fill this gap by evaluating the implementation process of the Off-Campus Learning Programme at Universitas Negeri Yogyakarta using the CIPP model. The primary focus of this study is to assess the effectiveness of each stage in the Off-Campus Learning Programme implementation. This includes licensing, socialisation, recruitment, briefing, deployment, field implementation, report assessment, and identifying supporting factors and implementation constraints. The evaluation results are expected to provide concrete policy recommendations to improve the quality of the Off-Campus Learning Programme implementation at UNY and serve as a reference for the development of off-campus learning in other universities.

II. RESEARCH METHOD

A. Research Design

This study uses an evaluative approach with the CIPP (Context, Input, Process, Product) model (Stufflebeam & Zhang, 2017). This model provides a systematic framework for assessing the effectiveness of a programme based on four main dimensions: context, input, process, and product. This study focuses its evaluation on the process component, as this aspect most determines the quality of programme implementation in the field. The evaluative approach was chosen so that the research results not only describe the programme's achievements but also provide practical input for continuous improvement (Frye & Hemmer, 2012).

The research was conducted at Universitas Negeri Yogyakarta as one of the higher education institutions implementing the Merdeka Belajar–Kampus Merdeka (MBKM) programme. The evaluation focused on the implementation of the Off-Campus Learning Programme, which includes internships, research, independent projects, and community service.

B. Participants

The research subjects consisted of three main groups: students, field supervisors, and external partners (industry, institutions, or communities). A total of 322 students were selected using purposive sampling based on their active involvement in the Off-Campus Learning Programme in the 2023/2024 academic year. In addition, in-depth interviews were conducted with several supervising lecturers and representatives of industry partners to enrich the qualitative data on the implementation of the programme. This multi-group approach was used to ensure the evaluation reflected the views of all stakeholders in the implementation of the Off-Campus Learning Programme.

C. Instruments and Data Collection

Data was collected using a combination of quantitative and qualitative methods (mixed-method). The main instrument was a closed questionnaire based on a five-point Likert scale, covering 12 aspects of implementation. These aspects ranged from the licensing process, programme socialisation, briefing, deployment, and implementation in the assignment area, to monitoring and the preparation of the final report.

The content validity of the instrument was tested through expert judgement by three experts in vocational education and educational evaluation. Reliability was tested using Cronbach's Alpha coefficient, which showed a value of 0.87—indicating high internal consistency (Creswell & Creswell, 2018). Additional data were collected through semi-structured interviews, field observations, and document analysis, such as student activity reports.

D. Data Analysis

Quantitative data were analysed using descriptive statistics (mean, standard deviation, and score categories) to determine the level of programme implementation in each aspect. The results were presented in tables and radar charts to show the relative strengths and weaknesses between aspects. Qualitative data were analysed through thematic analysis, with coding, categorisation, and interpretation stages to identify the main themes related to the supporting factors and constraints of the Off-Campus Learning Programme implementation. A data triangulation approach was used to ensure the validity and credibility of the findings (Creswell & Creswell, 2018).

This methodology enables researchers to obtain a comprehensive picture of the effectiveness of the Off-Campus Learning Programme, both from the perspective of students and other stakeholders. The results of this analysis form the basis for formulating strategic recommendations for improving the quality of off-campus learning in the future.

III. RESULT AND DISCUSSION

A. Overview of Results

The evaluation results of the Off-Campus Learning Program at Universitas Negeri Yogyakarta were analyzed across twelve key implementation aspects covering planning, execution, supervision, reporting, and administrative processes. Each aspect was measured using a standardized assessment instrument to capture stakeholders' perceptions regarding the quality and effectiveness of program implementation. The analysis reveals variations in performance across different stages, indicating that while several operational components function effectively, certain preparatory and coordination stages require further improvement. The overall pattern of scores provides a comprehensive overview of program strengths and areas needing enhancement, as illustrated in Figure 1.

