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EVALUATION OF THE CAMPUS TEACHING PROGRAM BATCH 6 ON LITERACY IMPROVEMENT BASED ON THE KIRKPATRICK MODEL LEVEL I AND II AT SMPN 1 MANIIS GRADE VIII

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ABSTRACT

Program evaluation is one of the best ways to improve the quality of a program activity. The quality of the program will affect the achievement of goals for an institution or organization. The purpose of this research is to evaluate the effectiveness of the Campus Teaching Program Generation 6 in improving the literacy of eighth-grade students at SMPN 1 Maniis, based on Kirkpatrick Model Levels 1 and 2. The research method used is quantitative descriptive with a survey method, involving 30 eighth-grade students who participated in the Minimum Competency Assessment (AKM) Class. Data collection techniques were conducted using questionnaires, tests, observations, and documentation. The research results showed a significant improvement in students' literacy knowledge, with the average increasing from 31.83 to 56.83. Additionally, the acquisition of N-Gain Score (0.5792) and N-Gain Percent (58%) indicates that this program falls into the "Moderate" and "Sufficiently Effective" categories according to the Kirkpatrick Model. Overall, the Campus Teaching Program has proven to be effective in improving the literacy of eighth-grade students at SMPN 1 Maniis, in line with Kirkpatrick Model Levels 1 and 2. The implication suggests that this program is worthy of continuation.

KEYWORDS *Program evaluation, Student literacy, Kirkpatrick model, Campus Program Effectiveness Sponsorship*

INTRODUCTION

Education is considered a primary pillar in shaping the future of a nation, serving as a pathway for transmitting knowledge, developing potentials, and fostering outstanding character (Laili et al., 2021). In Indonesia, the Ministry of Edu-

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cation, Culture, Research, and Technology (Kemendikbudristek) has introduced a revolutionary policy, Merdeka Belajar Kampus Merdeka (MBKM), as an effort to enhance the quality of learning and graduates from higher education institutions. One of MBKM's flagship initiatives is the Campus Teaching Program (Kemendikbud, 2023). The campus teaching program provides opportunities for students to broaden their horizons beyond the classroom by partnering with teachers in primary, secondary, and vocational schools, extending to various target schools (Kemendikbud, 2023). The program focuses on developing students' competencies, such as leadership skills, initiative, analytical skills, problem-solving abilities, creativity, innovation, technology adaptation, and literacy and numeracy among students in target schools (Kemendikbud, 2023).

The Campus Teaching Program has made significant achievements and spread many benefits, both felt by schools, teachers, students, and every batch of participating students. According to the Campus Teaching Program guidebook for Batch 6 in 2023, there have been over 91,000 students assigned to more than 21,000 elementary, middle, and vocational schools across Indonesia (Program kampus mengajar, 2023). The increasing enthusiasm from students towards this program indicates its positive impact on the education sector. However, to ensure sustainability and improvement, program evaluation becomes a crucial step (Novianti et al., 2023).

Program evaluation is essential to ensure quality, effectiveness, and impact (Nuraini, 2017). One form of quality control for a program is to measure its success through various evaluation methods. In this context, this study is interested in empirically evaluating the Campus Teaching Program Batch 6, focusing on the improvement of literacy among eighth-grade students at SMPN 1 Maniis. The aim of this evaluation is to obtain accurate and objective information about the Campus Teaching Program Batch 6 at SMPN 1 Maniis. This information can include the program implementation process, achieved impacts or outcomes, efficiency, and utilization of evaluation results, focusing on the designed Campus Teaching Program Batch 6. Additionally, the researcher hopes that this information can be used for the preparation of subsequent programs and policies related to the program.

Based on the discussion presented above, the researcher is interested in further examining the topic with the title "Evaluation of the Campus Teaching Program Batch 6 Based on the Kirkpatrick Model Levels I and II at SMPN 1 Maniis". The aim of this research is to provide a detailed description of the implementation of the Campus Teaching Program Batch 6 evaluation based on the Kirkpatrick Model, focusing on the improvement of eighth-grade students' literacy. This research is one form of evaluation of the implementation of the Campus Teaching Program Batch 6, which can be used as a reference material for better program implementation. From this discussion, the research problem can be clarified as follows: "How is the Implementation of the Evaluation of Campus Teaching Program Batch 6 based on the Kirkpatrick Model Levels I and II at SMPN 1 Maniis with a focus on improving eighth-grade students' literacy?"

