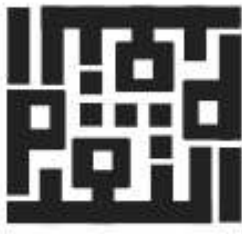


Application of the CIPPO Evaluation Model in the Islamic Religious Education Study Program

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ABSTRACT

Universities are required to improve quality, one of which is through accreditation. This study aims to evaluate the quality in the face of accreditation and analyze the constraints and supporting factors. This type of research is evaluation research and uses a qualitative approach. The assessment method is done through document studies, interviews, and observations. The data analysis technique used descriptive qualitative analysis. The study results recommend that the Islamic Religious Education Study Program arrange steps for accreditation preparation using the nine criteria instrument. Context evaluation includes changes to accreditation instruments and curriculum changes. Evaluation of inputs, human resources, infrastructure, and financial accessibility meets quality standards, only lacking in the number of study-based lecturers. The criteria for evaluating the process, learning process, research, and community service have met the quality standard. Criteria for evaluating products scientific works like articles, research journals, books, and publications. Evaluation criteria for outcome components that the quality of study programs is assessed from the competitiveness of graduates and the performance of graduates for the community of stakeholders have met quality standards. The quality evaluation constraint found that the ratio of the number of lecturers was not based on the study program. At the same time, the supporting factor was the increasing number of integrated online services.

Introduction

Universities are actively trying to achieve public accountability and transparency by strengthening internal and external quality assurance systems. Auditors carry out internal quality assurance through internal quality audit activities, and the National Accreditation Board carries out external

quality assurance for Higher Education (BAN-PT) through accreditation. BAN-PT is an institution with authority to evaluate and assess, based on the quality standards set to determine higher education institutions' status and quality ranking. Accreditation carried out by BAN-PT does not stop at institutions but also at study programs. Accreditation is

aimed at education providers, not graduates. Accreditation is carried out to acknowledge the institution as a result of the assessment that the institution has met the quality requirements/criteria set by the agency that has the authority. Good quality assurance will improve the quality of higher education in developing itself as an academic institution in a sustainable manner.

The existence of the Faculty of Tarbiyah and Teacher Training (FITK) State Islamic University (UIN) Walisongo Semarang, which has 6 (six) S.1 (strata 1) and 2 (two) S.2 (strata 2) study programs. Must provide guarantees to the public that the study program it owns has been accredited and has met the quality criteria set by BAN-PT. It can protect the community from implementing educational programs that do not meet the criteria. Currently, FITK UIN Walisongo has 6 (six) undergraduate majors, namely Islamic Religious Education (PAI), Arabic Language Education (PBA), Islamic Education Management (MPI), English Education (PBI), Islamic Education Teacher Education (PGMI.) and Early Childhood Islamic Education (PIAUD). Meanwhile, the master's degree program consists of PAI and MPI. The study program managers have made various efforts to achieve the quality of the study program implementation. Every five years, the departments at FITK carry out study program accreditation.

Based on the accreditation implementation document at FITK, information was obtained. Six majors and study programs have achieved accreditation A, namely S.1 PAI, S.1 PBA, S.1 MPI, S.1 PBI, S.2 PAI, and S.2 MPI. Meanwhile, 2 (two) B

accredited study programs, namely PGMI and PIAUD. The PAI Department at the time of applying for accreditation still uses 7 (seven) Higher Education Accreditation Quality Standards (Regulation of the National Accreditation Board No. 4 of 2017), and for subsequent accreditation, it will use the Study Program Accreditation Instrument (IAPS) with 9 (nine) criteria (Regulation of the Accreditation Board National No. 5 of 2019)

Based on IAPS 4.0, study program accreditation is oriented to input and outputs and outcomes, consisting of Study Program Performance Reports (LKPS) and Study Program Self Evaluation Reports (LED). As a consequence of the new standards in the assessment of study program accreditation set by BAN-PT, PAI study programs that currently achieve A accreditation must prepare themselves to maintain their accreditation and improve results with higher scores successfully. For this reason, it is necessary to plan and implement a program to improve the quality of study programs. Planning and implementation of the program will run well if an evaluation of the quality of the study program is carried out. Evaluation of the quality of the study program has been carried out by the Quality Assurance Institute (LPM) of UIN Walisongo, whether directly handled by LPM UIN Walisongo, Quality Assurance Group (GPM) FITK, or Quality Control Group (GKM) PAI study program. LPM has also carried out supervision through an Internal Quality Audit which is conducted every semester. However, the monitoring and evaluation currently being carried out by LPM is not comprehensive. Therefore, a comprehensive quality evaluation is needed

for the PAI study program to carry out accreditation.

Research relevant to evaluating the quality of the PAI study program has been carried out by many researchers, including Ida Ayu Yoni Septi's research on "Strategies for Quality Management Improvement through School Quality Development" (Septi: 2012). Research Fitrah et al. concerning "The Urgency of the Internal Quality Assurance System for Higher Education Quality Improvement" (Fitrah: 2018). Galih Wasis Wicaksono and Andi Al-Rizki's research on "Improving the Quality of Academic Quality Evaluation of the University of Muhammadiyah Malang through the Quality Information System (SIMUTU)" (Galih: 2016). Rayendra Wahyu Bachtiar's research entitled: "Countenance Stake Evaluation Model Using the Rasch Analysis Approach to Collaborative Problem-Solving Skills" (Galih: 2016). The difference in this research is that Ida's research focuses on improving the quality of management in schools, and this study focuses on evaluating the quality of study programs. The research of Muh Fitrah, et al. focuses on quality improvement carried out by SPMI. In contrast, this research focuses on evaluating the quality of study programs in universities that will be carried out by researchers using the Stake evaluation model. Galih's research focuses on improving quality control through the SIMUTU program.

