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EVALUATION OF THE RECOGNITION OF PRIOR LEARNING (RPL) PROGRAM USING THE CIPP (CONTEXT, INPUT, PROCESS, AND PRODUCT) MODEL AT UNIVERSITAS ADZKIA

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Abstract

The Recognition of Prior Learning (RPL) program is a strategic higher education policy that aims to widen access, increase educational equity, and recognize learning outcomes acquired through formal, nonformal, and informal education and work experience. The growing number of RPL participants at Universitas Adzkia since 2022 shows strong public interest in the program but has also given rise to various problems in its implementation. This study aims to evaluate the implementation of the RPL program at Universitas Adzkia using the CIPP evaluation model, which covers the context, input, process, and product aspects. The study used an evaluative approach with a descriptive method; the subjects were program managers, assessor lecturers, and RPL students in the Elementary School Teacher Education (PGSD) and Early Childhood Teacher Education (PGPAUD) study programs during 2022–2024. Data were collected through documentation, interviews, and observation and analyzed qualitatively through data reduction, data display, and conclusion drawing. The results show that, in terms of context, the RPL program is consistent with the needs of the institution and students and aligned with national higher education policy. The study recommends strengthening assessor capacity, developing an integrated information system, and standardizing RPL procedures to improve the quality and sustainability of the program at Universitas Adzkia.

Keywords: *Program Evaluation, Recognition of Prior Learning, CIPP Model, Higher Education, Universitas Adzkia.*

Abstrak

Program Rekognisi Pembelajaran Lampau merupakan kebijakan strategis dalam pendidikan tinggi yang bertujuan memperluas akses, meningkatkan keadilan pendidikan, serta mengakui capaian pembelajaran yang diperoleh melalui pendidikan formal, nonformal, informal, dan pengalaman kerja. Peningkatan jumlah peserta RPL di Universitas Adzkia sejak tahun 2022 menunjukkan tingginya animo masyarakat terhadap program ini, namun di sisi lain juga memunculkan berbagai permasalahan dalam implementasinya. Penelitian ini bertujuan untuk mengevaluasi pelaksanaan Program Rekognisi Pembelajaran Lampau di Universitas Adzkia dengan menggunakan model evaluasi CIPP yang mencakup aspek konteks, input, proses, dan produk. Penelitian ini menggunakan pendekatan evaluatif dengan metode deskriptif, dengan subjek penelitian meliputi pengelola program, dosen asesor, dan mahasiswa RPL pada Program Studi PGSD dan PGPAUD selama periode 2022–2024. Teknik pengumpulan data dilakukan melalui studi dokumentasi, wawancara, dan observasi, sedangkan analisis data dilakukan secara kualitatif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dari sisi konteks, program RPL telah sesuai dengan kebutuhan institusi dan mahasiswa serta selaras dengan kebijakan nasional pendidikan tinggi. Penelitian ini merekomendasikan penguatan kapasitas asesor, pengembangan sistem informasi terintegrasi, serta standarisasi prosedur RPL sebagai upaya peningkatan mutu dan keberlanjutan program di Universitas Adzkia.

Kata Kunci: *Evaluasi Program, Rekognisi Pembelajaran Lampau, Model CIPP, Pendidikan Tinggi, Universitas Adzkia.*


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INTRODUCTION

Higher education plays a strategic role in improving the quality of human resources, especially in facing the challenges of globalization and the era of the Fourth Industrial Revolution.[1] One effort to widen access to higher education is the Recognition of Prior Learning (*Rekognisi Pembelajaran Lampau*, RPL) program. RPL enables individuals who already have formal, nonformal, or informal learning experience to obtain recognition of their learning achievements without having to repeat formal learning.[2]

Higher education in Indonesia currently faces major challenges in meeting society's increasingly complex and diverse needs, especially in the context of lifelong learning.[3] In response, the government has promoted the RPL policy as a form of recognition of learning outcomes acquired through nonformal and informal education and relevant work experience.[4] RPL is expected to open more inclusive and flexible access to higher education for people from diverse backgrounds. The program gives individuals who have certain competencies but lack formal qualifications the opportunity to be recognized academically and to continue their studies at a higher level. RPL is thus an important strategy for realizing educational equity and developing excellent human resources in Indonesia.[5] The RPL program is important not only for access but also as a strategy for recognizing competencies to increase labor productivity and mobility. In higher education, RPL allows prospective or current students to convert their previous experience and learning outcomes into semester credit units (SKS).

