



Evaluation of The Constitutional Court Procedural Law Technical Training Program Using The Context, Input, Process, and Product Model

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Abstract

The Constitutional Court Procedural Law Technical Training Program is a technical training program to increase Indonesian citizens' understanding of the Constitutional Court's procedural law. The implementation of the program so far has found many shortcomings and has not been effective. This research aims to evaluate the program so that it will produce recommendations for improving the program or for future follow-up. This research is evaluative research using the CIPP evaluation model. The data collection techniques used in this research were observation, interviews, and documentation studies. The research subjects were the Head of Program and Organization Division, organizers, and alumni. The research results show that this program has been implemented well, obtaining a score of 71.96 in the Good category with a note that it needs improvement. Recommendations for program improvement are to prepare 1 (one) official document such as a blue print, strategic plan, or grand design; develop a legal umbrella regarding program implementation guidelines; improve the quality of comprehensive program planning preparation; determine specific requirements for prospective participants; make good use of the results of the initial assessment; develop activity schedules and implementation methods; document every supervision carried out; developing instruments to measure participants' level of understanding; evaluate how to convert pretest-posttest results; determine program success indicators regarding the graduation rate of technical training participants; and develop instruments to measure the impact (outcome) of the program.

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INTRODUCTION

Technical training is an activity that combines educational concepts and skills training elements (Alsyabany, 2019). Technical training is education, training and skills development related to various jobs, production, services and livelihoods as part of lifelong learning that can take place at the secondary education, post-secondary and higher education levels which includes work-based learning and continuous training as well as professional development (Han et al., 2024). Technical training is a guidance and counseling service delivered by experts or professionals in their field which aims to improve the quality of human resources which is intended to provide guidance, assistance, or advice to resolve technical problems (Supriadi, 2021). Technical training as an effort to improve abilities through training carried out in an organized and systematic manner to achieve better knowledge, skills, formation of attitudes (Riyantini et al., 2022).

The Constitutional Court's Procedural Law is a law that regulates procedures and implementation procedures that apply generally in cases that fall under the authority of the Constitutional Court as well as procedural law that applies specifically to each authority of the Constitutional Court (S. J. M. Konstitusi, 2010). The Constitutional Court's Procedural Law regulates things such as the format of the petition to be submitted, the procedures for registering the petition, the parties in a case, the stages of case handling, the type and nature of the trial, the trial procedures, evidence, decisions, and others (M. Konstitusi, 2021). In addition, the Constitutional Court's procedural law regulates special matters that are adapted to the characteristics of the Constitutional Court's authority. For example, in its authority to decide disputes over election results, the Constitutional Court's procedural law stipulates that the applicant is a political party participating in the election, a local political party participating in the election, an individual candidate for members of the

House of Representatives and Regional Representative Assembly to fill the membership (M. Konstitusi, 2023).

Constitutional Court Procedural Law Technical Training is a technical training program to increase participants' competency regarding Constitutional Court procedural law. This program was initiated by Pancasila and Constitution Educational Center (Pusdik MK) to increase public understanding of the Constitutional Court and Constitutional Court procedural law as a whole so that if there are citizens who feel that their rights guaranteed by the constitution have been taken away, reduced or harmed by the government, laws or other parties, then the citizens can fight for and defend these rights through justice at the Constitutional Court (M. Konstitusi, 2020). Procedural law plays a role in guiding court operations and promises to ensure equal procedures and treatment of the parties in a case (Contini & Reiling, 2022). The importance of the Constitutional Court's Procedural Law in regulating the legal process that occurs at the Constitutional Court. There are at least 4 reasons why procedural law is important, namely 1) regulating procedures for submitting a lawsuit or application to the Constitutional Court; 2) regulate procedures for resolving disputes or cases at the Constitutional Court; 3) help avoid abuse of the legal process; and 4) regulate requirements regarding the publication of decisions, written arguments, and other information or documents related to the case.

