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Evaluation of Learning Programs in the Economics Education Study Program

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ABSTRACT

The purpose of this research is to evaluate the Undergraduate Economic Education Study Program, the State University of Malang and Surabaya State University so that it can contribute in the form of information or a picture of program accountability related to service quality, become the basis for determining performance standards and achievement standards that must be achieved and motivate institutions to achieve higher levels of productivity. A mixed method method that applies the CIPP model developed by Guba and Stufflebeam was used in this study to obtain comprehensive results. The research was conducted at Undergraduate Economic Education, State University of Malang, and Surabaya State University. Based on the evaluation of the CIPP model in the ndergraduate Economic Education study program, the State University of Malang and Surabaya State University, it can be concluded that the two study programs have achieved the excellent category. This is achieved through acquiring A and AQAS international accreditation for both study programs. However, this achievement has yet to 100% meet the criteria of national standards according to applicable regulations, so evaluation and improvement can be carried out to improve the quality of Indonesian education further. The Undergraduate Economic Education study program of the State University of Malang and Surabaya State University is advised to evaluate educational programs independently and periodically as material for improving and developing study programs following the needs of society and the times, as well as considering policy recommendations that have been prepared in the results of this evaluation research.

INTRODUCTION

Education is crucial to improving and developing the quality of human resources (Wijayanti & Ghofur, 2021). Having superior human resources is very important as a solution to a nation's problems, as education aims to produce an intelligent and virtuous generation (Dalyono & Lestariningsih, 2017). In addition, education also encourages change for the better from generation to generation. Responding to this must be balanced with quality education. Improving the quality of education is a focal point for all countries, including Indonesia. Until now, the government has carried out many strategies and efforts to improve the quality of education (Aini & Kurniawan, 2022).

Efforts to improve the quality of education at all levels, types, and paths of education in Indonesia have become a demand, especially at the university level. The program to improve the quality and relevance of education to date has yet to give encouraging results. There have been many ways to do it, accompanied by community involvement to improve the quality of education. However, all these efforts have not satisfied all parties because the results have not been optimal. This can be seen from accreditation data as a higher education quality assurance system, which shows that out of 3,050 universities in Indonesia, only 56 universities have achieved superior accreditation (BAN-PT, 2023). This condition certainly needs to be a concern through evaluation to improve the quality of education.

Evaluation is defined as an activity to provide information in order to make decisions (Stufflebeam, 1999). Evaluation is also defined as a systematic and continuous process to determine the quality of something based on specific considerations and criteria for making decisions (Arifin, 2019). This definition aligns with Guba & Lincoln (1985), who state that evaluation is a process of describing the object being evaluated and considering its value and benefits. Program evaluation in education is a necessity and very urgent for all those involved and interested in the world of education. The evaluation of educational programs aims to show how the results of the program affect the achievement of goals, where the results of this evaluation are significant for the development of the quality of the educational program itself as well as the development of educational programs in other places (Ibrahim, 2018). Program evaluation is also an effort to control, guarantee, and determine the program's quality based on specific criteria and considerations to make decisions and accountability for implemented programs (Arifin, 2019). Thus, various government agencies and educational institutions need the results of program evaluations as a basis for policy-making.

The use of program evaluation by the government and the private sector every year has experienced quite good development. They are beginning to realize that a thorough program evaluation is an integral part of the decision-making process to make a policy. However, there still needs to be a gap between the need for information on the effectiveness of the program and the understanding of the potential and weaknesses of evaluation tools. As Guyadeen & Seasons (2016) state, it is necessary to conduct further research on appropriate evaluation methods, strengthen the relationship between program and planning evaluation, and assess the institutional context in practice evaluation. This also encourages various parties to evaluate educational programs continuously.

Evaluation of educational programs is needed to determine the extent to which the program is moving to achieve its goals and identify the development of program components in carrying out their functions to achieve program goals (Ambiyar & Dewi, 2019). Evaluating educational programs presents information as a basis for decision-making and recommendations for program sustainability (Munthe, 2015; Purnomo et al., 2022). The success of a planned educational program can be determined by achieving its goals (Elliott & Kushner, 2007; Kreber et al., 2001). A program that successfully achieves its objectives indicates that the components of the program have run perfectly according to their function.

The economic education study program aims to produce prospective professional economic educators. Of course, to achieve this goal, it is necessary to implement adaptive and capable economic learning. Various aspects are needed to support the implementation of the economic education study program, including goals and policies on the implementation of the program,

learning curriculum, facilities and infrastructure, and other essential things. These aspects become a unit that leads to achieving program goals (Loots, 2008).

The Economics Education Study Program of the State University of Malang and the State University of Surabaya is a study program established long ago and has an accreditation rating of A by the National Accreditation Board for Higher Education (BAN-PT). This achievement illustrates that the quality and assessment of the quality of education in the economics education study program at both universities is excellent. However, the implementation of study programs at each university certainly has differences. This causes each university study program to have different advantages and disadvantages. These advantages and disadvantages can be constructive evaluations and input for both parties to improve the quality and implementation of the economic education study program. In addition, the two universities are the largest in East Java, and they organize the Economic Education study program. Therefore, it is essential to research and evaluate economics education study programs at the State University of Malang and the State University of Surabaya to improve their implementation and be a reference for other universities.