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[1] Fazli Abdillah, "Peran Perguruan Tinggi dalam Meningkatkan Kualitas Sumber Daya Manusia di Indonesia," *Educazione: Jurnal Multidisiplin* 1, no. 1 (2024): 13–24, https://doi.org/10.37985/educazione.v1i1.4.

[2] Muhammad Ali et al., "Sosialisasi Sistem Pendidikan Rekognisi Pembelajaran Lampau (RPL) di Pemerintah Kota Sorong," *Abdimas: Papua Journal of Community Service* 6, no. 1 (2024): 49–57, https://doi.org/10.33506/pjcs.v6i1.3128.

[3] Alfia Aulia et al., "Pendidikan Global dan Tantangannya di Era Modern," *Jurnal Ilmiah Penelitian Mahasiswa* 3, no. 6 (2025): 383–93, https://doi.org/10.61722/jipm.v3i6.1667.

[4] Rahmad Nasir, "Rekognisi Pembelajaran Lampau di Perguruan Tinggi: Kajian Penerapan Permendikbudristek RI Nomor 41 Tahun 2021," *Buletin Edukasi Indonesia* 1, no. 01 (2022): 9–12, https://doi.org/10.56741/bei.v1i01.20.

[5] Ujang Suherman and Irnie Victorynie, "Pengembangan Sumber Daya Manusia dalam Pendidikan: Strategi dan Implikasi untuk Pembelajaran Berkualitas di Era Global," *As-Sulthan Journal of Education* 1, no. 3 (2025): 453–64, https://ojssulthan.com/asje/article/view/46.

However, RPL implementation still faces serious challenges, such as uneven understanding of the RPL concept among higher education administrators, weak implementing regulations, a shortage of competent assessors, and the absence of an integrated information system to support administration and documentation.[6] Many educational institutions are still adapting and need mentoring and continuous evaluation to ensure that RPL programs can run effectively and fairly.[7] To optimize RPL implementation, systematic and continuous efforts are needed to address the obstacles identified.

Given this complexity, evaluating the RPL program is very important. Evaluation using the CIPP model assesses not only final results but also the appropriateness of the context, the readiness of inputs, the effectiveness of the process, and the quality of the products.[8] The CIPP approach is well suited to evaluating government policy–based programs because it provides a comprehensive picture of program success and areas for improvement.[9] The CIPP model, introduced by Stufflebeam, consists of four main components: context, input, process, and product. Each component provides a comprehensive evaluative framework for assessing a program from initial planning to final results.[10] The context component assesses the needs, problems, and opportunities underlying a program and its relevance to social and institutional conditions. The input component evaluates the strategies, resources, and plans used to achieve program objectives, including the quality of implementers, infrastructure, and curriculum.

The process component examines program implementation in real time, including how activities are carried out according to plan, the obstacles encountered, and the extent to which the process runs effectively and efficiently.[11] The product component focuses on the results achieved, both outputs (direct results) and outcomes (long-term impact), and on the extent to which these results match the program's original objectives. This approach not only helps assess program

[6] Milwan et al., "Model Implementasi Kebijakan Recognisi Pembelajaran Lampau: Studi Kasus di Universitas Terbuka," *Ganaya: Jurnal Ilmu Sosial dan Humaniora* 8, no. 2 (2025): 14–28, https://doi.org/10.37329/ganaya.v8i2.3890.