From 2013 to August 2023, Pusdik MK has held 124 technical training activities on MK Procedural Law continuously. In a period of 10 years, the number of citizens who took part and became participants in activities reached 21,248 people. Seeing how important it is for this technical training to be carried out and the number of activities and the number of activity participants being so large, Pusdik MK needs to guarantee the quality of the implementation of Technical training on Procedural Law for the Constitutional Court so that it can be implemented effectively and efficiently. In this way, if the aim of providing

this technical training is achieved, the Indonesian people will be able to safeguard and ensure that their rights are fulfilled by the state. However, if their rights have not been fulfilled or have been violated by the state, then every individual or group is able to fight for their rights before the law.

Evaluation helps policy makers by providing valuable lessons and guidance for organizations (Batra et al., 2021). evaluation is an important tool for strengthening transparency, accountability, and learning. This is an important key to good governance (Klier et al., 2022). Evaluation produces various types of changes, which are nothing but a form of learning (Lumino & Gambardella, 2020). Program evaluation is a systematic data collection process by making planned assessments based on benchmarks or standards that have been determined for program improvement (Welch, 2021). Program evaluation is the application of systematic methods to answer questions about the implementation and results of a program (Wholey et al., 2010). Program evaluation requires a holistic approach to consider the various things and interrelated factors that influence the success of a program (Lowyck, 2014). Systematic program evaluation is important to assess program quality and achievement of program results (Olsen et al., 2021).

Based on a preliminary study carried out on August 21 to 7 September 2023, through observation and documentation, it was discovered that this program had never been evaluated comprehensively and comprehensively in the form of an academic evaluation or evaluation using scientific methods. So far, Pusdik MK has carried out evaluations in the form of partial and incidental evaluation meetings. In addition, evaluation is only carried out through distributing activity evaluation questionnaires by participants. The next fact that was found was that the success measurement method used so far was measuring the learning outcomes of educational participants through pretest-posttest evaluations and measuring the

level of satisfaction of educational participants. These two methods have not been able to evaluate from an educational management perspective starting from planning, implementation, supervision and evaluation of education (Hadromi, et al., 2019). It was also found that the implementation of technical training so far has not been known whether the context, planning, implementation and outcomes are in accordance with existing regulations (policies) and needs.

Every time the Constitutional Court Procedural Law Technical Training was held, Pusdik MK distributed evaluation questionnaires to all participants to assess the implementation of the activities they have participated in. Based on the open questions in the evaluation questionnaire distributed, several complaints were obtained, including regarding insufficient implementation time, less interesting learning methods, less ice breaking, and infrastructure, accommodation and consumption that were not optimal.

Based on the description, it can be concluded that the implementation of the Constitutional Court Procedural Law Technical Training Program has not been effective and appropriate in increasing citizens' understanding of the Constitutional Court and the Constitutional Court's Procedural Law in order to improve the quality of implementation of the program while increasing the success of the program. Instead, a good program should create change by combining existing assets with new knowledge, information, or external assets (Uitto & Batra, 2020).

The purpose of this research is to evaluate the Constitutional Court Procedural Law Technical Training Program organized by the Pancasila and Constitution Educational Center so that it can provide suggestions or recommendations for improvements to the program or future follow-up.

METHODS

This research is evaluative research using the CIPP (Context, Input, Process, and Product) evaluation model. The CIPP evaluation model is a comprehensive framework for conducting formative and summative evaluations of programs, projects, personnel, products, organizations, policies, and evaluation systems. This model provides guidance for assessing context (the need that an organization or company must make for correction or improvement); inputs (strategy, operational plans, resources, and agreements to proceed with necessary interventions); process (implementation and intervention costs); and product (positive and negative business results) (Stufflebeam & Coryn, 2014).

The data collection techniques used in this research were observation, interviews and documentation studies, with the research instrument being the researcher himself. Researchers as instruments must validate themselves regarding how far they understand qualitative research methods, mastery of insight into the program being studied, and the researcher's readiness to enter the research object (Sugiyono, 2013). Therefore, the researcher validated himself by conducting a theoretical study regarding evaluation research using the CIPP model, conducting a study of the Constitutional Court Procedural Law Technical Training program, and was involved in the implementation of the program. Apart from that, the data validity carried out was data triangulation and member checking. The technique for determining research subjects or sampling uses purposive sampling. The research subjects were the Head of Program and Organization Division, organizing staff, and alumni.

