



EVALUATION OF INDONESIAN GENERAL COURSES FOR THE ESTABLISHMENT OF STUDENT MANNERS AND CHARACTERS

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Abstract

This study aims to evaluate the implementation of the Indonesian Language General Course (MKUBI) in Muhammadiyah and Aisyah universities (PTMA) throughout Indonesia. This type of research is included in the category of evaluation research. The participants in this study were lecturers in compulsory Indonesian language courses at Muhammadiyah and Aisyah universities throughout Indonesia. Data collection techniques used in this study are observation, interviews, and documentation. Data analysis in this study used an interactive analysis model. The evaluation results show that (1) evaluation of the context of the Indonesian MKU learning foundation, namely the Decree of the Director General of Higher Education Number 84/E/KPT/2020 which aims so that students are able to transfer information in the form of ideas, ideas, thoughts to others in oral and written form. The need that has not been met from this program is the existence of the same material or uniform in all universities managed by Muhammadiyah institutions. The purpose of MKUBI learning is to improve student character and manners through MKUBI. The need that has not been met from this program is the existence of the same material or uniformity of teaching materials in all universities managed by Muhammadiyah and Aisyah institutions. (2) Evaluation of input for MKUBI in achieving learning objectives is supported by the readiness of students, lecturers, and the media used in learning, as well as teaching staff who are in accordance with the qualifications. (3) Evaluation in the MKUBI learning process needs improvement. Improvements can be made with the uniformity of the RPS and the material that will be given by the lecturer. In addition, coordination is needed regarding the distribution of lecturers to teach. (4) Evaluation of learning products in MKUBI can be stated from the point of view that the learning objectives have been achieved. Students' needs for writing competence through the implementation of MKUBI can be accommodated properly.

Keywords: language general course, evaluation, indonesian language, cipp model



Introduction

The implementation of policies in the Indonesian Language General Course (MKUBI) in higher education which aims to form the character and character of students needs to be evaluated. Evaluation is important to know whether the program objectives that have been implemented have been achieved or not (Alqahtani, 2016). In addition, evaluation is part of the educational process (Anh, 2018). However, to evaluate the MKUBI is not easy because each implementation of MKUBI in universities has its own policy. Therefore, it is important to choose the method and how the evaluation of the MKUBI program can be carried out.

In this regard, the MKUBI organizing agency needs to evaluate the program. This needs to be evaluated systematically to identify the strengths and weaknesses of each aspect in the implementation of the MKUBI program. With the aim of evaluating MKUBI, the CIPP evaluation model was chosen. The selection of the CIPP evaluation model is because this model is evaluated from planning to program implementation (Gunung & Darma, 2019). In addition, the CIPP model is more comprehensive in evaluating as a whole in identifying program strengths and weaknesses through context, input, process, and product aspects (Stufflebeam & Shinkfield, 2012).

Indonesian is a mandatory language for Indonesian people. Described by Ningrum, et al. (2017) that the use of Indonesian in education in Indonesia has been regulated in Law no. 24 of 2009, especially Article 29 paragraph (1) which states that Indonesian must be used as the language of instruction in national education. The Indonesian language course is a compulsory subject in every tertiary institution, both at the Diploma and Strata 1 levels. The Director General of the Indonesian Ministry of National Education decided to include Indonesian as one of the subjects that must be taught in all universities and all majors (Gusnayetti, 2020). Strengthened by Government Regulation Number 57 of 2021 concerning National Education Standards, which states that the subjects of Religion, Pancasila, Citizenship, and Indonesian are compulsory subjects in higher education.

The Indonesian language course is a subject in higher education that is mandatory for all students to take (Diana et al., 2019). General courses (MKU), namely Indonesian which is a compulsory subject for students, can actually be one solution to overcome problems regarding writing scientific papers and student final assignments (Winarsih & Sulistyowati, 2016). Hanum et al., (2020) explained that Indonesian language lecturers play an important role in developing and teaching students' literacy skills, for example improving students' writing skills by practicing writing articles or papers. This means that all universities are required to hold Indonesian language courses. The problem found in the field is the limited number of Permanent Lecturers (DT) to teach Indonesian Language courses so that Non-Permanent Lecturers (DTT) are assigned to teach Indonesian Language courses at universities. Lecturer status as DT and lecturer status as DTT are certainly not the same. As explained by Maheswari (2013) that DTT still shows poor performance based on eight indicators with the largest negative gap in performance.