In conducting the evaluation, researchers need to consider the evaluation model to be used. Therefore, this study refers to the Kirkpatrick model as the the-

oretical foundation (Engriyani, n.d.). The Kirkpatrick Four Levels Evaluation model, also known as the Kirkpatrick model, is a training evaluation model known for its comprehensive, simple, and applicable nature in various training situations. It is considered simple because its logical flow is straightforward and easy to understand, and its classification is clear and uncomplicated. From the application perspective, this model can be used to assess the effectiveness of various training programs in various contexts. The Kirkpatrick model consists of four evaluation stages, with this research focusing on Levels I - reaction and II - learning (Nuraini, 2017), namely:

1. Level I - reaction, which aims to evaluate participants' satisfaction with the program implementation. Participants' satisfaction with the program process or implementation can be an indicator of program quality. Participant satisfaction with the program will affect their learning motivation and enthusiasm for participating in the program.
2. Level II - learning, which aims to assess the extent to which participants understand the program materials or how well they absorb the provided information. Program success is measured by comparing evaluation results before and after the program to see if there is an improvement in this aspect.
3. Level III - behavior, which aims to assess changes in students' behavior after they return to their learning environment. The behavior here includes actions directly related to the material taught during the program implementation.
4. and Level IV - result, which aims to measure the impact of changes in participants' work behavior on program effectiveness. Aspects that may be considered in this evaluation include improvements in teaching quality, academic achievement, cost reduction, reduction in teacher and student absenteeism, student retention improvement, and achievement of educational goals.

Furthermore, there have been several previous studies that have extensively examined and published articles and papers on the Campus Teaching Program, such as studies on the Implementation of Campus Teaching Program Batch 1 of Merdeka Belajar Kampus Merdeka in Elementary Schools (Anwar, 2021), Analysis of the Effectiveness of MBKM-Campus Teaching Program Batch I at SDN Wonokerto 3, Jombang Regency, East Java (Nurdayanti & Casmiwati, 2023), Improving Literacy, Numeracy, and Technology Adaptation in SDN 14 Talang Muandau through the campus teaching program (Enzelina et al., 2022), Implementation of the Campus Teaching Program Batch 4 in Efforts to Improve Literacy and Numeracy Skills of Elementary School Students (Muyassaroh, 2023), and studies on the Effectiveness of the Campus Teaching Program in Improving Numeracy Literacy at SD Negeri Pertibi Tembe (Pepayosa & Bataha, 2023). However, although there have been several previous studies discussing the Campus Teaching Program, there are not many specifically addressing the evaluation of Campus Teaching Program Batch 6 with a focus on literacy improvement in junior high schools using Kirkpatrick Model Levels I and II.

By examining the Evaluation of the Campus Teaching Program Batch 6 based on Kirkpatrick Model Levels I and II at SMPN 1 Maniis, this study is expected to provide deeper insights into the program's impact on student literacy. Furthermore, it is hoped to broaden the spectrum of knowledge in the field of educational program evaluation and serve as a reference for further research related to the Campus Teaching Program.

RESEARCH METHOD

The method used in this research is quantitative descriptive research with a survey method. The author presents the research results in the form of a description of the evaluation results of the Campus Teaching Program Batch 6 based on Kirkpatrick Model Levels I and II conducted at SMPN 1 Maniis. Quantitative research is a research principle based on original data formed by research data using statistical calculation scores as the basis for evaluation tests to draw conclusions related to the researched problem (Sulistyawati et al., 2022). Quantitative descriptive research analysis is useful for outlining data by accurately describing the collected data without expecting to produce universal determinations or generalizations (Aprilia et al., 2023). The focus of this research is used to describe the evaluation of the implementation of Campus Teaching Program Batch 6 based on Kirkpatrick Model Levels I and II according to the educational program evaluation model according to the Kirkpatrick 2001 model in the book (Ambiyar & D Muharika, 2019).

The research was conducted at SMP Negeri 1 Maniis during the Campus Teaching Program Batch 6 activities carried out for 4 months. The respondents were eighth-grade students of SMP Negeri 1 Maniis participating in the Campus Teaching Program Batch 6 activities at SMP Negeri 1 Maniis, Purwakarta Province, West Java. The number of respondents was 30 students who described their satisfaction level with the aspects of organizing Campus Teaching Program Batch 6 and students as teaching assistants in Campus Teaching Program Batch 6 by distributing questionnaires in the form of surveys. To review the students' learning outcomes in the form of knowledge, the researcher used an experimental type of AKM Literacy Class test in the form of pre-tests and post-tests, which were the literacy skills of eighth-grade students at SMPN 1 Maniis.

