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Evaluating an experiential learning program in Indonesian higher education using the CIPP model

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ABSTRACT

In response to Indonesia's national higher education reform, universities have implemented experiential learning programs to enhance student readiness for the workforce. This study aimed to evaluate the implementation of the Prigel Program, an experiential learning initiative conducted at the Faculty of Engineering of an Indonesian university. The evaluative research employed a quantitative descriptive design using the Context, Input, Process, and Product (CIPP) model to assess program implementation. Data were collected through questionnaires distributed to 142 undergraduate participants. Mean scores were interpreted using Sukarjo's criteria, and Glickman's quadrant analysis was applied to categorize overall program effectiveness. The findings revealed positive ratings for all four aspects: Context (M = 4.38), Input (M = 3.97), Process (M = 4.23), and Product (M = 4.15). Based on Glickman's quadrant analysis, the program was categorized as highly effective, indicating successful implementation. These results suggest that the Prigel program could be a benchmark for experiential learning within Indonesia's higher education reform framework.

Keywords: experiential learning, higher education, CIPP evaluation model, program evaluation

Article history

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INTRODUCTION

In the contemporary world of work, characterized by its increasing complexity, the demand for continuous skill enhancement is a pivotal factor for college graduates seeking to remain competitive in their respective fields. The World Economic Forum (WEF) Future of Jobs Report and the OECD's Learning Compass 2030 framework emphasize the significance of acquiring essential supporting skills, including resilience, flexibility and agility, curiosity and lifelong learning, leadership and social influence, cognitive and meta-cognitive skills, social and emotional skills, and practical and physical skills, among others (OECD, 2019; World Economic Forum, 2025). These competencies are essential for graduates to effectively navigate rapid change, function in diverse environments, and engage in self-directed learning. Students must be provided with learning experiences that facilitate the development of these skills in a direct, contextual, and interdisciplinary manner.

Several universities have already implemented internship programs to support this. However, the Indonesian government encourages experiential learning to maximize skill development through its Freedom of Learning – Independent Campus (MBKM) curriculum policy. This policy lets students learn outside their study programs or universities through internships and Certified Independent Studies (MSIB). The MBKM curriculum enables students to pursue learning experiences beyond their academic programs' confines. These opportunities allow students to spend

one semester, equivalent to 20 credit hours, engaging in academic pursuits outside their primary university.

Additionally, students can undertake a maximum of two semesters, corresponding to 40 credit hours, within the same academic program at a different institution. The curriculum also permits learning experiences outside the university setting (Handini et al., 2023; Kemdikbudristek, 2021). The implementation of this curriculum necessitates a review of existing curricula by higher education institutions, with the consideration of adopting the new curriculum.

As part of the development of an adaptive curriculum, one of the universities in Indonesia that is the object of this study has implemented the MBKM curriculum. The university has adopted the MBKM curriculum with the expectation that graduates' competencies will improve, both in terms of soft skills and hard skills. Consequently, graduates will be better prepared and aligned with the needs of the times, and more capable as future leaders of the nation who are outstanding and of good character. The Faculty of Engineering at the university implements the MBKM curriculum, which involves learning outside the university through the Prigel program. Prigel is the name of the experiential learning program for the university. The term "Prigel" is derived from the Javanese language and signifies "skilled" or "competent." Prigel encompasses philosophical principles, offering a comprehensive framework for understanding and application. Prigel activities are recognized for 12 credit hours. It is anticipated that the implementation of the Prigel program will yield notable benefits for students, the university, and its partners.

In order to assess the success and benefits of the Prigel program, an evaluation is necessary on the part of the program's organizers, that is, the universities. Various program evaluation models exist, including the Context, Input, Process, and Product (CIPP) model (Jusar et al., 2023). A multifaceted evaluation approach, encompassing the CIPP framework, facilitates an organized assessment of the program's effectiveness and efficiency. This systematic evaluation process enables program organizers to optimize the program's benefits for students and other relevant stakeholders. Thus far, research has corroborated the CIPP model's suitability for evaluating independent learning programs, which serve as the foundational framework for developing experiential learning programs (Wiyono et al., 2025). Presently, the evaluations conducted at universities in this study for the Faculty of Engineering have not been optimized, and no research has specifically evaluated the Prigel program using the CIPP evaluation model approach. Another study evaluated the student exchange program for the MBKM policy using the CIPP model. However, the evaluation of that program was still based on the alignment of program implementation described in terms of context, input, process, and product. The evaluation did not analyze the program's success rate (Nurhasanah et al., 2024). Another study has evaluated the implementation of the MBKM curriculum, which also serves as the basis for the policy under scrutiny in this study. However, these studies have not discussed the specific programs that are part of the curriculum implementation (Defrizal et al., 2022; Khairi et al., 2023). Therefore, this study evaluates a specific program, namely the experiential learning program, which is part of the MBKM curriculum.

