

Evaluation of the Student Community Service Programme of the Primary School Physical Education (PSPE) Faculty of Health and Sport Sciences (FHSS) UNY Study Programme in the Transition Period Towards the Covid-19 Endemic

Heni Susilowati¹, Yudanto², Ujang Nurdin³, Afeb Chesa Arianto⁴

^{1,2,3,4}Department of Sport Science, Yogyakarta State University, Yogyakarta Indonesia

Email address: henisusilowati.2021@student.uny.ac.id, yudanto@uny.ac.id, ujangnurdin.2018@student.uny.ac.id, afebchesa.2018@student.uny.ac.id

Abstract— This study aims to determine the results of the evaluation of the context, input, process, product of the Real Work Lecture Programme of PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic. The evaluation model that will be used in this research is the CIPP model. The data collection technique uses observation, interview, questionnaire, and documentation methods. The data analysis technique in this research is quantitative and qualitative descriptive analysis. With indicators of the purpose of CSP implementation at 3.68 in the good category, the feasibility of the CSP programme at 3.56 in the good category, the expectations of the target group for the CSP programme at 3.55 in the good category, the factual conditions of the environment at 3.54 in the good category, and the gap in needs encountered at 3.45 in the good category. Evaluation input of 3.41 is in the good category. Indicators of human resources were 3.47 in the good category, facilities and infrastructure were 3.38 in the good category, strategies to achieve CSP goals were 3.34 in the good category, and work procedures to achieve them were 3.36 in the good category. Process evaluation of 3.45 is in the good category.

Keywords— Evaluation, Community Service Programme, Covid-19 Endemic.

I. INTRODUCTION

Perguruan Higher education has a strategic role and great responsibility in the process of developing quality human resources. Strategic steps that can be taken in the field of education as a grand design to face the industrial revolution 4.0 are planning and compiling a national education curriculum such as the 2013 Curriculum (K13), Strengthening Character Education, National Literacy Movement, and the National Literacy Movement. (1).

There are three challenges that must be faced by universities in curriculum development, especially in the industrial era 4.0, namely producing graduates who have new literacy skills, including data literacy, technology literacy, and human literacy which pivots on the development of noble character graduates. (2). To answer this challenge, the Ministry of Education and Culture through the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, specifically

in articles 18 and 15, launched the Merdeka Belajar-Kampus Merdeka policy.

On this basis, a program is needed for students that can be used to identify and understand problems in the community as well as to implement the knowledge gained during lectures, one of which is the Real Work Lecture Program.

Community Service Program (CSP) is an intracurricular activity that combines the implementation of the Tri Dharma of Higher Education with the method of providing learning and working experience to students in community empowerment activities. With CSP activities, students must be able to carry out the transformation mission in the community. For this reason, CSP activities need to be carefully designed through detailed research and consideration, to ensure that CSP activities can function properly and have a positive impact on changes in the community. (3). The role of CSP as part of the development of student competence, especially social competence and personality competence, is very clear in the CSP implementation location. (4). Through CSP activities, students will be invited to recognise and understand the problems that exist in the community as well as the implementation of knowledge gained during lectures. As stated in the PK-CSP Standard Operating Procedure (POB) issued by UNY (UNY Rector Regulation Number 5 of 2020), CSP must be carried out in schools, communities, industries individually or in groups and CSP participants during its implementation must remain in the community where the CSP is located. CSP activities are open to students who have obtained 100 or more credits for odd semester and 120 for even semester, or have completed MBKM or similar.

Primary School Physical Education (PSPE/PJSD) is one of the study programmes in the Faculty of Health and Sport Sciences (FHSS/FIKK) of Yogyakarta State University (UNY) that also implements CSP programme, where the curriculum used is synergised and integrated with the vision and mission of UNY. For UNY students, CSP is one of the compulsory lecture programmes, meaning that every student, especially the S-1 Undergraduate Programme, both education and non-education programmes, must take CSP courses, with a credit weight based on the Merdeka Learning-Campus

Curriculum of 6 credits. The implementation of CSP is expected to be a learning experience process for students, especially students of the S-1/Bachelor PSPE FHSS UNY Study Program to increase knowledge, skills, and awareness of life in society. The presence of students in the community is expected to motivate and provide new innovations to the community in the social field. This is in accordance with the function of the University which bridges communication in the process of developing and applying science and technology. This is also in line with the main objective of the CSP programme, which is to stimulate development in the community through various empowerment activities that are useful for students, especially for the community and motivate students themselves in preparing development cadres and agents of change.