Based on this explanation, it is necessary to evaluate the Indonesian language course. Evaluation is at the center of all improvement whether we are talking about the quality of education or the effective work of a school (Aziz et al., 2018). The opinion of Uğur et al., (2016) states that the evaluation input is about the source of use and concentrates on suitability. Therefore, it is important to conduct an evaluation to identify deficiencies and make improvements to these deficiencies. Evaluation is carried out to review an ongoing program. As explained by



Baranovskaya & Shaforostova (2017) that evaluation is an important part of a curriculum alignment and overall teaching and learning strategy because it is part of the feedback and development cycle.

Similar research has been carried out by several previous researchers, Hidayat et al., (2019) conducting research on the development of learning models for Indonesian language courses by combining new and conventional learning models. Research conducted by Kuntarto (2017) revealed the effectiveness of the use of the Online Interactive Learning Model (OILM) which reached 81% effectively used in learning Indonesian in universities. Cahyani's research (2010) on improving the ability to write papers in Indonesian language courses through research. Furthermore, research conducted by Rosdiana et al. (2020) regarding Google Classroom as a medium to improve student discipline in Indonesian language courses. Bogolepova (2016) conducted research on the evaluation of textbooks as a means of finding the needs of students and teachers. The last research, which was carried out by Roscoe et al., (2020) examined how an evaluation model could be used by students in writing skills.

Based on studies that have been conducted on the implementation of MKUBI in Indonesia, there is a lack of studies that focus on evaluating MKUBI as a systematic and detailed formation of student character and manners. The lack of this study needs to be evaluated within the framework of the CIPP model: Has MKUBI been implemented effectively? Has the program achieved its goals in shaping student character and manners? Do MKBUI lecturers have the appropriate competencies to achieve MKUBI goals? Therefore, the main objective of this study is to evaluate the implementation of MKUBI in a systematic and detailed manner based on the CIPP model.

Literature Review

MKU BI as the Establishment of Student Ethics and Character

Indonesian as the official language of the Indonesian state experienced three phases of development (1928-2009), namely the first phase, Indonesian as a unified language was marked by the Indonesian Language Congress I in Solo with the spelling of van Ophuijsen; In the second phase, Indonesian as the official language of the state was proven to be used in the 1945 Constitution, the Second Indonesian Language Congress in Medan, resulting in a guideline, namely the Enhanced Spelling (EYD); and the third phase, Indonesian as an international language marked by the IX International Congress of Indonesian Language (Sudaryanto, 2018).

Indonesian is designated as the national language used in the Unitary State of the Republic of Indonesia (NKRI). Judging from its position as the national language of the state, the Indonesian national language functions: (1) a symbol of national pride; (2) a symbol of national identity; (3) a unifying tool for various ethnic groups, and (4) a means of connecting people's communication (Rapelita, 2018). The purpose of having Indonesian courses taught to students in each study program is that students are able to have good character values and manners. Characters that are highlighted in Indonesian language courses are the character of nationalism and love for the homeland. It is hoped that every student taking this course is able to apply the Indonesian language properly and correctly in everyday life, both nationally and internationally.

The Indonesian language course is expected to train students to acquire Indonesian language skills, especially in a variety of academic writings and scientific presentations as a tool to learn the



knowledge they are engaged in (Diana, et al., 2019). The general objective of learning Indonesian courses is that students are able to use good and correct Indonesian in daily activities, both orally and in writing, while the specific purpose of learning Indonesian is that students can compose scientific papers, such as papers, final assignments, as well as theses (Ernawati, 2020).