This research was carried out at the Pancasila and Constitution Educational Center which is located on Jl. Raya Puncak KM. 83, Tugu Selatan, Cisarua, Bogor Regency, West Java Province, Indonesia which was carried out for 7 months, namely from September 2023 to March 2024. Data collection was carried out on 4 evaluation

components with 16 evaluation aspects according to the picture below.

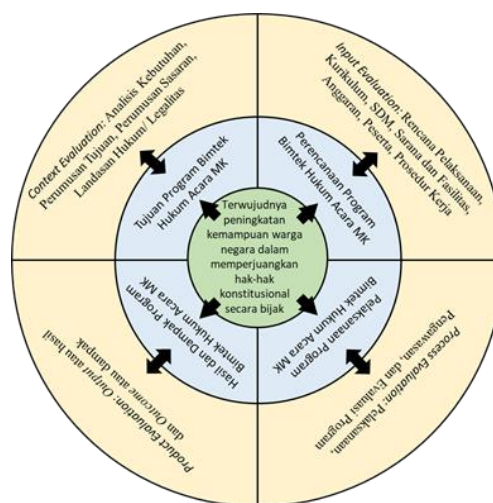


Figure 1. 4 Evaluation Components with 16 Evaluation Aspects

The Context Evaluation Component consists of 4 evaluation aspects, namely analisis kebutuhan (needs analysis), perumusan tujuan (goal), perumusan sasaran (target), and legalitas (legality). The Input Evaluation Component consists of 7 evaluation aspects, namely rencana pelaksanaan (implementation plans), kurikulum (curriculum), sumber daya manusia (human resources), sarana dan prasarana (facilities and infrastructure), anggaran (budget), peserta (participants), and prosedur kerja (work procedures). The Evaluation Process component consists of 3 aspects of evaluation, namely pelaksanaan program (implementation), pengawasan program (supervision), and evaluasi (evaluation). The Product Evaluation Component consists of 2 evaluation aspects, namely results hasil (output) and dampak (outcome).

The data analysis carried out was data collection, means collecting and grouping data from the results of in-depth interviews, observations and documentation studies according to the evaluation aspects. Next, carry out data reduction, means sorting data according to evaluation needs. The next step is to present the data (data display) and draw

conclusions. Conclusions are drawn by comparing research data with the evaluation criteria that have been prepared. There are 5 things why evaluation criteria are important, 1) criteria are the core of evaluation in providing assessments; 2) criteria are used to operationalize the value of something being evaluated; 3) the criteria used prioritize what is important in the object being evaluated; 4) criteria direct what questions to ask, what data to collect, and what results to highlight; and 5) focused criteria to produce evaluation reports and recommendations (Patton, 2021). Roorda & Gullickson (2019) said that making criteria explicit is very important, not only to produce credible and accountable evaluative judgments. But criteria must also be carefully selected, defined, and adjusted. The evaluation criteria in this research combine several sources of evaluation criteria, namely scientific theories, Constitutional Court policies, guidelines, implementation instructions related to the program, as well as the results of discussions and thoughts of the evaluator team itself. This evaluation criteria uses qualitative criteria with consideration. Qualitative criteria with consideration are criteria that are created by considering indicators that have been determined by ordering indicators based on priorities that are considered more important than others or by giving them weighting (Arikunto & Jabar, 2018). The evaluation categories for each evaluation aspect are Score 5 (Very Good) meaning the aspect assessed has fulfill all the criteria, Score 4 (Good) means the aspect assessed fulfill 4 criteria or there is 1 criterion that is not fulfill, Score 3 (Eno) means the aspect is is assessed as fulfill 3 criteria or there are 2 criteria which are not fulfill, Score 2 (Poor) means the aspect assessed only fulfill 2 criteria, and Score 1 (Very Poor) means the aspect assessed is only fulfill <1 criteria.