This research focuses on evaluating the quality of the PAI study program, which will be carried out using the Stake evaluation model. Rayendra's research focuses on evaluating collaborative problem solving, while this study focuses

on evaluating the quality of the PAI study program. This study aims to analyze the evaluation of the quality of the Education Study Program. Islamic Education Faculty of Tarbiyah and Teacher Training at the Walisongo State Islamic University in dealing with accreditation in terms of context, input, process, product, outcome and analyzing the obstacles faced in the previous accreditation and supporting factors to improve the quality of the department in facing accreditation.

Literature Review

Quality Evaluation

Evaluation is defined as an assessment (KBBI online). Evaluation is a systematic process that consists of collecting, analyzing, and interpreting information to determine the extent to which students' educational goals have been achieved (Abdullah: 2012). According to Purwanto, evaluation is decision-making based on measurement results and standard criteria (Purwanto: 2013). Evaluation is a process of measurement (measurement), and assessment (assessment) is hierarchical (P Griffin & P Nix: 1991). Evaluation is preceded by assessment, and assessment is preceded by measurement. Measuring is comparing something with one measure (quantitative), while assessing is deciding on something with a good or bad measure (qualitative) (Daryanto: 2008). Evaluation is a systematic process of obtaining information, determining the value and benefits of several objectives, design, implementation, and impact of objects to guide decision making (Worthen and Sanders: 2003)

Quality in the Big Indonesian Dictionary is defined as a measure of the good or bad of

an object; rate; level, or degree (intelligence, intelligence, and so on). Quality is also defined by quality (KBBI online). According to Sallis, the notion of quality is difficult to define clearly. According to him, quality is an absolute and relative concept. Quality is conformity with market needs, excellence, and accuracy (E Sallis: 2002). So quality evaluation is a process or activity of selecting, collecting, analyzing, and presenting information that can be used to make decisions about the quality of a program and the preparation of the quality of the next program.

Evaluation has two functions, namely the formative function and the summative function. Formative function, evaluation is used to improve and develop ongoing activities (programs, products, people, etc.). Summative function, evaluation is used for accountability, information, etc. (Tayibnapis: 2008). The steps and procedures carried out in the evaluation must include provisions and actions in line with the evaluation function, namely: focusing on evaluation, designing evaluations, gathering information, analyzing information, reporting evaluation results, managing evaluations, and evaluating evaluations (Tayibnapis: 2008). In addition, evaluation standards must have four criteria, namely: 1) utility or necessity, 2) accuracy or the accuracy, 3) feasibility or feasibility, and 4) propriety or truth (Fernandez: 1984).

Study program quality evaluation is an empirical study of program organizers to discover the advantages, limitations, and problems faced. Education quality evaluation experts state that one approach that stakeholders can use to improve the

quality of education on an ongoing basis is by applying to benchmark, which is an activity to set standards and targets to be achieved within a certain period as a standard quality test (V Gaspersz: 2005).). Benchmarking in study programs is an activity where study programs carry out self-evaluations by continuously comparing themselves with other better study programs to identify their weaknesses and adopt and apply something better. Practices carried out by better study programs are used as benchmarks for improvement. Every quality program always includes four important components, namely 1) a commitment to change, 2) a good understanding of the condition of the school, 3) having a clear future vision that can be used as a guide, and 4) having a plan to implement it (Arcaro: 1995).

CIPPO Model for Quality Evaluation

According to Suharsimi Arikunto and Cepi Syafrudin Abdul Jabar, several evaluation experts are inventors of program evaluation, including Stufflebeam, Metfessel Michael Scriven, Stake, Glaser, Kauffman, and Thomas. Who distinguish evaluation as follows: 1) Goal-Oriented Evaluation Model developed by Tyler. The object of observation in this model is the goal that has been set. 2) Goal Free Evaluation Model developed by Scriven. According to Scriven, evaluators do not need to pay attention to the program's objectives. Instead, what matters is the process. 3) Formative-Summative Evaluation The model developed by Scriven suggests two types of evaluation, namely formative evaluation, which is carried out during the program, and summative, which is carried out after the

program is finished. 4) Countenance Evaluation Model developed by Stake. According to Stake, when evaluators consider educational programs, they must make two comparisons. First, compare the conditions of the evaluation results of certain programs with those that occur in other programs with the same target object. Second; Comparing the condition of the results of program implementation with the standards intended for the program in question, based on the objectives to be achieved, 5) CSE-UCLA Evaluation Model CSE stands for Center for the Study of Evaluation and UCLA stands for the University of California in Los Angeles. The characteristic of this model is that there are five stages in the evaluation, namely planning, development, implementation, results, and impacts. 6) CIPP Evaluation Model CIPP stands for Context, Input, Process, and Product. 7) Discrepancy Discrepancy model developed by Molcolm Provus, which emphasizes the view of the existence of gaps in the evaluation program. Evaluators measure the size of the gap that exists in each component or measure the difference between what should be achieved and what is actually achieved (Arikunto & Jabar: 2014).