There are several educational evaluation models, including the Goal Oriented Evaluation model (Taylor-Powell et al., 1996). This model is the first evaluation model used to evaluate educational programs. This model focuses on program goals that have been set long before the program starts. The Free Evaluation Model developed by Scriven does not focus on program objectives, but rather focuses on program management (Arikunto & Jabar, 2014). In other words, this second model contradicts the first model. The third model, Formative-Summative Evaluation model focuses on a more complex evaluation process, namely what, when, and program objectives (McMillan & Schumacher, 2010). Evaluation of this model looks at how far the program has been designed, implemented, encountered obstacles, and also looks at the program's objectives.

The next evaluation model is the Countenance Evaluation Model developed by Stakel. This model focuses on context evaluation, process evaluation, and outcome evaluation (Arikunto & Jabar, 2014). The next evaluation model is the CSE-UCLA evaluation model. This model focuses on problem determination, program planning, formative evaluation, and summative evaluation. The next evaluation model is the CIPP model which focuses on context, input, process, and results (Stufflebeam & Coryn, 2014). The next model is the Discrepancy Model developed by Provous which focuses on aspects of gaps in program implementation (Arikunto & Jabar, 2014).

Based on the description of the evaluation model that has been described, the more relevant MKU BI program evaluation model used is the CIPP model. The CIPP model is considered more appropriate because this model is more comprehensive and in-depth in evaluating the MKU BI program. In addition, the basis of the CIPP model is a policy-oriented evaluation of the program for improvement. This is in accordance with the object of this research which is the Ristekdikti policy program. Therefore, the researcher uses the CIPP model as an analytical model for the MKU BI program.

CIPP as MKU BI Evaluation Model

The evaluation model used in this study is the CIPP evaluation model. The CIPP (Context, Input, Process, Product) evaluation model was introduced by Stufflebeam in 1985. This model focuses on improving the object being evaluated. The CIPP model is oriented to a management approach, so it can also be said as a form of management evaluation. The CIPP model adheres to the opinion that the most important purpose of program evaluation is not to prove, but to improve or develop (Mahmudi, 2011).

Context evaluation is carried out to collect information to determine objectives and define the relevant environment. In this process, it is carried out to thoroughly examine the status of the object, analyze deficiencies, as well as strengths, identify problems, provide solutions to existing problems, and lastly are used to test goals and priorities whether they are in accordance with the needs to be implemented or not.

Evaluation of inputs, namely determining learning resources, plans, and strategies from predetermined goals based on needs and accompanied by determining alternative processes.



Process evaluation in general terms of this evaluation is to check the implementation of a plan or program. This evaluation research is a collection of data from research that has been determined and applied in a program implementation practice.

Evaluation of the results (in this case in the form of a product) at this stage is carried out by interpreting, measuring, and determining an achievement of the results of the program, as well as validates to what degree the program meets the needs of the group being served (Darodjat & M, 2015).

Methods

Research design

This type of research is descriptive (Creswell, 2014; Moelong, 2010; Sugiyono, 2015; Zurqoni, Z., Retnawati, H., Apino, E., & Anazifa, 2019) by using an evaluation model. The use of evaluation models is very important for evaluative research which is not used in most evaluation studies (Aslan & Sağlam, 2017; Kurt & Erdoğan, 2015; Lu, 2015). In addition, this research includes evaluative research using the CIPP evaluation model (Sartica & Ismanto, 2016). The source of the data in this research is the learning of the Indonesian Language General Course. As for the data in the study, namely the implementation of the MKU BI related to the CIPP model.

Partisipant

The participants in this study were lecturers in compulsory Indonesian language courses at Muhammadiyah and Aisyah universities throughout Indonesia. The selection of respondents was carried out by purposive sampling, namely the researcher had certain considerations in determining the participants to be studied.

Data collection

Data collection techniques used in this study are observation, interviews, and documentation. Observations were made by researchers on how learning Indonesian language courses at PTMA were carried out. Interviews were conducted by researchers in depth to obtain valid information from respondents. This interview was conducted to find out how the learning process in compulsory Indonesian language courses at Muhammadiyah and Aisyah Colleges (hereinafter referred to as PTMA) was conducted. The documentation carried out by researchers is by reading the learning documents used by lecturers in teaching Indonesian language learning. The document used is the RPS document that has been made by a lecturer who teaches Indonesian language courses.