The purpose of this study is to evaluate the learning program in the Economics Education Study Program based on the context, inputs, processes, and products using the CIPP model developed by Guba and Stufflebeam (1968) in Arifin (2019) and further in (Stufflebeam & Coryn, 2014). The CIPP model has been used to evaluate various educational programs. However, the evaluation has yet to be carried out in an integrated manner in the economics education study program. For example, the evaluation is only on the curriculum component (Fuadi & Anas, 2019), RPS (Fatimah et al., 2020), and field practice activities (Fitriana & Latief, 2019). Meanwhile, an integrated evaluation that includes context, input, process, and products in the learning program in the economic education study program in higher education has yet to be implemented, so there is a gap in information needed to determine policies in the economic education study program. This research is focused on the learning program and its supporting components because the learning program is the core of a study program. In addition, the learning program will also directly impact students as input and output, especially on students' readiness to face the world of work. This research will contribute in the form of information or an overview of program accountability related to service quality, especially in learning programs, and become the basis for determining performance standards and achievement standards that must be achieved, which will direct the Economics Education study program, Faculty of Economics and Business at the State University of Malang and Surabaya State University, as well as motivate institutions to perform and achieve higher levels of productivity.

METHOD

Research Approaches, Methods, and Design Models

The mixed method was chosen to capture data more widely and in more detail, both evaluation data in more depth (qualitative) and data that uses data standardization and measurement (quantitative). The evaluation model used is the CIPP (context, input, process, product) model from Stufflebeam. This model includes four evaluation components so that the evaluation can be carried out comprehensively. Context evaluation aims to find rationality in determining educational goals based on needs and conditions. The evaluation of inputs aims to provide information on how resources and facilities can be used to achieve program objectives. The evaluation process aims to detect weaknesses in running a program that has been designed beforehand. Product evaluation aims to measure and interpret the results obtained from implementing the program. Then, the design of this study uses the Sequential Explanatory Strategy, which begins with a quantitative method and continues qualitatively (Creswell, 2014). The study's design was chosen because the main focus of this study was to evaluate according to the criteria that had been determined. However, the quantitative evaluation results were incomplete, so they were deepened qualitatively. The design of this evaluation research is shown further as shown in Figure 1 below:

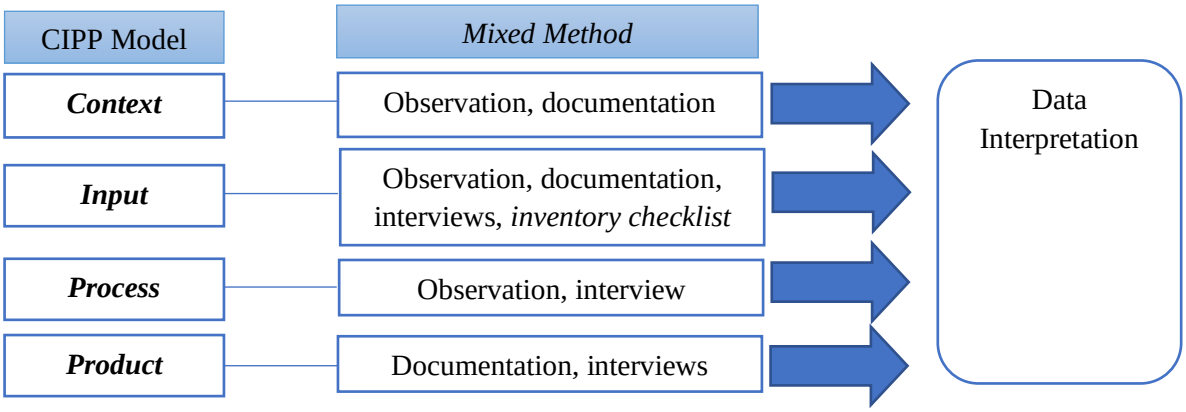

Figure 1. Research evaluation design

Place and Time of Research

This research was conducted in the Undergraduate Economics Education Study Program, Department of Development Economics, Faculty of Economics and Business, State University of Malang, located on Jl. Semarang 5, Malang, and in the Undergraduate Economics Education Study Program, Faculty of Economics and Business, State University of Surabaya, located on Jl. Raya Ketintang, Surabaya. The research was conducted for approximately two weeks, from March 6, 2023, to April 28, 2023. It was used for data collection, processing, and presentation during this period.

Research Instruments

The research instrument is developed based on the components and indicators as presented in Table 1. The criteria used as the basis for evaluating the economic education study program are based on Permendikbudristke No. 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Equivalency of Higher Education Diplomas, Permendikbud No. 3 of 2020 concerning National Standards for Higher Education, Law No. 12 of 2012 concerning Higher Education, and Circular Letter of the Minister of Research, Technology and Higher Education 105/M/VI/2015 concerning Higher Education Databases.

