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POLICY EVALUATION OF INDEPENDENT CAMPUS : ANALYSIS STUDY ON THE TEACHING CAMPUS PROGRAM

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ABSTRACT

This research aims to evaluate the Teaching Campus program in 3 evaluation scopes: registration and selection, implementation, and impact. This research was conducted using quantitative descriptive methods. Meanwhile the data used is primary data consisting of statistical data on the results of student selection and participation, the data of budget absorption of the program, and the data from the survey results from: higher education students, heads of schools, and fields assistant lecturers. Meanwhile, data analysis was carried out using a responsive evaluation model. This research concludes that the policy evaluation of Independent Campus on the Teaching Campus program is generally quite good, but there are still aspects that need to be improved/optimized such as: Less competitive number of applicants due to ratio of applicants to recipients is only 2 :1, big gap in composition of student registrants from academic higher education levels to vocational higher education levels with a ratio of 2.47%: 97.53%, program implementation tends to be concentrated in the Western Part of Indonesia, and credit recognition is not yet optimal since there are still 22.82% of students who get less recognition of 20 credits.

INTRODUCTION

Higher education is one of the determinants of country development, especially human development (Chankseliani and McCowan 2021; De Wit and Altbach 2021). This can be seen from one of the indicators of the Human Development Index, where the higher the level of education of the people in the country, the higher the value/score of the Human Development Index. Furthermore, well Human Development Index will have an impact on the quality of the country's development. Understanding the essence of the importance of higher education, various countries around the world are trying to produce transformation and innovation. In Thailand, the Ministry of Higher Education, Science, Research and Innovation, Thailand, initiated a progressive job creation program, where 10,000 jobs were created in science and research institutions, and allocated 3,000 million

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Baht for research funding and student skills improvement schemes (Sia and Adamu 2020). In India, Artificial Intelligence-based constraint-solution practices are increasingly becoming the focus of higher education development. It is supported and influenced by start-ups that are reshaping India's higher education system by developing data-driven digital business models (Alam and Mohanty 2022; Kandakatla et al. 2021; Tripathy and Devarapalli 2021).

Meanwhile, the Triple Helix Model, which highlights the role of higher education in research and development through efficient collaboration between campuses, industry/business, and government agencies, is driving the transformation of higher education in the United States. This leads to a variety of profit motives in innovation. In the United States, the productive connections between government, business, and academics were reinforced, particularly following World War II. The Massachusetts Institute of Technology (MIT), Stanford, and Cambridge are regarded as successful examples of Triple Helix model implementation (Al-Mansoori and Koç 2019; Carayannis, Campbell, and Grigoroudis 2022; Kunwar and Ulak 2023). On the other hand, in Indonesia, the transformation of higher education entities is expressed in a policy called "Kampus Merdeka" (Independent Campus), which was implemented in 2019. The Independent Campus strategy was developed with a framework to prepare students to become graduates who are strong and relevant to contemporary industrial demands, and ready to lead with a strong sense of national values (Putra, Rahman, and Kasim 2024). This strategy also intends to increase higher education institutions' capacity and the quality of Indonesian education (Rahman et al. 2023; Sa'diyah et al. 2022; Yusuf 2021).

In the Independent Campus policy, there are various programs that are more operational in nature. These programs include: Internship and Independent Study Certified (Harmanto et al. 2022; Susanti et al. 2022), Kewirausahaan Mandiri (Aini, Puspita, and Rahman 2024; Setyobakti, Cahyaningati, and Ermawati 2022), Teaching Practitioner (Hazin and Rahmawati 2023; Ingtias et al. 2022), Indonesian International Student Mobility Awards (Dewanto and Pritasari 2023; Riniati 2022), Independent Student Exchange (Wulan et al. 2023; Zainudin and Utami 2021), dan Teaching Campus (Widiyono, Irfana, and Firdausia 2021). These programs are designed with the objective to improve students' soft skills and hard skills, as well as increase the readiness of college graduates to enter the world of work. Even though the objective of the programs in the Independent Campus policy is very good, at the implementation level there are still several challenges. For example, in the Teaching Campus program, research conducted by Safaringga, Lestari, and Aini focused on analyzing the relationship between the Teaching Campus program and student learning motivation. Their research discovered that the Teaching Campus platform was not able to fully improve students' learning motivation, especially in the online learning mode (Safaringga, Lestari, and Aeni 2022).