Data analysis

The data analysis technique used in this research is using the interactive technique of the Milles and Hubberman model, namely data reduction, data presentation, and drawing conclusions or verification. In the data analysis stage, the researchers matched the data with the CIPP evaluation

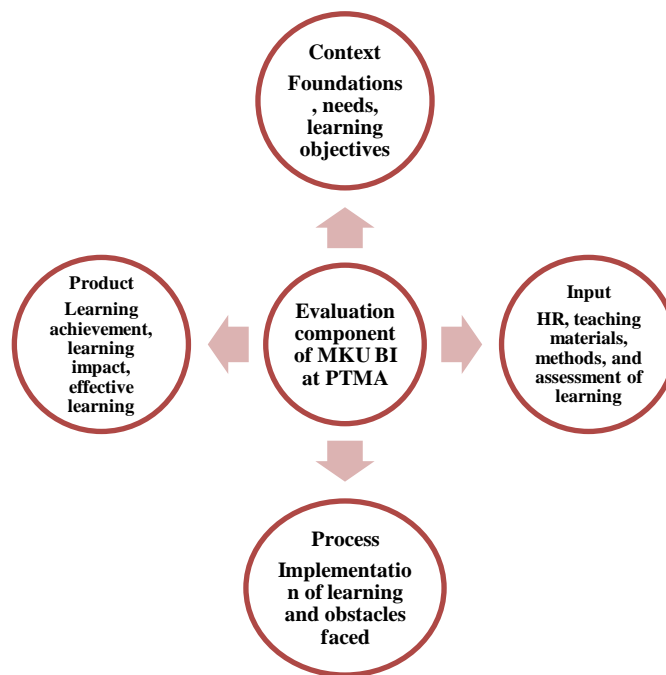


model. The CIPP model is included in the repair or accountability category, which is the most widely used evaluation model (Zhang et al., 2011).

Results

The evaluation results in this study focused on evaluating the implementation of MKUBI at PTMA with the CIPP evaluation framework. The MKUBI evaluation framework with the CIPP framework is presented in Figure 1 below.

Image 1
CIPP Evaluation Model in this Research



The results of the evaluation in this study are arranged in Figure 1 and are explained as follows. Evaluation of the basic context of learning Indonesian General Courses, namely the Decree of the Director General of Higher Education Number 84/E/KPT/2020 which aims to make students able to transfer information in the form of ideas, opinions, and thoughts to others in oral and written form. The need that has not been met from this program is the existence of the same material or uniform in all universities managed by Muhammadiyah and Aisyiyah. The purpose of MKUBI learning is to shape students' character and manners through MKUBI.

Evaluation of inputs in MKUBI to achieve learning objectives is supported by the readiness of students, lecturers, and the media used in learning. In addition, the human resources of the teachers already hold a Masters or Strata 2 degree. The physical facilities and infrastructure used in learning



are good and meet learning standards. Based on the results of the input evaluation, MKUBI is useful for students in receiving teaching in the form of writing skills. Evaluation of the learning process in MKUBI needs improvement. Improvements can be made with the uniformity of RPS and teaching materials that will be provided by the lecturer. In addition, good coordination is needed regarding the distribution of lecturers to teach. Evaluation of learning products at MKUBI can be stated from the learning objectives, so it is said to have been achieved. Students' needs for writing competence through the implementation of MKUBI can be accommodated properly. The impact of MKUBI learning has had a good impact, namely students are able to develop abilities in writing skills.

Discussion

Context Evaluation in Learning Indonesian General Courses at PTMA

Context evaluation is carried out to collect information to determine goals and define the relevant environment (Stufflebeam & Shinkfield, 2012). Evaluation of the MKU BI learning context at PTMA focused on the implementation foundation, program needs, program implementation, and goals that have the potential to be achieved and those that are difficult to achieve. The results of the context evaluation are presented in table 1 below.

Table 1

Context Evaluation Results on MKU BI at PTMA

Aspek CIPP	Evaluation Result
Context	The policy basis for the MKU BI PTMA is in accordance with the Decree of the Director General of Higher Education No. 84/E/KPT/2020 concerning MKWK in higher education
	What needs have not been met by the program?
	What is the purpose of the program for?
	What are the potential goals that have been achieved and which ones are difficult?