The instruments used in this research aimed to obtain data that corresponded to the stated research objects. In an effort to collect data as a basis for analysis to answer the previously formulated problems, in its implementation, this research will use several types of instruments, including:

1. Questionnaire or survey, which is a data collection technique using Google Forms to ask a series of questions or statements to respondents to answer. The number of questionnaire items for student satisfaction with the organization of Campus Teaching Program Batch 6 together with students consists of 6 items, and for the satisfaction aspect towards students, it consists of 14 items which are then assessed using Benchmark Assessment so that the categories of respondent answers can be determined (Ali & Khaeruddin, 2012).

Percentage of student satisfaction including = $\frac{Jumlah\ Skor\ Perolehan}{Jumlah\ Skor\ Maksimal}\ x\ 100$

Table 1. Reference Assessment Range

No	Range	Effectiveness Level
1.	86 - 100	Good
2.	76 – 85	Moderate
3.	60 – 75	Adequate
4.	< 60	Insufficient

2. Observation is conducted to gather supporting data to understand students' attitudes during the implementation of Campus Teaching Program Batch 6.
3. Test is conducted to collect data related to student outcomes in the form of knowledge in order to measure the improvement in student literacy before and after the program. The test in this research uses the Minimum Competency Assessment (AKM) Literacy Class PreTest and Post-test. Additionally, scoring in this test uses N-Gain Score and N-Gain as benchmarks for the N-Gain Effectiveness Interpretation Category. The effectiveness interpretation category of N-Gain can be seen in Table 1 and Table 2, and the Formula for calculating the N-Gain Score is:

Table 2. N-Gain Effectiveness Interpretation Category

Percentage (%)	Interpretation
<40	Ineffective
40 - 55	Less Effective
56 - 75	Adequate Effective
>76	Effective

Source : (Rahim & Suryani, 2022)

Table 3. Gain Score Distribution

N-Gain Value	Category
g > 0,7	High
0,3 ≤ g ≤ 0,7	Medium
g < 0,3	Low

Source : (Rahim & Suryani, 2022)

$$\text{N}-\text{Gain Score} = \frac{(Post-test\ Score - Pre-test\ Score)}{(\text{Max Possible Score} - \text{Pre-test Score})}$$

$$\text{N}-\text{Gain Percentage} = (\text{N} - \text{Gain Score x } 100)$$

4. Documentation is conducted to collect written data such as documents related to the implementation of Campus Teaching Program Batch 6 such as student data, student preparation and program opening reports, and other document completeness.

RESULT AND DISCUSSION

Evaluation of Campus Teaching Program Batch 6 based on Kirkpatrick Model level 1 and 2

Evaluation can be conducted throughout the entire period of a program's activities, namely before the activities are implemented, during the activities, and after the activities are carried out (Engriyani, n.d.). And in evaluating the Campus Teaching program, it is important to consider the entire activity period, starting from the planning stage to the implementation and post-implementation stages. The Kirkpatrick evaluation model provides a useful framework for evaluating various aspects of the program, especially at the response (reaction) and learning levels (Ambiyar & D Muharika, 2019).

The evaluation model used in this research is the Kirkpatrick evaluation model level 1 and level II. At level I (reaction), evaluation can be conducted by collecting participants' responses to the program before, during, and after implementation. This involves aspects such as participant satisfaction, their perception of the program's value, and the extent to which their expectations are met. Meanwhile, at level 2 (learning), evaluation focuses on the understanding and mastery of the material delivered in the program. This involves assessing the increase in participants' knowledge, skills, and attitudes as a result of participating in the Campus Teaching activities.

Then, by utilizing Kirkpatrick model level 1 and 2, the evaluation of the Campus Teaching program can provide a deeper understanding of participants' responses and the effectiveness of learning that occurs during the program. Below are the results of the research analysis based on Kirkpatrick model level 1 and level II.

Evaluation of the Program based on Kirkpatrick Model Level I (Reaction)

Student Satisfaction with the Campus Teaching Program Batch 6 Organizer

A program is considered successful when all program participants are satisfied with all elements involved in its implementation. (Sartina & Indartono, 2019) state that interest, attention, and motivation of participants are the keys to the success of any program, as people learn more effectively when they respond positively to the learning environment. Therefore, it can be concluded that the success of the learning process is inseparable from the interest, attention, and motivation of the participants. Student learning will be better if they respond positively to the learning environment. Evaluation of student satisfaction in this study towards the Campus Teaching program is assessed from several aspects including activity management, program implementation, learning quality, and program facilities.