Table 1. Economic Education Program Evaluation Instrument

No	Evaluation Components	Aspects	Indicator
1	*Context*	Program environmental analysis	1. Laws, government regulations, and program implementation policies support the foundation and objectives of the study program. 2. Purpose of the study program.
2	*Input*	Lecture	1. Number of lecturers 2. Lecturer qualifications 3. Lecturer-to-student ratio
		Curriculum	1. Curriculum compatibility with CPL. 2. Curriculum development. 3. RPS Completeness.
		Learning Facilities	1. Facilities and infrastructure
3	*Process*	Implementasi program	1. The RPS carries out learning. 2. Implementation of learning assessments by assessment principles and guidelines.
4	*Product*	Hasil program	1. Study Period 2. Average GPA of students. 3. Acquisition of student certification. 4. Obtain student achievements. 5. Relevance and response of alum service users.

Data Collection Techniques and Procedures

In this program evaluation study, the procedure and data collection began with quantitative data using the inventory checklist instrument. At this stage, the data collected is in the form of the number of items in various components, according to Table 1. Then, qualitative data collection was continued through observation, structured interview guidelines, and documentation so that in-depth information could be obtained. The resource persons in the interview were the Head of the Undergraduate Economics Education study program UM and UNESA, The Undergraduate Economics Education lecturers UM and UNESA, and information from stakeholders related to the UM and UNESA Undergraduate Economics Education study programs. Documentation studies are carried out by collecting and analyzing data sourced from documents, written reports, tracer studies, and other physical evidence.

Data Analysis Techniques

Quantitative data analysis in this study was carried out using descriptive quantitative analysis techniques. Quantitative data obtained through the inventory checklist is analyzed based on the completeness of the available data by the criteria used. The percentage calculation on the quantitative data is obtained with the following formula:

Indicator Attainment = (Number of Criteria Met / Total Sum of All Criteria) ×100%…(1)

Then, the results of the calculation of the percentage of achievement of the indicator are interpreted according to the criteria in the following table 2. Furthermore, qualitative data analysis is carried out in four stages: data collection, data reduction, data presentation, and conclusion. Strengthening the validity of qualitative data is carried out by triangulation techniques. Qualitative data is analyzed in conjunction with data collection.

Table 2. Interpretation of Assessment

Percentage of Achievement	Criteria
81-100%	Excellent
61-80%	Good
41-60%	Pretty Good
21-40%	Not Good
1-20%	Very Less

RESULTS AND DISCUSSION

Result

The results of the evaluation research began with a review of the Undergraduate Economics Education study program's components per the specified indicators and criteria. These components are evaluated using the CIPP model with the first component, context. This first component is intended to evaluate matters related to needs before the implementation of the Undergraduate Economics Education study program, namely in the form of a study program foundation that is supported by laws, government regulations, and program implementation policies and study program objectives by the standard criteria presented in table 3.

Based on Table 3, the Undergraduate Economics Education study program of the State University of Malang (UM) was established in 1996 with Decree No: 246/DIKTI/Kep/1996 with the last accreditation A based on SK BAN-PT No. 2680/SK/BAN-PT/Akred/S/IX/2018. Meanwhile, the Undergraduate Economics Education Study Program at the State University of Surabaya (UNESA) was established in 1984 with Decree No. 61/Dikti/Kep/1984 with the last accreditation rating of A based on the Decree number: 3161/SK/BAN-PT/Ak-PPJ/S/V/2021. Based on the Decree on the Establishment of the Study Program and the Accreditation Ranking, it reflects

that the UM and UNESA Undergraduate Economics Education study programs have met the first context criteria.

Table 3. Recapitulation of Context Evaluation

CIPP	Indicator	Number of Criteria	Universitas Negeri Malang		Universitas Negeri Surabaya	
			Fulfilled	Percentage	Fulfilled	Percentage
Context	1. The foundation of the study program is supported by laws, government regulations, and program implementation policies	2	2	100%	2	100%
	2. Objectives of the study program	5	5	100%	4	80%
Average			100%		90%	

In the second criterion, the objectives of the UM Undergraduate Economics Education study program have met the national standards for higher education, while at UNESA, they are still met by 80%. In the *context* component, UM Economics Education Undergraduate achieved an average percentage of 100%, and UNESA Undergraduate Economics Education met 90% of the standard criteria used. The second component is input related to the quality elements of resources contained in the economic education study program, starting from lecturers, curriculum, and infrastructure facilities as shown in the following Table 4:

Table 4. Input Evaluation Recapitulation

Indicator	Number of Criteria	Universitas Negeri Malang Fulfilled	Universitas Negeri Surabaya		Universitas Negeri Surabaya	
			Percentage	Fulfilled	Fulfilled	Persentase
Input	1. Number of lecturers	2	2	100%	2	100%
	2. Lecturer qualifications	2	2	100%	2	100%
	3. Lecturer-to-student ratio	1	1	100%	1	100%
	4. Curriculum compatibility with CPL	3	3	100%	3	100%
	5. Curriculum development	3	3	100%	3	100%
	6. RPS Completeness	14	13	93%	14	100%
	7. Facilities and infrastructure	5	5	100%	5	100%
Average			99%		100%	