Second, research conducted by Suwanti et al focused on examining the impact of implementing the Teaching Campus program on student perceptions. This research concluded that in the Teaching Campus program the perception of additional competencies and problem solving was still low. The perception of non-education study program student respondents regarding the acquisition of additional competencies and problem solving abilities was only 88% and 83% respectively. This is because most of the activities on teaching campuses involve technology transfer (Suwanti et al. 2022). Third, Lestari, Fatonah, and Halim's study looked at how pupils in Jakarta's private elementary

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schools who were enrolled in the Teaching Campus program felt. The study's findings indicate that while students are highly excited about the Teaching Campus program, there is a problem where teachers in the schools it targets have not fully participated in the activities that students complete during the program. As a result, students have doubts about whether learning activities will change in a way that is sustainable (Lestari, Fatonah, and Halim 2021).

Fourth, research conducted by Febianti and Pratiwi focused on examining the influence of the Teaching Campus program on the culture of improving literacy. The research results show that the Teaching Campus program has not fully run optimally and has not been able to improve literacy culture due to the low quality of facilities and infrastructure supporting learning (Febianti and Pratiwi 2023). Fifth, research conducted by Hilmi, Mustaqimah, and Saleh focused on examining the challenges and solutions for implementing campus teaching programs. Their research concluded that various problems were still found in the implementation of the Teaching Campus program, these problems included: student teaching competence was less relevant to what the school needed, some students were not given teaching opportunities, teachers were technologically illiterate, and student miscommunication Teaching Campus with teachers in the field (Hilmi, Mustaqimah, and Saleh 2022).

According to the various previous studies described above, it can be justified that there are still several problems in the Teaching Campus program. Apart from that, various studies related to the Teaching Campus topic that have been carried out previously focus more on studying learning aspects, such as: student motivation, student perceptions, analysis of challenges and solutions, as well as the impact of the program on literacy aspects. There has never been any research related to the Teaching Campus program that focuses on in-depth program evaluation analysis, especially from a public policy perspective. This is the novelty of this research. Specifically, this research will answer the research question: How the results of the policy evaluation of Independent Campus on the Teaching Campus program.

METHOD

This research was conducted using quantitative descriptive methods. This method attempts to systematically and scientifically describe the findings of the policy evaluation of independent campus on the Teaching Campus program. The consideration for using quantitative descriptive methods is to obtain in-depth research and analysis results. According to several experts' theses, quantitative descriptive methods are used in research when certain study components require a more in-depth and comprehensive explanation (Schutt 2019; Sidel, Bleibaum, and Tao 2018).

Meanwhile, technical data collection in this research was carried out in collaboration with the Independent Campus Center Implementation Team and the Teaching Campus Program Team. Furthermore, the data used in this research is primary data consisting of: 1) Statistic data on the results of student selection and participation in the Teaching Campus program in the batch 6 of 2023; 2) Statistic data on the participation of students and field assistant lecturers in the phases: pre-assignment, assignment, and post-assignment in the Teaching Campus program in the batch 6 of 2023; 3) Data on budget absorption/distribution for the Teaching Campus program in the batch 6 of 2023; 4) Data from the survey results conducted on representatives of the Teaching Campus

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program entities in the batch 6 of 2023, consisting of: a) 20,501 higher education students participating in the program (95.77% of the total students in the Teaching Campus program in the batch 6 of 2023). The student respondents were selected randomly with considering geographical representation (western, central and eastern Indonesia). Apart from that, the consideration for taking the number of respondents on a majority scale is to minimize the margin of error less than 5%; b) 3,775 head of schools (88.16% of the total number of head of schools in the Teaching Campus program in the batch 6 of 2023). Respondents from head of schools were also randomly selected with considering geographical representation (western, central and eastern Indonesia); c) 2,083 field assistant lecturers (90.25% of the total field assistant lecturers in the Teaching Campus program in the batch 6 of 2023). Respondents from field assistant lecturers were also randomly selected with considering geographical representation (western, central and eastern Indonesia).

On the other hand, measuring evaluation results is according to the 3 strategic substantive aspects of the Teaching Campus program, namely: 1) Evaluation of registration and selection activities; 2) Evaluation of program implementation; and 3) Evaluation of program impact. Meanwhile, data analysis was carried out using a responsive evaluation model. The responsive evaluation model is one of the evaluation models developed to assist policy makers in making decisions. This is a holistic and comprehensive model that can review a program more systematically (Bazrafkan 2022; van Heijster et al. 2022; Hopson and Shanker 2023). Therefore, the responsive evaluation model is very relevant for analyzing the results of policy evaluation of independent campuses on the Teaching Campus program.

