

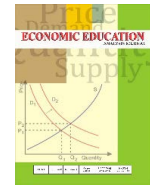


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Evaluation of the MBKM Educational Internship Program and Flipped Classroom Oriented to the CIPP Model

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Abstract

Government policies in an effort to transform higher education curriculum in Indonesia are implemented in the form of MBKM. One form of MBKM learning activities carried out by the Economics Education Study Program, Faculty of Economics and Business, Jenderal Soedirman University is the MBKM Educational Internship. This study aimed to evaluate the MBKM Educational Internship program and the flipped classroom learning model oriented towards the CIPP model which consists of content, input, process, and product aspects through a quantitative descriptive approach. The population in this study were all students of the Economics Education Study Program, who took part in the MBKM Educational Internship program for the 2021 / 2022 academic year as many as 33 students. The sampling technique used a saturated sample where all the population was the research sample. Based on the evaluation results of the CIPP model in the MBKM Educational Internship program and the application of the flipped classroom learning model, the results show that both of them have a high value category. It can be concluded that the implementation of the MBKM Educational Internship program and the application of the flipped classroom learning model are going well. Both of them had the highest scores in the product evaluation aspect, namely 90.66% in the MBKM Educational Internship and 84.55% in the application of the flipped classroom learning model. Meanwhile, the lowest score was in the context evaluation aspect, namely 83.52% in the MBKM Educational Internship and 73.77% in the application of the flipped classroom learning model.

How to Cite

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INTRODUCTION

Demands for changes in the quality of educational human resources as a response to developments in science and technology have prompted adjustments to the higher education curriculum. Government policies in an effort to transform higher education curriculum in Indonesia are implemented in the form of MBKM which was initiated in 2019 and realised in 2020 in accordance with Regulation of the Minister of Education and Culture Numbers 3 and 22 for the 2020-2024 Strategic Plan for 2020 concerning National Higher Education Standards.

MBKM seeks to increase the capacity and quality of higher education (Directorate General of Higher Education, 2020). Through the MBKM curriculum change policy which is an effort and embodiment of the basic principles of curriculum change and continuity, namely the results of studies, evaluations, criticisms, responses, predictions, and various challenges faced (Sonia, 2022), it is hoped that students will be more agile in dealing with increasingly complex, ever-changing, and uncertain surroundings (Directorate General of Higher Education, Ministry of Education and Culture, 2021: 2). Thus, when students graduate, they are ready to compete in the 21st century which will become a megatrend until 2045 (Christwardana et al., 2022; Tohir, 2020).

The urgency of MBKM encourages the implementation of MBKM in all higher education institutions, one of which is Jenderal Soedirman University (UNSOED) according to UNSOED Chancellor's Regulation Number 22 of 2020 concerning MBKM for the UNSOED Undergraduate Program. Referring to these regulations, all faculties and study programs under the auspices of UNSOED also implement the MBKM program, one of which is the Economics Education Study Program. The Economics Education Study Program implements a form of MBKM activity, namely Teaching Assistance in the Education Unit which is named the MBKM Educational Internship.



Figure 1. Forms of MBKM Learning Activities (Tohir, 2020)

The MBKM Educational Internship program is the culmination of the entire learning process of UNSOED Bachelor of Economics students to achieve beginner teacher competence. Through this program, students can gain practical experience as professionals in the field of education, both in teaching and school assignments. This program is carried out in partner schools for 16 weeks with assistance from tutors and field supervisors (DPL). The weight in implementing this program is 20 credits which are converted into 6 courses, namely Student Affairs (3 credits), Curriculum (3 credits), Education Financing (3 credits), Educational Administration (3 credits), Digital Learning Media (3 credits), and Educational Internship (5 credits) (Mayasari et al., 2022). The stages of the MBKM Educational Internship program consist of planning, implementation, and evaluation.

In carrying out the MBKM Educational Internship, students implement the flipped classroom learning model in their learning process. Flipped classroom is a learning model that reverses learning activities where learning activities that are usually completed in class can be completed at home and learning activities that are usually done at home can be completed in class (Atwa et al., 2022; Kusnandar, 2021; Jiménez & Jiménez, 2020; Sohrabi & Iraj, 2016; Schell & Mazur, 2015). This learning model provides opportunities for students to interact and be involved in learning activities monitored by educators. Collaborative work inside and outside the classroom is a key element in implementing the flipped classroom (Flores et al., 2016). In flip-

ped classroom, there are three phases (Schell & Mazur, 2015). First, before class, students get their first exposure by reading material in the form of textbooks or videos. Second, during class, the learning process is through experiential activities and frequent feedback as well as higher order cognitive activities such as application, analysis, and transfer of their knowledge to new contexts. Third, after class, students engage in self-directed learning based on feedback collected from peers and instructors. Instructors use the feedback to plan additional learning activities.