Evaluators must view that program evaluation design as a process is carried out to find out information on program implementation so that they can improve the program according to their needs (Wirawan: 2011). Therefore, an adaptation model from several experts can also be used from the evaluation model developed by experts. So that the CIPPO evaluation model appears, which is an adaptation of the evaluation concept of the Stufflebeam context, input, process, and product

(CIPP) model (Stufflebeam & Shinkfield, 2007) and Robert E. Stake outcomes (Wirawan: 2011). Stake emphasizes that there are two main things in evaluation: description and judgment. Each stage is divided into three stages in program evaluation, namely 1) antecedents/context), 2) transaction, 3) output outcomes. Stake asserts that evaluating is essentially making a relative comparison between one another or comparing something absolute with certain standards. In this case context, process and output-outcome are not only compared for their suitability for a particular purpose but also their benefits (Stake: 1977). This model program evaluation aims to improve and develop the program.

As the name implies, the CIPPO evaluation model divides the objectives of evaluation activities into five types: 1) Context evaluation to serve planning decisions, evaluation contexts help administrators plan decisions, determine program needs, and formulate program objectives. 2) Input evaluation, structuring decision, input evaluation aims to help regulate decisions, determine alternative sources that can be taken, plans and strategies to achieve needs, and procedures to achieve them. 3) Process evaluation, to serve to implement decision, aims to help implement decisions to determine the effectiveness of the plan in achieving the objectives and what plans must be improved. 4) Product evaluation, to serve recycling decision, process evaluation aims to assist further decisions after knowing the results that have been achieved and programs that have been implemented (Zaenal Arifin: 2009). 5) Outcomes, outcomes evaluation aims to find out the results of programs that have been

implemented and the extent to which the results are useful.

Approaches in evaluation (Stecher, Brian M and W Alan Davis) in Taybnapis are as follows: 1) Experimental approach, namely evaluation oriented to the use of experimental science in the evaluation program, usually using control. The aim is to obtain general conclusions about the impact of a particular program. 2) Goal Oriented Approach, namely planning the program according to the objectives. Program objectives as success criteria. Evaluators measure the extent to which program objectives are achieved. 3) The Decision Focus Approach is an evaluation approach that focuses on decisions emphasizing the role of systematic information for program managers in carrying out their duties. Therefore, evaluation should be planned for program decisions. 4) The User-Oriented Approach, namely the user of information, becomes the main objective of the evaluation. Evaluators emphasize effort on users and how to use the information. The advantage of this approach is that the attention of evaluators and program users is high, while the disadvantage is that it relies on groups that provide more information. 5) The Responsive Approach, the responsive evaluation seeks to understand an issue from the point of view of the various people involved, interested and concerned. 6) Goal-free Evaluation, this goal-free evaluation has the following characteristics: evaluators avoid knowing goals; the objective is not justified to narrow the focus of the evaluation; focus on actual results not planned; allow for unpredictable impacts (Taybnapis: 2008).

PAI Walisongo Looking to the Future

PAI Study Program (S.1) is the oldest study program at the Faculty of Tarbiyah and Teacher Training at UIN Walisongo Semarang. This study program was born in 1970 at the same time as the establishment of FITK, the Tarbiyah Faculty. The PAI study program is currently accredited A based on BAN-PT Decree No. 1542/BAN-PT/Akred/S?VI/2018 starting 6 June, 2018-6 June 2023. The vision of the PAI study program is: "Excellent Islamic Education Model Based on Unity of Science in ASEAN Year 2027". Currently, the PAI study program (head of the study program, secretary of the study program and expert staff of the study program) and lecturers and students of PAI are trying to realize this vision. As academic implementers at the study program level, the head of study programs and secretaries carry out academic and professional programs to improve academic qualifications in the PAI study program

The mission of the PAI study program is: "1) Organizing education and learning in the field of Islamic religious education based on the unity of science to produce graduates who are competent and have noble character; 2) Researching the field of Islamic religious education for the benefit of Islam, science, and society; 3) Organizing services in the field of Islamic religious education that are useful for empowering the community; 4) Explore, develop, and apply the values of local wisdom in the field of Islamic religious education. 5) Organizing cooperation with various institutions on a regional, national and international scale and 6) Organizing professional and international standard

management of Islamic Religious Education study programs” (Academic Manuscript of PAI Study Program: 2020)

The objectives to be achieved by the PAI study program are: “1) To produce graduates who are competent, superior, and competitive in the field of Islamic religious education and have noble character; 2) Produce research and scientific work in the field of Islamic religious education based on the unity of science and with local wisdom insight; 3) Produce work of service in the world of education that is applicable and efficient; 4) Internalize the values of local wisdom in the Tridharma of higher education; 5) Cooperating with various educational institutions on a regional, national and international scale and 6) Realizing the management of Islamic religious education study programs that are professional and of international standard” (Academic Manuscript of PAI Study Program: 2020).