In evaluating the context of learning Indonesian MKU at Muhammadiyah and Aisyiyah Universities, the researcher explored the legal basis for implementing Indonesian MKU learning. The legal basis used in the implementation of Indonesian MKU learning is the Decree of the Director General of Higher Education No 84/E/KPT/2020 which is a policy issued by the government regarding guidelines for implementing mandatory courses in the higher education curriculum. Every university in all study programs is required to provide Indonesian language courses.

In the Decree of the Director General of Higher Education No 84/E/KPT/2020 the purpose of implementing Indonesian language courses in universities is so that students are able to transfer



information in the form of ideas, opinions, and thoughts to others in oral and written form. Based on the results of interviews with MKU Indonesian lecturers of all study programs at Muhammadiyah and Aisyiyah Universities, these universities teach Indonesian language courses. Lecturers who teach in this course are lecturers from the Indonesian Language and Literature Education Study Program (PBSI Study Program). The campuses that do not yet have a PBSI study program take guest lecturers or flying lecturers. This proves the seriousness of PTMA in providing Indonesian language courses to students. In addition to these compulsory courses, Indonesian language courses are able to develop students' creativity, especially in writing thesis or final assignments.

Based on the results of the interviews, it is known that the material provided by the MKU from the central government is considered very heavy if it is implemented for students. This causes the uniformity of the material given by each lecturer. So that each MKU lecturer makes his own book according to the needs of students in their respective environments and adapted to the achievements of the courses that have been set for each study program.

The results of interviews with representatives of MKU BI lecturers at PTMA, it is necessary to have uniformity of Indonesian language teaching materials. This can be exemplified in LLDIKTI 7 which has made materials by integrating 6A, namely anti-corruption, anti-intolerance, anti-sexual violence, anti-bullying, anti-drugs, and anti-radicalism. Thus, there is uniformity of teaching materials given to students. Lecturers do not need to make materials, but lecturers integrate them into the lesson plans that have been made. In addition, monitoring and evaluation were held regarding the integration of 6A implementation. In addition, LLDIKTI region 7 even has an association that oversees Indonesian language courses.

The need that has not been met from this program is the existence of the same teaching material or uniformity in all universities managed by Muhammadiyah and Aisyiyah. This is because Muhammadiyah is one of the most widespread and largest Islamic organizations in Indonesia. Therefore, it is necessary to integrate materials related to Islam. If you look at each university, it has different teaching materials.

The Indonesian language course aims to form character and manners in students. The characters that can be taught in MKU BI are the character of nationalism and love for the homeland. This character is one of the main objectives in the Indonesian General Course. Students will be given material related to the position of Indonesian as the language of the unity of the Indonesian people and the language of the state. As an Indonesian citizen, you should recognize the position of the Indonesian language, because the Indonesian language has been recognized and studied by various nations in the world.

In addition to shaping the character of students, general Indonesian courses aim to improve students' language skills. One of the things that are emphasized in the general Indonesian language course is writing scientific papers, writing research proposals, and self-actualization in scientific



articles. These language skills will be very useful when students compose scientific writings in the form of a final project or thesis.

Thus, it can be concluded that the evaluation of the context of the implementation of general Indonesian courses at Muhammadiyah and Aisyiyah Universities can be said to have been carried out well. Lecturers realize that this course is a subject that must be given to students in accordance with the applicable legal basis that has been set by the Government. As for the material that does not implement government material, this is because the material prepared by the government is too heavy to be conveyed so that lecturers take policies by making material that is considered easier or able to be implemented for students. However, there is a need for uniformity of teaching materials between universities managed by Muhammadiyah and Aisyiyah.

Evaluation of Inputs in Learning Indonesian General Courses at PTMA

Evaluation of inputs, namely determining learning resources, plans, and strategies from predetermined goals based on needs and accompanied by determining alternative processes (Stufflebeam & Shinkfield, 2012). The evaluation of learning inputs for the Indonesian General Course at PTMA is focused on the facilities and infrastructure that support the achievement of the program. The facilities and infrastructure include human resources, teaching materials, learning methods, and learning assessments. The results of the evaluation of the Indonesian General Course at PTMA are presented in table 2 below.