The number of lecturers in the UM Undergraduate Economics Education study program is 41 permanent lecturers, with six professors and nine doctors. Meanwhile, the academic qualifications of lecturers, namely master's graduates with study programs or fields of science, are by the discipline of the study program. In addition, there are only 20 lecturers who already have

lecturer certification. Meanwhile, in Undergraduate Economics Education, UNESA has 16 permanent lecturers, with 2 professors and one doctor. The academic qualifications of lecturers are also master's graduates with study programs or fields of science that are by the discipline of the study program. Thus, from the input of lecturers, Undergraduate Economics Education UM and UNESA have met the standards and criteria.

The ratio of lecturers to students at UM is 1:14.07 or rounded to 1:15. This ratio is still below the maximum limit of the set ratio, which is 1:20. Meanwhile, at UNESA, the ratio of lecturers to students is 1:20,375 or rounded to 1:21. The ratio exceeds the maximum limit but is still within the tolerance limit of 50%. The ratio of lecturers to students within the standard can create a supportive educational atmosphere to improve the quality of student learning (Arafah, 2017).

The curriculum used at UM and UNESA is developed to achieve CPL, and the study program sets the profile of graduates. There are 144 credits that UM students must take in order to graduate and achieve CPL, consisting of 132 compulsory credits and 12 optional credits. Meanwhile, at UNESA, students must take 139 compulsory credits and ten optional credits. There are five characteristic courses of the Economic Education study program established by the Indonesian Economic Educators Professional Association (Aspropendo), namely micro and macroeconomic theory, educational economics, entrepreneurship, and digital economy learning. In addition to regular classes, at UM and UNESA, there are international classes where, in this program, students learn using foreign languages. However, the UM Undergraduate Economics Education international class program only runs in the class of 2018 and is planned to be carried out again with several improvement evaluations. Unlike UNESA, the international class has been running well even though the number of students in this class is minimal, namely 16. UNESA Economics Education has collaborated with international schools in Semarang and Jakarta to accommodate PLP international class students. In addition, international class students are also allowed to train in English and *participate in exchange* programs in Malaysia. The program is facilitated by tickets, pocket money, health, visas, and so on. Even so, international and regular classes still cost the same as UKT. Based on the evaluation of curriculum inputs, Undergraduate Economics Education UM and UNESA have designed an appropriate curriculum for achieving CPL and the profile of its graduates.

The curriculum of the Undergraduate Economics Education study program at UM is currently developed based on the results of the evaluation of graduate profiles and adjusts to the Independent Curriculum policy. The adjustment to the Independent Curriculum is by including the Independent Learning Independent Campus (MBKM) program, namely the Teaching Campus (KM) and Teaching Assistance (AM). Students can choose KM or AM, which can then be converted to PLP courses. Curriculum development involves various parties, such as lecturers, students, alums, and *stakeholders.* Currently, there are three curricula used in UM Undergraduate Economics Education, namely the 2015 curriculum for students of the 2016 and 2017 batches who have yet to graduate, 2018 for the 2018-2019 batch, and the 2020 curriculum for the 2020 class until now. Drastic changes to the curriculum are carried out if there are new policies or conditions, as is the case in implementing the Independent Curriculum. While what is more often done is only small-scale curriculum development or minor revisions.

Meanwhile, at UNESA, the curriculum is developed based on the curriculum guidebook, which will be reviewed every four years so that the analysis of the achievements of students who have graduated can be seen. In other conditions, drastic changes in the curriculum are carried out when new policies, such as the Independent Curriculum, are implemented. Currently, two curricula are being implemented, namely the 2018 and 2020 curricula. The 2018 curriculum is applied to the batch before 2020, while the 2020 curriculum is applied to the 2020 to 2022 batch. The 2020 curriculum already contains an independent curriculum, including conversion courses in MBKM activities. UNESA also allows students to participate in the KM or AM program. The difference is that UNESA students still have to follow the practice of PLP in schools according to university policies. The UNESA Undergraduate Economics Education curriculum is developed through various stages with various parties. First, the study program must be related to the vision and

mission of the study program. Then, it is seen whether there is still synchronization between the vision and mission and the existing learning outcomes.

Furthermore, the study program analyzed the ongoing curriculum. The curriculum is evaluated based on predetermined instruments, including tracer studies. Next, a focus group discussion was held. After analyzing the current curriculum, it can be known whether there are courses or study materials that are less relevant to learning outcomes.

In addition, the tracer study can also find weaknesses of graduate students. Meanwhile, through focus group discussions with external parties, they can also find out what competencies are needed. These results will give rise to recommendations such as courses that must be maintained whether learning outcomes must be revised or maintained for improvement or curriculum development. When the draft curriculum is ready, curriculum tensioning will be carried out. Curriculum tensioning is bringing in experts in the field of study programs to see whether this new curriculum is appropriate or not. If not, then repairs will be carried out again. Furthermore, a public test was carried out involving all parties who use the curriculum, such as lecturers, students, alums, and stakeholders.