In drawing conclusions regarding the results of the overall program evaluation, each evaluation result of the evaluation aspect is grouped into the results of the evaluation component. For example, the assessment of evaluation aspects in the form of needs

analysis, goal formulation, target formulation, and legality are grouped in the results of the Context Evaluation Component. The same thing was done for the Input, Process and Output Evaluation components according to their respective evaluation aspects. The results of the assessment of the 4 evaluation components are the basis for drawing conclusions the of the technical training program evaluation results. Each evaluation component gets a weighted score of 25 on a scale of 100. Conclusions on a scale of 0 to 100 are divided into 5 categories, namely:

Table 1. Program Evaluation Rating Scale

Skala	Kategori
0 – 20	Very Poor
21 – 40	Poor
41 – 60	Fair
61 – 80	Good
81 – 100	Very Good

If the results of the program evaluation show a score in the range 0 – 20, it means that the program implementation was very unfulfilling the program implementation standards and needs improvement. If the score is in the range 21 – 40, it means that program implementation so far was unfulfilling the program implementation standards and needs improvement. If the score is in the range 41 – 60, it means that the program implementation so far has enough fulfilling the program implementation standards and needs improvement. If the score is in the range 61 – 80, it means that program implementation so far has been good in accordance with program implementation standards with notes of improvement. If the score is in the range 81 – 100, it means that program implementation so far has been very good according to program implementation standards with a record of improvement or maintenance.

RESULTS AND DISCUSSION

The results of the evaluation of the Constitutional Court Procedural Law

Technical Training program can be seen in the table below.

Table 2. Program Evaluation Results

Evaluation Componets	Evaluation Aspects	Evaluation Aspects Score	Evaluation Componets Score	Evaluation Program Score
Context	Need Analysis	5	85	71,96
	Goal	4		
	Target	4		
	Legality	4		
Input	Implementation Plans	4	82,86	
	Participants	4		
	Curriculum	3		
	Human Resources	5		
	Facilities and Infrastructure	3		
	Budget	5		
	Work Procedures	5		
Process	Implementation	4	80	
	Supervision	4		
	Evaluation	4		
Product	Output	3	40	
	Outcome	1		

From the table above, it is known that this program received an evaluation score of 71.96, which means that the implementation of the Constitutional Court Procedural Law Technical Training Program so far has been good in accordance with program implementation standards with notes of improvement. The context component gets a score of 85, the input component gets a score of 82.86, the process component gets a score of 80, and the product component gets a score of 40. The evaluation results for each component are described as follows.

Context Evaluation Component

The evaluation results of The Context Component of The Constitutional Court Procedural Law Technical Training program which includes 4 evaluation aspects, namely needs analysis, goal formulation, target formulation, and program legality, obtained a

score of 85 or the Very Good category. The needs analysis aspect received the Very Good category. Aspects of goal formulation, target formulation and program legality received the Good category.

Analysis of a program is needed to find out what exists in society today and what society needs to do to achieve goals in the future (Zajac & Godshall, 2020). Diori (2021) considers needs analysis to be a powerful tool for addressing the needs of a program, and for various other purposes including strategic planning for resource allocation, setting priorities, and improving the running of ongoing programs. The program needs analysis carried out so far has determined ideal conditions, namely that the public in general should understand Pancasila, the Constitution, Constitutional Dynamics, Constitutional Rights of Citizens, and the Procedural Laws of the Constitutional Court

and their development as a whole. However, it is discovered that there are still many citizens who do not understand what is meant. Pusdik MK has identified the need for a program, tools and facilities that support increasing citizens' understanding. Pusdik MK determined the priority that it is necessary to organize a Technical Training program on Constitutional Court Procedural Law which is expected to be able to resolve problems regarding citizens' understanding of the Constitutional Court and the Constitutional Court's Procedural Law which is still lacking.