[7] Venty Venty et al., "Strategi Inovatif Penguatan Profesionalisme Guru BK di Kota Tegal: Sosialisasi dan Pendampingan Kurikulum Berbasis Karakter dan Deep Learning," *Jurnal Abdi Masyarakat Indonesia* 5, no. 4 (2025): 1453–68, https://doi.org/10.54082/jamsi.2002.

[8] Nurjannah Kasmilah, Radhayana Hikmah Damayanti, and Maswani, "Model Evaluasi CIPP sebagai Alat Ukur Efektivitas Kurikulum Bahasa Arab di Madrasah Ibtidaiyah Negeri," *JIPDAS: Jurnal Ilmiah Pendidikan Dasar* 5, no. 3 (2025): 3112–20, https://doi.org/10.37081/jipdas.v5i3.3943.

[9] Dedy Yusuf Aditya and Gita Kencanawaty, "Analisis Kebijakan Program Sekolah Menengah Kejuruan Pusat Keunggulan (SMK PK) di Indonesia dengan CIPP," *Jurnal Bintang Manajemen* 2, no. 1 (2024): 85–100, https://doi.org/10.55606/jubima.v2i1.2618.

[10] Rumia Siburian and Hotmaulina Sihotang, "Evaluasi Program Adiwiyata dalam Meningkatkan Kesadaran Lingkungan Siswa dengan Menggunakan Model CIPP di SMP Negeri 39 Jakarta," *Kelola: Jurnal Manajemen Pendidikan* 12, no. 2 (2025): 203–17, https://doi.org/10.24246/j.jk.2025.v12.i2.p203-217.

[11] Ayler Beniah Ndraha, Eliyunus Waruwu, and Asokhiwa Zega, "Peningkatan Efektivitas Pelayanan Publik di BKPSDM Kota Gunungsitoli melalui Analisis Prosedur, Identifikasi Kendala, dan Evaluasi Berkala," *Jurnal Pengabdian kepada Masyarakat Multi Disiplin* 2, no. 1 (2025): 22–30.

success but also provides a basis for continuous improvement through comprehensive feedback at each stage of implementation. Applying CIPP helps measure the effectiveness of program implementation and provides valuable input for decision-making, especially for improving and developing programs in the future.[12] This evaluation approach is therefore highly relevant for assessing RPL implementation in higher education, because it helps institutions understand the extent to which the program is meeting its objectives and which obstacles need to be addressed strategically. Universitas Adzkia has organized the RPL program since 2022, offering it in two study programs: Elementary School Teacher Education (PGSD) and Early Childhood Teacher Education (PGPAUD).

Table 1. Number of Students in the RPL Program

No.	Year	PGSD	PGPAUD	Total
1	2022	73	32	105
2	2023	30	70	100
3	2024	108	57	165
	Total	**211**	**159**	**370**

Source: Academic and Student Affairs Bureau (BAAK), Universitas Adzkia.

Table 1 shows that the number of students in the RPL program at Universitas Adzkia has fluctuated but generally increased. A significant jump occurred in 2024, when enrollment rose from 100 in the previous year to 165 students. This increase reflects not only growing public interest in the RPL program but also its appeal as an alternative pathway into higher education, especially for those with nonformal and informal learning experience.

However, this increase in participants has also had various consequences for program implementation. Initial observation through documentation and informal interviews revealed a number of obstacles affecting the effectiveness of RPL implementation. These include the suboptimal management of student portfolios submitted in the recognition process and the limited, unevenly distributed number of assessors to evaluate courses eligible for recognition. There are also technical problems, such as recognized courses not appearing in the system in the following semester, forcing students to delay graduation because a single course could not be taken. These problems are compounded by variation in the understanding and readiness of each study program to manage and implement RPL, resulting in inconsistent implementation across departments. These conditions show that the RPL program at Universitas Adzkia faces various technical and managerial obstacles that need to be evaluated promptly. In view of these problems, this study is important as a systematic effort to evaluate the implementation of the RPL program comprehensively.