Based on the results of the evaluation of the curriculum development input, it was found that the UM and UNESA Undergraduate Economics Education study program had met the criteria, meaning that the curriculum used was developed based on the results of the evaluation and adjusted to the latest regulations from the government, namely related to the Independent Learning Curriculum. Curriculum development is carried out in various stages and involves various parties, such as lecturers, students, experts, and stakeholders, such as alum service users. Thus, the curriculum will continuously be developed to improve and support the achievement of CPL adapted to the development of the times and the needs in the field. This follows Bahri (2011), who stated that the purpose of macro curriculum development is to improve the weaknesses of the previous curriculum, explore knowledge that has not been explored before, and adapt to social changes. Through curriculum development and adjustment to the Independent Curriculum, students are expected to understand community life and global competitiveness (Suryaman, 2020).

In the input component of the RPS completeness, Undergraduate Economics Education UNESA has met the standard criteria. Meanwhile, in UM Undergraduate Economics Education, one criterion still needs to be met, namely in the study material. The RPS UM Undergraduate Economics Education and the study materials discussed in the course have yet to be written. In the RPS, only the outline of the material to be studied is written and does not include study materials, including case studies that will be relevant to the outline of the material. The completeness of the RPS for each course is critical to make it easier for lecturers and students to carry out the learning process for the next semester.

The following input component is learning facilities and infrastructure. The learning facilities in UM Undergraduate Economics Education include text books, projectors, LCDs, tables, chairs, video conferences, etc. Meanwhile, the infrastructure includes classrooms, lecturers' rooms, and the office of the Head of the department. In addition, there are also supporting facilities such as libraries, microteaching laboratories, language laboratories, computer laboratories, regional economic development laboratories, and department seminar rooms. Public facilities such as banking services, cooperatives, transportation, sports facilities, health services, and meeting halls are also used to support the learning process. Not much different from UM Undergraduate Economics Education, the UNESA Undergraduate Economics Education study program also has facilities such as lecture hall equipment, namely chairs, tables, LCD, air conditioners, lights, office equipment, namely computers, laptops, printers, scanners, etc.; library materials and other laboratory equipment. Likewise, infrastructure includes classrooms, lecturer rooms, laboratories, libraries, muscle, and others. The two study programs also provide facilities for students with special needs, such as paths and wheelchairs for wheelchair users and toilets for wheelchair users. However, labeling with braille and voice information, guide paths, and embossed campus maps are yet to be available because, at this time, the two study programs do not have students with special needs, so the procurement has yet to be carried out. The two study programs have generally met the standard criteria for the minimum infrastructure that must be provided in higher education.

Based on the evaluation results in Table 4, it is known that the UNESA Undergraduate Economics Education study program has met all existing input criteria with a percentage of 100%. Meanwhile, UM Undergraduate Economics Education still reaches 99% because there is one input criterion that needs to be met in the RPS, where there is no study material in the RPS attached for students. Thus, the UNESA and UM Undergraduate Economics Education Study Program have achieved excellent criteria in the input component. The third component of CIPP is a process that focuses on the quality of the implementation process of the economic education learning program, which includes the activities of lecturers and students during learning. In this case, especially in microeconomics courses. The criteria in the components are listed in Table 5 as follows:

Table 5. Recapitulation of the Evaluation Process

CIPP	Indicator	Number of Criteria	Universitas Negeri Malang		Universitas Negeri Surabaya	
			Fulfilled	Percentage	Fulfilled	Percentage
Process	1. Learning according to RPS	11	11	100%	11	100%
	2. Assessment of learning according to the principles and guidelines of assessment	6	6	100%	6	100%
	Average		100%		100%	

Learning activities in the Undergraduate Economics Education study program of UM and UNESA run in accordance with the RPS so that lecturers and students are better prepared for the implementation of learning because they already have a reference. Learning activities in microeconomics courses are based on student-centered learning, meaning that learning is centered on student activity. Learning activities began with prayer and student attendance. Then, the lecturer informed the learning objectives and briefly reviewed the previous lesson (perception). When explaining the material, the lecturer maintains eye contact with the students so that they stay focused. In addition, teaching materials are also associated with the reality of life so that students can understand more easily. Lecturers also provide opportunities for students to ask questions and discuss.

Students were allowed to present the results of their group work. This aims to foster active student participation in learning. Students presented material using PowerPoint presentations that were broadcast through a projector. Then, other students became the audience members, listening to the material delivered by the group. After the presentation, a question and answer session was held between the audience and the presenter group. Meanwhile, lecturers pay attention and listen to the discussion process carried out by students.

After the question and answer session, the lecturer appreciated the students' success in doing and presenting group assignments. Furthermore, lecturers give reinforcement and exceptional attention to the main parts of the subject matter so that students understand better and can remember well. In this case, the lecturer provides varied examples to give students broader and deeper knowledge. Remember that lecturers encourage student interaction by asking questions relevant to the material. Students are given time to think before answering the question. When students answered, the lecturer showed an open attitude. It is common for lecturers to provide humor interludes or pauses so students can be more relaxed. Before ending the lesson, the lecturer measures student understanding by asking several students to repeat the answer to a question that has been discussed. Then, reflect and conclude with the students. The learning process runs smoothly and fosters students' enthusiasm for learning.