Learning activities including CSP are required to adjust to the conditions during the Covid-19 Pandemic. It is very important to note, that in the implementation of CSP during the Covid-19 Pandemic, it must be considered how to carry out its implementation so that it can take place properly, safely and still prioritise quality achievements. It is safe for students and also safe for the community and people involved, both directly and indirectly. The Minister of Education and Culture issued Circular Letter No. 4 of 2020 concerning the Implementation of Education during the Covid-19 Emergency, saying that learning can be done through online / distance learning. Including CSP activities carried out by students, the programme must continue, carried out safely and effectively. One way that is very possible to carry out the CSP Programme safely and effectively during the Covid-19 Pandemic, is to prioritise online-based CSP activities, even if it is possible to do it offline, by strictly implementing health protocols.

In 2020 and 2021, UNY is also implementing online CSP from domiciles that were previously carried out face-to-face with the target group, which certainly requires more systematic preparation so that the objectives of CSP are achieved. With consideration of the efficiency of location and time during the Covid-19 Pandemic, CSP can be carried out simultaneously for students, especially educational undergraduate programmes. Several patterns of CSP implementation that are suitable specifically during the Covid-19 Pandemic can be offered to students, including: Integrated CSPPK patterns, Integrated CSP-PKL/PI, and CSP PPM Lecturers / Institutions (UNY Chancellor, 2020). Even though the CSP programme is implemented during the Covid-19 Pandemic, which is carried out mostly online or offline by implementing strict health protocols, it must still be quality-oriented, with safe and effective implementation.

An important factor in the transition is the willingness of people to face changes in their daily behaviour. New adaptations during the transition to an endemic are very important in the community starting from toddlers, adolescents, adults and the elderly. For example, changing activities from Home (WFH) to Work from Office (WFO), online to offline learning, and many other community activities (5). Hybrid courses are implemented in several universities in Indonesia. Most students have started to enter the campus environment to carry out offline lectures. This

situation is a challenge that students must face when starting a new habit. Likewise, the implementation of CSP activities at UNY is also held back in the community and schools while still implementing Covid-19 prevention rules.

CSP students who are carried out offline in the transition period towards the Covid-19 Endemic after the previous year CSP was carried out online on a domicile basis due to the pandemic. Therefore, a programme evaluation model is needed that can be used to look at the preparation, implementation process, input of resources and to see the results or products of distance learning programmes that are implemented online.

There are various evaluation models with their own formats and systems, although sometimes the same evaluation model is found with other models. The evaluation that suits the purpose of this research is the CIPP model (context, input, process and product), developed by Stufflebeam which is decision-orientated. (6–8). CIPP is the most complete evaluation model covering context, input, process, and product to determine the success or failure of the PSPE FHSS UNY student community service programme during the Covid-19 Endemic transition. The planning, implementation, and results of student service-learning activities must be evaluated objectively, measurably, and continuously to ensure the level of success. The results of the evaluation will provide input for the development of the next service-learning programme and do not rule out the possibility of new alternatives in the service-learning programme. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each stage of the evaluation, namely the context, input, process, and product stages.

Based on this, the researcher is interested in conducting research on "Evaluation of the Student Community Service Programme of the PSPE FHSS UNY Study Programme during the Transition Period Towards the Covid-19 Endemic".

II. METHOD

Study Participants

The population of this study were representatives of Field Supervisors, students participating in CSP, and target communities (community leaders, teachers, religious leaders) involved in the implementation of CSP. The sampling technique used cluster random sampling from 4 CSP locations, totalling 61 respondents.

Study Organization

The evaluation model used in this research is the CIPP evaluation model. The CIPP model is an evaluation model that is carried out in a complex manner and is basic, comprehensive, and integrated which includes Context, Input, Process and Product. (9,10). The CIPP model is recognised as the most appropriate in providing improvements or considerations when creating a new programme using evaluations of previous programmes, and is considered appropriate to control a programme whether it is working as expected or not. (11). Data collection in this study was observation, interviews, documentation, and questionnaires with a Likert scale.

Statistical Analysis

Data analysis techniques used quantitative analysis, namely descriptive percentages, and qualitative analysis of interactive models as proposed by Miles and Huberman.

III. RESULT

The results of the research on the evaluation of the Community Service Programme (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic in terms of CIPP (Context, Input, Process, Product) aspects means obtaining objective and accurate information and comparing what has been achieved from the evaluation of the Community Service Programme (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic with what should be achieved based on predetermined standards.

From the data obtained through interviews with 14 DPLs in the Context aspect, it was found that 14 DPLs felt that students needed to do CSP in the community. A total of 14 DPLs stated that they were involved in the preparation of CSP work programmes in the community. Then as many as 14 DPLs also stated that they had certain wishes in the CSP programme in the community to make it more conducive.