Before the MBKM educational internship was held in 2022, the study program carried out a regular educational internship program, so this program was relatively new. As a relatively new program, it certainly requires continuous evaluation. Aziz et al., (2018) explained that evaluation is the process of determining the extent to which objectives have been achieved, not only with regard to performance appraisal, but also improvement. Program evaluation is the first step in supervision by collecting appropriate data to provide proper guidance. Program evaluation is critical and valuable for decision-makers to determine the follow-up to programs being implemented (Mahmudi, 2011). Evaluation of this program was carried out using the CIPP Stufflebeam model (Context, Input, Process, and Product). The CIPP model was developed by Stufflebeam through the National Study Committee on Evaluation of Phi Delta Kappa in the 1960s (Kusuma, 2016: 86; Mulyatiningsih, 2012: 120).

Several relevant studies regarding evaluation (both program, learning, and curriculum) using the CIPP model have been carried out, including the teaching assistance program (Abdal et al., 2022; Taufiqurrahman et al., 2022), character education program (Nurhayani et al., 2022), PPL program (Juri et al., 2021), PKL program (Asmarayani et al., 2020), learning (Tsani et al., 2021; Bhakti, 2017), and curriculum (Hasan et al., 2015). This research has similarities with previous studies, namely they both evaluate programs,

but what differs is the type of program which in this study is the MBKM Educational Internship program. Apart from that, the next difference is that this study also seeks to evaluate the learning model carried out during the MBKM Educational Internship, namely the flipped classroom learning model oriented towards the CIPP model. This is in line with research of (Yi, 2019) which evaluated flip classroom with CIPP. Research on this matter is still not much done so it is interesting to study further.

The CIPP model is widely used to evaluate educational programs on an international, national, and local scales, as well as individual programs such as learning programs (Mulyatiningsih, 2012). One of the reasons the CIPP Stufflebeam model is often used is in terms of the completeness of its evaluation dimensions (Taufiqurrahman et al., 2022) so that it is effective for obtaining formative and summative results, finding a decision, and problem solving abilities (Hasan et al., 2015; Juri et al., 2021). Evaluation is an identification activity to assess whether an activity or program is carried out in accordance with the stated objectives. Lippe & Carter (2018) explained that the CIPP model is flexible and prescriptive when used to assess program quality. The CIPP evaluation model is a comprehensive framework for evaluating programs, projects, products, institutions, and systems (Stufflebeam, 2007). In line with Mahmudi (2011) and Aziz et al., (2018), the advantage of the CIPP model is that it provides a comprehensive and holistic evaluation format at each stage of the evaluation.

Evaluation with the CIPP model makes it easy for supervisors to obtain results from implementing MBKM educational internships. Process evaluation in CIPP is directed at determining the suitability between what is planned and what is being implemented (Taufiqurrahman et al., 2022). Compared to other evaluation models, the CIPP model has the advantage of being more comprehensive. This is because the object of evaluation is not only results, but includes context, input, process,

and results (Darodjat & Wahyudhiana, 2015). In the CIPP evaluation model, each learning component starts from the aspect of facilities or infrastructure that support teaching activities, learning activities, to the results achieved with the planned goals that have been included in components that are ready to be evaluated according to the existing stages (Tsani et al., 2021).

Context evaluation is the first component in the CIPP model in which evaluation activities are related to the context of the program which includes evaluations regarding the needs, problems, and objectives of implementing the program being carried out. Context evaluation is used to review the considerations that underlie the program, whether the program is in accordance with the needs and program objectives have met the needs. Input evaluation is carried out to see whether the program design has considered the available resources. Process evaluation is carried out to see whether the implementation of the program is in accordance with the plan. Product evaluation is to find out whether the program objectives have been achieved properly (Mulyatiningsih, 2012: 121). Context evaluation is an activity in analysing the purpose of a program. Context evaluation is an information gathering activity to determine objectives and define the relevant environment (Darodjat & Wahyudhiana, 2015). In line with Lina et al., (2019) who stated that context evaluation is a needs analysis.

The second component of the CIPP model is input evaluation which includes input centred on the strategy to be implemented. Input evaluation provides benefits in managing decisions, determining existing sources, what alternatives are taken, what are the plans and strategies for achieving goals, as well as what are the work procedures to achieve them (Darodjat & Wahyudhiana, 2015). Evaluation of input is an evaluation component that aims to formulate fields that need to be prepared in program implementation based on identification of needs that have been carried out previously to achieve program objectives (Taufi-

qurrahman et al., 2022).

Process evaluation is an evaluation activity carried out during the program implementation process (Abdal et al., 2022). Process evaluation is an activity of reviewing the implementation of a program in which there is an evaluation component, namely ensuring the implementation of various service programs that have been determined based on priority scale provisions. Process evaluation is used in predicting the procedure design or implementation design during the implementation phase, providing information for program decisions, as well as an archive of procedures that have occurred (Darodjat & Wahyudhiana, 2015). The purpose of process evaluation is to provide information to managers regarding the suitability between implementation and the planned schedule and the efficient use of existing resources (Tsani et al., 2021). Viewed from another point of view, process evaluation is also useful in providing detailed notes related to the implementation of the plan and its comparison with the goals that were planned at the beginning. Process evaluation is a process of checking the implementation of activities in order to provide feedback if there are obstacles (Adellia & Prajawinanti, 2021). Product evaluation is the final activity or the final stage of evaluating the output results obtained through the program that has been implemented.