A previous study at the Faculty of Language and Arts at the same university as this research discussed the implementation of the Prigel program in supporting the MBKM curriculum using the Plan-Do-Check-Act (PDCA) approach (Thohiriyah et al., 2023). The study centered on how the Prigel program facilitates the implementation of the MBKM curriculum, with a particular emphasis on the design of learning activities and the fulfillment of academic requirements. While the study made significant contributions to the design of the administrative aspects and the program itself, it did not comprehensively evaluate its effectiveness in implementation and outcomes. Therefore, further research is needed that captures the implementation process and systematically assesses the success of the Prigel program through a more comprehensive evaluative approach, such as the CIPP evaluation model. The present study employs the CIPP evaluation model to assess the program's alignment with the MBKM policies and industry needs (Context), infrastructure and resource readiness (Input), implementation quality (Process), and impact on student competencies (Product).

Based on the background, the objective of this study is to evaluate the Prigel program to support the implementation of the MBKM policy. To this end, the CIPP model will be employed to obtain a comprehensive picture of the alignment of the concept, planning, implementation, and

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outcomes. The insights from this research offer universities, lecturers, students, and industry partner a framework for optimizing the design and implementation of experiential learning, ensuring its alignment with the workforce's demands and the MBKM policies.

METHOD

The study employed a quantitative approach, using the Context, Input, Process, and Product (CIPP) evaluation model. The subjects of this study were students of the Faculty of Engineering at Semarang State University in Indonesia who have participated in or are currently participating in the Prigel program at partner industries. The study programs that were the objects of this study were civil engineering, mechanical engineering, electrical engineering, family welfare education, and chemical engineering. Based on Isaac and Michael's table, with a margin of error of 10% for a total population of 300 students, the recommended sample size is determined to be 143 students. However, the study consisted of 142 students selected through random sampling based on Prigel participant data from the MBKM implementation coordinator at the Faculty of Engineering. Table 1 shows the distribution of the research sample.

Table 1. Demographic characteristics of the respondents

Program Study	Year of Study	N
Civil Engineering	Third Year	21
Mechanical Engineering	Third Year	7
Electrical Engineering	Third Year	42
	Fourth Year	9
Family Welfare Education	Third Year	28
	Fourth Year	30
Chemical Engineering	Third Year	4
	Fourth Year	1
Total		142

The data collection used the implementation of a closed-ended questionnaire, employing a Likert scale that the researchers developed. The questionnaire items were constructed based on the CIPP evaluation model (Stufflebeam et al., 2000). Specifically, the context aspect (objectives and program relevance) consisted of nine items, the input aspect (resources and program planning) consisted of nine items, the process aspect (program implementation) consisted of nine items, and the product aspect (program results and impact) consisted of nine items. The students completed the questionnaire using Google Forms, which was shared via WhatsApp. The study undertook validity and reliability tests on the instrument using construct validity with exploratory factor analysis and internal consistency reliability with Cronbach's alpha. The data were analyzed descriptively and quantitatively based on the CIPP evaluation model. The interpretation of the data was executed by employing the mean scores from each aspect of the instrument.

Table 2. Score interpretation

Range Score	Category
$X > 4.21$	Very Good
$3.40 < X \leq 4.21$	Good
$2.60 < X \leq 3.40$	Fair
$1.79 < X \leq 2.60$	Poor
$X \leq 1.79$	Very Poor

The average score for each aspect was calculated, and the data were then categorized into five criteria according to Sukarjo (Sukarjo, 2008) as shown in Table 2. Moreover, the Glickman method, which utilizes Z-scores and t-scores, was employed to ascertain the positive or negative category of the program and its overall effectiveness. The Z-score was calculated using the formula (1).

$$Z = \frac{x - \bar{x}}{SD} \quad \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \quad (1)$$

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Where x is the raw score obtained by respondents, $\bar{x}$ is the mean score, and SD is the standard deviation. The Z-score was then converted into a t-score using the formula (2)

$$T = (Z \times 10) + 50 \quad \text{..... (2)}$$

A t-score greater than 50 indicates that the aspect falls into the positive category, while a t-score less than 50 indicates the negative category (Rusmulyani et al., 2022). However, this study used SPSS software to calculate the Z-score and t-score.