In the Input aspect, 14 DPLs stated that they did not offer themselves to become DPLs because they were appointed by the campus. A total of 14 DPLs stated that if anyone helped in carrying out the CSP process. A total of 14 DPLs stated that they were not given full authority in managing the CSP process because everything must be in accordance with procedures and policies, and has been regulated in the POB CSP UNY. A total of 14 DPLs stated that the facilities and infrastructure used in CSP have met good standards and feasibility.

As many as 14 DPLs acknowledged that there are special requirements or assessments for students who do CSP in the community. A total of 14 DPLs stated that CSP had been in accordance with the previously compiled notes. All 14 DPLs stated that the students they supervised could be cooperated with during the CSP.

A total of 14 DPLs did not experience difficulties encountered during the implementation of CSP. Furthermore, 14 DPLs stated that they routinely monitor and evaluate the CSP process. In the Product aspect, 14 DPLs stated that the targets planned in the CSP programme could be achieved well.

1. Context Component

Overall, the Context component of the evaluation of the Real Work Lecture (CSP) Programme of PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is as follows.

TABLE 1. Context Component Evaluation Results

Indicator	Mean	Category
Purpose of CSP	3.68	Good
Feasibility of CSP Programme	3.56	Good
Target Group Expectations of the CSP Programme	3.55	Good
Factual condition of the environment	3.54	Good
Needs Gaps Encountered	3.45	Good

Based on Table 1, it shows that the Context evaluation of the Real Work Lecture (CSP) Programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is 3.56 in the good category.

2. Input Component

Overall, the Input component of the evaluation of the Real Work Lecture (CSP) Programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is as follows.

TABLE 2. Input Component Evaluation Results

Indicator	Mean	Category
Human Resources	3,47	Good
Facilities and Infrastructure	3,38	Good
Strategies to achieve CSP goals	3,44	Good
Work procedures to achieve them	3,36	Good

Based on Table 2, it shows that the evaluation input of the Real Work Lecture (CSP) Programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is 3.41 in the good category.

3. Process Component

Overall, the process evaluation component of the Real Work Lecture (CSP) Programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is as follows.

TABLE 3. Process Component Evaluation Results

Indicator	Mean	Category
Programme implementation	3,49	Good
Stakeholder involvement	3,41	Good
Response of the target group	3,45	Good
Improvements needed before the programme ends	3,47	Good

Based on Table 3, it shows that the evaluation process of the Real Work Lecture (CSP) Programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is 3.45 in the good category.

4. Product Component

Overall, the Product component of the evaluation of the Real Work Lecture (CSP) Programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic is as follows.

TABLE 4. Product Component Evaluation Results

Indicator	Mean	Category
Service-learning programme outcomes achieved	3,49	Good
The level of needs that have been met	3,41	Good
What to do after the programme	3,45	Good

Based on Table 4, it shows that the Product evaluation of the Community Service Programme (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic is 3.43 in the good category.

Based on the above results, the success criteria for evaluating the Community Service Programme (CSP) of PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic based on the Context, Input, Process, Product (CIPP) aspects can be seen in the following table:

TABLE 5. CIPP Evaluation Results

Component	Mean	Category
Context	3,49	Good
Input	3,41	Good
Process	3,45	Good
Product	3,46	Good

If presented in the form of a diagram, the Context, Input, Process, Product (CIPP) evaluation of the Real Work Lecture (CSP) Programme of PSPE FHSS UNY Study Programme Students in the Transition Period Towards the Covid-19 Endemic can be seen in Figure 1 below:

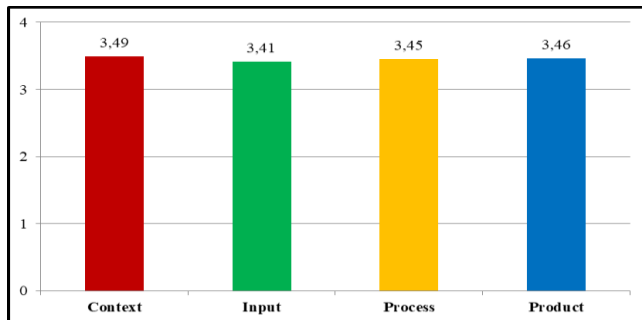


Figure 1. Diagram of Success Criteria for Evaluating the Student Community Service Programme of the PSPE FHSS UNY Study Programme during the Transition Period Towards the Covid-19 Endemic

IV. DISCUSSION

The discussion is based on the results of the evaluation of the implementation of the CSP programme as stated at the beginning. The following is described in relation to the implementation of the UNY CSP programme, especially those carried out during the transition period towards the Covid-19 Endemic, namely the CSP for the Autumn Semester of the 2022/2023 Academic Year.