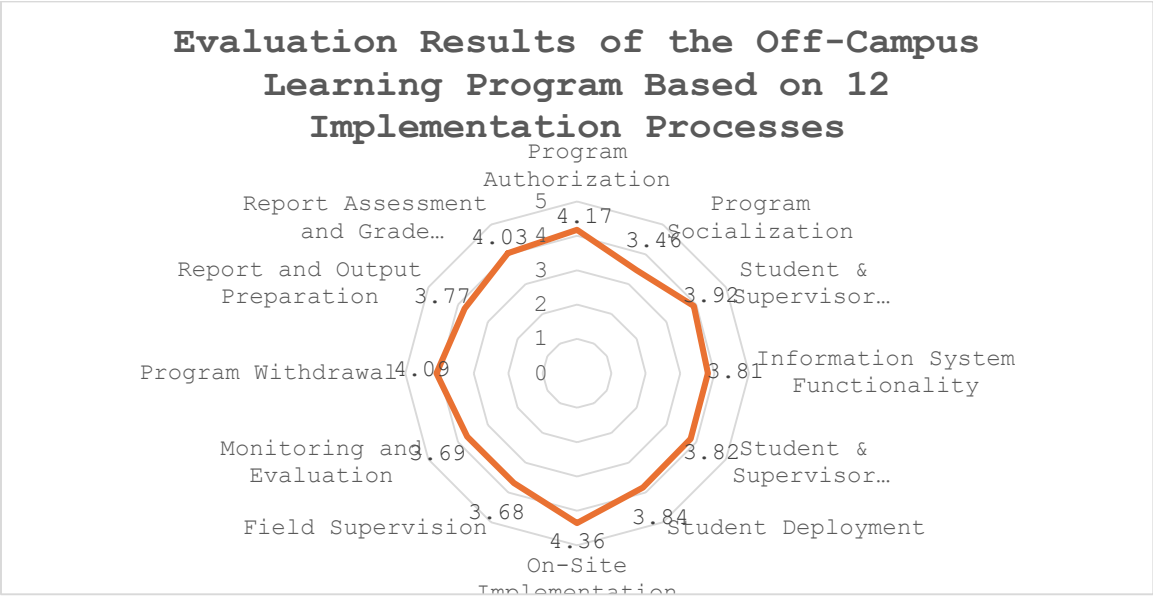


Figure 1. Radar Chart of the Implementation Aspects of the Off-Campus Learning Program

Figure 1 shows that the aspect with the highest score was On-Site Implementation (4.36), while the lowest score was for the Socialisation Programme (3.46). This pattern indicates differences in effectiveness between the stages of programme implementation.

B. Quantitative Results

Table 1 presents a comprehensive summary of the average scores for each implementation aspect of the Off-Campus Learning Programme, based on the evaluations provided by 322 participating students. The assessment covers twelve key process indicators, ranging from program authorization, socialization, recruitment, and orientation, to on-site implementation, supervision, monitoring, reporting, and grade conversion. These indicators collectively represent the full cycle of program management and execution, allowing for a systematic appraisal of quality across planning, operational, and evaluation stages. The mean scores reflect students' perceptions of the effectiveness and performance of each implementation component, thereby offering an empirical basis for identifying strengths and areas requiring improvement within the program.

Table 1. Off-Campus Learning Program Process Evaluation Results

No.	Implementation Process Indicator	Mean Score	Category
1	Program Authorization	4.08	Very Good
2	Program Socialization	3.46	Good
3	Student & Supervisor Recruitment	3.82	Good
4	Information System Functionality	3.75	Good
5	Student & Supervisor Orientation	3.83	Good
6	Student Deployment	3.91	Good
7	On-Site Implementation	4.36	Very Good
8	Field Supervision	3.78	Good
9	Monitoring and Evaluation	3.54	Good
10	Program Withdrawal	4.10	Very Good

11	Report and Output Preparation	3.92	Good
12	Report Assessment and Grade Conversion	3.88	Good
	Average	3.89	Good–Very Good

The implementation of the Off-Campus Learning Programme generally shows high effectiveness in terms of On-Site Implementation, Programme Authorisation, and Programme Withdrawal. This indicates good coordination between the university and external partners. However, the aspects of Programme Socialisation and Monitoring and Evaluation received relatively lower scores, indicating a need to strengthen communication mechanisms, feedback, and follow-up on monitoring results.

C. Discussion

The evaluation results show that the implementation of the Off-Campus Learning Program at UNY has been practical and relevant to the principles of experiential learning (Kolb et al., 2014) and the constructivist pedagogy approach (Fosnot & Perry, 1996). The success in On-Site Implementation and Partnership Engagement indicates a strong synergy between the university and external partners in supporting project-based learning and work practices. These findings are consistent with the results of research by Meisarah Asril et al., (2023) Lamada et al. (2024) confirm that industry involvement and institutional support are key determinants of the success of MBKM programmes.

However, two important aspects, namely the Socialisation Programme and Monitoring and Evaluation, still need to be strengthened. According to the CIPP Evaluation, the Process Evaluation component is the most sensitive indicator of programme success because it directly reflects the dynamics of implementation. The lack of coordination between faculties regarding socialisation indicates the need for a more integrated communication system, such as a special Learning Management System (LMS) for PLK.

In addition, the low intensity of field mentoring indicates that the feedback and reflection mechanisms are not yet functioning optimally. From an experiential learning perspective, the role of supervisors and mentors is key to connecting real experiences with conceptual learning. Therefore, a digital mentoring system is needed to enable real-time tracking of processes and formative assessment.

In general, UNY's PLK has demonstrated institutional commitment and good management of implementation. However, its continued quality will significantly depend on strengthening cross-unit coordination, optimising digital-based monitoring systems, and increasing interaction between supervising lecturers and students. This strengthening is important so that PLK is not only a vehicle for work practice but also a means of developing professional competencies and adaptive soft skills relevant to the needs of industry and society.

IV. CONCLUSIONS

This study shows that the implementation of the Off-Campus Learning Programme at Universitas Negeri Yogyakarta (UNY) is rated as good to outstanding, with an average score of 3.89 out of 12 indicators of the implementation process. The best aspect is On-Site Implementation, while Programme Socialisation and Monitoring and Evaluation need improvement. The success of the Off-Campus Learning Programme is supported by institutional readiness, the relevance of the project to the field of study, and strong partnerships with industry and the community. However, the main challenges still lie in the intensity of field guidance and the uniformity of socialisation between faculties. Based on the process evaluation of the CIPP Model, the implementation of the UNY Off-Campus Learning Programme shows high effectiveness. However, improvements are needed in the feedback system and digital monitoring

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