The objective of a program according to Shanafelt et al., (2019) is to supervise organizations in an effort to reduce work risks, foster professional welfare, optimize service functions within the organization. The objectives of this program are stated in a clear (specific) document, that is 1) increasing Indonesian citizens' understanding of the Constitution, the state administration system, constitutional rights and the Procedural Laws of the Constitutional Court; 2) provide information on various aspects regarding the Constitutional Court as one of the actors of judicial power according to the 1945 Constitution of the Republic of Indonesia, including the latest developments in the implementation of the Constitutional Court's constitutional duties; 3) increase knowledge and understanding of the Constitutional Court Procedure Law; and 4) improve the ability to prepare applicant petitions, respondents' answers, statements from related parties, and other information in constitutional cases. This goal has measurable indicators of success so that it is possible to achieve it. Program objectives was realistic, means the technical training objectives formulated have considered all relevant factors such as available resources, skills and abilities of the Educational Center. The weakness in formulating the goals of this program is that there is no specific time target for achieving the program goals. In fact, a goal should have a clear timeframe for achieving the goal (timebond).

The targets of the technical training program prepared by Pusdik MK have

referred to the program objectives. Targets are arranged to help achieve objectives (Yusril et al., 2023). The aim of the program is to increase the knowledge and understanding of the Indonesian people regarding the Constitutional Court and Constitutional Court Procedural Law. One indicator of the success of this program's targets is the level of understanding of participants in the Constitutional Court's Procedural Law Technical Training so that this becomes an indicator for achieving the program's objectives. The program targets have been described specifically, such as assessing the quality level of material, the quality level of instructor, the quality level of learning methods, the quality level of organizers, the quality level of infrastructure and so on.

The formulation of program targets has considered all resources and time frame. The program targets specifically have a target time for achievement which is stated in each Pusdik MK performance indicator document. The time frame used to measure each indicator of the success of program targets consists of monthly, quarterly or annually. The weakness in formulating targets is that there is no specific document that systematically describes the MK's vision and mission, MK's objectives, Pusdik's vision and mission, needs analysis, program objectives, program targets and indicators of success of program targets.

The legal basis for implementing the program includes the Law on the Constitutional Court, the Presidential Regulation on the Registrar's Office and the General Secretariat of the Constitutional Court, the Constitutional Court's Regulation on the Strategic Plan of the Constitutional Court, the Regulation of the Secretary General of the Constitutional Court on the Organization and Work Procedures of the Registrar's Office and the Secretariat General of the Constitutional Court, and the Decree of the Secretary General of the Constitutional Court on Technical Training Activities Constitutional Court Procedural Law. The weakness regarding legality is the absence of a

regulation that legally and bindingly regulates general guidelines and technical guidelines for implementing the Constitutional Court's Procedural Law Technical Training program.

Input Evaluation Component

The results of input components of The Constitutional Court Procedural Law Technical Training program which includes 7 evaluation aspects, namely implementation plans, participants, curriculum, human resources, facilities and infrastructure, budget and work procedures, obtained a score of 82.86 or the Very Good category. Aspects of human resources, budget and work procedures received the Very Good category. Aspects of the implementation plan and participants received the Good category and aspects of the curriculum and infrastructure received the Fair category.

Pusdik MK prepared planning documents in the form of terms of reference, curriculum, educational calendar, activity schedule and budget plans which are prepared before the program is implemented. Pusdik MK has prepared a comprehensive and structured implementation plan based on logical reasoning by trying to pay attention to various aspects of resources such as the competence of organizers, time and budget. All program implementation plan documents are well documented. The weakness in the program implementation plan is that the educational calendar and activity schedule often change due to many things, including incomplete planning, budget reallocation, requests from leader organizational leader, requests from stakeholder and so on.

Recruitment of prospective participants in the technical training program basically provides an unwritten qualification that all prospective participants who will take part in the technical training program have legal standing in constitutional cases, in accordance with Pasal 51 ayat (1) of Undang-Undang Nomor 24 Tahun 2003 tentang Mahkamah Konstitusi, applicant those who have legal standing are individual Indonesian citizens (WNI), customary or traditional law

community units, public or private legal entities, and state institutions. The weakness in the participant aspect is that it has not emphasized the requirement that prospective technical training participants be people who are able to disseminate an understanding of Constitutional Court procedural law to others in their respective environments. Apart from that, Pusdik MK also did not verify the data of participants who had taken technical training so there were participants who had taken the same technical training more than once.