Profiles of Graduates of the Islamic Religious Education Undergraduate Study Program are classified into two types, namely the main profile and additional profiles. The main profile of PAI study program graduates is PAI subject educators at schools or madrasas (SD/MI, SMP/MTs, SMA/MA/SMK). Who have a noble character, are knowledgeable and up-to-date, can carry out tasks, and are responsible based on science for humanity and civilization. On the other hand, additional profiles for PAI study graduates are researchers, developers of teaching materials, educational consultants, and edupreneurs. Those who have noble character are knowledgeable and up-to-date, can carry out tasks, and are responsible for science-based humanity

and civilization (Academic Manuscript of PAI Study Program, 2020).

Table 1.

Differences between standard 7 accreditation instruments and LAPS 4.0

| 7 Standard | 9 Criteria |
|---|--|
| 1. Form-based (easy to scale up and tend to be mechanical, there are no challenges for assessors in providing assessments and input | 1. Based on self-evaluation, identify strengths and weaknesses |
| 2. Oriented to the input, so less visible | 2. Oriented to output and outcomes |
| 3. Generic, one size for all | 3. More specific for different types of institutions |
| 4. Not related to the CQI process, is ad hoc, and does not build a culture | 4. As part of CQI |
| 5. Easy to engineer | 5. Unique for various types of institutions, so it is not easy to engineer |
| | 6. Not easy to scale up |
| | 7. Requires a higher ability than the assessor |

Research Method

This type of research is evaluation research with a qualitative approach to obtain more detailed information about the conditions, situations, and events. The selection of this type of research was based on the purpose of this study, which was to attempt to describe the situation comprehensively related to the evaluation of the quality of the PAI FITK UIN Walsiongo study program in preparation for accreditation. The implementation of departmental

accreditation in the systemic perspective of quality evaluation includes context, input, process, product, outcome. Evaluation of inputs relates to the availability of facilities and infrastructure and human resources that support the implementation of accreditation. Process evaluation, related to accreditation activities, in planning and implementing accreditation. Product component related to the achievement of accreditation results. Outcome evaluation, which is related to user satisfaction of PAI graduates in the community.

This study's data sources include primary data sources and secondary data sources. The data source is the subject where the data is obtained (Arikunto: 2010, 172). Sources of primary data obtained by researchers directly (from the first source). In this study, the primary data sources are the chairperson, secretary, and expert staff of the PAI Study Program, the Quality Control Group (GKM) of the PAI Study Program and lecturers, as well as secondary data sources in the form of relevant research results, applicable laws and regulations, books related to this research, including the instrument of accreditation of study programs from BAN-PT, academic texts majoring in PAI, quality standards of UIN Walisongo, quality goals of PAI study programs, and applicable laws and regulations. The data collection method used interviews, observations, and documentation to examine both the evaluation of the quality of the PAI study program, the obstacles faced in the previous accreditation, and the supporting factors to improve the quality of the study program in facing the next accreditation. This evaluative research aims to provide recommendations to the management of

the PAI study program based on data or information obtained from the field, either place (place), person (person), or documentary information (paper).

Data analysis used descriptive analysis (Trianto: 2010, 287-291) through the stages of data reduction, data presentation, and data processing. Data reduction is summarizing, choosing the main things, focusing on the important things, looking for themes or patterns, and discarding those that are considered unnecessary, guided by the goals to be achieved. The main aim of qualitative research is on the findings. Therefore, if researchers find everything that is considered foreign, that is precisely what the researchers should pay attention to in conducting data reduction (Sugiyono: 2010, 278). The presentation (data display), is done so that the reduced data is arranged well and easy to understand. Through the presentation of data, the data can be organized and arranged in a relationship pattern to be easier to understand (Sugiyono: 2010, 280). using descriptive analysis, this study carried out data processing before, during, and after from the field. This quality evaluation is carried out starting from the evaluation's planning, implementation, and monitoring stages. In the next procedure, the evaluator tests the validity of the data, which in this study uses triangulation. Triangulation in credibility testing is defined as checking data from various sources in various ways and at various times (Sugiyono: 2010, 305-306). In this study, method triangulation and source triangulation were used. The triangulation method checks data through the interview, observation, and documentation techniques. Source triangulation is done by checking study

program data from different sources, including data from the head of the study program, secretary of the study program, expert staff of study program and lecturers of PAI study program.

Result and Discussion

Quality Evaluation with CIPPO Evaluation Model)

This study uses the internal quality standard based on the Decree of the Chancellor of UIN Walisongo No. 403 of 2017 concerning Internal Quality Assurance Standards and Quality Goals for PAI Study Program (S.1) for using the Systematics of Study Program Accreditation Instrument (IAPS) 4.0 (BAN-PT), with the CIPPO.

Evaluation of the quality of the context component

This evaluation is done to help decision-makers assess needs, problems, assets, and opportunities while determining goals and actions. Planning decisions and context information are two key concepts discussed during the context evaluation. Decision-makers need to consider the selection of problem components and determine strategies that will be used to implement or overcome problem components and set priorities in terms of importance. The main methods of collecting data during context evaluation are research surveys, literature reviews, and expert opinion (Stella Tan, Nicolette Lee, and David Hall: 2010, 3). In this study, the data sources were from the Head of Study Programs and Secretaries of Study Programs and the Chair and Secretary of the Quality Control Group for the PAI Study Program.