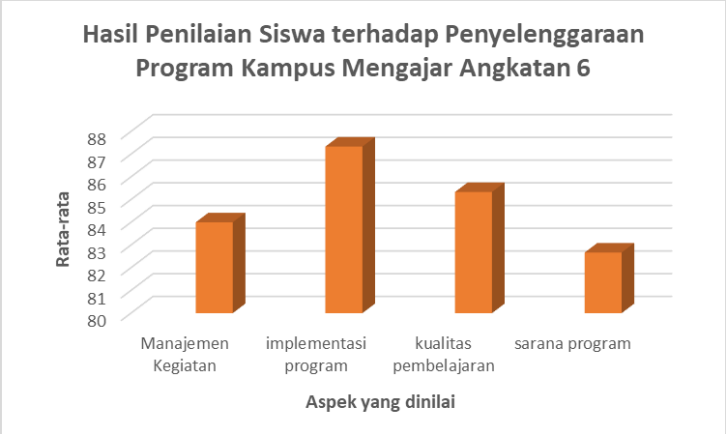

Figure 1. Evaluation results of students' reaction to the organizer of the Campus Teaching program Batch 6

The level of student satisfaction with the organizers as depicted in Figure 1. From the data obtained, the average satisfaction of participants with the program organizers is highest in the Program Implementation aspect at 87.33%. And the lowest is in the Program Facility aspect at 82.67%. For the Activity Management aspect, the result obtained is 84.00%, and the Learning Quality aspect receives an average of 85.33%. And all aspects assessed fall within the reference assessment range, categorized as good (86.00% - 100%).

From the results obtained as shown in Figure 1, it can be said that students participating in the Campus Teaching program give a positive reaction to the implementation process of the program. This evaluation serves as a reference for making improvements or enhancing the quality of the program implementation process in the next Batch by the Campus Teaching Program Team.

The average level of student satisfaction with the program is highest in the program implementation aspect, which is further divided into aspects of activity schedule, material in each activity, program benefits, and extracurricular activities because every activity provided by the students considers all aspects of the school's needs, one of which is by considering the abilities required by the students. The learning process in class by combining the concept of learning while playing leads students to an active learning process. An appropriate activity schedule with the material can also help students better understand the material presented.

Student Satisfaction with Campus Teaching Program Batch 6 Students

Figure 2. Evaluation results of students' reaction to Campus Teaching Program Batch 6 students

Figure 2 shows the assessment results of Campus Teaching Program Batch 6 students. The highest aspects are seen in aspects 8 and 14, namely Attitude towards students and Cooperation, with the same percentage of 89.33%. According to the Kirkpatrick Aspect Theory mentioned in his work titled 'Evaluating Training Programs' (2006), participant reaction evaluation is considered equivalent to assessing customer satisfaction. This includes evaluating how students react to students (Badu, 2013). Student satisfaction with students is assessed from 14 aspects including Teaching knowledge and skills; Mastery of Material; Presentation Systematics; Presentation Skills; Use of teaching methods and aids; Achievement of goals; Ethics; Attitude towards students; How to answer student questions; Use of Language; Giving motivation to students; Time discipline; Neatness in dressing; and Cooperation.

In the Aspect (time discipline), it has a percentage of 89.09% which is classified as good category. Presentation Systematics (Aspect No. 3) is the lowest aspect at 83.33%, classified as moderate category. And for the other aspects, they are classified as good category (85.00% - 100%). So, generally, students are satisfied with the evaluation of Campus Teaching Program Batch 6 students with an average of 86.14%.

The core literacy learning program at Campus Teaching Batch 6 consists of five programs: (1) Literacy Activities; (2) Reading Corner; (3) Literacy Films; (4) Library Revitalization; and (5) P5 Profile Strengthening Project (Pancasila Student Profile Strengthening Project).

Overall, students express their satisfaction with the implementation of Campus Teaching Program Batch 6. This Level I evaluation is very important because if students are not satisfied, they are likely to lose motivation to learn further and apply the material they have learned. Thus, satisfaction becomes the basis of motivation in learning.