The program curriculum has been prepared and used as a guideline in implementing the Constitutional Court Procedural Law Training program for speaker, instructor, and technical training participants to take part in the learning. A deficiency in the Constitutional Court Procedural Law Training curriculum is that the curriculum used from 2013 until today is not well documented. Most of the existing curriculum documents have not been approved by the top leader organization so they are still considered a curriculum design or concept (draft) that is invalid and not binding. Apart from that, the curriculum does not yet contain important components in a curriculum such as components of curriculum objectives, curriculum content, implementation or achievement strategies, and curriculum evaluation. Most of the curriculum so far only contains a curriculum structure or a collection of subjects/material that will be delivered in the technical training program along with the method of delivering the material, time and teachers which are usually referred to as Curriculum Outlines by Pusdik MK.

The HR aspect of this program has integrity as proven by the absence of complaints related to employee integrity. Pusdik MK employees as the technical training organizing committee have good competence in accordance with their respective duties and functions, demonstrated by good performance as evidenced by the results of employee performance evaluations published by Badan Kepegawaian Negara.

Human resources regarding speakers or teachers at the Constitutional Court's Procedural Law Training have sufficient competence to serve as teachers because the speakers are expert in their field according to the material or subject matter that will be delivered, has competence, has direct experience, or is the main task and daily work related to the material being taught.

The Pusdik MK infrastructure aspect has supported the implementation of technical training with the availability of minimum standards for organizing technical training programs such as hall, classrooms, videotron, projectors, internet, whiteboards and stationery. Other supporting facilities available are polyclinics, prayer rooms, arts and entertainment facilities and sports facilities. All of these facilities are safe and comfortable to use. The deficiencies found were room capacity, cleanliness, comfort of the prayer room, food menu, accessibility between buildings, and minimal disability-friendly facilities.

This technical training budget has a clear source, that is from the State Revenue and Expenditure Budget (APBN). Pusdik MK may not receive budgets from other than the APBN to maintain the integrity of Pusdik MK. The planning process for using the program budget is carried out 1 year before the implementation of the training by submitting a detailed budget proposal. Using the budget also pays attention to efficiency. Pusdik MK prepares budget usage reports and is well documented. These financial reports are prepared per activity and under the supervision of the Constitutional Court Inspectorate and the Badan Pemeriksa Keuangan (Financial Audit Agency).

Aspects of the work procedures of the Constitutional Court Procedural Law Traininig Program show sequential work procedures. Regulation about work procedures are also available and well documented in the form of digital documents. These work procedures include Standard Operational Procedures, Educational Service Standards, and Activity Instruction for

participants. These work procedures are known to all employees and socialized to participants before the activity begins. The existing work procedures have been used as guidelines for employees in organizing programs and for participants who take part in the Constitutional Court Procedural Law Training Program.

Process Evaluation Component

The results of the process components which consists of 3 evaluation aspects, that is program implementation, program supervision and program evaluation, obtained a score of 80 or the Good category. The implementation of the technical training program ran smoothly. Problems that arise in the implementation of the program are handled properly according to the SOP that Pusdik MK has. The implementation of the technical traininig program involves all the resources owned by Pusdik MK, starting from civil servants, health workers, security, technicians, to office boys helping each other in the successful implementation of the program. This collaboration and communication is not only established between employees at Pusdik MK, but also with stakeholders and participants. Weaknesses found were that the initial assessment carried out had not been used as a basis for developing methods for delivering technical training material, the allocation of time for discussions and questions and answers by participants was still insufficient, several times there were delays in starting learning sessions, and miscommunication was still found regarding the requirements for documents providing proof of transport for participants replaced by Pusdik MK.