RESULTS AND DISCUSSION

Evaluation of Registration and Selection Activities

Registration and selection activities are the initial part of the Teaching Campus program governance, so that it is very important to evaluate. In the registration section, referring to the Independent Campus dashboard, Teaching Campus program in the batch 6 of 2023 recruited 43,363 students of higher education from all over Indonesia (Central Implementer of Independent Campus 2024). This number is around double the target of students to be accepted (22,500 students of higher education). The details of the 43,363 applicants who have been mapped based on student level of study as follows:

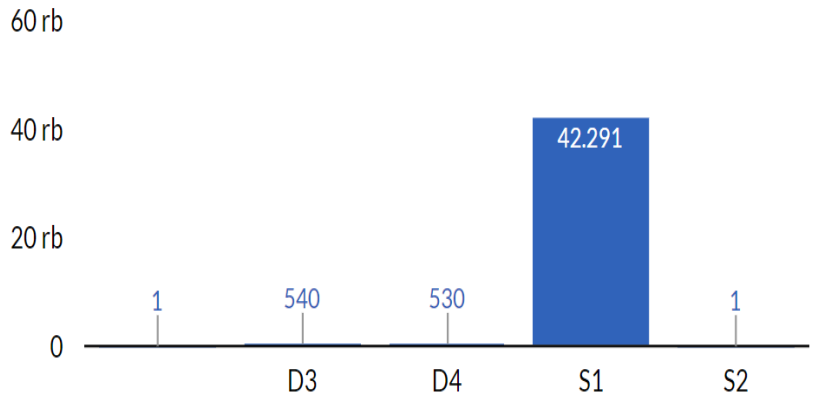

Figure 1. Number of Teaching Campus Applicants Batch 6 Based on Student Study Level
Source: Independent Campus Dashboard

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Based on this data, the number of applicants from the Bachelor Degree (S1) level dominates with a total of 42,291 applicants (or 97.52% of the total number of applicants), while the next largest number of applicants are students at the Diploma 3 level with 540 applicants (1.24%), Diploma 4 with 530 registrants (1.22%), as well as Diploma 2 and Master Degree (S2) levels with 1 student registrant. On the other hand, in the selection process there are 2 (two) types and stages of selection in the Teaching Campus program, namely administrative selection and substance selection. At the administrative selection stage, the documents used as assessment material include: Student Statement of Absolute Responsibility (SPTJM), Letter of Recommendation from the Study Program, GPA Transcript, Health Certificate, Resident Identity Card (KTP), and Student Identity Card (KTM). At this stage, the number of students who successfully passed the selection was 28,160 students, or 64.94% of the total number of applicants (Tim Program Kampus Mengajar 2023).

Furthermore, at the substance selection stage there are 2 types of tests: 1) Diversity test. This test consists of 3 aspects tested, namely tolerance, extremism and national commitment; and 2) Literacy and numeracy tests, as well as the VCAT (Value Clarification and Attitude Transformation) test which tests understanding of sexual violence and bullying. At this stage, the number of students who successfully passed the selection was 25,607 students, or 60.54% of the total number of applicants (Tim Program Kampus Mengajar 2023). Based on the 2 (two) types and stages of selection in the Teaching Campus program (administration and substance) above, the number of students determined to qualify as participants in the Teaching Campus program in the batch 6 of 2023 is 22,500 students of higher education (51.88% of the total registrants). Based on the regional distribution of students' home campuses, the details of the 22,500 students are as follows:

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Table 1. Number of Students of Higher Education Based on the Distribution of Campus Areas in the Registration and Selection Process

Region	**Students of Higher Education**			
	Number of Registrants	**Number of Administrative Test Passes**	**Number of Substance Test Passes**	**Number of Students Accepted**
West Indonesia (Java, Sumatra and a parts of Kalimantan)	30.850	20.203	18.494	15.901
Central Indonesia (Bali, Sulawesi, West of Nusa Tenggara, East of Nusa Tenggara, and a parts of Kalimantan)	11.161	7.198	6.504	6.323
East Indonesia (Maluku and Papua)	1.352	759	609	276
Total	**43.363**	**28.160**	**25.607**	**22.500**

Source: Plenary Results Document for Teaching Campus Program In the Batch 6 (Data Processed by the Research Team)

Based on the data above, it can be analyzed that in registration activities, although the number of registrants has reached around 2 (two) times the total target participants, this number is still not optimal enough because it indicates the 6th class of the Teaching Campus program in the batch 6 of 2023 less competitive. Apart from that, if look at the composition of registrants, there is a significant gap between students from academic higher education levels and vocational higher education levels, where the percentage of vocational student registrants is only 2.47% (1,071 students) while academic student registrants are very dominant with a percentage of 97 .53% (42,292 students). This is thought to be caused primarily by unoptimal program outreach and a lack of approach to vocational higher education entities.

Referring to the fact that the Teaching Campus program in the batch 6 of 2023, this program should be increasingly competitive and increasingly sought by students. Therefore, at least the number of applicants for the Teaching Campus program reaches 3 to 5 times the total target participants. This can be realized in the Teaching Campus program for the next batch with strategies such as: increasing the intensity of program socialization (especially offline socialization), making vocational higher education entities (both at Diploma 3 and Diploma 4 levels) as program priority targets, and improving

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various program services for students such as: ease of accessing program information, timely disbursement of living expenses assistance funds, and optimalization of recognition semester credit of 20 credits.