[12] Maurianus Ans Lede et al., "Manajemen Evaluasi Program Pendidikan dengan Pendekatan Model Context, Input, Process and Product (CIPP)," *Jurnal Ilmu Pendidikan Modern* 9, no. 3 (2025): 67–78.

Accordingly, it is important to evaluate the implementation of the RPL program at Universitas Adzkia using the CIPP approach. This evaluation will help the institution identify the program's strengths and weaknesses and provide a strong basis for decisions on its future development. The results are expected to strengthen RPL as a strategic program for realizing high-quality and equitable higher education in Indonesia.

RESEARCH METHODS

This study is evaluation research, which aims to collect data on the implementation of a policy.[13] It used a mixed-methods design combining quantitative and qualitative approaches in an *explanatory sequential* order.[14] The quantitative approach used statistically processed numbers, while the qualitative approach was used to reveal phenomena as they naturally occur, not under controlled or manipulated conditions.

Quantitative Approach

The quantitative approach was used to obtain an overview of the level of achievement of RPL program implementation at Universitas Adzkia based on the context, input, process, and product (CIPP) components. Quantitative data were collected through questionnaires distributed to RPL students in the PGSD and PGPAUD study programs and analyzed using descriptive statistics, by calculating the score and percentage of achievement for each indicator.[15]

Qualitative Approach

The qualitative approach was used to deepen and explain the quantitative results. Qualitative data were collected through in-depth interviews, observation, and documentation involving RPL managers, assessors, and lecturers involved in the RPL program.

Integration of Quantitative and Qualitative Data

In the explanatory sequential design, quantitative data were analyzed first, followed by the collection and analysis of qualitative data. The qualitative data served to:

1. confirm the quantitative results;
2. explain the reasons behind the program's achievements or weaknesses; and
3. provide recommendations for improvement based on actual conditions in the field.

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[13] Iwan Supriyantoko et al., "Evaluasi Implementasi Kebijakan Teaching Factory dengan Model Evaluasi CIPP di SMK Negeri DKI Jakarta," *Journal of Vocational and Technical Education (JVTE)* 2, no. 2 (2020): 1–10, https://doi.org/10.26740/jvte.v2n2.p1-10.

[14] Achmad Nasihi and Tri Asihati Ratna Hapsari, "Monitoring dan Evaluasi Kebijakan Pendidikan," *Indonesian Journal of Teaching and Learning* 1, no. 1 (2022): 77–88.

[15] I. Wayan Widiana, "Pengembangan Asesmen Proyek dalam Pembelajaran IPA di Sekolah Dasar," *JPI (Jurnal Pendidikan Indonesia)* 5, no. 2 (2016): 147, https://doi.org/10.23887/jpi-undiksha.v5i2.8154.

By combining the two approaches, this study is expected to produce an evaluation of the RPL program that is not only numerically descriptive but also analytical and in-depth, so that it can serve as a basis for decision-making and the sustainable development of the RPL program at Universitas Adzkia.

The population of this study consisted of students and lecturers in the PGPAUD and PGSD study programs. The sample was drawn using proportional random sampling by lottery, a probability sampling technique that gives every member of the population an equal chance of being selected. In line with the research method, the data were analyzed using a mixed-methods approach combining quantitative and qualitative methods.

RESULTS AND DISCUSSION

This study combines quantitative and qualitative data. The combination model used is *concurrent triangulation*, a research method that combines quantitative and qualitative methods in a balanced way (50% quantitative and 50% qualitative).[16]

The Context Component

The context component aims to evaluate the background and relevance of the implementation of the RPL program at Universitas Adzkia. In this study it covers four main indicators: the objectives of program implementation, the implementation environment, the need for implementation, and alignment with the curriculum.