In this evaluation, there are two cultures of academic quality that are currently the most urgent in the PAI study program in preparing for accreditation. First, preparation for the new accreditation with a new set of instruments from 7 forms-based standards and inputs to 9 (nine) criteria-based accreditation instruments based on data, outputs, and outcomes.

Second, the curriculum content design refers to the KKNI and is prepared to face accreditation in 2018 with 7 (seven) BAN-PT standards redesigned with the 2020 PAI study program curriculum referring to the KKNI SN-Dikti and Independent Learning-Independent Campus. This redesign was carried out because the PAI curriculum had to adapt to the changing demands and needs of the user community and was already five years old. The PAI study program must respond to the changing nature of life, the changing nature of work, and the changing nature of education, improving the culture of academic quality related to output and outcomes in the form of graduate quality. In addition, the curriculum must also be able to answer OBE (Outcome Based Education), challenges of globalization, free markets, the era of the industrial revolution 4.0, internationalization of study programs following the vision, mission, and objectives of the PAI study program, independent campus policies, and for improving the quality of graduates.

Evaluation of the quality of the input components

The input evaluation is intended to ensure that the tri dharma activities of higher education in the PAI study program have met the internal quality standards of UIN, the quality goals of the PAI study program

and the quality standards of the BAN-PT study program. Vision, Mission, Objectives and Strategy (VMTS) are in line with VMTS of the Faculty of Tarbiyah and Teacher Training and VMTS of UIN Walisongo. The administration of the PAI study program is complete, including the head of the study program, the secretariat of the study program, expert staff, the quality control group for the study program, lecturers and students of the PAI study program. In terms of VMTS and governance, the PAI study program has met the BAN-PT standard judging from the evaluation of inputs.

From student input, the ratio of registrants to those accepted is 8:1, and almost 90% of those who are accepted register. The PAI study program has always received international students (from Thailand). For lecturer input, the PAI study program has 19 study-based lecturers with 831 students. The ratio of study-based lecturers with students 1:43, all lecturers meet academic qualifications, the percentage of lecturers with S.3 certificates is still 26% and who has a new head lector position 47%, the number of guidance students is between 15 to 20 (Data Document for PAI Department). All of the PAI lecturers' EWMPs have been met according to standards because the lecturers who teach at the PAI study program are not only permanent lecturers whose home base is PAI study programs but also UIN permanent lecturers. The FITK that oversees the PAI study program already has sufficient administrative staff for education staff. For the students and human resources criteria, the PAI study program has met the standards in student recruitment, academic qualifications of

lecturers, and administrative staff. The percentage of the number of lecturers, lecturers with S.3 certificates, and the rank of head lector is still lacking when viewed from the permanent lecturers of study programs. Still, when viewed from the permanent university lecturers, the input of the lecturers has met the standard.

In terms of financial criteria, educational operations have met the standards, but not all lecturers have received these funds every year for research activities and community service. Currently, the facilities and infrastructure are sufficient to construct a new building on campus 3. In the field of education, the preparation of the curriculum involves stakeholders, the profile and learning outcomes are following the KKNI, the curriculum structure is appropriate to the learning outcomes. All lecturers prepare the RPS, and the study program GKM controls the depth of the RPS. For the research and community service criteria, the lecturers who carry it out, the qualifications, and the material are appropriate but have not involved students in the implementation.

Evaluation of the quality of process components

Process evaluation is implementing and managing all accreditation activities with input support to achieve the planned outputs/results. Process evaluation is intended to ensure that the preparation process for the PAI study program accreditation has met the accreditation quality standards.

The VMTS of the PAI study program is prepared by involving stakeholders, and the strategy for achieving the goals has been systematically prepared. For the

administrative criteria, study program managers actively collaborate with various parties. Managers of study programs are credible, transparent, accountable, responsible, and fair and carry out their duties according to their main duties and responsibilities and report their performance results through the Head of Study Programs and Study Programs' KPIs. LPM, GPM, and GKM carry out quality assurance. GKM as the quality guarantor of the study program, has carried out the RPS and learning monev. Monitoring and evaluation results are reported to LPM. LPM conducts an online survey on the satisfaction of management services to stakeholders, such as students, lecturers, education staff, graduates, users, and partners, which is carried out regularly, lecturer and student satisfaction, and so on. The process of implementing VMTS and governance is under standards.

On student criteria, the student service process runs according to standards. In the areas of reasoning, interests, and talents, the PAI study program under the coordination of FITK and UIN facilitates student extracurricular activities such as WEC (Walisongo English Club), BITA, BETA Theater, etc., career and entrepreneurship guidance under WCC (Walisongo Career Centre), welfare in the form of guidance and counseling, scholarship services, and health services through the UIN Pratama Polyclinic. Students can also access the quality of student services through the portal www.akademik.ac.id.

PAI lecturers carry out learning according to 16 meetings for two credits with a face-to-face activity duration of 100 minutes. This is recorded through online lecture

journals which students and study programs validate. GKM carries out RPS Monev and learning. Research and PkM conducted by PAI lecturers are relevant to the study program.

Evaluation of the product quality

Product evaluation is used to identify and assess outcomes, both desirable and undesirable, in the short and long term. This evaluation can help managers stay focused on goals and measure the success of efforts in meeting targeted needs. Product information gathered from testing the completed design contains evidence of its effectiveness in achieving short and long-term goals. It can also be compared with other programs or designs (Stella Tan, Nicolette Lee, and David Hall: 2010, 3).