On the other hand, in participant selection activities, in terms of the type and stages of selection it can be justified that is quite adequate. This is because administrative selection is important to assess from the start the suitability of students who wish to undertake this program. Administrative documents that are used as assessment materials such as: Student Statement of Absolute Responsibility (SPTJM), Letter of Recommendation from the Study Program, GPA Transcript, Health Certificate, Resident Identity Card (KTP), and Student Identity Card (KTM) are very important to analyze students' initial eligibility. Meanwhile, substance selection consisting of literacy, numeracy and VCAT (Value Clarification and Attitude Transformation) tests is very crucial for assessing students' academic competence and social competence, especially as they will play the role of educators for students at primary and secondary school levels, as well as vocational high schools.

Apart from that, in terms of the participants accepted, it was also optimal because it was able to achieve the initial target set (22,500 students). However, if these results are viewed from the perspective of regional/geographical distribution, it can be considered not fully optimal because the majority of students accepted are still dominated by west of Indonesia (Java, Sumatra and parts of Kalimantan) with a percentage of 70.67% (15,901 students). This number is much greater than students from the central of Indonesia (Bali, Sulawesi, West Nusa Tenggara, East Nusa Tenggara, and parts of Kalimantan) with a percentage of only 28.10% (6,323 students), and students from the eastern part of Indonesia (Maluku and Papua) with a percentage of only 1.22% (276 students).

Based on these empirical facts, improvement strategies that can be pursued in the next generation of the Teaching Campus program can be focused on making the central and eastern regions of Indonesia as the priority locus for program targets. Socialization activities can also be focused on these two areas. Apart from that, (if necessary) adjustments can be made to passing grade limits (especially in substance selection), provided that students from both areas must also teach in the same area (too far mobility is not possible).

Evaluation of Program Implementation

On the program of Teaching Campus (batch 6 of 2023), program implementation consists of 3 stages: pre-assignment stage, assignment stage, and post-assignment stage. Apart from that, program implementation will also be evaluated in terms of actual use/absorption of the budget. At the pre-assignment stage, students of higher education take part in a briefing first. In the briefing session, the percentage of students who attended the briefing session was very dominant because it reached 85.38% (or as many as 19,211 students), but there were also quite a lot of students who could not attend the briefing session in fully (14.62% or as many as 3,289 students). Furthermore, the briefing is filled with various materials aimed to increasing student readiness when teaching at target schools. These materials include: basic concepts of pedagogy and androgogy, literacy and numeracy teaching strategies, implementation of the independent curriculum, school administration, as well as coaching and facilitating skills. After

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students participated in a series of briefing activities, a satisfaction survey was conducted with the following results:

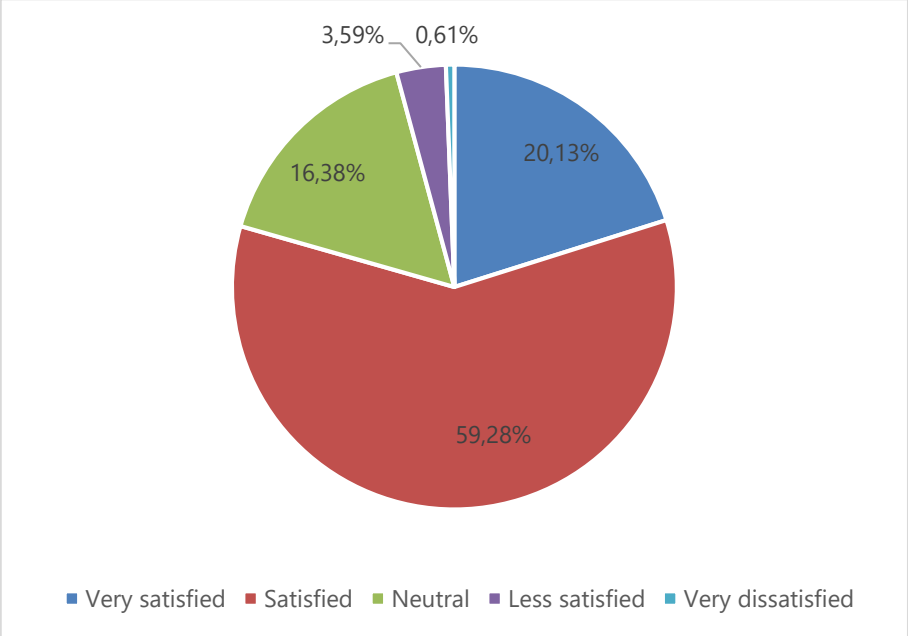

Figure 2. Survey of Student Satisfaction with the Briefing Process
Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