The assessment of student learning processes and outcomes is carried out using the criteria and indicators set. The assessment mechanism and procedure are based on the university handbook's assessment guidelines. Assessment components include class participation, assignment completion, midterm exams, and final semester exams. Class participation assessment includes students' presence when carrying out face-to-face and online activities, the frequency and quality of student questions, the frequency and quality of student arguments, and the creativity of student reasoning. Assignments are adjusted to the weight of credits scheduled in the Semester Learning Plan (RPS). The Mid-Semester Exam (UTS) and Final Semester Exam (UAS) are carried out on a scheduled basis in the form of questions according to the policies of their respective lecturers.

Table 5 shows that the UM and UNESA Undergraduate Economics Education study programs have each met the existing criteria with a percentage of 100% or very good. This means that learning activities, especially in microeconomics courses, have been running well, following the RPS and the principles and guidelines for conducting assessments. Product evaluation is the last component in the CIPP evaluation model. This component emphasizes the results achieved from implementing the UM Undergraduate Economics Education study program and UNESA Undergraduate Economics Education. The results of the product evaluation indicate that the quality of services provided by the economic education program is by the criteria met in the following Table 6:

Table 6. Product Evaluation Recapitulation

CIPP	Indicator	Number of Criteria	Universitas Negeri Malang		Universitas Negeri Surabaya	
			Fulfilled	Percentage	Fulfilled	Percentage
Product	1. Study period	1	1	100%	1	100%
	2. Average GPA	1	1	100%	1	100%
	3. Acquisition of competency certificate	1	1	100%	0	0%
	4. Student achievement	1	1	100%	1	100%
	5. Alumni service users' responses	2	2	100%	2	100%
	Rata-rata			100%		80%

The first indicator of product components is the study period, where the average study period of students of the UM and UNESA Undergraduate Economics Education study program is four years. Meanwhile, the average GPA of UM graduates is 3.7, and UNESA's is 3.59. This shows that the study period and the average GPA of graduates are based on the criteria of whether students graduate on time and have a GPA of more than 2.00. Based on the average GPA, graduates of the two study programs achieved the title 'with praise.' A high GPA indicates that students have good academic achievements. Learning achievement is influenced by various factors, including the competence and quality of lecturers and facilities and infrastructure that support a positive learning atmosphere (Arafah, 2017).

UM Undergraduate Economics Education students are also allowed to participate in the competency certification program, which is held free of charge by UM in collaboration with the National Professional Certification Agency (BNSP). Thanks to this collaboration, the first party, the Professional Certification Institute (LSP), can be established under the high authority, UM, with independent implementation. There are various certification schemes, especially for the Undergraduate Economics Education students seeking to take part in level 5 certification in industrial entrepreneurship because it aligns with the competence of the economic field.

Meanwhile, in the Undergraduate Economics Education of UNESA, the competency certification program has yet to be available for students. However, there are plans to implement the program, such as entrepreneurship certification. Competency certification helps produce globally recognized competent human resources domestically and abroad. In addition, students with a certificate of competency have higher competitiveness and will indirectly help national economic growth (Prawiyogi & Toyibah, 2020).

Not only that, the achievements of UM and UNESA Undergraduate Economics Education Study Program students are also outstanding. Students have achieved achievements in various competitions from the national to international levels. The achievements of UM Undergraduate Economics Education students include 1st Place in the National Level Essay Competition FUMMI Competition, Second Place in the National Economic Olympiad Competition Economic Development Fair (EDF), Third Place in the Business Plan Competition, Favorite Champion in the National Scientific Week (PIMNAS), Gold Medal Youth International Science Fair (YISF), and many others. The study program provides support for the achievement of non-academic achievements of students in the form of direct guidance by lecturers for students who participate in the competition. This provides convenience for students because progress will be more developed and directed.

Meanwhile, the achievements of UNESA Undergraduate Economics Education Study Program students include 2nd Place in the national level murotal category, Second Place in the debate competition, and Second Place in the Ecclesiastical Student Choir Party (PESPARAWI). Meanwhile, to encourage outstanding students, there is a team at the faculty level in the field of student affairs that provides facilities and assistance in competitions. The team consists of representatives of each study program so that students from all study programs at the Faculty of Economics and Business UNESA have the same opportunity for mentoring. The UNESA economic education study program also provides opportunities for students to become a research team through a selection process in their recruitment. This team is tasked with assisting research, such as conducting data analysis. Students accepted into this team also have the right to convert to KKN courses. Obtaining achievements while being a student will be recognized and stated in the Diploma Companion Certificate (SKPI). A good SKPI record with various competencies and achievements will provide added value when alums apply for jobs.