1. Evaluation of Context Aspect

Context evaluation involves analysing issues related to the environment in which the programme will be or has been implemented. It contains an analysis of the strengths and weaknesses of a particular object. Context evaluation as an institutional focus to identify opportunities and assess needs. A need is formulated as a gap between the real condition and the expected condition. (12).

Context in the management function is essentially included in the planning function. In a good plan, policies must be set to achieve goals in outline. Objectives are part of an organisation's strategic planning. Programme objectives are set after a needs assessment has been conducted. Goals and objectives can be successfully implemented, if they fulfil the criteria; specific, timely, measurable, challenging, and achievable.

Based on the answers to the questionnaire in this study, it was found that the Real Work Lecture Programme (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic seen from Context, the average analysis result of the Context component was 3.56 in the good category. This is because all categories

have been fulfilled and run as expected by the UNY CSP manager.

Based on the indicator of the purpose of CSP implementation of 3.68, the category is good. In the implementation of CSP, the parties involved in CSP have understood the vision and mission of CSP as stated in the CSP guidebook and POB, so that CSP can run well. The success of a programme is inseparable from the vision and mission and the purpose of implementing the programme. The purpose of CSP at UNY is to empower the community to be more empowered and qualified in various aspects in order to deal with the impact of the Covid-19 Pandemic. The existence of goals will make all components involved in the implementation of the CSP programme to be able to focus on working hard on how to achieve these goals.

Based on the CSP programme feasibility indicator of 3.56, the category is good. The CSP programme implemented by PSPE FHSS UNY students is feasible because it can be carried out, accepted, participatory and sustainable with clear goals and objectives. PJSD students have implemented the CSP programme based on the results of observations of problems and potential in the community, so that the programme can be carried out well and receive community support.

Based on the target group's expectation indicator for the CSP programme of 3.55, the category is good. The results of CSP have been able to fulfil the wishes of various parties, starting from students, DPL, and CSP target groups. For the community, students participating in CSP UNY have helped them in utilising existing facilities and infrastructure, as well as assisting in carrying out activities in the community, increasing community knowledge, and improving community skills. For students, CSP activities are a means of applying the knowledge in lectures to the community, training students' social spirit by going directly to the community, adding experience and insight to students, developing creativity and competence of CSP students in implementing work programmes, as a vehicle for developing abilities in academic and non-academic fields, and training students to have a spirit of cooperation and responsibility.

Based on indicators of factual environmental conditions of 3.54, the category is good. In its implementation, CSP UNY received support from the community because it can improve their quality of life. The community gives appreciation and support by enthusiastically following the CSP implementation process because what CSP students do provides many benefits for community development in their fields.

Based on the indicator of the gap in needs encountered, it is 3.45 in the good category. The CSP programme offered by UNY students to the target group community during the transition to the Covid-19 Endemic is very necessary and in accordance with what the community needs, but still adapts to the capabilities of the CSP team. In the future, it is hoped that CSP will be carried out in a sustainable manner, both in terms of location and programme.

According to DPL, the success of CSP UNY is inseparable from the objectives of CSP that have been well understood and implemented, the spirit of kinship and togetherness of all community members; full support and cooperation from

village officials such as village heads, hamlet heads, RT heads, community leaders, religious leaders, and other village officials; positive responses from the community regarding the feasibility of work programs carried out by students. This is shown by the enthusiasm of the community in participating in the Community Service Programme, so that students become comfortable while at the CSP location. Although the community may ask for the implementation of certain programmes as long as students have the ability to implement them; community leaders from both the village government and the Regency / City Government who have supported and given permission for the implementation of CSP UNY students, but in the future communication with the community needs to be improved for the smooth running of CSP; The role of UNY CSP managers ranging from leadership elements, service units, CSP teams, and education staff who work hand in hand and are committed to the implementation of UNY CSP.

2. Evaluation Input Aspect

Input evaluation is intended to provide information to determine how to use resources to achieve programme goals or determine what resources are available, what alternatives are taken, what are the plans and strategies to achieve the goals, and what are the working procedures to achieve them. The emphasis of input evaluation is on gathering information that is used by programme decision-makers. These decisions include issues of how to structure the instructional programme to make the best use of resources in achieving predetermined programme goals. (13).

Based on the answers to the questionnaire in this study, it was found that the Real Work Lecture Program (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic seen from Input, the average analysis results of the Input component were 3.41 in the good category.