Evaluation of the Program based on Kirkpatrick Model Level II (Learning)

Evaluation at level II is related to measuring the improvement of participants' competencies, both in terms of knowledge, skills, and attitudes in line with the objectives of the program. Learning is defined as the understanding of principles, facts, and techniques understood and absorbed by students (Kirkpatrick, 1979). The purpose of conducting learning evaluation at level 2 according to Kennedy et al. (2014) is to measure the extent to which learners learn the knowledge or skills conveyed in the learning activities. From this explanation, measuring learning focuses on identifying aspects related to program objectives, such as the knowledge gained, the skills enhanced, and the changes in attitude that occur.

Student Learning Outcomes in Attitude Aspects

In the implementation process, an assessment of students' attitudes is carried out in each activity, where students assess behavior, discipline, cooperation, participation, and responsibility during the activities, both individually and in groups.

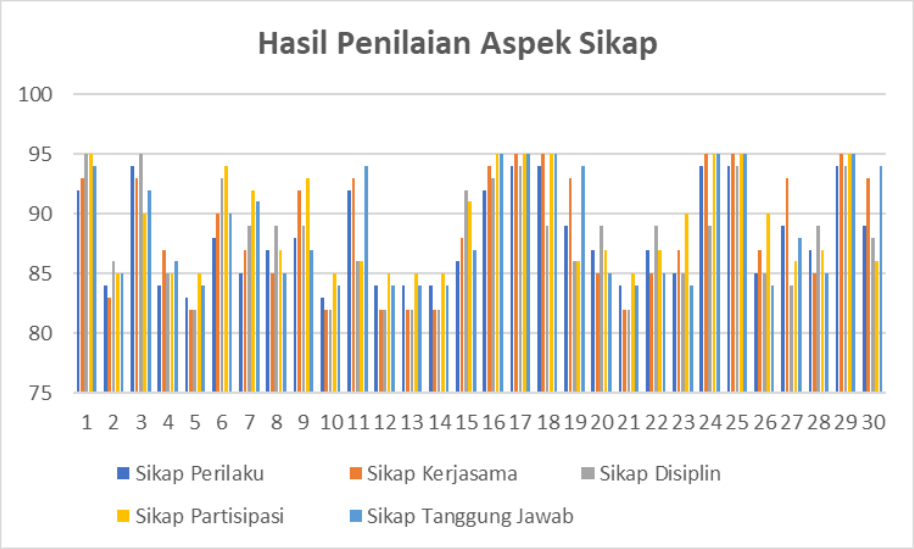

Figure 3. Evaluation results of student learning in attitude aspects

Figure 3 shows the results of the evaluation of student learning. Out of the 5 attitude indicators, the highest aspect is the participation attitude with an average score of 89.23%. And the lowest percentage is in the discipline aspect at 87.97%. However, overall assessment of student attitudes, including behavior, participation, cooperation, responsibility, and discipline, falls into the good category with an average of 88.55%. This indicates students' enthusiasm in participating in learning. The behaviors observed here include honesty, respect, friendliness, and empathy. Discipline is shown through students' timely attendance and adherence to dress code, responsibility is demonstrated by providing solutions to problems and motivating group members. Cooperation is evident through peer support, and participation can be seen through active involvement during the learning process.

The steps taken by students include identifying the initial abilities of students in literacy knowledge, which is done by brainstorming about literacy-related activities in school. Therefore, during the learning process, students' strengths and weaknesses can be used as a basis for peer-based learning. Responsibility is demonstrated by collecting tasks both individually and in groups.