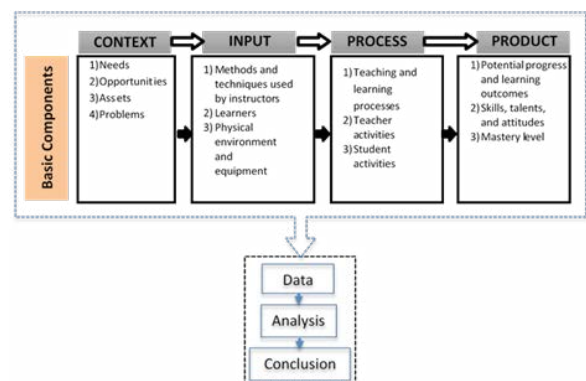


Figure 2. Research Design
 Source: Tuna & Başdal (2021), Lippe & Carter (2018) and Hasan et al., (2015)

Evaluation of this model has the goal of improving the program. The orientation of this evaluation is a material consideration in making decisions from decision makers (Wijayanti et al., 2015). The focal point of the CIPP model is the factors that influence the success of a program (Nurhayani et al., 2022). Information from the evaluation of the CIPP model is feedback related to the learning outcomes that have been implemented and becomes a benchmark in improving and optimising the learning process further (Tarmidi & Isyanto, 2020). This study aimed to evaluate the MBKM Educational Internship program and the flipped classroom learning model oriented to the CIPP model which consists of context, input, process, and product aspects.

METHODS

This research is program evaluation research with the type of evaluative research oriented to the Stufflebeam CIPP model (Context, Input, Process, and Product) through a quantitative descriptive approach. Evaluative research is research that is focused on programs, processes, and work results in an organisation or institution (Sukmadinata, 2017) to assess the success, benefits, and feasibility of a program, product, or institutional activities based on certain criteria (Arifin, 2014: 35; Bungin, 2006: 45). In this study, what was evaluated was the MBKM Educational Internship program and the flipped classroom learning model.

The indicators used in CIPP refer to Tuna & Basdal (2021) and Lippe & Carter (2018). The population in this study were all students of the Economics Education Study Program at Jenderal Soedirman University

who took part in the MBKM Educational Internship program with a total of 33 students. Of the total number of participants, 93.9% (31 people) were female and 6.1% (2 people) were male. The sampling technique used a saturated sample in which the entire population was sampled. Primary data was obtained directly from respondents in the form of questionnaires, while secondary data was obtained indirectly in the form of lesson plans, reports on educational internships, and other related documents. Data collection was carried out through distributing instruments in the form of questionnaires to students using a Likert scale (1-5). Validity test was carried out to determine valid items. The questionnaire data that had been obtained was processed and analysed using percentage analysis techniques. Next, the results of the analysis were interpreted. Respondents' answers were analysed using descriptive analysis to provide an assessment of each research variable indicator.

This study used the index value method which was calculated from the highest value of 5 and the lowest of 1. Here's how to calculate the index value:

$$\text{Minimum value} = (100\% \times 1) / 5 = 20$$

$$\text{Maximum value} = (100\% \times 5) / 5 = 100$$

To find out whether the results of the respondent's analysis are good or not, it is necessary to determine the assessment criteria (Suliyanto, 2018: 283) with the following formula:

$$\text{Interval} = (\text{Maximum Value} - \text{Minimum Value}) / \text{Number of Intervals}$$

$$\text{Interval} = (100 - 20) / 3 = 26.67$$

The assessment criteria are divided into 3 ranges of values with a difference of 26.67 as follows: low (20.00 - 46.67), adequate (46.68 - 73.33), and high (73.34 - 100).

Table 1. CIPP Evaluation Instrument for MBKM Educational Internships and Flipped Classroom

| No. | Evaluation | Indicator | |
|-----|---|--|---|
| | | MBKM Educational Internships | Flipped Classroom |
| 1 | Context (Evaluation of program context) | Needs Opportunities Assets Problems (Lippe & Carter, 2018) | Needs Opportunities Problems |
| 2 | Inputs (Evaluation of quality and input to the program) | The methods and techniques used by the instructor Learners Physical Environment and Equipment (Tuna & Başdal, 2021) | The methods and techniques used by the instructor Physical Environment and Equipment |
| 3 | Process (Evaluation during the program implementation process) | Teaching and Learning Process Teacher Activities Learner Activities (Tuna & Başdal, 2021) | |
| 4 | Product (Evaluation of the outputs provided by the program) | Program Effectiveness Potential Progress and Learning Outcomes Skills, Talents, and Attitudes Level of Mastery (Tuna & Başdal, 2021) | |