Meanwhile, the stage of implementing student assignments at school begins with school observation activities, pre-test of Minimum Competency Assessment (AKM), preparation of a Collaborative Action Plan (RAK), and the School Communication and Coordination Forum (FKKS). At this stage, students in the Teaching Campus program in the batch 6 of 2023 carry out assignment activities in groups consisting of 4,282 student groups. Furthermore, in the assignment process there was an increase in the percentage of student groups who submitted program data collection. If in the batch 5 of the Teaching Campus program there were 72% of the student group, in the batch 6 there was an increase of up to 78% of the student group. Apart from that, students' awareness of documenting and sharing good practices in program implementation has increased compared to previous classes. In the batch 5 it was recorded that 98% of student groups created school social media accounts, while in the batch 6 it was recorded that up to 99.6% of student groups. In the implementation of AKM, despite network and device constraints, the implementation of AKM has also increased, in batch 5 it was recorded that 93% of the student group implemented AKM, while in batch 6 it was recorded that 96% of the student group.

In contrast, at the post-assignment stage (after students have participated in the whole series of programs), students participating in the Teaching Campus program in the batch 6 of 2023 will earn credit recognition. Credit recognition is given by the student's home campus to students from each campus throughout Indonesia. As many as 77.18% of students claimed to have received recognition for 20 credits, 13.14% claimed to have received recognition for 15 to 19 credits, but there were still 9.68% who received recognition for less than 15 credits. Apart from the three program implementation

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processes, the realization of budget absorption in the Teaching Campus program in the batch 6 of 2023 is also a concern in program implementation. This is because the use of the budget is a reflection of government accountability to the public/society. This realization is shown in the following table:

Table 2. Realization of Budget Use in the Class 6 Teaching Campus Program in the Batch 6 of 2023

No.	Type of Funding	Cost Budget Plan (Rp)	Realization (Rp)	Achievement (%)
1	Student Living Cost Allowance	91,728,000,000	79,720,305,002	86.9
2	Field Supervisor Lecturer Honors	13,759,200,000	6,890,400,000	50.1
3	College Coordinator Honors	2,391,200,000	257,600,000	10.8
4	Student Education Allowance	45,864,000,000	11,788,499,500	25.7
5	Health Insurance (BPJS)	5,757,600,000	1,276,650,000	22.2
Total Funds		**159,500,000,000**	**99,933,454,502**	**62.70**

Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

According to the data above, it can be analyzed that from a pre-assignment perspective, the participation of students who took part in the briefing was quite good because it was able to reach 85.38%. The varied training materials given to students are also quite good, as an effort to increase student readiness. However, what needs to be noted is the aspect of student satisfaction with the briefing process, where only 79.41% of students were confirmed to be satisfied (or the equivalent of 17,868 students). The remainder (around 21%) stated they were neutral, less satisfied, or even dissatisfied. This is suspected to be because the learning method presented by the resource person is less interesting, and the training material delivered is only online. These two things need to be improved to improve future program implementation.

Meanwhile, from the assignment stage, from the 3 aspects evaluated (students submitting program data, student awareness to document and share good practices in program implementation, as well as the implementation of the Minimum Competency Assessment/AKM), it can be analyzed that all three are quite good because succeeded in exceeding the achievements in the Teaching Campus program batch 5. Furthermore, in general it can be analyzed that the implementation of assignments is progressing according to the planned timeline. At the implementation stage of the work program, students were also quite successful in applying various learning methods such as making literacy trees, syllable wheels, literacy pyramids, flash cards, and other teaching aids to improve students' literacy and numeracy. Apart from that, students could reactivated libraries and reading corners, and introduced digital literacy through the use of learning software, such as Microsoft Office, Quizizz, Canva, and social media.

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Figure 3. Compilation of Program Documentation
Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

On the other hand, in the aspect of realization of budget use/absorption, if viewed in general it can be analyzed that performance in this aspect is not optimal. This is because the percentage of budget absorption in the Teaching Campus program in the batch 6 of 2023 only reached 62.7%. This performance even experienced a quite drastic decline compared to the previous batch (batch 5), where the percentage of budget absorption reached 84.6%. If look more deeply, this suboptimal achievement is most influenced by the health insurance cost component (BPJS) whose absorption only reaches 22.2% and student education assistance which only reaches 25.7%. Therefore, in the future it is necessary to recalculate more carefully through earlier calculations of the number of students who already have health insurance, and a more precise calculation of the amount of educational assistance by analyzing funding trends in the previous 3 or 4 batch.