Table 2
Results of Input Evaluation in Indonesian General Courses at PTMA

CIPP Aspect	Evaluation Result
Input	Are lecturers' Human Resources qualified? Are lecturers' Human Resources able to carry out the program and achieve program objectives?
	Have the teaching materials used been able to achieve the program objectives?
	Has the learning method used been able to achieve the program objectives?
	Has the learning assessment used been able to achieve the program objectives?

The input aspect in this case relates to the readiness of students, lecturers, and the media used in carrying out the learning process for compulsory Indonesian language courses. In addition to the readiness of students, lecturers, and media in the evaluation of inputs, it is also discussed about the quality of the facilities and infrastructure used in learning.

One of the requirements that must be possessed by lecturers is to have at least a Masters degree or Strata 2. Based on the results of interviews and FGDs with 11 respondents who are MKU lecturers



at PTMA throughout Indonesia stated that all lecturers who teach MKU on the PTMA campus already have a master's degree, even some lecturers have Doctorate and even Professor. This proves the seriousness of PTMA in organizing Indonesian language courses. Human resources for lecturers are considered sufficient in developing Indonesian language courses at PTMA. However, PTMA MKU Lecturers have not received rights in accordance with the legislation, because some of MKU lecturers are flying lecturers or guest lecturers. The rights granted to guest lecturers are not the same as permanent lecturers at universities.

The facilities and infrastructure in Indonesian language lectures can be said to be very good. Although this course is not a course that leads to a study program, the implementation in this course is the same as lectures in a study program. The Covid-19 pandemic has resulted in lectures being conducted online using LMS media that have been determined by the respective study program or campus.

Based on the results of the questionnaire, it was found that the readiness of students to take part in Indonesian language lectures was considered very good. This is indicated by the active attitude of students in attending lectures. The results of data analysis that have been carried out have found that the progress felt by students after taking compulsory Indonesian language courses is that students are more careful in choosing words to compose writing or when speaking, writing by adjusting the reference to the General Guidelines for Indonesian Spelling (PUEBI) which uses citation applications in the form of delaying, improving public speaking skills, writing using the scientific method, improving language skills, and using standard words according to the Big Indonesian Dictionary (KBBI).

From the student's perspective, the benefits that can be felt after taking compulsory Indonesian language courses, namely these compulsory courses teach writing skills which are the initial form as an effort to communicate ideas that students have, add insight because compulsory Indonesian language courses are contextual, and students understand that the writing process is not an easy thing so that a sense of respect for other people's writings arises. This proves that students are able to apply the knowledge that has been obtained in learning Indonesian courses.

Based on the results of interviews with MKU PTMA lecturers, it was found that the readiness of the lecturers in carrying out learning Indonesian language courses was very good. The lecturer before teaching has made the material according to the students' needs. Not only that, several Muhammadiyah and Aisyiyah Universities have designed modules in the form of books to support Indonesian language courses. Even in several Muhammadiyah and Aisyiyah Universities, each lecturer was asked to make an independent book. This proves that lecturers have thorough preparation in teaching general subject matter, in this case Indonesian. For example, at Ahmad Dahlan University, Yogyakarta, they made a textbook with the title *Mahir Berbahasa Indonesia* (Proficient in Indonesian language) which has been published since 2012 which has undergone twice revisions. The book is sold to students taking Indonesian language courses. At Muhammadiyah University Surakarta, MKU BI lecturers collaborated with Sebelas Maret



University lecturers to make teaching materials in the form of books with the title *Bahasa Indonesia untuk Penulisan Karya Tulis Ilmiah* (Indonesian for Scientific Writing). This book is not only used at UMS but also in Muhammadiyah and Aisyiyah Universities and surrounding universities.