Student Learning Outcomes in Knowledge Aspect

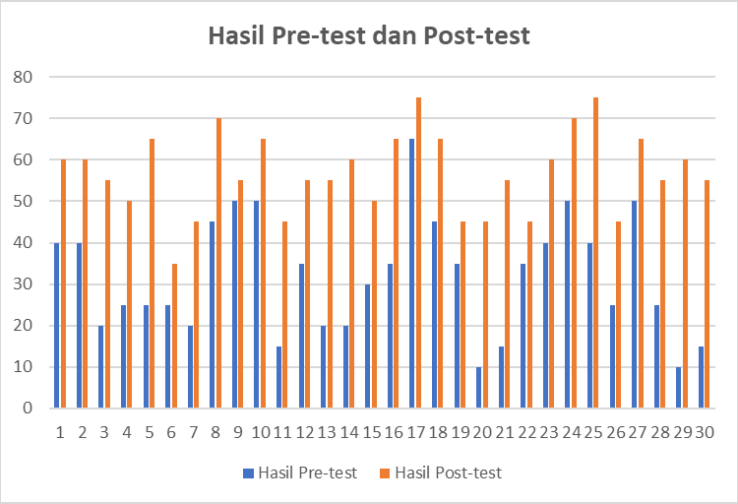

Figure 4. Evaluation results of student learning in knowledge aspect

In the literacy knowledge test results of students, the Pre-test score is the score obtained before the implementation of the teaching campus program, while the Post-test score is the score obtained after the implementation of the teaching campus program. From the results in Figure 4, there is an improvement in the results from the initial test (pre-test), where the average was 31.83% of students answering correctly, to the final test (post-test) with an average of 56.83% of students answering correctly. Looking at Figure 4, all students have shown improvement from pre-test to post-test results before and after the implementation of the Teaching Campus Program Generation 6. From the scores above, if accumulated, there is a 25% improvement that occurred within the range of 0-100%.

Table 3. Processed Results of N-Gain Score of Student Learning Effectiveness in the Knowledge Aspect Towards Literacy Improvement

Number of Students	N-Gain Score $\frac{(Post-test\ Score - Pre-test\ Score)}{(\text{Max Possible Score} - \text{Pre} - \text{Test Score})}$	N−Gain Percentage (%) (N-Gain Score X 100)
30	0,5792	57,915
	G ≤ 0,7 = Moderate	≤ 75 = Moderately Effective

Furthermore, the analysis results of the N-gain score test in Table 3 indicate that the average N-gain score for Literacy is 0.5792 (58%). This indicates that

there is a moderately effective improvement in literacy among eighth-grade students at SMPN 1 Maniis. Overall, it can be concluded that the Teaching Campus Program Generation 6 at SMPN 1 Maniis has a moderately effective impact. However, the changes are considered very small, indicating that the implementation of the Teaching Campus Program Generation 6 at SMPN 1 Maniis has not yet had a significant impact on improving student literacy. Nevertheless, the changes that occur could be one potential aspect that has a positive impact on the education sector. These changes are a result of the implementation of the teaching campus program.

This level of the process measures learning in the teaching campus program, namely the occurrence of knowledge transfer (transfer of learning), in other words, measuring the extent of learning that occurs. Learning often involves practical methods or simulations rather than lectures. Activating the library and creating a reading corner are some initial steps of several activities of the Teaching Campus Program Generation 6 for schools to guide students who love literacy. It is proven that after the library was activated, students spent more time in the library than playing during break times. In addition to the library, the reading corner created in class VIII became a place for them to study during free periods; without being asked, they utilized the available facilities effectively.

Seeing the changes that occur as a form of impact from the teaching campus program, the Headmaster of SMPN 1 Maniis expressed, "...The contribution of the teaching campus to the school is indeed extraordinary. As a follow-up to the program designed by the teaching campus students, which has already had an impact on the literacy culture of students here, we will strive to continue some programs such as Literacy Activities and reading corners. We endeavor to provide various nuances in the book collections in the reading corner to enhance completeness. As for the library, its activation will be attempted, but we will strive for better library management as much as possible...".

Student Learning Outcomes in Skill Aspect

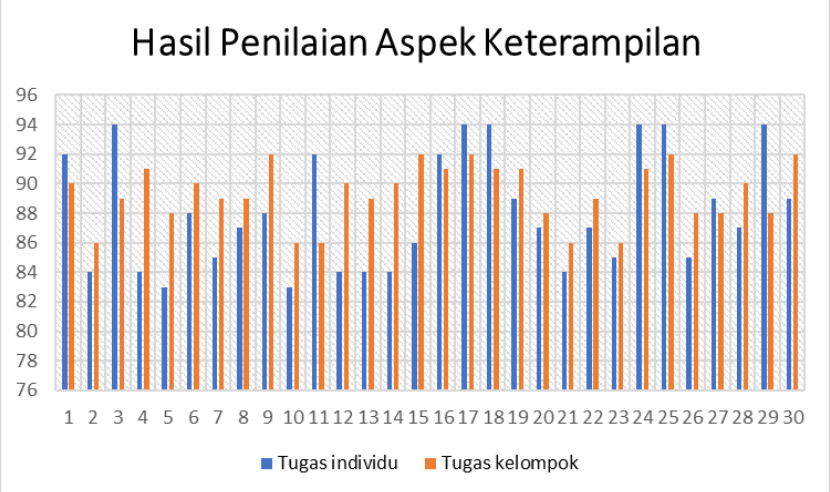

Figure 5. Evaluation results of student learning in the aspect

The skill aspect of students in the teaching campus program can be seen from the students' skills in completing tasks in each given lesson. The assessment results of students' skills during practice, both individually and in groups, showed good results with an average of 88.07% for individual practice and 89.33% for group practice, as shown in Figure 5. Besides learning in the classroom, students of the Teaching Campus Program Generation 6 also engage in activities outside the classroom. For the assessment of skill aspects, the average percentage obtained is 88.07%, categorized as good.