Product evaluations regarding the quality of PAI study programs are: VMTS study programs are in line with VMTS FITK and UIN Walisongo. In cooperation, the PAI study program manager has collaborated with other educational institutions through a memorandum of understanding (MoU), especially for the PPL and KKL student academic programs. However, this collaboration still needs to be followed up with other programs such as school/madrasah assistance or other activities. There are an SK GKM and quality documents (policies, manuals, standards, SPMI forms, and quality goals for the 2020-2024 study program). The results of the monitoring and evaluation carried out by GKM, both RPS and learning, have been used for improvement (formative evaluation). The products of the quality assurance questionnaire conducted by LPM include service satisfaction by both lecturers and students, evaluation of lecturers by students (EDOM), etc. LPM

also held a QA (Quality Assurance) competition between institutions at UIN. The scientific work of PAI lecturers (research and PkM) is relevant to the study program and according to their field of expertise.

In the field of education, the results of the RPS and learning money can be concluded that the RPS prepared by the PAI study program lecturer is by the standards. This is also evidenced by passing the BKD (lecturer performance burden). Learning is carried out according to the RPS to achieve the learning objectives. PAI lecturers also spread their ideas through lecturer discussions at the study program and faculty level.

Evaluation of the quality of the outcome component

Outcome evaluation is intended to ensure that the PAI study program graduates have competitiveness and graduate performance at the end of the learning experience following accreditation quality standards. Average GPA: 3.6. Average study period: 4 years, three months. The PAI study program graduates' competitiveness is seen from the number of tracked graduates with an average waiting time of getting a job of fewer than six months. On average, PAI study program alumni work as PAI teachers (according to their competence).

The results of scientific work by PAI lecturers (research and community service) have not all been published in journal articles, books with ISBN, and copyrights/patents (Intellectual Property Rights). This year, lecturers who receive funding for research and PkM are required to register their work with the Ministry of Law and Human Rights to obtain an IPR

certificate.

Constraints and Supporting Factors

To achieve the vision, mission and goals are necessary to support good foreign language skills from the lecturers. At that time, foreign language skills were not evenly distributed. Concerning the vision, mission, and objectives of the PAI study program, which are written based on the unity of science, the lecturers teach according to the vision based on the unity of science, and the RPS lists the UoS (Unity of Sciences) column. Still, the references are written in the RPS rarely include books. Books related to the UoS. Because it is based on a university, the search for Lecturer data whose home base is not PAI experiences technical problems, such as research and community service data. This is different from lecturers whose home base is PAI because the development of lecturer data can always be updated. There are not many online surveys conducted online by the Quality Assurance Agency (LPM) of UIN Walisongo for accreditation support data. Such as the level of understanding of the study program's vision and mission, graduate user satisfaction. So on, so the study program must distribute its questionnaire and calculate it manually. PAI lecturers carry out many higher education tri dharma activities. Not all of them are well recorded and documented,

Learning from the experience of accreditation in 2018 and preparation for accreditation of 9 (nine) criteria requires PAI study programs to be prepared to be able to change themselves from a conventional campus to a cyber campus: digital campus, online learning, and so on, skilled human resources in mastering

technology much-needed information. To support the pieces of training for lecturers and students are needed. UIN Walisongo, through PTIPD has developed online-based data such as e-learning walisongo, online academic services, online surveys, online SKP, online BKD, walisongo e-journals, digital libraries, and so on.

Discussion

This study was designed using the internal quality standard of UIN Walisongo (Decree of the Chancellor of UIN Walisongo No. 403 of 2017) regarding SPMI because the PAI study program is part of the FITK, which is part of UIN Walisongo. To achieve internal quality standards, UIN cannot be separated from the achievement of internal quality standards for study programs. UIN's internal quality standards lead to the achievement of BAN-PT quality standards through accreditation. Therefore, SPMI is used as a reference to evaluate the quality of PAI study programs. The Quality Target of the PAI Study Program (S.1) in 2020-2024 is important as a benchmark because it is a derivative of the UIN quality standard. The researcher used the Study Program Accreditation Instrument (IAPS) 4.0 (BAN-PT) systematics with the CIPPO evaluation.

The results of this study are: the evaluation of the context of evaluating the quality of the PAI study program shows that two important issues must be considered in preparing for accreditation. First, preparation for new accreditation with a new set of instruments from 7 standards to 9 (nine) criteria accreditation instruments based on seven standards is out of date, so it needs to be adjusted to the latest regulations governing Higher Education

and Accreditation. Following the latest regulations, the practice of Quality Assurance requires a paradigm shift from input-process-based to output-outcome-based. The form-based assessment is also considered to have many weaknesses, including being rigid and lacking in-depth, so it is necessary to increase the accountability of the accreditation process. With these changes, product and outcome components must receive more attention, and a study program data bank is needed on data related to accreditation.

Second, the 2015 PAI study program curriculum content design, which refers to the KKNI is redesigned with the 2020 PAI study program curriculum, which refers to the KKNI, SN-Dikti, and Merdeka Learning-Independent Campus. This redesign was carried out because the PAI curriculum had to adapt to the changing demands and needs of the user community and was already five years old. The vision changed into a superior Islamic religious education model at the national level to the ASEAN level. Of course, the prepared curriculum must lead to achieving that vision. The existence of the changing nature of life, the changing nature of work, and the changing nature of education must improve the academic quality culture of PAI study programs. The PAI study program curriculum must be able to answer OBE (Outcome Based Education), the challenges of globalization, free markets, the era of the industrial revolution 4.0, internationalization of study programs, the pandemic period following the vision, mission, and objectives of the PAI study program, independent campus policies, as well as for improving the quality of graduates.