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Evaluation of Program Impact

Evaluation of program impact in the Teaching Campus program in this research is measured in 2 aspects: 1) Impact on general competencies and special competencies of university students; and 2) Impact on literacy and numeracy of students being taught; and 3) Institutional impact. In the first aspect, the impact on general competencies includes: self management, communication and interpersonal ability, thinking skills, work with others, career attitude, dan leadership. Meanwhile, the impact on special competencies includes: student initiatives, positive work relationship, adaptability, dan social awareness. From the results of measurements comparing student competencies before and after implementing the Teaching Campus program, the following results were obtained:

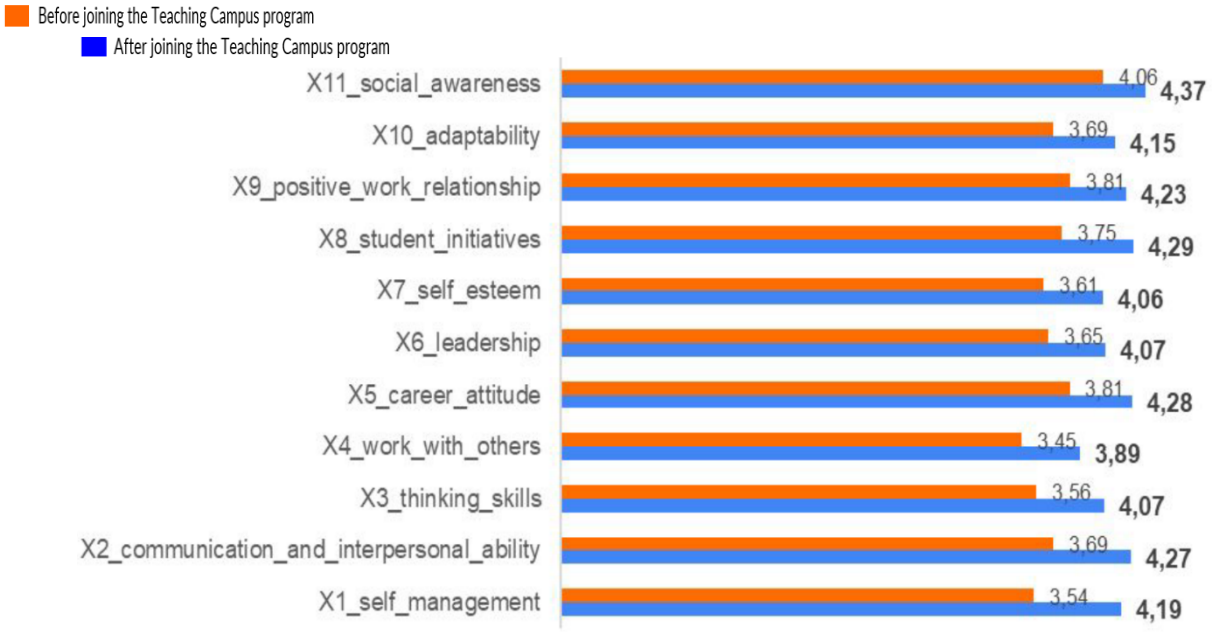

Figure 4. Comparison of Student Competencies Before and After Participating in the Program

Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

According to the data listed above, the average general competency index increased from 3.62 (before participating in the program) to 4.12 (after participating in the program). On the other hand, the average special competency index also increased from 3.83 (before participating in the program) to 4.26 (after participating in the program). From these figures it can be analyzed that the Teaching Campus program had a positive impact on college students after participating in the program. In terms of general competencies (which include: selfmanagement, communication and interpersonal abilities, thinking skills, work with others, career attitude, and leadership) the Teaching Campus program had quite a good impact, because it was able to increase the general competency score by 13.81%. Meanwhile, students' general competency scores (which include: student initiatives, positive work relationships, adaptability, and social awareness) also increased by 11.22% after participating in the Teaching Campus program.

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On the other hand, in the second aspect (impact on the literacy and numeracy of taught students), due to limited research, the perspective of the impact on literacy and numeracy took respondents from the principals of 3,775 heads of schools (88.16% of the total number of head of schools in the Teaching Campus program in the batch 6 of 2023) as the highest leader in the target school entity. Apart from that, the selection of head of schools as respondents was based on the argument that as the highest leader in a school, they should know the ins and outs of the students' abilities at their school, including the literacy and numeracy abilities of their students after participating in the Teaching Campus program. From the question "how big is the impact of the Teaching Campus program in the batch 6 of 2023 on the literacy and numeracy development of the students being taught?" The following data was obtained as follows:

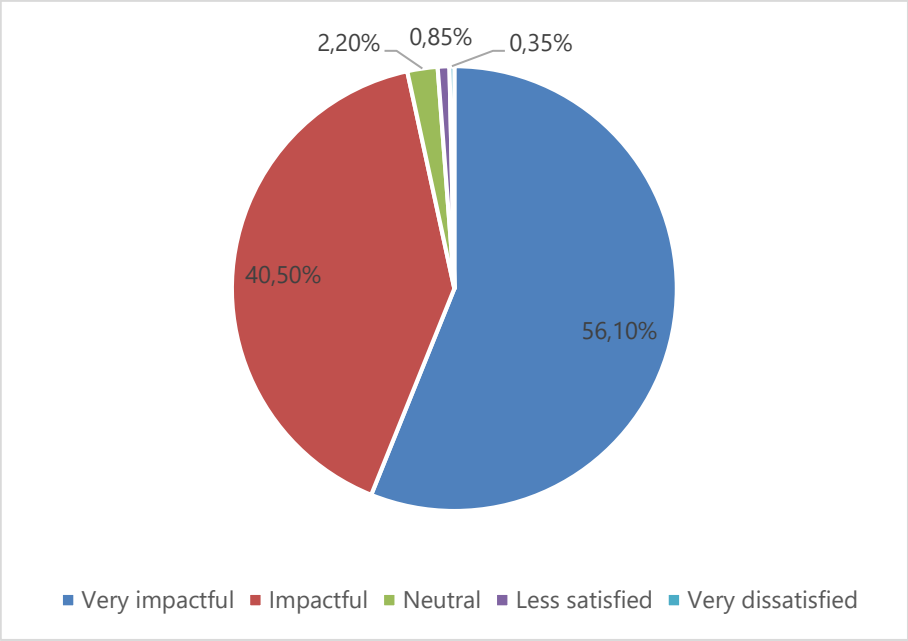

Figure 5. The Impact of the Teaching Campus Program on Student Literacy and Numeracy

Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

Based on the data listed above, it can be analyzed that in general the Teaching Campus program in the batch 6 of 2023 has had a good impact on literacy and numeracy. This is proven by the results of the survey of head of schools in figure 5 above, where the majority of head of schools (with a percentage of 96.6%, or 3,647 principals) assess the Class 6 Teaching Campus program as very impactful and impactful. However, the proportion of school principals who assess the Teaching Campus program for class 6 of 2023 has little impact and very no impact also needs attention because the percentage reached 1.2% or as many as 45 head of schools. Meanwhile, the third impact measurement (impact from an institutional perspective) was carried out to assess 2 things: First, whether the Teaching Campus program in the batch 6 of 2023 can open up opportunities for collaboration between study programs and schools targeted by the Teaching Campus program? Second, can activities as an Assistant Lecturer in the Teaching Campus program in the batch 6 of 2023 support the implementation of the "tri dharma" of higher

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education? This assessment was carried out on 2,083 field assistant lecturers (90.25% of the total field assistant lecturers in the Teaching Campus program in the batch 6 of 2023). From these 2 assessments, the following results were obtained as follows:

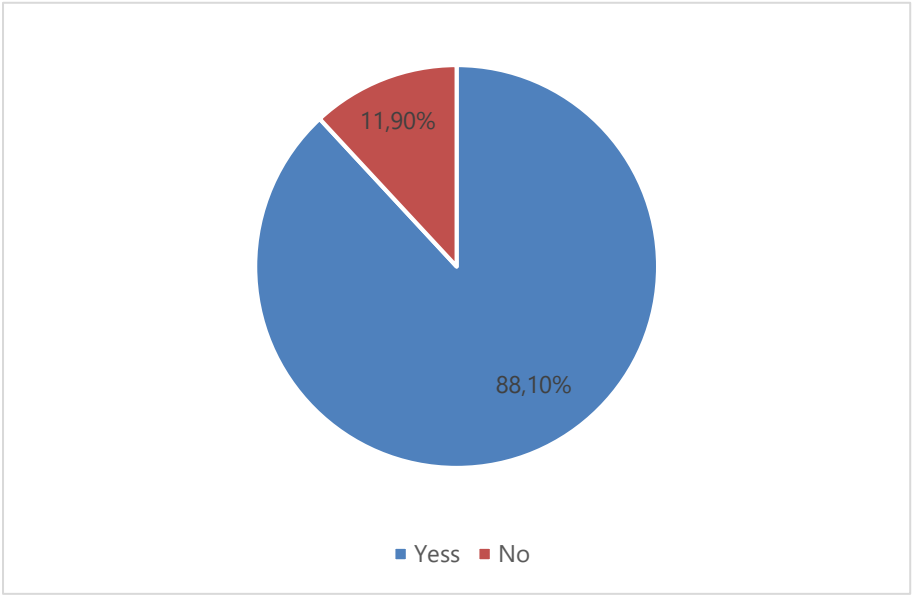

Figure 6. Opportunities for Collaboration between Study Programs and Target Schools in the Teaching Campus Program
Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