Based on the above data analysis results, it depicts the implementation of the evaluation of Kirkpatrick Model Levels 1 and Level 2 of the Teaching Campus Program Generation 6 at SMPN 1 Maniis running as expected and can provide an overview of the satisfaction and abilities of students, the effectiveness of the Teaching Campus Program Generation 6 at SMPN 1 Maniis. The level of students' understanding of the material provided is categorized as good. From the final results (post-test), information about the abilities possessed by students is obtained. This is because the evaluation model used can cover all aspects of each student. Moreover, the assessment used is not only based on (pre-test and post-test) but also on observation and performance assessment. Based on the available research results, generally, the evaluation of Kirkpatrick Model Levels 1 and 2 can be used as a method to assess the effectiveness of educational programs. This is because in the evaluation in the Kirkpatrick Model, it can identify changes in attitudes, behaviors, skills, and final results of students. Beyond that, students are starting to express all the potential within themselves.

The evaluation of learning programs should be carried out by every presenter/student comprehensively. This is done to improve the learning process and develop students' potential in the next generation of teaching campus programs. The Kirkpatrick evaluation model has four assessment aspects that are very helpful in obtaining more information from students. Each evaluation aspect involves different assessment models.

The first level evaluation of the Kirkpatrick model (Participant Reaction) of the Teaching Campus Program Generation 6 regarding literacy improvement at SMPN 1 Maniis is related to student satisfaction with the learning provided in the Teaching Campus Program Generation 6, the quality or delivery of material by students, and learning media. Therefore, evaluation at this level is more oriented towards measuring responses to student satisfaction. According to McLean, S. & Moss, G. (2003), Level 1 evaluation in the Kirkpatrick evaluation model is often called "happy face evaluation" (HM et al., 2023).

The importance of measuring reactions according to Kirkpatrick, D., L. & Kirkpatrick J., D. (2006) based on several reasons, is: to provide valuable feedback to program organizers in improving the Teaching Campus Program in future generations; provide advice and input to teachers regarding the effectiveness of their teaching; can provide quantitative information to decision-makers related to the implementation of the teaching campus program; and to provide quantitative information to teachers that can be used as a basis for establishing teaching standards for future program implementations.

The second level measures aspects of student learning related to knowledge. At the second level, student abilities and knowledge are assessed through pre-tests, post-tests, and performance assessments. This is done to determine all the potential possessed by students. The second level of the Kirkpatrick model describes comprehensive assessment aspects and clear assessment criteria. Evaluation of the learning process is a key aspect in understanding the abilities of each student. The measurement activities of the second-level evaluation are more challenging and require more time than measuring student reactions. Therefore, the use of measurement tools and the selection of appropriate timing will help researchers obtain accurate measurement results. To assess improvements in these aspects, testing is conducted before and after the implementation of teaching programs on campus.

The application of the Kirkpatrick evaluation model facilitates students in conducting comprehensive evaluations of the potential possessed by students. The Kirkpatrick evaluation model applied to literacy learning with two levels of evaluation provides an overview of the satisfaction and abilities possessed by students. The mastery level of students in a subject or learning can be determined by several aspects, with various assessment systems. Diverse evaluation systems allow the discovery of all the potential or skills of students in each indicator.

The measurement results obtained in terms of attitude, knowledge, and skills are used to take appropriate actions. The intended actions confirm the Level I evaluation results, whether related to the lack of communication skills of students in delivering material, the incompatibility of learning strategies with student expectations, or other factors at Level I.

The evaluation rubric applied at Level 1 and Level 2 in the Kirkpatrick evaluation model can motivate students to express their knowledge of their competencies. The design of the learning process should pay attention to the evaluation model used and the form of assessment used, to obtain a comprehensive picture of the competencies possessed by students.