Based on the human resource indicator of 3.47 in the good category, human resources are one of the most important factors that cannot even be separated from an organisation, in this case human resources in the implementation of CSP include CSP managers, students, and DPL. Field Supervisor (DPL) is the spearhead of student assistance in carrying out CSP activities. The main task of DPL is to guide students at the CSP location, help think for the development of CSP and provide input for solving CSP implementation problems. So, based on this score, it means that DPL is able to guide students to compile CSP work programmes well. This is very important for students because their work programme can be well planned. Monitoring the implementation of CSP activities by the CSP Team and UNY leaders is a point that must be improved so that the implementation of CSP can run smoothly.

In addition to the role of CSP managers and DPL, the role of CSP UNY students has also been able to apply their role in village development. However, the successes that have been achieved by CSP students are not without obstacles and obstacles, in this case the commitment and high integrity of students is one of the determining factors for the success of CSP.

Based on the facilities and infrastructure indicator of 3.38, the category is good. This cannot be separated from the legal/policy basis for running the programme, so that it will be able to provide optimal service to students and of course the target community in the CSP implementation process. The POB CSP guidelines as well as circulars and UNY Rector Regulations should be used as clear operational guidelines for students in carrying out CSP in various communities. In addition to the legal/policy basis, another factor that is no less important is the source of funds, where the operational costs in the implementation of CSP used come from several sources including: special fees from students through UKT, budget costs from the university, and can also be from sponsors. However, in practice, not all are able to get funding from these sources because not all students collect additional fees for their CSP programme.

The use of information systems is also one of the success factors of the CSP programme, which is an effective and efficient solution, where the CSP information system contains data management regarding CSP registration, division of CSP groups, division of time and place for CSP implementation, distribution of field supervisors (DPL) and the process of assessing CSP results. With the information system, students do not experience difficulties in the CSP registration process, etc. However, students must also improve their qualifications. However, students must also improve their qualifications, especially in mastering science and technology to support online-based information systems.

Based on the indicator of strategies to achieve CSP goals of 3.34, the category is good. University leaders as policy makers have performed their roles well in the management of CSP at UNY. The CSP management team has worked optimally in managing, implementing, monitoring, evaluating the success of the CSP programme, motivating students in the implementation of CSP, discussing DPL performance with CSP students, and discussing the problems faced by students and their solutions, discussing CSP policies to improve the implementation of CSP in the next period.

Based on the indicator of work procedures to achieve 3.36 good category. In implementing CSP, students must be based on the CSP Standard Operational Guidelines which are prepared as guidelines for all parties concerned with the implementation of CSP so that it can run smoothly and have an optimal impact on the community. This guideline can be used as a signpost for students, managers and partners in the implementation of CSP, as well as to improve the efficiency and effectiveness of the service and registration process for CSP students. This CSP procedure has an important meaning for the academic community, especially in controlling and following the steps of CSP and its administrative arrangements so that it is expected to be able to work effectively and efficiently in accordance with aspects of its activities, so that the CSP goal of empowering the community to be more empowered and qualified in various social, cultural, economic, and educational aspects (knowledge and skills) in order to deal with the impact of the post-Covid-19 Pandemic can be achieved.

According to students, the implementation of CSP has gone well, but something needs to be improved in terms of facilities where students complain about the lack of availability of facilities that support the implementation of CSP programmes, even though CSP activities can run according to plan. Then, there are students who provide input that "CSP debriefing must be carried out far away and not only carried out once, the CSP policy is clarified again not when CSP is running the policy changes several times".

The CSP policy on CSP debriefing and location plotting should be done in advance so that students can prepare better work programmes. In addition, financial assistance for the implementation of work programmes is also needed. Hopefully in the future it can be even better, and can optimise CSP-PK with a duration of 6 months. In this case, the role of the leadership is very necessary in determining policies because one of the strategies to achieve CSP goals is not to forget the role of university leaders as responsible for CSP activities. Communication between students and leaders is also very necessary for the smooth running of the CSP programme.

3. Evaluation Process Aspect

Process evaluation to help implement decisions, to what extent has the plan been implemented? What needs to be revised? It is an assessment activity during the implementation of the programme. Process evaluation has similarities with formative evaluation (14). They are used while the programme is being implemented, whether or not it is in line with the plan. Process evaluation is necessary to provide periodic feedback to those responsible for implementing the procedures. (15).

Based on the answers to the questionnaire in this study, it was found that the Real Work Lecture Programme (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic seen from the Process obtained the results of the analysis of the average component of 3.45 in the good category.

Based on the programme implementation indicator of 3.49, the category is good. CSP is part of a vehicle for students to develop and practice their competence in the community. CSP activities are a means of encouraging the development of community independence to utilise their resources in order to improve welfare and solve problems that arise with their own provisions and expertise. CSP activities are outlined in the CSP programme matrix.