The input of the PAI study program is that it already has a VMST that is in line with the VMST of the Faculty of Tarbiyah and Teacher Training and the VMST of UIN Walisongo. The administration of the PAI study program is complete, including the head of the study program, the secretariat of the study program, expert staff, the quality control group for the study program, lecturers, and students of the PAI study program. The ratio of applicants to those accepted is 8:1, and almost 90% of those who are accepted register. It is running strictly, but currently, the study program has not been involved in student recruitment. The involvement of the study program is important, especially to determine the ability and skills of reading and writing the Koran because in this study program, these skills are needed to support the achievement of good learning outcomes. The PAI study program has always received international students (from Thailand). This requires the development of socialization to other countries.

For lecturer input, the PAI study program has 19 study-based lecturers with 831 students (ratio of study-based lecturers with students 1:43). All lecturers meet academic qualifications, the percentage of lecturers with S.3 certificates is still 26% and who has a new head lector position 47%, the number of tutored students is between 15 to 20. The EWMP of PAI lecturers is met according to standards. Achieving the accreditation standard has been fulfilled because what is used is college-based permanent lecturers, not study programs. What needs to be considered is the placement of PAI study program lecturers who are overloaded in

one field and lacking in another, so a needs analysis is needed for the next lecturer recruitment. In terms of financial criteria, educational operations have met the standards, but not all lecturers have received these funds every year for research activities and community service. Currently, the facilities and infrastructure are sufficient to construct a new building on campus 3.

Process evaluation is implementing and managing all accreditation activities with input support to achieve the planned outputs/results. Process evaluation is intended to ensure that the preparation process for the PAI study program accreditation has met the accreditation quality standards.

The VMST of the PAI study program is prepared by involving stakeholders and the strategy for achieving the goals has been systematically prepared. The PAI study program curriculum is prepared jointly between study program managers (head of study programs and secretaries), PAI study program lecturers, PAI alumni, and stakeholders. The PAI study program curriculum is not only structured to give identity to the study program through study programs but also pays attention to learning outcomes and the quality of graduates. The PAI study program curriculum contains courses that support the achievement of goals and the implementation of the vision and mission of the study program. According to the independent campus policy, the current PAI study curriculum gives students the flexibility to broaden their horizons and deepen their expertise both in study programs, across study programs, and even outside of university according to their

talents and interests. The PAI curriculum is summarized in the PAI study academic text, which includes course descriptions.

The administration of the PAI study program is the study program manager actively cooperating with various parties. Cooperation is forged synergistically with other parties both at home and abroad in Islamic religious education. The collaboration is strengthened with the MoU in the field of education, among others, through the PPL (Field Experience Practice) program, assistance to schools and madrasas to develop the quality of school/madrasah education. Cooperation is also carried out with government agencies and non-governmental organizations, including the KKN (Real Work Class) program as part of the community service program. Other collaborations are with the Tanoto Foundation, other universities, Islamic boarding schools, PP PAI (PAI Study Program Association), and others, such as the implementation of KKL (Field Work Courses).

Credible governance of the PAI study program is manifested in lecturer, and student recruitment carried out according to national standards that have been socialized previously. In the academic field, the credibility of the civil service is guaranteed through the implementation of educational aspects (lecture schedules, contents of lecture journals, the guidance of guardian lecturers, submission of thesis titles, the content of grades, etc.). Learning and evaluation is carried out following the applicable curriculum. Academic administration refers to academic guidelines with IT-based services. The implementation of the tri dharma of higher

education is accompanied by an internal quality auditor who has an internal quality assurance system, namely: standard-setting, implementation, audit, monitoring and evaluation, and standard development. Transparent governance is demonstrated by the existence of the www.walisongo.ac.id portal, where students and stakeholders can access information related to student academic activities. Accountable governance is realized through internal and external quality audits. Responsible civil service is shown, among others, by filling out lecture journals by PAI lecturers and validated by students and study program managers, and fair teaching practice realized by equal treatment of students and lecturers regarding their respective duties according to predetermined standards.

GKM as the quality guarantor of study programs, has carried out monitoring and evaluation of RPS and lessons learned, the results of which are reported to LPM. In addition, LPM conducts an online survey on the satisfaction of management services to stakeholders, such as students, lecturers, education staff, graduates, users, and partners, which is carried out regularly, lecturer and student satisfaction, and so on. On student criteria, in the areas of reasoning, interests and talents, PAI study programs under the coordination of FITK and UIN facilitate student extracurricular activities such as WEC (Walisongo English Club), BITA (Al-Quran Recitation Guidance), BETA Theater, etc., career guidance and entrepreneurship under WCC (Walisongo Career Center) and can be accessed through www.career.walisongo.ac.id, welfare in the form of guidance and counseling, scholarship services, and health services

through the UIN Pratama Polyclinic.