All parties including Pusdik MK, participants, and other stakeholders understand the function of supervision in the implementation of the Procedural Law Training Program for the Constitutional Court that supervision is carried out to ensure that objectives are achieved in accordance with applicable rules. Program supervision is divided into 3 types, that is technical

supervision by Pusdik MK as the organizer, performance and financial supervision by the Inspectorate, and external supervision by the Badan Pemeriksa Keuangan. Supervision is carried out from planning until the entire series of technical training implementation is completed. In financial and performance monitoring, it is carried out based on existing data. The weakness in supervision is that not all supervision carried out is well documented, especially technical supervision carried out by Pusdik MK because technical supervision is generally incidental.

The program evaluation aspect is carried out with 2 types of evaluation, namely evaluation from participants through filling out activity evaluation questionnaires and evaluation meetings conducted by Pusdik MK. Evaluation of activities by participants is the process of assessing participants regarding the overall implementation of the program on the SIMULTAN application by assessing 10 components, that is material, speakers or teachers and moderators, implementation methods, organizing officers or committees, accommodation, consumption, facilities and infrastructure, educational information systems, security, and finance. The second evaluation took the form of an evaluation meeting held by Pusdik MK to analyze the problems found during the activity. The weakness in evaluation so far is that the objects being evaluated are often focused on the implementation of activities only, not evaluating the planning stage, monitoring stage and post-activity stage.

Product Evaluation Component

The results of technical training aim to determine the impact of changes in training participants' work behavior on the level of organizational productivity (Cahapay, 2021). The results of the product components which includes 2 evaluation aspects, namely results (output) and impact (outcome) obtained a score of 40 or the Poor category. The result aspect (output) gets the Poor category and the impact aspect (outcome) gets the Very Poor category. Pusdik MK has instruments to

measure indicators of program success, that is the number of technical training participants, the level of understanding of technical training participants, and the level of satisfaction of technical training participants. The success indicator regarding the number of technical training participants is measured by calculating the total number of citizens who participate in the technical training program for 1 year compared to the specified annual participant target. In 2023, participants in the technical training program at Pusdik MK have succeeded in exceeding the predetermined target number of participants. The weakness in measuring the success of the number of technical training participants is that Pusdik MK only looks at the achievement of the number of technical training participants per year, not per activity. If the target participants are seen per activity, then there are several activities that do not reach the minimum target of 150 participants per activity. Success indicators regarding the level of understanding of technical training participants are measured using a pretest-posttest instrument. The weakness in measuring the success of the level of understanding of technical training participants was mistook to convert these values. Success indicators regarding the level of satisfaction of technical training participants are measured using an activity evaluation questionnaire instrument filled in by technical training participants.

Pusdik MK does not yet have an instrument to measure the impact (outcome) of implementing the program. This has resulted in the Pusdik MK not being able to measure the impact (outcome) felt by either the participants or the Mahkamah Konstitusi after the implementation of the program. The impact (outcome) that should be expected from this program is at least related to increasing and applying long-term knowledge and skills of citizens to the proceedings at the Constitutional Court.

CONCLUSION

Evaluation using the CIPP model shows that the Constitutional Court Procedural Law Technical Training program at the Pancasila and Constitution Educational Center has been carried out well in accordance with program implementation standards by obtaining a score of 71.96 or the Good category with a note that it needs improvement. Pusdik MK has carried out an analysis of program needs, prepared program goals and objectives very well. The legality for organizing this program is also well provided. Pusdik MK has also prepared a program implementation plan, determined prospective participants, has good human resources, has facilities and infrastructure, and managed the budget well. The implementation, supervision and evaluation carried out so far have also been good.

Notes for future improvements include compiling 1 (one) official document such as a blue print, strategic plan, or grand design; develop a policy regarding program implementation guidelines; improve the quality of comprehensive program planning preparation; determine specific requirements for prospective participants; use the results of the initial assessment; develop activity schedules and implementation methods; document every supervision; developing instruments to measure participants' level of understanding; evaluate how to convert pretest-posttest results; determine program success indicators regarding the graduation rate of technical training participants; and develop instruments to measure the impact (outcome) of the program.

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