At the beginning of their placement, students observe and identify field conditions to determine what they can do during their stay. Based on these findings, they create a work programme that will be implemented during the CSP period. The challenge here is to implement the work programme, invite local residents to participate and finally make the local community benefit from the work programme prepared.

Based on the average results of the programme implementation indicators in the good category, this shows that the CSP work programme of PJSD students has been well implemented because a series of activities designed in the CSP programme matrix are followed appropriately in accordance with the POB CSP UNY 2022. CSP as a medium of service at

the beginning of its implementation must first study before deciding what programmes to implement. All programmes to be implemented must be based on the results of real observations and critical analysis studies in the field, so that academically and socially these activities can be accounted for. The CSP programme designed should have educational value in the form of activities that can help the community members who are the target of the activity. In general, the success of CSP activities is measured by the local community that is helped by their presence.

Based on the stakeholder involvement indicator of 3.41, the category is good. Stakeholders are everyone who gives and is affected by the impact of an activity. In addition, stakeholders are individuals or a combination of several people or agencies that have validity in building a joint programme. (16). Stakeholders play a very important role in the implementation of CSP. In this study, interested groups are students, community leaders or formal/non-formal institutions, local government, and business/industry. Students are at the centre of the CSP process as programme makers, managers and implementers. While the community is the object of service that participates in providing information about the problems that occur, as well as participating in the planning and implementation of CSP programmes and then providing feedback on CSP activities both the process and the results. CSP conducted by PJSD students received a very positive response from the community. The community is very enthusiastic about the arrival of CSP students. The community did not hesitate to follow the CSP activity programme run by students. Many activities carried out received support and cooperation from the local community, and without the support and participation of the local community, student activities would not run smoothly and unsuccessfully without the role of village officials and local governments/agencies.

Based on the response indicator of the CSP target group of 3.45 in the good category, it shows that the results of the UNY CSP programme have benefits that can be felt by the target group very well. This proves that the CSP programme of UNY students received a positive response and was very well received by the community. On the other hand, the cooperation between UNY and the target group needs to be improved, as well as communication and coordination between UNY and the Village Government/ LGU still need to be improved both through DPL, CSP Manager, and UNY leadership for the smooth running of the CSP programme in the following years.

Based on the indicator of improvements needed before the programme ends at 3.47, the category is good. Judging from all aspects of the assessment, namely the socialisation of the CSP programme, management of CSP management and optimisation of the CSP team, and formulation of effective location licensing. The highest score is on the statement item of effective location licensing formulation (3.51), while the lowest score is on the statement item of CSP management and CSP team optimisation (3.39). Based on these scores, it means that the management of location permits is considered better than the optimisation of the CSP team in managing CSP preparation and implementation, such as clarity of selection

mechanisms, timeliness of announcements, and completeness of CSP debriefing facilities and infrastructure. Thus, the readiness of the CSP team in implementation is a point that must be given more attention for the smooth implementation of CSP. In addition, the CSP team needs to monitor the progress of the CSP programme implementation whether it is in accordance with the initial CSP programme planning, as well as documenting the CSP programme regularly.

The success of a programme is not free from obstacles. Even so, it must be responded well for the process of improving the next activity to be more improved. This was recognised by one student who said that "The implementation of CSP should be at a clear tempo determined by the start and end dates simultaneously by the university. It is reviewed that if it is carried out simultaneously between CSP and PK with a period of 6 months in the same location that has been determined by the university, it is less effective because there is a lot of confusion related to this information. The hope is that CSP can be carried out first with a certain time frame and PK can be carried out afterwards or vice versa". There are also students who complain that the implementation time of CSP is too long. Meanwhile, there are those who provide suggestions if it would be better to provide better information in advance so that we can be more mature in making joint work programmes, grouping should not be too close to implementation, providing information to students and DPLs must be in the same direction because there is still a lot of different information between one DPL and another DPL. So in this case it should be noted that the delivery of CSP registration information to students needs to be improved, especially in timeliness because it is very related to efficiency, especially from the perception of students, which is why CSP debriefing activities are very important to be held and followed by students.

4. Evaluation Product Aspect

Product evaluation aims to measure and interpret achievements not only at the end of programme implementation, but also throughout the programme. (17). Product evaluation may also relate to the outcomes of programme implementation, to aid subsequent decisions and occurs during or after the programme has been completed with an emphasis on gathering information necessary to aid decisions regarding the programme implemented. (18). Product evaluation is used as an assessment of the implementation of the programme has achieved goals based on predetermined criteria, and to determine the extent to which the results obtained provide competence to students.