Source: Processed Data, 2022

RESULTS AND DISCUSSION

Validity Test

MBKM Educational Internship

The results of the validity test obtained based on SPSS 23 calculations are presented in Table 3. The results of the validity test of the context variable showed that there were 4 invalid items, because $r \text{ count} < r \text{ table}$, namely in statements 1, 3, 4, and 5, so these statements were not used, and there were 11 statement items in the research questionnai-

re. The results of the validity test of the input variable showed that all instruments were declared valid, because $r \text{ count} > r \text{ table}$, so that a total of 10 statement items were used in the research questionnaire. The results of the instrument validity test of the process variable showed that there was 1 item that was invalid, because $r \text{ count} < r \text{ table}$, namely in statement 7, so that statement was not used, and it was determined that there were 13 statement items in the research questionnaire. The results of the validity test of the product variable showed that all instruments were declared valid, because $r \text{ count} > r \text{ table}$, so that a total of

10 statement items were used in the research questionnaire.

Flipped Classroom

The results of the flipped classroom validity test obtained based on SPSS 23 calculations are presented in Table 4. The results of the validity test of the context variable showed that there were 4 invalid items, because $r \text{ count} < r \text{ table}$, namely in statements 7, 8, 9, and 11, so these statements were not used, and there were 7 statement items in the research questionnaire. The results of the validity test of the input variable showed that there were 4 invalid items, because $r \text{ count} < r \text{ table}$, namely in statements 5, 6, 8, and 9, so these statements were not used, and 5 statement items were determined in the research questionnaire. The results of the instrument validity test of the process variable showed that there were 2 invalid items, because $r \text{ count} < r \text{ table}$, namely in statements 2 and 10, so these statements were not used, and 9 statement items were determined in the research questionnaire. The results of the validity test of the product variable showed that all instruments were declared valid, because $r \text{ count} > r \text{ table}$, so that a total of 8 statement items were used in the research questionnaire.

MBKM Educational Internship and Flipped Classroom Evaluation

Context Evaluation

MBKM Educational Internship

In this study, context evaluation of the MBKM Educational Internship program was carried out by identifying four indicators, including: (1) needs; (2) opportunities; (3) assets; and (4) problems. Indicator of needs includes facilities, student participation, and program outreach. Indicator of opportunities includes opportunities for direct experience as teachers. Indicator of assets includes improving human resources through programs, handbooks, as well as teaching and non-teaching assignments. Indicator of problems includes a less conducive environment and inadequate facilities, student constraints on their learners,

student constraints in completing their assignments, and the tutor's difficulties.

After an analysis was carried out by taking into account the suitability of the existing indicators, the evaluation of the context aspect was included in the high category, with a score percentage of 83.52%. The highest score indicator is in item 4 (96.36%) namely "Students have the opportunity to gain direct experience as teachers", while the lowest is in item 10 (66.06%) namely "Students experience problems in completing assignments, both learning activities and conversion course assignments". The highest indicator in the context evaluation is the indicator of "opportunities", in which students feel that they are given the opportunity to become teachers directly through the MBKM Educational Internship program. This is certainly an achievement that must be continuously developed. Unlike the results of the lowest indicator in the context evaluation, namely the indicator of "problems", where most students feel that they are not capable enough to complete learning assignments or conversion course projects. This is certainly an evaluation for the Study Program to review the assignments given during the MBKM Educational Internship program and the obstacles encountered so that they can be corrected for the next program period. The following is the distribution data of respondents' answers regarding context evaluation presented in Table 2.

Flipped Classroom

Evaluation of the context aspect in the flipped classroom was measured based on three indicators, namely: (1) needs; (2) opportunities; and (3) problems. After an analysis was carried out by taking into account the suitability of existing indicators, the evaluation at the context stage was included in the high category, with a score percentage of 73.77%. The highest score indicators are in items 1, 4, and 5. In item 1, "Facilities that support the implementation of flipped classroom learning in schools where teaching is good", then in item 4, namely "Students can study indepen-

Table 2. Distribution of Respondents' Answers to Context Evaluation of MBKM Educational Internship

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|----|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | | 5 | 17 | 11 | 138 | 165 | 83.63 |
| 2 | | | | 11 | 22 | 154 | 165 | 93.33 |
| 3 | | | 8 | 13 | 12 | 136 | 165 | 82.42 |
| 4 | | | 1 | 4 | 28 | 159 | 165 | 96.36 |
| 5 | | | 4 | 17 | 12 | 140 | 165 | 84.84 |
| 6 | | | 1 | 12 | 20 | 151 | 165 | 91.51 |
| 7 | 1 | 1 | 7 | 15 | 9 | 129 | 165 | 78.18 |
| 8 | 1 | 1 | 4 | 16 | 11 | 134 | 165 | 81.21 |
| 9 | 1 | | 4 | 17 | 11 | 136 | 165 | 82.42 |
| 10 | 1 | 6 | 14 | 6 | 6 | 109 | 165 | 66.06 |
| 11 | 1 | 1 | 6 | 16 | 9 | 130 | 165 | 78.78 |
| Average Score (%) | | | | | | | | 83.52 |