An evaluation process that can reveal all the potential of students can build a dynamic and effective learning environment. This is because students' activities in learning activities are more focused on the ability to solve problems or express everything known about literacy. In relation to literacy, the Preparation of the Program and Report of the Teaching Campus Program Generation 6 and the Evaluation of the Teaching Campus Program Generation 6 Activities and Follow-up Plans, project or performance assessment is needed.

In the learning process of the teaching campus program, students act as teachers assisted by teachers and principals in carrying out learning in schools. Additionally, students can also help improve student literacy, facilitate the adaptation of technology in the learning environment, and introduce innovations and develop new learning strategies (Gueslau et al., n.d.).

Moreover, in the learning process of the teaching campus program, there are several challenges that become factors causing the implementation of the Teaching Campus Program Generation 6 at SMPN 1 Maniis to not achieve optimal performance. This can be seen from the evaluation results of Kirkpatrick Model Lev-

el II, which shows a literacy improvement of 25% in the knowledge aspect, but this improvement is still considered low within the range of 0-100%. This indicates that the presence of the Teaching Campus Program Generation 6 at SMPN 1 Maniis has not yet had a significant impact on improving literacy. The hindering factors include the limitation of educators and facilities, resulting in some activity programs not being able to be carried out optimally and sustainably. The quantity of assigned students is quite small, consisting of only 2 people, which affects the implementation of activities that are less varied. The lack of awareness of parents in helping the success of the implementation of the Teaching Campus Program Generation 6 activities at SMPN 1 Maniis is also one of the hindering factors.

Students as assessors of student learning outcomes or processes can continuously follow up on student achievements in this Teaching Campus Program Generation 6. Feedback obtained from information becomes an evaluation of the implemented learning process. Feedback results become references in improving and enhancing the learning process conducted by students, thus achieving optimal and effective learning.

Students' responses to evaluation using the Kirkpatrick model and assessment rubrics are very positive, as seen from the works of students both individually and in groups. In academic evaluations (post-tests), students show good results, although the results of pre-tests and post-tests show an improvement from the previous results, although the improvement in the post-test is not very significant. The success of the program implemented is greatly determined by the response and results obtained by students. In the evaluation process, it is important for evaluators to pay attention to the desired evaluation objectives, target students, and criteria used. However, to know changes in behavior and program impact (Levels 3 and 4), post-program evaluations are needed. Therefore, additional research is needed to obtain a deeper understanding of the Level 3 and Level 4 evaluations in this Kirkpatrick model.

CONCLUSION

Based on the evaluation results of the Teaching Campus Program Generation 6 using Kirkpatrick Model Level I and Level II, it can be concluded that the implementation of the Teaching Campus Program Generation 6 at SMPN 1 Maniis is quite effective, although it has not yet run optimally in terms of knowledge and understanding aspects. The results from Kirkpatrick Model Level II show an increase of 25% in the knowledge aspect, but this increase is still considered low within the range of 0-100%. This indicates that the presence of the Teaching Campus Program Generation 6 at SMPN 1 Maniis has not yet had a significant impact on improving literacy.

However, when viewed from the evaluation of student learning in attitude and skill aspects, they have percentages in the good category, indicating students' enthusiasm in participating in learning. The results from Kirkpatrick Model Level I indicate that the highest average student satisfaction scores towards the organizers of the Teaching Campus Program Generation 6 and students occur in the aspect of program implementation, as well as the highest satisfaction scores towards

students in the aspect of Attitude and Cooperation. Therefore, student satisfaction with the Teaching Campus Program Generation 6 becomes the basis for motivation in learning.

Nevertheless, the evaluation of Kirkpatrick Model Level I and Level II shows fairly good results, although the improvements are still relatively small in the knowledge aspect. However, these changes have the potential to have a positive impact on the Education sector as a result of the implementation of the Teaching Campus Program. Overall, students express satisfaction with the Teaching Campus Program Generation 6 that was implemented.

In addition, several challenges also become factors causing the implementation of the Teaching Campus Program Generation 6 at SMPN 1 Maniis to not achieve optimal performance. These obstacles include limitations in educators and facilities, resulting in some activity programs not being able to be carried out maximally and sustainably. The quantity of assigned students is relatively small, consisting of only 2 people, which affects the implementation of activities that are less varied. The lack of awareness among parents in helping the success of the implementation of the Teaching Campus Program Generation 6 activities at SMPN 1 Maniis is also one of the obstacles.

From the results of this research, it is hoped that valuable insights can be provided to relevant parties, both in the development of literacy programs in schools and in a better understanding of the factors that affect the effectiveness of these programs.

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