FINDINGS AND DISCUSSION

Findings

CIPP instrument validity

Exploratory factor analysis (EFA) was conducted to assess the validity of the Prigel program evaluation instrument based on the CIPP model. The analysis was conducted for each aspect of Context, Input, Process, and Product, each containing nine statement items to ensure that each dimension could be evaluated comprehensively. Table 3 shows the results of the EFA analysis.

Table 3. Instrument validity

Aspect	KMO	Bartlett's Test Sig.	Eigenvalues	Cumulative %	Item	Loading Factors	Interpretation
Context	0.886	0.001	5.802	64.465	C1, C2, C3, C4, C5, C6, C7, C8, C9	0.787, 0.800, 0.814, 0.845, 0.808, 0.824, 0.776, 0.817, 0.752	Valid
Input	0.852	0.001	4.923	54.698	I1, 12, I3, 14, 15, 16, 17, 18, 19	0.803, 0.824, 0.702, 0.839, 0.699, 0.720, 0.626, 0.820, 0.576	Valid
Process	0.859	0.001	4.972	55.242	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC7, PC8, PC9	0.702, 0.817, 0.759, 0.812, 0.814, 0.666, 0.653, 0.681, 0.762	Valid
Product	0.859	0.001	4.834	53.716	PD1, PD2, PD3, PD4, PD5, PD6, PD7, PD8, PD9	0.766, 0.701, 0.785, 0.795, 0.826, 0.654, 0.574, 0.753, 0.709	Valid

The Kaiser-Meyer-Olkin (KMO) values obtained ranged from 0.852 to 0.886, indicating that the sample size was adequate for factor analysis, and Bartlett's Test of Sphericity was significant at $p < .05$ for all aspects, confirming the adequacy of the correlations between items (Watkins, 2018). In addition, exploratory factor analysis was conducted, considering the factors

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formed, the cumulative variance, and the factor loading of each item. It is imperative that the factor loading of each item exceed 0.50 (Yong & Pearce, 2012).

In the Context aspect, a factor emerged with an eigenvalue of 5.802, accounting for 64.465% of the total variance. The factors for each item ranged from 0.752 to 0.845, suggesting that nine contributed substantially to the primary construct. This finding validated the efficacy of the instrument in measuring students' perceptions and understanding of the program, the clarity of concepts from the university, and the involvement of industry partners.

The input aspect constituted an eigenvalue of 4.923, accounting for 54.698% of the total variance. The factor loading of nine items ranged from 0.576 to 0.839, indicating the potential for measurement of resource readiness, coordination flow, and program preparation. These results were the foundation for a subsequent evaluation to enhance the program's implementation readiness. The result, in turn, led to the optimization of processes and products.

The Process component obtained an eigenvalue of 4.972, accounting for 55.242% of the total variance. The factor loadings of the nine items ranged from 0.653 to 0.817, indicating that the implementation process of the Prigel program, including students' adaptability and monitoring by supervisors, was well reflected in the instrument.

The final component, the product aspect, obtained an eigenvalue of 4.834, accounting for 53.716% of the total variance. The factors for the nine items ranged from 0.574 to 0.826. This finding validated the program's efficacy in measuring its impact on student competencies and the sustainability of its collaborative relationships with industry partners. In summary, the EFA supported the unidimensionality of each CIPP aspect, thereby confirming the adequate validity of the Prigel program evaluation instrument. These findings provided an empirical basis for program organizers to assess program effectiveness and design improvement strategies.

CIPP instrument reliability

The reliability of the instruments was assessed through the implementation of Cronbach's Alpha analysis, encompassing each component of context, input, process, and product. A Cronbach's Alpha value greater than 0.7 was considered adequate for instrument reliability (Sugiyono, 2019). The results of the instrument reliability estimation are shown in Table 4.

Table 4. Instrument reliability

Aspect	Number of Items	Cronbach's Alpha	Interpretation
Context	9	0.930	Reliable
Input	9	0.890	Reliable
Process	9	0.891	Reliable
Product	9	0.881	Reliable

The analysis results indicated that all aspects have Cronbach's Alpha values above 0.70, thus meeting the criteria for reliability. The context aspect obtained an α value of 0.930, the input aspect obtained an α value of 0.890, the process aspect obtained an α value of 0.891, and the product aspect obtained an α value of 0.881. The instrument's internal consistency was supported by the values obtained, which show that each item in each aspect has a satisfactory level of consistency in measuring the intended construct. This finding indicated that the instrument was suitable for further data collection.