Process Evaluation in Learning General Courses, namely Indonesian Language at Muhammadiyah and Aisyiyah Universities

Process evaluation The outline of this evaluation is to check the implementation of a plan or program (Stufflebeam & Shinkfield, 2012). Evaluation of the learning process for Indonesian General Courses at Muhammadiyah and Aisyiyah Universities focused on the suitability of the RPS with the learning process, the ability of human resources in implementing the program, and the obstacles faced in implementing the program. The results of the process evaluation are presented in the table below.

Table 3

Results of Process Evaluation in General Courses, namely Indonesian Language at Muhammadiyah and Aisyiyah Universities

CIPP Aspect	Evaluation result
Process	Is the implementation of the program in accordance with the RPS?
	Are Human Resources, in this case the lecturer, able to carry out the program that has been set?
	Can the facilities and infrastructure that have been determined be used optimally to achieve the objectives of the program?
	What are the obstacles faced in implementing the program?

The evaluation of the process in this study, the researcher divides into two processes that need to be studied in learning General Lectures in this case Indonesian Language at Muhammadiyah and Aisyiyah Universities, namely (1) the requirements for attending General Course lectures in this case Indonesian Language and (2) Implementation the process of lecturing General Courses in this case Indonesian Language at Muhammadiyah and Aisyiyah Universities. The results of the process evaluation are as follows.

- a) Requirements to take Indonesian Language General Courses at Muhammadiyah and Aisyiyah Universities

The Indonesian language course is one of the subjects that must be given to students. This course does not require you to take other courses in order to take this Indonesian language course. So



even though it is mandatory, there are no conditions that must be met in advance by students to take part in lectures. The only thing that makes lecturers confused in teaching Indonesian language courses is that there is no uniformity of RPS made by lecturers in one university. The non-uniformity of the RPS makes the outputs produced will be very diverse and different between lecturers.

b) Implementation of the Indonesian Language General Course lecture process at Muhammadiyah and Aisyiyah Universities

Lecture implementation in this case MKU consists of 2 credits. This course is taught differently in each PTMA, some are taught in odd semesters and some are taught in even semesters. This depends on each study program which is adjusted to the study program curriculum. The learning process for Indonesian MKU is the same as with the courses in each respective study program.

The basic problem of implementing Indonesian language learning is the uneven distribution of MKU lecturers. Based on the results of FGD with MKU lecturers, it was found that several PTMAs were not evenly distributed in teaching hours. There are lecturers who have very many teaching hours, moderate, and even some PTMA lecturers who do not get teaching hours at all. In addition, there is one university with an Indonesian Language and Literature Education study program that does not provide Indonesian language courses.

In several Muhammadiyah and Aisyiyah Universities, the implementation of General Course learning, in this case Indonesian Language, has not been carried out optimally. This is due to the lack of proper coordination within the scope of the University. Some universities do not have institutions that oversee Indonesian language courses.

Based on the results of the analysis regarding the process of learning Indonesian courses in the General Course, it is necessary to make improvements. Improvements can be made with the uniformity of RPS and teaching materials that will be provided by the lecturer. In addition, good coordination is needed regarding the distribution of lecturers to teach Indonesian language courses.

Product Evaluation in Learning General Courses, namely Indonesian Language at Muhammadiyah and Aisyiyah Universities

Evaluation of the results (product) at this stage is carried out by interpreting, measuring, and determining an achievement of the results of the program, validating the degree to which the program has met the needs of a group being served (Stufflebeam & Shinkfield, 2012). Evaluation of learning products in General Courses in this case Indonesian Language at Muhammadiyah and Aisyiyah Universities is focused on whether learning has been achieved, whether student needs



have been met or not, and how the impact of the resulting learning is. The results of the evaluation of the learning of General Courses in this case Indonesian are presented in table 4 below.

Table 4

Product Evaluation Results in Indonesian General Courses at Muhammadiyah and Aisyiyah Universities

CIPP Aspect		Evaluation result
Product		Can the program objectives be achieved?
		How are student needs that have been met and have not been met?
		What are the impacts of the program?