Source: Processed Data, 2022

Table 3. Distribution of Respondents' Answers to Context Evaluation of Flipped Classroom

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|----|----|---|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | 1 | | 5 | 23 | 4 | 128 | 165 | 77.58 |
| 2 | 1 | 1 | 11 | 17 | 3 | 119 | 165 | 72.12 |
| 3 | 2 | | 11 | 16 | 4 | 119 | 165 | 72.12 |
| 4 | 1 | 1 | 4 | 22 | 5 | 128 | 165 | 77.58 |
| 5 | 1 | 1 | 5 | 20 | 6 | 128 | 165 | 77.58 |
| 6 | 1 | | 6 | 22 | 4 | 127 | 165 | 76.97 |
| 7 | 2 | 7 | 9 | 15 | | 103 | 165 | 62.42 |
| Average Score (%) | | | | | | | | 73.77 |

Source: Processed Data, 2022

dently through flipped classroom learning”, and in item 5, namely “Learners can practice critical thinking skills through flipped classroom learning”, while the lowest is in item 7, namely “Students experience problems in

understanding the material before learning”. The following is the data on the distribution of respondents' answers regarding context evaluation presented in Table 3.

Input Evaluation

MBKM Educational Internship

In this study, input evaluation of the MBKM Educational Internship program was carried out by identifying three indicators, including: (1) methods and techniques used by instructors (lecturers); (2) learners (students); as well as (3) physical environment and equipment. Indicator of methods and techniques used by instructors (lecturers) includes field supervisor (DPL) qualifications, DPL monitoring, and DPL coordination with the school. Indicator of learners (students) includes the ability to apply critical and logical thinking, performance, innovative thinking, as well as teamwork skills. Indicator of physical environment and equipment includes the availability of learning facilities (facilities and infrastructure), learning resources, and classrooms.

After the analysis was carried out by taking into account the suitability of the existing indicators, the evaluation of the input aspect was in the high category, with a percentage value of 86.36%. The highest score indicator is in item 7 (91.51%) namely "Students are able to work with other parties to improve teamwork", while the lowest is in items 1 and 2 (81.21%) namely "Field supervisors have certain qualifications" and "Lecturers monitor MBKM Educational Internship activities in education units". The highest indicator in the input evaluation is the "learners (students)" indicator, where students are able to apply teamwork skills well through the MBKM Educational Internship program. This teamwork lasted well for 16 weeks, both with fellow student interns and parties in the school environment such as school principals, tutor teachers, learners (students), administration, curriculum assistant heads, student assistant heads, facilities and infrastructure deputy heads, as well as public relations.

In contrast to the results of the lowest indicator in the input evaluation, namely on the indicator of "methods and techniques used by the instructors (lecturers)", where most students answered "agree" and "strongly agree" that DPL already has the required

qualifications and has carried out monitoring activities for MBKM Educational Internship in an education unit. However, compared to other items, in the input evaluation, these two items have the lowest score even though the score results are relatively high (73.34-100) namely 81.21%, so it is necessary to get attention from the Study Program and Faculty to review DPL qualifications and activities monitoring that has been carried out. Overall, the results of the items in the input evaluation indicators are classified as high or good. Apart from needing to be developed for the program for the next period, the Study Program also needs to anticipate items in indicators that are still not of maximum value so that they can continue to be increased to the maximum. The following is the data distribution of respondents' answers regarding input evaluation presented in Table 4.

Flipped Classroom

Evaluation of the input aspect in the flipped classroom was measured based on two indicators, namely: (1) the methods and techniques used by the instructors (lecturers); as well as (2) physical environment and equipment. After the analysis was carried out by taking into account the suitability of the existing indicators, the evaluation at the input stage was included in the high category, with a percentage value of 76.97%. The highest score indicator is in item 3 (85.85%) namely "The learning method chosen by students has an influence on learning outcomes", while the lowest is in item 5 (61.82%) namely "Availability of learning facilities as well as facilities and infrastructure in the education unit support flipped classroom learning". The following is the data distribution of respondents' answers regarding in Table 5.