Product evaluations regarding the quality of PAI study programs are: VMIS study programs are in line with VMIS FITK and UIN Walisongo. In the field of cooperation, the resulting product is a memorandum of understanding (MoU) with various educational institutions. This collaboration still needs to be followed up with other programs such as mentoring schools/madrasas or other activities. There is a SK GKM and quality documents issued based on the decision of the Chancellor of UIN Walisongo (policies, manuals, standards and SPMI forms) as well as the 2020-2024 study program quality goals). The products of the quality assurance questionnaire conducted by LPM include service satisfaction by both lecturers and students, evaluation of lecturers by students (EDOM), etc. LPM also held a QA (Quality Assurance) competition between institutions at UIN. The rector gave the winner of this QA competition appreciation.

The RPS prepared by the PAI study program lecturer follows the standards. This is also evidenced by passing the BKD (lecturer performance burden). In the BKD assessment, every lecturer with additional assignments (DT) and ordinary lecturers (DS) is required to report educational aspects, in this case, teaching aspects, and must include RPS. The suitability of learning with RPS is part of the learning monitoring and evaluation instrument. The ideas of PAI lecturers are also disseminated through lecturer discussions, both at the study program and faculty level. The scientific work of PAI lecturers (research and PkM) is relevant to the study program and according to their

field of expertise.

The outcome evaluation of the PAI study program was that the average GPA of students was 3.6, with an average study period of 4 years and three months. The PAI study program graduates' competitiveness is seen from the number of graduates who are tracked with an average waiting time of getting a job of fewer than six months. On average, PAI study program alumni work as PAI teachers (according to their competence). The results of the scientific work of PAI lecturers (research and PkM) have been integrated into courses. They are inspired by students when compiling papers or final assignments, but not all of the works of PAI lecturers have been published in the form of journal articles, books with ISBN, and copyright. /patent (Intellectual Property Rights). The results of the scientific work of PAI lecturers are also not all published on google scholar, for example, so the citations made by students or others have not been counted. This year, lecturers who receive funding for research and PkM must register their work with the Ministry of Law and Human Rights to obtain an IPR certificate.

The obstacle faced in the 2018 accreditation is to achieve the PAI study program's vision, mission, and objectives, whose scope is ASEAN and must be supported by foreign language skills from lecturers. The foreign language skills of PAI lecturers are not evenly distributed, both in Arabic and English. Concerning the PAI study program's vision, mission, and objectives, which are written based on the unity of science, the lecturers teach according to the vision based on the unity of science, and the RPS lists the UoS (Unity

of Sciences) column. Still, the references are written in the RPS rarely include books. Books related to the UoS. Because it is based on a university, the search for Lecturer data whose home base is not PAI experiences technical problems, such as research and community service data. This is different from lecturers whose home base is PAI because the development of lecturer data can always be updated. There are not many online surveys conducted online by the Quality Assurance Agency (LPM) of UIN Walisongo for accreditation support data such as understanding the study program's vision and mission and graduate user satisfaction. So the study program must distribute its questionnaire and calculate it manually. PAI lecturers carry out many higher education tri dharma activities. Not all of them are recorded and well documented.

Learning from the experience of accreditation in 2018 and preparation for accreditation of 9 (nine) criteria requires PAI study programs to be prepared to be able to change themselves from a conventional campus to a cyber campus: digital campus, online learning, and so on, skilled human resources in mastering technology much-needed information. To support the pieces of training for lecturers and students are needed. UIN Walisongo, through PTIPD has developed online-based data such as e-learning walisongo, online academic services, online surveys, online SKP, online BKD, e-journal walisongo, digital libraries, and so on.

Conclusion

Based on the analysis and discussion results, it can be concluded that the evaluation in this context is a change in the

accreditation instrument and a change in the curriculum. Evaluation of inputs, human resources, infrastructure, and financial accessibility meets quality standards, only lacking in the number of study-based lecturers. The criteria for evaluating the process, learning process, research, and community service have met the quality standard. Product evaluation criteria, scientific works of lecturers and students in the form of articles, research journals, and books with ISBN, and publications have met quality standards. The evaluation criteria for the outcome component are that the quality of study programs is assessed from the competitiveness of graduates and the performance of graduates for the community of stakeholders has met quality standards. The quality evaluation constraint found that the ratio of the number of lecturers was not based on the study program. At the same time, the supporting factor was the increasing number of online services in the PAI Study Program that were integrated with UIN Walisongo.

Recommendation

The manager of the PAI study program and the Quality Control Group (GKM) periodically analyzes the needs for achieving academic program performance, including identifying problems, factors that support success, and obstacles to the achievement of the vision, mission, goals, and strategies (VMTS). Thus the study program can prepare the right strategy to achieve the VMTS. Empowerment and strengthening of the academic community, lecturers, education staff, and students through periodic meetings to provide meaningful and beneficial scientific

contributions to develop academic and non-academic programs towards achieving the quality of the PAI study program. The policy can support the accreditation of the PAI study program, such as increasing funding opportunities for individual lecturers and students' research, lecturer-student collaboration research, contributing funds to the academic community who can publish their work at the university level. National and international. PAI Study Program managers and the PAI Study Program Quality Control Group to continue to actively take an active role in realizing a culture of academic quality through scientific research, book writing, community service, and other scientific works by PAI lecturers can be published for the community, and ultimately have an impact on the quality study program.

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