CIPP result

The data analysis was conducted using IBM SPSS Statistics 24. This study presented descriptive data analysis findings based on each aspect of the CIPP model. The CIPP model data analysis results were interpreted using the range of achievement of a condition by Sukarjo (Sukarjo, 2008) in Table 2. Furthermore, the study presented the results of the Glickman model analysis. The Glickman model was employed so that the program evaluation could be assessed according to the aspects of the evaluation model and the program. This approach was adopted to maximize the program evaluation. Table 5 presents the findings derived from the implementation of the CIPP model.

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Table 5. Results of descriptive analysis of CIPP aspects

Aspect	Number of Respondents	Total Items	Mean	Category
Context	142	9	4.3818	Very Good
Input	142	9	3.9718	Good
Process	142	9	4.2316	Very Good
Product	142	9	4.1588	Good

Context

The instrument developed includes a context section with statements about the alignment between the implementation of Prigel and the Higher Education Act, curriculum regulations, university regulations, the university's vision and mission, regulations on cooperation with partners, and benefits for students. The mean scores for each item varied, yet all items received a very good score interpretation. Item seven, which contains statements regarding the congruence between the Prigel program and internships or work practices within the MBKM curriculum, received the highest mean score (4.507). Conversely, item one, which contains statements concerning the congruence between the Prigel program and the Higher Education Law, received the lowest mean score (4.261). While all items received commendable scores, thoroughly evaluating the context aspect is imperative to enhance the program's quality. The Prigel program is regarded as being largely consistent with the integration of internships or work placements within the MBKM curriculum. However, its alignment with the provisions outlined in the Higher Education Law remains to be further substantiated.

Moreover, the results of the data analysis on the context aspect in Table 5 demonstrated an average score of 4.3818. According to the established criteria, the context aspect was interpreted as exhibiting exceptional quality. The finding indicated that, in terms of context, the quality of the Prigel program's services was already excellent in compliance with existing regulations and curriculum, as well as the benefits expected to be obtained by students from this program. Therefore, the university can maintain its current strengths while also implementing a monitoring and improvement process for the quality of its cooperative relationships and implementing Prigel. It will ensure that the university continues to enhance its practices.

Input

The input aspect of the research instrument contains statements regarding the readiness for the implementation of Prigel, such as socialization to students, coordination with partners, standard operating procedures (SOP) for Prigel implementation, program registration facilities, ease of program registration requirements, program fee reductions, and program implementation preparation. The mean scores for each item in the input aspect were distinct, with items three and six receiving a very good rating and the remainder receiving a good rating. Item three, which contains statements regarding program registration facilities through the system, received the highest mean score (4.401), and item four, which contains statements about adequate briefing materials for students, received the lowest mean score (3.669). Implementers should observe that the program registration facilities are functioning adequately through the system; however, the briefing materials for students still require further refinement.

Furthermore, the results of the data analysis on the input aspect in Table 5 indicated that the average score obtained is 3.9718. The input aspect has been interpreted satisfactorily, as evidenced by the score interpretation level. It demonstrated that, concerning the input, the preparation for implementing the Prigel program was already adequate in several indicators included in the instrument, as indicated by the statements. The announcements disseminated to students were considered favorable. The registration process, including its requirements and associated costs, was straightforward and did not present significant challenges or financial obligations for students. Moreover, the implementation of the Prigel program was assessed as satisfactory in terms of its alignment with the Standard Operating Procedures (SOP). Accordingly, higher education institutions can enhance and assess the Prigel program's preparation for implementation by emphasizing indicators of readiness that prioritize ease and convenience for

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students and partners. This approach ensures that implementing the Prigel program will benefit all relevant parties.