Process Evaluation

MBKM Educational Internship

In this study, process evaluation of the MBKM Educational Internship program was carried out by identifying three indicators, including: (1) learning and teaching processes;

Table 4. Distribution of Respondents' Answers to Input Evaluation of MBKM Education Internship

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|---|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | | 8 | 15 | 10 | 134 | 165 | 81.21 |
| 2 | | 1 | 8 | 12 | 12 | 134 | 165 | 81.21 |
| 3 | | | 4 | 16 | 13 | 141 | 165 | 85.45 |
| 4 | | | 1 | 20 | 12 | 143 | 165 | 86.66 |
| 5 | | | 1 | 16 | 16 | 147 | 165 | 89.09 |
| 6 | | | 2 | 17 | 14 | 144 | 165 | 87.27 |
| 7 | | | 2 | 10 | 21 | 151 | 165 | 91.51 |
| 8 | | | 2 | 19 | 12 | 142 | 165 | 86.06 |
| 9 | | | 1 | 19 | 13 | 144 | 165 | 87.27 |
| 10 | | | 1 | 18 | 14 | 145 | 165 | 87.87 |
| Average Score (%) | | | | | | | | 86.36 |

Source: Processed Data, 2022

Table 5. Distribution of Respondents' Answers to Input Evaluation of Flipped Classroom

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|----|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | 1 | 4 | 19 | 9 | 135 | 165 | 81.82 |
| 2 | | | 5 | 20 | 8 | 135 | 165 | 81.82 |
| 3 | | | 2 | 21 | 10 | 140 | 165 | 85.85 |
| 4 | | | 11 | 20 | 2 | 123 | 165 | 74.55 |
| 5 | | 1 | 4 | 22 | 6 | 102 | 165 | 61.82 |
| Average Score (%) | | | | | | | | 76.97 |

Source: Processed Data, 2022

(2) teacher activities; as well as (3) student activities. Indicator of learning and teaching processes includes lesson plans made by students, lesson plans guidance by tutors, mentoring tutors, opportunities to carry out learning activities, as well as models, methods, and learning media used by students. Indicator of teacher activities includes advice and motivation from tutors as well as suggestions and directions

from DPL. Indicator of student activities includes activeness, performance, developing innovative learning activities, observation, teaching and non-teaching assignments, as well as carrying out internship exams. Based on the data that has been processed, it is known that the process aspect has a high value, with a value percentage of 90.25%. The highest score indicator is in item 1 (94.54%) namely

Table 6. Distribution of Respondents' Answers to Process Evaluation of MBKM Educational Internship

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|---|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | | | 9 | 24 | 156 | 165 | 94.54 |
| 2 | | | 2 | 14 | 17 | 147 | 165 | 89.09 |
| 3 | | 1 | 3 | 10 | 19 | 146 | 165 | 88.48 |
| 4 | | | | 11 | 22 | 154 | 165 | 93.33 |
| 5 | | | | 13 | 20 | 152 | 165 | 92.12 |
| 6 | | | | 13 | 20 | 152 | 165 | 92.12 |
| 7 | | | 7 | 11 | 15 | 140 | 165 | 84.84 |
| 8 | | | | 13 | 20 | 152 | 165 | 92.12 |
| 9 | | | 2 | 13 | 18 | 148 | 165 | 89.69 |
| 10 | | | 1 | 15 | 17 | 148 | 165 | 89.69 |
| 11 | | | 2 | 14 | 17 | 147 | 165 | 89.09 |
| 12 | | | 1 | 10 | 22 | 153 | 165 | 92.72 |
| 13 | | | 8 | 8 | 17 | 141 | 165 | 85.45 |
| Average Score (%) | | | | | | | | 90.25 |

Source: Processed Data, 2022

“Students make lesson plans before implementing learning”, while the lowest is in item 7 (84.84%) namely “Field supervisors provide advice and directions during the implementation of the MBKM Educational Internship program”. The following is the respondents' answers data on the process evaluation presented in Table 6.

Flipped Classroom

Evaluation of the process aspect in the flipped classroom was measured based on three indicators, namely: (1) the learning

and teaching processes; (2) teacher activities; as well as (3) student activities. Based on the data that has been processed, it is known that the evaluation of the process aspect in the flipped classroom learning model has a high score, with a score percentage of 83.97%. The highest score indicator is in item 1 (91.52%) namely “Students prepare lesson plans for flipped classroom learning”, while the lowest is in item 6 (72.17%) namely “Students are active in implementing pre-class learning (before class)”. The following is the respondents' answers data presented in Table 7.

Table 7. Distribution of Respondents' Answers to Process Evaluation of Flipped Classroom

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|---|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | | 1 | 12 | 20 | 151 | 165 | 91.52 |
| 2 | | | 2 | 18 | 13 | 143 | 165 | 86.67 |
| 3 | | | 6 | 15 | 12 | 138 | 165 | 83.64 |
| 4 | | | 1 | 16 | 16 | 147 | 165 | 89.09 |
| 5 | | | 1 | 18 | 14 | 145 | 165 | 87.88 |
| 6 | | 5 | 7 | 17 | 4 | 119 | 165 | 72.12 |
| 7 | | 1 | 7 | 17 | 8 | 131 | 165 | 79.39 |
| 8 | | | 5 | 23 | 5 | 132 | 165 | 80.00 |
| 9 | | | 1 | 22 | 10 | 141 | 165 | 85.45 |
| Average Score (%) | | | | | | | | 83.97 |

Source: Processed Data, 2022

Product Evaluation

MBKM Educational Internship

In this study, product evaluation of the MBKM Educational Internship program was carried out by identifying three indicators, including: (1) potential progress and learning outcomes; (2) skills, talents, and attitudes; as well as (3) mastery level. Indicator of potential progress and learning outcomes includes diaries (logbooks), final reports, achievement of program objectives, and achievement of competency of prospective professional teachers. Indicator of skills, talents, and attitudes includes the attainment of students becoming capable individuals and good behaviour while participating in the program. Indicator of mastery level includes understanding of teaching materials, learning resources, good absorption, and application of learning outcomes that have been obtained on campus.