65% of UM Undergraduate Economics Education graduates work in the education sector, while the rest are in other sectors such as banking, village apparatus, entrepreneurship, etc. Based on a tracer study, 75% of graduate students get their first job with an average waiting time of 3 months. Meanwhile, the relevance of the work of UNESA economic education graduates following the economic education profile with an average waiting time of 3 months, namely becoming a teacher, reached 80.4%. The rest have careers in banking and entrepreneurship, mentors/tutors of learning institutions, and practitioners/speakers. This number can be categorized as high. In addition to the provisions in the course, the UNESA Undergraduate Economics Education study program also encourages students to be ready to become teachers with soft skill development programs in the form of training, such as how to do ice breaking to make learning more exciting and carry out learning strategies in classroom management. The program is carried out in collaboration with educational institutions outside UNESA.

Based on job relevance, more UNESA graduates work in the field of education than UM graduates, who make up only 65% of the total. This can happen because the profile of UM graduates is equipped with other competencies and entrepreneurship, so many graduates choose to work other than in school. Based on the profile of UM graduates, it is known that many graduates work as professionals in Economics, learning media developers, banks, lower-middle level managers, and entrepreneurs.

Furthermore, the satisfaction of UM Undergraduate Economics Education alums showed excellent results in behavioral ethics, performance related to fundamental competencies, teamwork skills, and communication skills. However, there are areas for improvement: English language skills and the ability to use information technology owned by graduates. Meanwhile, UNESA Undergraduate Economics Education alums also gave feedback regarding the lack of skills in the

field of computers or the use of IT in general, English language skills, and leadership and teamwork skills. Table 6 shows that UM Undergraduate Economics Education has met the product criteria very well, and UNESA Undergraduate Economics Education has met 80% of the existing criteria with a good predicate. The product indicator that the UNESA Undergraduate Economics Education still needs to fulfill is the facilitation of student competency certification, which helps improve the competence of graduates.

Discussion

The overall evaluation presented in Table 7, UM Undergraduate Economics Education reached 97.5% and UNESA Undergraduate Economics Education 92.5%, with an excellent interpretation of meeting the CIPP criteria used in this evaluation. This is also supported by the UM and UNESA Undergraduate of Economics Education study program accreditation, which has achieved A. In addition, UM and UNESA Undergraduate Economics Education have also achieved AQAS international accreditation, with unconditional status (UM Undergraduate Economics Education) and conditional (UNESA Undergraduate Economics Education). The unconditional status at UM shows that UM has achieved AQAS accreditation properly and unconditionally. In contrast, at UNESA, with a conditional status, it shows that conditions must be met to get AQAS accreditation.

Table 7. Recapitulation of Undergraduate Economics Education evaluation

No	Component	Universitas Negeri Malang		Universitas Negeri Surabaya	
		Percentage	Category	Percentage	Category
1	Context	100%	Excellent	90%	Excellent
2	Input	99%	Excellent	100%	Excellent
3	Process	100%	Excellent	100%	Excellent
4	Product	100%	Excellent	80%	Good
	Average	97,5%	Excellent	Excellent	Excellent

The Undergraduate of Economics Education study program of UM and UNESA has achieved accreditation with the excellent category. The two study programs certainly have their own advantages. The following are the advantages of the UM Undergraduate of Economics Education study program:

1) The ratio of lecturers is more qualified, whereas the ratio of lecturers to students is still far below the maximum limit, which is 1:15. One lecturer is assumed to teach 15 students, which will be more effective for the learning process.
2) The competency certification program in which Undergraduate of Economics Education facilitates students to obtain competency certification beyond competency as a teacher, but still by the CPL and graduate profiles, such as entrepreneurial competencies and MSME marketing. The competency certification program eventually helps graduates work outside the education field.
3) The work of graduates is more exhaustive, where, based on tracer studies, only 65% of alums work in the field of education. Meanwhile, the rest work outside the field of education, such as banking, village officials, entrepreneurs, and so on. This is supported by a competency certification program organized by the study program.

Meanwhile, the advantages of the UNESA Undergraduate of Economics Education study program include:

1) Skills as educators are well facilitated and supported. Although the Undergraduate curriculum of Economic Education, UNESA has adopted the Independent Curriculum and included the Independent Campus and Teaching Assistance programs in the choice of the Independent Curriculum program. Even though students participate in the program, they are still required to follow teaching practices organized by the university so that their teaching skills are better and by their teaching level. In addition, the Undergraduate of Economics Education UNESA also

provides ice-breaking training to its students. Ice-breaking training is significant for prospective teachers to create a conducive classroom and learning climate.

2) Cooperation with international schools, where at UNESA, there are international classes for the Undergraduate of Economics Education study program. In the international class, UNESA collaborates with schools that also use the international curriculum, such as Cikal School. UNESA carried out the collaboration to support the output of the Undergraduate of Economics Education study program to become competent educators.