Process

The instrument for the process aspect contains statements that refer to the implementation process of the Prigel program, such as the implementation schedule in the industry, the characteristics of partner industries for students, field supervisors in partner industries, guidance by lecturers, learning benefits or lessons during implementation, implementation duration, monitoring of implementation by universities, and the suitability of the quality of the Prigel program with student expectations. The mean score assigned to each item varied, with some items receiving a good or very good rating. Item two, which contains statements about the absorption of industry characteristics such as discipline, responsibility, honesty, and teamwork skills, received the highest mean score (4.458). In contrast, item eight, which contains statements related to the university's monitoring of the Prigel program, received the lowest mean score (3.866). It suggests that students have the capacity to assimilate industry values effectively. However, the university must enhance its oversight mechanisms to ensure the program's execution is more targeted.

Meanwhile, the process data analysis results in Table 5 demonstrated an average score of 4.2316. According to the interpretation of the scores, it was determined that the process aspect received an excellent rating. This finding signified that, in terms of process, the implementation of the Prigel program was already exemplary. Students can acquire discipline and other commendable character traits, such as responsibility, honesty, and cooperation, which are cultivated in the partner industry environment. Guiding by partner and faculty members has also been demonstrated to facilitate effective student knowledge absorption. The Prigel program's implementation period is also noteworthy for its adequacy, which contributes to the program's perceived alignment with students' expectations regarding its quality. This collaborative effort enables the university and its partners to benefit from mutual learning, fostering the maintenance of existing strengths and the continuous improvement, monitoring, and evaluation of the Prigel program implementation process. This comprehensive approach ensures that the Prigel program is aligned with the mutual interests of students, the university, and its partners, thereby enhancing the quality of educational outcomes for all parties involved.

Product

The statements in the product aspect of the research instrument contain information about the benefits of the Prigel program for students as a whole and the sustainability of the program. It includes student characteristics and competencies, the suitability of content in the program and courses, the implementation of tasks and responsibilities of industry partners, student performance, job offers in industry partners after graduation, communication between partners and universities, and student satisfaction with the Prigel program. The mean scores assigned to each item in the product varied, with some items receiving a designation of good and others receiving a very good designation. Items four and five, which contain statements related to the suitability of industry partners' expectations regarding the implementation of students' tasks and responsibilities and industry partners' satisfaction with student performance, received the highest mean score (4.352). In contrast, item seven, which contains statements about job offers in partner industries for students, received the lowest mean score (3.838). These findings suggest that implementing student tasks and responsibilities influences industry partner satisfaction. However, sustainability, manifesting as job offers, persists as a challenge.

Furthermore, the results of the data analysis for the product aspect in Table 5 demonstrated an average score of 4.1588. The product aspect was interpreted positively, as indicated by the score interpretation. This finding implied that the outcomes achieved by students and partners through the Prigel program were regarded as positive. Students demonstrated an ability to adapt and acquire the characteristics and competencies that industry partners have established. The alignment of program content and courses students' study was also evaluated positively. This outcome represents a favorable response from the university and industry partners, as the Prigel

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program is considered pertinent to industry requirements. Moreover, job offers from industry partners are also evaluated positively, indicating that the Prigel program impacts students' careers. Moreover, ongoing communication between partners and universities persists following the program's implementation, suggesting a well-established collaborative relationship. Therefore, the Prigel program has yielded favorable responses and impacts for students, universities, and partners.

Glickman quadrant matrix

This study adapts Glickman's model to provide positive or negative assessments of the evaluation results for each aspect of the CIPP model. It also provides a comprehensive overview of the success of the experiential learning program, Prigel. Glickman demonstrates its efficacy by offering straightforward and unambiguous interpretations of evaluation results. Rusmulyani et al. (2022) also combined the CSE-UCLA evaluation model with Glickman's quadrant to assess the effectiveness of leadership training programs, thereby providing a clear assessment of the program's strengths and weaknesses. Concurrently, this study adapts the Glickman model to evaluate the Prigel Program, an experiential learning component in MBKM policy. In its implementation, positive or negative categories for each aspect of CIPP are determined through Z-score and t-score calculations. For instance, a respondent with a mean for the Context aspect of 4.89 obtained a Z-score = 0.96 and a t-score = 61.74. The t-score obtained is 61.74, greater than 50, meaning the student is in the positive category. The calculation was conducted for all respondents. The t-score showed that each student obtained a positive score in each aspect. Table 6 shows the classification of t-score results for all 142 respondents, with all students falling into the positive category.

Table 6. t-score results

Aspect	N Positive	N Negative	Result
Context	142	0	+
Input	142	0	+
Process	142	0	+
Product	142	0	+
	Category		Very Effective

The Glickman Quadrant is a comprehensive evaluation framework that assesses the effectiveness of the Prigel program evaluation across four distinct dimensions: context, input, process, and product. This evaluation is based on the results of the CIPP analysis and t-score, which provide a quantitative basis for the analysis. The Glickman model quadrant analysis is a method that divides the categories into four quadrants. As demonstrated in Figure 1, the study's results were divided into quadrants.