The products produced from courses, in this case the Indonesian language at Muhammadiyah and Aisyiyah Universities, are very diverse. Each study program has determined the product that must be achieved by students taking Indonesian language courses. Product evaluation is how the product is produced in learning General Courses in this case Indonesian at Muhammadiyah and Aisyiyah Universities. The products produced are very diverse, ranging from books, proposals, and videos. When viewed from the products produced, the achievement of the program can be said to be successful, because every lecturer at Muhammadiyah and Aisyah University has carried out according to the goals that have been set. Overall in the Indonesian language course, the needs needed by students have been accommodated by each university. Every student needs in Muhammadiyah and Aisyiyah Universities have different needs. Based on the results of interviews with STAI Muhammadiyah Blora lecturers, considering that there are not many students like other universities and students who are older, the lecturers do not place too much emphasis on the outcomes of Indonesian language courses. The products produced from the Indonesian language course at STAI Muhammadiyah Blora are scientific works. Each student compiles a scientific paper that is used as a final assignment for the Indonesian language course.

At the University of Muhammadiyah Ponorogo, the product subjects of Indonesian Language courses are uniformed, namely making a proposal for the Student Creativity Program (PKM). This PKM proposal was uploaded to the PKM website of the University of Muhammadiyah Ponorogo and presented in class. In addition to PKM, this output can be in the form of scientific articles submitted to participate in the genre ambassador competition which in the end can pass.

At Ahmad Dahlan University Yogyakarta, the products produced from Indonesian language courses are very diverse and interesting. For example, in the Communication Study Program, where most of the students do not like to write, the output produced is in the form of video documentation or vlogs at tourist attractions in Yogyakarta. This video documentation can train



students' speaking skills and as an object to promote tourism in Yogyakarta. In addition, there are study programs that want to write articles published in the mass media. In addition, there are about 20 articles published on radar jambi. There are also those who are targeting the Kedaulatan Rakyat newspaper. In addition, there are also articles published on the Gunung Kidul government website and a collection of student essays published in books with ISBNs that can be used as additional accreditation, namely for criterion number 9. In addition, in almost all Muhammadiyah and Aisyiyah Universities, the products produced in this course are in this case Indonesian, namely books published with ISBN.

The impact of the Indonesian Language Course is that students are able to develop skills in the world of writing. This is evidenced by the various outcomes produced from the output of Indonesian language courses for students. This student's writing skills can be used as a provision to write a final project or thesis. In addition, in the world of communication, Indonesian language courses are very useful when participating in competency events such as genre ambassadors. In the competence of genre ambassadors, one of the most important assessment components is how to communicate in public. At the University of Muhammadiyah Ponorogo, students taking Indonesian language courses are able to appear in the competence of Genre Ambassadors to become champions.

Conclusion

Based on the results and discussion described above, it can be concluded that the learning of General Courses in this case namely Indonesian Language at Muhammadiyah and Aisyah Colleges throughout Indonesia can be said to be successful. Each evaluation is described as follows (1) evaluation of the context regarding the basis of learning in the Indonesian Language General Course, namely the Decree of the Director General of Higher Education No 84/E/KPT/2020. The need that has not been met from this program is the existence of the same material or uniformity of material in all universities managed by Muhammadiyah and Aisyiyah. The learning objective of MKUBI is to shape student character and manners through MKUBI. (2) Evaluation of inputs to MKUBI in achieving learning objectives is supported by the readiness of students, lecturers, and the media used in learning. In addition, teaching human resources have a master's degree or strata 2. The physical facilities and infrastructure used in learning have met learning standards. (3) Evaluation of the MKUBI learning process needs improvement. Improvements can be made with the uniformity of RPS and teaching materials that will be provided by the lecturer. In addition, coordination is needed regarding the distribution of lecturers to teach. (4) Evaluation of learning products in MKUBI can be stated and seen from the learning objectives can be said to have been achieved. Students' needs for writing competence through the implementation of MKUBI can be accommodated properly. The impact of MKUBI learning has had a good impact, namely students are able to develop skills in the world of writing. Although it can be said to be successful, there need to be some improvements in order to achieve the learning objectives of MKUBI, because



MKUBI is one of the courses that is able to hone students' skills in writing final assignments and can improve students' manners and character.

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Conflict of interests

The authors declare that they have no conflict of interest.

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