Based on the data that has been processed, it is known that the evaluation of the product stage has a high value, with a value percentage of 90.66%. The highest score indicator is in item 1 (96.36%) namely “Students make diary notes (logbook) during the program”, while the lowest is in item 9 (87.27%)

namely “Students have good absorption in the MBKM Educational Internship program”. The data is supported by research that has been done by Asmarayani et al., (2020) which states that the evaluation using the CIPP model shows that students agree that field work practices are able to support expertise that is relevant to industry needs. This is in line with the research that has been done by Nurhayani et al., (2022) which shows that the level of effectiveness of the context, input, process, and product components is very effective. The following is the respondents' answers data on the process evaluation presented in Table 8.

Flipped Classroom

Evaluation of product aspect in the flipped classroom was measured based on three indicators, namely: (1) potential progress and learning outcomes; (2) skills, talents, and attitudes; and (3) level of mastery. Based on the data that has been processed, it is known that product evaluation in the flipped classroom learning model has a high score, with a score percentage of 84.55%. The highest score indicator is in item 7 (89.09%) namely “Learners gain knowledge and experience from various

Table 8. Distribution of Respondents' Answers to Product Evaluation of MBKM Educational Internship

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|---|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | | | 6 | 27 | 159 | 165 | 96.36 |
| 2 | | | | 8 | 25 | 157 | 165 | 95.15 |
| 3 | | | | 19 | 14 | 146 | 165 | 88.48 |
| 4 | | | 1 | 18 | 14 | 145 | 165 | 87.87 |
| 5 | | | 2 | 15 | 16 | 146 | 165 | 88.48 |
| 6 | | | 1 | 13 | 19 | 150 | 165 | 90.90 |
| 7 | | | 1 | 18 | 14 | 145 | 165 | 87.87 |
| 8 | | | 1 | 11 | 21 | 152 | 165 | 92.12 |
| 9 | | | 1 | 19 | 13 | 144 | 165 | 87.27 |
| 10 | | | | 13 | 20 | 152 | 165 | 92.12 |
| Average Score (%) | | | | | | | | 90.66 |

Source: Processed Data, 2022

Table 9. Distribution of Respondents' Answers to Product Evaluation of Flipped Classroom

| Items | Score | | | | | Total Score | Ideal Score | Index (%) |
|-------------------|-------|---|---|----|----|-------------|-------------|-----------|
| | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | | | 6 | 20 | 7 | 133 | 165 | 80.61 |
| 2 | | | 2 | 23 | 8 | 138 | 165 | 83.64 |
| 3 | | | 2 | 22 | 9 | 136 | 165 | 84.24 |
| 4 | | | 4 | 21 | 8 | 136 | 165 | 82.42 |
| 5 | | | 3 | 19 | 11 | 140 | 165 | 84.85 |
| 6 | | | | 19 | 14 | 146 | 165 | 88.48 |
| 7 | | | | 18 | 15 | 147 | 165 | 89.09 |
| 8 | | | 3 | 22 | 8 | 137 | 165 | 83.03 |
| Average Score (%) | | | | | | | | 84.55 |

Source: Processed Data, 2022

learning sources”, while the lowest is in item 1 (80.61%) namely “The learning objectives are well achieved”. The following is the respon-

dents' answers data on the process evaluation presented in Table 9.

CONCLUSION

The results show that the evaluation at the following stages context, input, process and product of the MBKM Educational Internship program and the flipped classroom learning model are in the high category. The highest score is in the evaluation of product aspect (90.66% and 84.55%), so it needs to be maintained for the program and the implementation of the next model. Meanwhile, the lowest score is in the evaluation of context aspect (83.52% and 73.77%), so this aspect needs to be improved for the next period. The following details the highest and lowest scores for each aspect:

Evaluation of the MBKM Educational Internship

The highest score in this context aspect is in the indicator of “opportunities”, so it can be concluded that the implementation of this program provides opportunities for students to become professional teachers. Meanwhile, the lowest score in this aspect is in the indicator of “problems”, so an evaluation step is needed for the Study Program to review the assignments given as well as DPL guidance and Conversion course teaching lecturers in assisting students in completing assignments or projects.