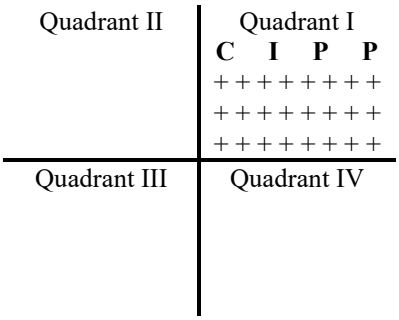


Figure 1. Glickman Quadrant

As demonstrated in Figure 1, the Glickman quadrant matrix indicates that the Prigel program's implementation falls within Quadrant I, indicating a positive evaluation across all t-scores for context, input, process, and product. Specifically, the obtained t-scores are all greater than or equal to 0. This finding indicates that students perceive the implementation of the Prigel

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program as highly effective. The students have indicated that they perceive the program's merits in context, input, process, and product to be favorable. Moreover, the university can enhance the quality of the Prigel program, further elevating its standards.

Discussion

The Prigel program exhibited favorable to excellent performance in all domains of CIPP, exhibiting high effectiveness based on Glickman's quadrant. A notable illustration of this commitment to excellence was evident in the context aspect, which underscores the pivotal role that students, universities, and industry partners play in successfully implementing the program. Nehe et al. (2024) posit that the success of a program is contingent upon a strong and mature context. Rahmaniar et al. (2021) underscore the program context's pivotal role in fostering success. Students must comprehensively understand the program's concepts and advantages to ensure optimal participation and knowledge assimilation. The activities of the Prigel program undertaken by students must also align with the vision and mission of the program, the university, and industry partners to maintain relevance and success in implementing curriculum policies. As indicated by the findings of other studies, experiential learning program concepts are pertinent to the needs of industry partners, which positively impacts stakeholders (Legg-Jack & Ndebele, 2022; Rizal et al., 2023). The findings of this study are consistent with other research showing that collaboration between students, universities, and industry partners, including government in experiential learning programs enhances students' competencies and job readiness, as well as the relevance of the curriculum to industry needs (Jackson et al., 2023; Scarborough, 2023).

Establishing a collaborative relationship with the relevant parties is integral to the input evaluation process. The input aspect of the program received a favorable evaluation in the program evaluation analysis. This document is an evaluative instrument for universities, providing a comprehensive overview of the program registration process, coordination with external partners, and other pertinent preparations. The successful execution of the program hinges upon meticulous preparation. Alquraan et al. (2025) found that program implementation preparation influenced outcomes. Hurmaini & Abdillah (2015) determined that further evaluation of the product and process outcomes is necessary, as the inputs require enhancement. Consequently, the input aspect constitutes a domain necessitating further scrutiny to optimize experiential learning program preparation, thereby ensuring that the program's process and product attain optimal outcomes.

Another aspect of the evaluation process that demonstrated excellence was the process aspect. An excellent process indicates a supportive work environment and university, in conjunction with students' adaptability, leading to effective knowledge absorption. Akkermans et al. (2018) discovered that students' adaptability significantly impacts their academic performance. Furthermore, various studies have identified that a work environment characterized by discipline, integrity, responsibility, and substantial collaboration significantly influences motivation and performance (Brancourt et al., 2022; Laoli et al., 2024; Setiawan et al., 2024). This finding aligns with the present study's process aspect, which assesses that industry partners possess characteristics of discipline, honesty, responsibility, and collaboration that are well-learned by students. The role of higher education institutions in monitoring implementation also supports the success of the Prigel program's implementation process. The involvement of industry partners is further emphasized through the presence of field supervisors, who play a pivotal role in facilitating the process. Oloruntoba et al. (2022) conducted a study that examined the efficacy of supervision and guidance on performance in enhancing student comprehension. Students noted that the support from industry partners and higher education institutions, in the form of monitoring and guidance by faculty members and field supervisors, also helped them overcome challenges during the Prigel program process.