Based on the answers to the questionnaire in this study, it was found that the Real Work Lecture Programme (CSP) of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic, seen from the Product, obtained an average component analysis result of 3.43 in the good category.

Based on the indicators of the results of the CSP programme achieved at 3.44, the category is good. This shows that the implementation of the CSP programme has been carried out well, the previously planned student work

programme contained in the activity matrix has also been carried out and completed on time, so that the results of the PJSD student work programme can benefit the target group very well. CSP activities are said to be successful if they can provide satisfaction for students as well as for DPL and the community and have met the standards for implementing CSP programmes for students and the community.

Based on the indicator of the level of need that has been achieved at 3.47, the category is good. It is very important to see the effectiveness of the CSP programme because it serves as a guide to improve and improve every aspect. Starting from planning, system, implementation, monitoring and evaluation. CSP activities are said to be successful if all work programmes are carried out in accordance with the plan for it still needs to be considered regarding the suitability of the programme plan with the time available needs attention so that the CSP programme is better implemented with the hope of fostering motivation in the community to make optimal use of their resources, so that the community can carry out development independently and sustainably.

Based on the indicator of things to do after the programme is running at 3.38, the category is good. A programme is a written statement of WHAT must be done and WHY it must be done. This means that a programme is not just a series of planned activities that must be carried out with a work calendar, but must also include rational reasons for doing so. Once the programme is underway, it is necessary to evaluate the process from data collection to implementation. Are there any obstacles during the process or how the programme was implemented. If there were obstacles, what were the factors that caused them. Then an evaluation of the results can also be done to evaluate what happens to the community. Is there a change in behaviour (knowledge, skills and attitudes) after CSP. In order to achieve the success of the CSP programme, it is appropriate to evaluate its progress regularly, at least twice.

The success of UNY's CSP programme cannot be achieved easily. It requires maximum effort and support from various related parties. The results of an interview with one of the students who held gymnastics activities, the student said that "the response from local residents was very enthusiastic because they already understood the importance of health, we are happy with the interest of the residents, this is a form of success of our work programme that has been able to foster a sense of awareness of the importance of physical health and when carrying out this activity we also did not get any obstacles. Gymnastics is held every Sunday and involves children and parents who aim to maintain good physical and spiritual health and can implement a healthy lifestyle. The children are also enthusiastic about imitating gymnastic movements while being accompanied by music, so that gymnastic activities run smoothly.

One of the DPLs said, "The programmes implemented by the students have been diverse and all of them can be completed according to the targets made. perhaps in the future it is hoped that there will be its own monitoring of the types of student programmes, and students must be more creative in creating new programmes so that there is no repetition of the same programme, so that CSP activities can run continuously

and increase cooperation between UNY and the local community. It is also important for students to publish their CSP outputs through journals". Overall, DPLs are satisfied with the performance and service of CSP conducted by the university. Meanwhile, according to the recognition of one of the communities, UNY students, especially PISD students, have good behaviour and manners, this is proof that UNY students excel in good character, so they are willing to accept CSP students again in the coming year.

V. CONCLUSION

Based on the results of the research and the results of the data analysis conducted, it can be concluded that the evaluation of the Real Work Lecture (CSP) programme of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic is 3.46 in the good category. Conclusions based on each evaluation component are as follows:

1. Context evaluation of the Real Work Lecture (CSP) programme of PSPE FHSS UNY Study Program students during the transition period towards the Covid-19 Endemic, amounting to 3.56 in the good category. Based on indicators of the purpose of CSP implementation of 3.68 in the good category, the feasibility of the CSP programme of 3.56 in the good category, the expectations of the target group for the CSP programme of 3.55 in the good category, the factual condition of the environment of 3.54 in the good category, and the gap in needs encountered of 3.45 in the good category.
2. Input evaluation of the community service programme of PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic, amounting to 3.41 in the good category. Based on indicators of human resources of 3.47 in the good category, facilities and infrastructure of 3.38 in the good category, strategies to achieve CSP goals of 3.34 in the good category, and work procedures to achieve them of 3.36 in the good category.
3. The evaluation process of the Real Work Lecture (CSP) programme for PSPE FHSS UNY students during the transition period towards the Covid-19 Endemic, amounting to 3.45, is in the good category. Based on indicators of programme implementation of 3.49 in the good category, stakeholder involvement of 3.41 in the good category, response of the CSP target group of 3.45 in the good category, and improvements needed before the programme ends of 3.47 in the good category.
4. Product evaluation of the community service programme of PSPE FHSS UNY students during the transition period to the Covid-19 Endemic, amounting to 3.43 in the good category. Based on the indicators of the results of the CSP programme achieved at 3.44 in the good category, the level of needs that have been achieved is 3.47 in the good category, and the things that must be done after the programme runs are 3.38 in the good category.