The highest score in this input aspect is in the indicator of “learners (students)”, so it can be concluded that students have been able to work together (teamwork skills) with other parties at school. Meanwhile, the lowest score in this aspect is in the indicator of “methods and techniques used by instructors (lecturers)”, so an evaluation step is needed for the Study Program to review DPL qualifications and monitoring activities that have been carried out. The highest score in this process aspect is in the indicator of “learning and teaching processes”, so it can be concluded that students have been able to prepare lesson plans well. Meanwhile, the lowest score in this aspect is in the indicator of “teacher activities”, so an evaluation step is needed for the Study Program

to review DPL activities in providing advice and directions during the implementation of the MBKM Educational Internship program.

The highest score in this product aspect is in the indicator of “potential progress and learning outcomes”, so that it can be concluded that students have been able to make good diaries (logbooks) of activity implementation. Meanwhile, the lowest score in this aspect is in the indicator of “mastery level”, so an evaluation step is needed for the Study Program and the school to improve students' absorption abilities after participating in the MBKM Educational Internship program.

Evaluation of Flipped Classroom

The highest score in this context aspect is in the indicators of “needs” and “opportunities”, so it can be concluded that the facilities at the school support the implementation of the flipped classroom as well as students can study independently and practice critical thinking skills through the flipped classroom. Meanwhile, the lowest score in this aspect is in the indicator of “problems”, so an evaluation step is needed for students to provide a better understanding before learning begins. The highest score in this input aspect is in the indicator of “methods and techniques used by instructors (lecturers)”, so that it can be concluded that the learning method chosen by learners has an influence on their learning outcomes. For this reason, the selection of learning methods must be appropriate and in accordance with the needs of learners. Meanwhile, the lowest score in this aspect is in the indicator of “physical environment and equipment”, so a student evaluation step is needed to design a flipped classroom according to the learning facilities in the school.

The highest score in this process aspect is in the indicator of “learning and teaching processes”, so it can be concluded that students have been able to prepare lesson plans well. Meanwhile, the lowest score in this aspect is in the indicator of “student activities”, so an evaluation step is needed for students to increase their activity during the flipped clas-

room learning process. The highest score in this product aspect is in the indicator of “mastery level”, so that it can be concluded that learners have gained knowledge and experience from various learning sources. Meanwhile, the lowest score in this aspect is in the indicator of “potential progress and learning outcomes”, so an evaluation step is needed for students to improve the implementation of the flipped classroom so that learning objectives can be achieved properly.

In line with what was stated by Stufflebeam (2007) that the CIPP evaluation model could be used to evaluate programs and systems, in this study, it was proven that it could be applied to evaluate the MBKM educational internship program and learning system, especially the application of the Flipped Classroom learning model. Based on the evaluation results of the Stufflebeam CIPP model in the MBKM Educational Internship program and the application of the flipped classroom learning model, the results show that both of them have a high value category. It can be concluded that the implementation of the MBKM Educational Internship program and the application of the flipped classroom learning model are going well.

The conclusion is drawn based on the overall results of the evaluation component, which includes context, input, process, and product comprehensively as stated Taufiqurrahman et al., (2022) that the CIPP model has completeness in the evaluation dimension so that the results of the program evaluation can be carried out comprehensively. Furthermore, the evaluation results can be used effectively as a basis for decision-making in every aspect of the evaluation, as stated by Hasan et al., (2015) and Juri et al., (2021). Indicators from the evaluation aspect that have been good are maintained, while indicators of evaluation aspects that are still low need to be improved or improved. The study's results can add references to applying the CIPP Stufflebeam evaluation model to a program and learning model. The limitation of this study is the distribution of questionnaires carried out on students; future research is expected to provide questi-

onnaires for teachers, principals, and field supervisors so that the results are more comprehensive from various points of view.

The results of this study imply that the MBKM Education Internship Program should continue to be carried out by maintaining good evaluation results and making improvements in aspects of evaluation that are still low. The evaluation results also need to be submitted to the Higher Education Study Program, partner schools, and students so that all parties can contribute fully in carrying out the follow-up of a program. In addition, the flipped classroom learning model should be applied by adjusting the conditions of students, teachers, and schools. The results of this evaluation can be used as a benchmark for the success of implementing the flipped classroom learning model. Good evaluation results must be maintained, while low evaluation results must be improved. The evaluation results that are still low need to be studied more deeply so that the cause can be known and a solution can be sought. This aligns with the stated Mahmudi (2011) that program evaluation plays a role in decision making, namely determining the follow-up of the program implemented.

Higher education institutions consisting of leaders, study program coordinators, and field supervisors as well as educational staff involved and schools consisting of school principals, tutors, administration, student affairs representatives, curriculum representatives, public relations representatives, as well as facilities and infrastructure deputy heads together need to consider the CIPP model as a reliable evaluation model to measure the quality, benefits, and excellence of the MBKM Educational Internship program. Thus, the program can continue to run and improve in a better direction. Apprentice students can also carry out CIPP evaluations of various learning models implemented during the internship, one of which is the flipped classroom, so that the selection of learning models can be carried out appropriately according to the needs of students.

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