A Prigel program executed with high proficiency does not automatically guarantee an excellent product. The study's findings indicated that the product aspect attained the good category. Students' adeptness characterized the favorable category in the product aspect evaluated in this study in executing their responsibilities and tasks, the receipt of employment offers following graduation, and sustained communication among pertinent parties. Baert et al. (2021)

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discovered that students' internship experiences have a statistically significant positive impact on the probability of being invited to job interviews. Participation in this program provides students with a solid foundation for their future careers. The presence of job offers from internship sites after graduation is a favorable indication for both students and the institution of higher education. It has been determined that students have demonstrated a high level of performance, thus prompting continued communication between partner industries. Furthermore, the university effectively equips students with the relevant knowledge necessary for successful integration into the workforce upon graduation.

The evaluation results of the Prigel program indicate that its success is contingent not only on the excellence of its contextual and process aspects, but also on the quality of its preparation or input and the final program outcomes or products, which are classified as good. The interpretation of these findings suggests that, although the inputs and outputs have not yet reached the excellent category, the program's substantial impact is evident through improvements in students' skills, work readiness, and the sustainability of collaborative relationships with industry partners. It underscores the importance of enhancing the preparation stage and subsequent follow-up on program outcomes to ensure that all aspects support overall success.

The practical implications of these findings for universities are the need to strengthen coordination and program preparation or input, including the registration process, resource availability, and communication with industry partners, so that program implementation can run more smoothly. In addition, students must understand the objectives, benefits, and steps to be taken, thereby ensuring optimal involvement. Concurrently, industry partners can assume a more proactive role in providing guidance, supervision, and feedback on the outcomes of activities or products, thereby ensuring that the quality of the learning experience is compatible with field requirements.

The variation in scores across each aspect underscores the necessity for regular and in-depth evaluations to ensure that the Prigel program continues to benefit students, universities, and industry partners. Moreover, program evaluations are imperative to maintain consistency and enhance the program's quality regarding the relevance of theoretical and practical knowledge and developing soft and hard skills. Higher education institutions can utilize evaluation results to design program improvement strategies, such as improving input and output indicators, strengthening mentoring, aligning course materials or practical activities with industry needs, and ensuring that all aspects of the CIPP framework are mutually supportive. With the approach, experiential learning programs like Prigel enhance students' skills, strengthen the institution's reputation, and build stronger collaborative networks with industry partners.

Many factors may contribute to the uneven evaluation scores in the context, input, process, and product aspects. However, the study of these factors is limited in this research, so no discussion of this issue is provided. Moreover, the study was conducted within a single institution, despite the nationally applied curriculum policies. Consequently, the generalization of experiential learning programs still requires further examination. This study paves the way for future research to explore the evaluation of experiential learning programs and the factors that facilitate or impede their success through a qualitative approach on a more extensive sample with enhanced instruments.

CONCLUSION

The evaluation results of the experiential learning program, Prigel, are described based on the CIPP evaluation model and Glickman's quadrant. The results of the context analysis demonstrate that the Prigel program is highly effective in terms of context. This assertion is corroborated by diverse stakeholders, including students, academic institutions, and collaborative partners, who comprehensively understand the Prigel program's vision, mission, and the benefits it offers. Additionally, the findings of the input analysis demonstrate practical interpretation. Students assess that the preparation for implementing the Prigel program has been executed proficiently and straightforwardly. Moreover, the process analysis yielded a favorable response and an excellent interpretation score. During the Prigel program, students demonstrated an ability

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to adapt, acquire, and absorb knowledge effectively. Industry partners are highly esteemed for fostering a positive and relevant student environment.

Additionally, the analysis of the product aspect yielded a score that permitted a reasonable interpretation. The significant positive impacts experienced by students, the university, and partners substantiate the success of the experiential learning program, Prigel. Establishing continuous communication between the university and its partners is a significant positive development in the collaborative relationship between the two entities. Students' academic achievements are acknowledged through employment opportunities offered by partner industries upon completion of their studies. The Glickman quadrant results indicate that the t-scores for all CIPP aspects are positive, thus positioning the Prigel program within Quadrant I, indicating a highly effective interpretation. Accordingly, the Prigel program is regarded as highly effective in terms of context, well-suited in terms of input, adequately designed in terms of process, appropriately developed in terms of product, and generally efficient in its overall implementation.

The study is more descriptive in scope, addressing context, input, process, and product aspects. Consequently, the study does not explicate the influence of one aspect or variable on another. To enhance our comprehension of the relationships between variables and the influence of one variable on another, further research is necessary. A path analysis approach might be employed to examine the patterns of relationships between variables.

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