Recommendations that can be given to CSP UNY managers for better implementation in the future include the CSP UNY activity programme, especially for S-1 PSPE FHSS

UNY students, so that in the future more priority is given to the fields of sports, education, and improving the health of the target community. CSP activities should be carried out in a sustainable manner and focus on a location so that long-term benefits can really be felt by the community.

ACKNOWLEDGMENT

This research is supported by Yogyakarta State University.

REFERENCES

1. Kristiawan M, Sari AP. SWOT Analysis of Instruction at State Elementary School South Indralaya. *Electron Res J Soc Sci Humanit.* 2020;2:136–50.
2. Lukita C, Suwandi S, Harahap EP, Rahardja U, Nas C. Curriculum 4.0: adoption of industry era 4.0 as assessment of higher education quality. *IJCCS (Indonesian J Comput Cybern Syst.* 2020;14(3):297–308.
3. Maharani MS, Rodin R, Supardan D, Zulaikha S. Evaluation of Community Service Program: Coaching Efford of Suku Anak Dalam (SAD). In: *The 4th International Conference on University Community Engagement (ICON-UCE 2022).* 2022. p. 387–93.
4. Syardiansah S. Peranan Kuliah Kerja Nyata Sebagai Bagian dari Pengembangan Kompetensi Mahasiswa: Studi Kasus Mahasiswa Universitas Samudra CSP Tahun 2017. *JIM UPB (Jurnal Ilm Manaj Univ Puter Batam).* 2019;7(1):57–68.
5. Yap GD, Lie I, Emile K, Whanarahardja PS. Comparison of Designer's Productivity in Online and Offline Working Systems. In: *International Conference on Social Design Proceeding.* 2023.
6. Erdogan G, Mede E. The Evaluation of an English Preparatory Program Using CIPP Model and Exploring A1 Level Students' Motivational Beliefs. *J Educ Educ Dev.* 2021;8(1).
7. Finney TL. Confirmative evaluation: new CIPP evaluation model. *J Mod Appl Stat Methods.* 2020;18(2):30.
8. Sankaran S, Saad N. Evaluating the Bachelor of Education Program Based on the Context, Input, Process, and Product Model. In: *Frontiers in Education.* Frontiers; 2022. p. 388.
9. Rooholamini A, Amini M, Bazrafkan L, Dehghani MR, Esmaeilzadeh Z, Nabeiei P, et al. Program evaluation of an integrated basic science medical curriculum in Shiraz Medical School, using CIPP evaluation model. *J Adv Med Educ Prof.* 2017;5(3):148.
10. Bukit A V, Bastari A, Putra GE. Evaluation of learning programs in Indonesian Naval Technology College with the context, input, process, and product (CIPP) model. *Int J Appl Eng Res.* 2019;14(20):3823–7.
11. Tuna H, Başdal M. Curriculum evaluation of tourism undergraduate programs in Turkey: A CIPP model-based framework. *J Hosp Leis Sport Tour Educ.* 2021;29:100324.
12. Basaran M, Dursun B, Gur Dortok HD, Yilmaz G. Evaluation of Preschool Education Program According to CIPP Model. *Pedagog Res.* 2021;6(2).
13. Rachmaniar R, Yahya M, Lamada M. Evaluation of Learning through Work Practices Industry Program at University with the CIPP Model Approach. *Int J Environ Eng Educ.* 2021;3(2):59–68.
14. Santiyadnya N. The effectiveness of CIPP model's implementation in secondary school. In: *Journal of Physics: Conference Series.* IOP Publishing; 2021. p. 12071.
15. Rahman Y. Evaluation of school-based management (SBM) implementation in basic school using context, input, process, and product models. In: *1st International Conference on Early Childhood and Primary Education (ECPE 2018).* Atlantis Press; 2018. p. 246–51.
16. Lehtinen J, Aaltonen K, Rajala R. Stakeholder management in complex product systems: Practices and rationales for engagement and disengagement. *Ind Mark Manag.* 2019;79:58–70.
17. Kamsurya R. Learning evaluation of mathematics during the pandemic period COVID-19 in Jakarta. *Int J Prof Dev Learn Learn.* 2020;1(2):ep2008.
18. Agustina NQ, Mukhtaruddin F. The CIPP Model-Based Evaluation on Integrated English Learning (IEL) Program at Language Center. *English Lang Teach Educ J.* 2019;2(1):22–31.