In addition to having advantages, each of the UM and UNESA Undergraduate of Economics Education study programs also has weaknesses that must be improved. The weaknesses of the UM Undergraduate of Economics Education study program include:

1) The Semester Learning Plan (RPS) does not have study materials, where the study materials are essential as an overview and direction for students related to the course.
2) Adapting the totality of the Independent Learning Curriculum program, such as the Teaching Campus, is not in accordance with the CPL and the profile of UM graduates. The discrepancy leads to different levels of education, where the Teaching Campus teaches at the elementary school level, and the subject matter delivered is also very different. Therefore, when graduates will teach according to their competence, they will find it difficult.
3) Cooperation with schools that use an international or bilingual curriculum still needs to be improved. In fact, UM Undergraduate of Economics Education Undergraduate has international or bilingual classes, while the teaching practice is in public schools and is no different from regular classes.
4) Lecturers and educators still need the capacity and skills to teach and facilitate students with special needs. Regarding facilities, it has begun to facilitate and support students with special needs. In addition, inclusion schools are also being intensified in Indonesia so that students with special needs can study at state universities.

Meanwhile, the weaknesses in the UNESA Undergraduate of Economics Education study program include:

1) The purpose of the study program has not met the minimum criteria, and it has not included the element of devotion to God Almighty and noble character by applicable laws and regulations.
2) There is no competency certification facility for students outside the field of study, but it still supports CPL and graduate profiles. The competency certification program can provide added value when graduates apply for jobs.
3) Lecturers and educators still need the capacity and skills to teach and facilitate students with special needs. Regarding facilities, it has begun to facilitate and support students with special needs. Previously, UNESA also had students with special needs. However, due to the limitations of facilities and infrastructure as well as the skills of educators, the student finally brought a companion who helped him while studying. In addition, inclusion schools are also being intensified in Indonesia so that students with special needs can study at state universities.

For evaluation with the CIPP model to help develop program policies, several policy recommendations were formulated that can be considered by the Undergraduate of Economics Education study program of the State University of Malang and the State University of Surabaya. The policy recommendations for Undergraduate of Economics Education at the State University of Malang include:

1) Based on the assessment of inputs on the RPS completeness indicator, where there are still criteria that still need to be met, namely in the study material, it is recommended to add the study material to the RPS that will be given and agreed upon with the student. The study material in question can be in the form of materials and case studies that will be discussed for the next semester so that students can prepare themselves and learn to solve case studies contained in the RPS. In addition, students can also better understand the flow of lectures and have an overview of the direction of learning in the course.
2) Continue to carry out Introduction to School Fields (PLP) by the level of education where graduates will teach, such as Undergraduate of Economics Education, which will teach economics subjects at the high school level or social studies at the junior high school level. The

Teaching Campus Program, which places students at the elementary school level, is undoubtedly based on something other than the profile of graduates and CPL. Students will have difficulties when teaching in high school because, in terms of subjects, in elementary school, it is thematic. In contrast, in high school, there is a separation between subjects and other differences that cause students to need more competence to teach economics subjects. Suppose the conversion of KM as a substitute for the PLP program is still allowed. In that case, it will impact the competence and ability of students as prospective economic educators at the high school level.

3) Collaborate with schools that use the international curriculum or bilingual schools to facilitate the PLP program for international students so there is a difference between international and regular classes. In addition, it is necessary to add courses that discuss the international curriculum (for example, Cambridge) so that when cooperation with international schools is established, students also have provisions to teach with the curriculum.
4) They provide training to lecturers and educators to help students with special needs. This is because as the 'inclusion school' develops, students with special needs may study at the UM Undergraduate of Economics Education. This effort is also a form of UM's contribution to achieving the 4th SDGs, namely good quality education.

Meanwhile, the recommendations for Undergraduate of Economics Education at the State University of Surabaya are as follows:

1) Based on the context evaluation, two criteria have not been met, namely in the objectives of the study program, so it is recommended to re-evaluate the objectives of the Undergraduate of Economics Education study program and add the purpose of character formation, such as fearing God Almighty and being virtuous, as well as character by the expected standards.
2) They organize and facilitate students' participation in competency certification programs in relevant fields of expertise so that when they graduate, para-alumni have professional competencies to increase their competitiveness in the world of work. This is because not 100% of graduates from Undergraduate of Economics Education work in the world of education.
3) They provide training to lecturers and educators to help students with special needs. This is because as the 'inclusion school' develops, students with special needs may study at Undergraduate of Economics Education UNESA.

CONCLUSION

Based on the evaluation of the CIPP model in the Undergraduate of Economics Education study program of the State University of Malang and the State University of Surabaya, it can be concluded that the two study programs have reached the 'excellent' category. This is by acquiring A and AQAS international accreditation for the two study programs. However, this achievement has yet to 100% meet the criteria of national standards according to applicable regulations, so evaluation and improvement can be carried out to improve the quality of Indonesian education further. The Undergraduate of Economics Education study program of the State University of Malang and the State University of Surabaya is advised to evaluate the educational program independently and periodically at least every year as a material to improve and develop the study program according to the needs of the community and the development of the times, as well as consider the policy recommendations that have been prepared in the results of this evaluation research. Further research is expected to be able to evaluate the study program comprehensively, not limited to the learning program only, and adjust to the latest laws and regulations.

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