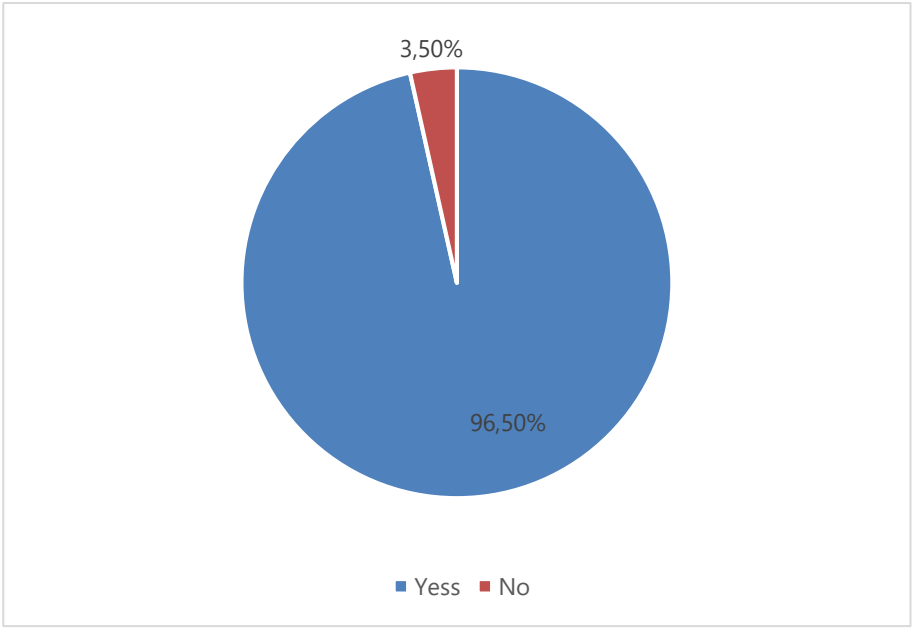

Figure 7. Relevance of Teaching Campus Programs in Supporting the Tri Dharma of Higher Education
Source: Evaluation Results of the Teaching Campus Program Batch 6 in 2023

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Based on the data in figures 6 and 7 above, it can be analyzed that the Teaching Campus program in the batch 6 of 2023 has had a good institutional impact. The majority of field assistant lecturers surveyed (88.1% or 1,835 field assistant lecturers) assessed that the Teaching Campus program could open opportunities for collaboration between study programs and target schools in the Teaching Campus program. Apart from that, it can also be analyzed that the program of Teaching Campus in the batch 6 of 2023 is considered relevant to support the Tri Dharma of Higher Education by the majority of respondents (96.5% or 2,010 field assistant lecturers). Furthermore, after exploring with open questions, field assistant lecturers assessed that both further collaboration between study programs and target schools in the program of Teaching Campus and it relevance in supporting the tri dharma of higher education could be carried out in various schemes such as: research, community service, real work courses (KKN), even promotion of study programs. This empirical fact is certainly an interesting finding, where the Teaching Campus program in the batch 6 of 2023 has an institutional impact in the form of good collaboration potential, so that both universities and schools benefit from the Teaching Campus program.

CONCLUSION

According to the results and discussion described before, it could be concluded the policy evaluation of independent campus on the Teaching Campus program is generally quite good, but there are still aspects that need to be improved/optimized. According to the 3 strategic substantive aspects measured of the Teaching Campus program, namely: evaluation of registration and selection activities, evaluation of program implementation, and evaluation of program impact, the following results were found: 1) The number of applicants is still less competitive because the ratio of applicants to recipients only 2:1; 2) There is a significant gap in applicant composition between students from academic higher education levels and vocational higher education levels with a ratio of 2.47% : 97.53%; 3) The majority of university students who are accepted still tend to be dominated by western Indonesia (Java, Sumatra and parts of Kalimantan) with a percentage of 70.67%; 4) Credit recognition is still a challenge because there are still 22.82% of students who receive recognition for less than 20 credits.

Based on these crucial findings, this research recommends the following strategic things: 1) The Teaching Campus program team (and of course the Ministry of Education and Culture) to increase the intensity of socialization, and increase the amplification of information on good stories from alumni in talk show format on various channels social media; 2) Re-focusing the target of participants in the Teaching Campus program on students from vocational higher education entities; 3) Rationalization of selection assessment thresholds for students in Central Indonesia and Eastern Indonesia; 4) Increasing the involvement of active participation from higher education administrators (especially the leadership ranks such as: the Chancellor and the Deputy, the Polytechnic Director and the Deputy, as well as the Head of the Study Program) in the formulation, implementation and evaluation of the program, thereby increasing students' opportunities to obtain the right to 20 credits after completing program.

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