Table 2. Respondents' Achievement Levels on the Context Component

No.	Statement	Mean Score	TCR (%)	Category
A	**Objectives of RPL program implementation**			
1	The RPL program helps me gain recognition for the learning I have previously completed.	3.37	67.40	Fair
2	The objectives of the RPL program are clear and meet my needs as a student.	4.04	80.80	Good
3	The RPL program increases the efficiency of my studies at university.	3.64	72.80	Fair
	Subtotal mean	*3.68*	*73.67*	*Fair*
B	**Environment of RPL program implementation**			
4	The campus environment supports the optimal implementation of the RPL program.	3.75	75.00	Fair
5	Lecturers and campus staff understand the concept and objectives of the RPL program.	3.98	79.60	Fair
6	Campus facilities and information systems make the RPL process easier for me.	3.63	72.60	Fair
	Subtotal mean	*3.79*	*75.73*	*Fair*
C	**Need for RPL program implementation**			

[16] Faisal Hakim Nasution et al., "Kombinasi (Mixed-Methods) dalam Praktis Penelitian Ilmiah," *Jurnal Genta Mulia* 15, no. 2 (2024): 251–56.

No.	Statement	Mean Score	TCR (%)	Category
7	I need recognition for the nonformal/informal learning experience I have.	4.00	80.00	Good
8	The RPL program helps reduce the repetition of material I have already mastered.	4.04	80.80	Good
9	RPL materials and procedures match my learning background.	3.99	79.80	Fair
	Subtotal mean	*4.01*	*80.20*	*Good*
D	**Alignment of the RPL program with the curriculum**			
10	The RPL program is adjusted to the curriculum of my study program.	4.15	83.00	Good
11	My RPL recognition results are clearly recorded in the academic system.	4.11	82.20	Good
12	The learning outcomes of my previous experience match the university curriculum.	4.07	81.40	Good
	Subtotal mean	*4.11*	*82.20*	*Good*
	Total	**15.59**	**311.80**	
	Mean of the context component	**3.90**	**77.95**	**Fair**

Source: Research data (questionnaire).

Table 3**.** Summary of the Context Component

No.	Indicator	Mean Score	TCR (%)	Category
A	Objectives of RPL program implementation	3.68	73.67	Fair
B	Environment of RPL program implementation	3.79	75.73	Fair
C	Need for RPL program implementation	4.01	80.20	Good
D	Alignment of the RPL program with the curriculum	4.11	82.20	Good
	Total	**15.59**	**311.80**	
	Mean of the context component	**3.90**	**77.95**	**Fair**

Source: Research data (questionnaire).

The quantitative analysis of the context aspect shows a mean respondent achievement level of 77.95%, in the “fair” category. Several indicators are in the “good” category, particularly the need for RPL implementation and alignment with the curriculum. Others are in the “fair” category, such as students’ understanding of the program’s efficiency and the support of the campus environment.

This result is reinforced by qualitative data from interviews with the Institute for Research and Community Service (LPPPM) and lecturers. They stated that the RPL program has been designed with attention to students’ needs and the prevailing curriculum. However, challenges remain in students’ initial understanding of the mechanisms and efficiency of RPL. The campus has provided information through its official website and initial training, but the dissemination of information and students’ readiness still need to be improved.

This finding is in line with the study by Amali et al.,[17] which emphasizes that good outreach plays an important role in improving prospective participants' understanding of the RPL program. In the context of the Indonesian diaspora in Japan, outreach by Universitas Negeri Yogyakarta (UNY) was able to build awareness and increase interest in the recognition of prior learning. They concluded that, without systematic dissemination of information, participants tend not to fully understand the benefits and procedures of RPL. A similar approach could therefore serve as a model for improving communication strategies at Universitas Adzkia so that the program reaches students more effectively.

Overall, the mean TCR for the context component is 79.57%, in the fair category. Although several indicators, particularly alignment with the curriculum, show very positive results, other indicators still need strengthening, both in terms of students' understanding and operational support at the institutional level.

The context component of the RPL program evaluation at Universitas Adzkia thus shows a good direction of implementation but still requires improvement in implementation effectiveness and students' direct experience.

The Input Component

The input aspect is divided into three indicators: educators, students, and facilities and infrastructure. Respondents' achievement levels for each item of the input aspect are presented in Tables 4 and 5.

Table 4. Respondents' Achievement Levels on the Input Component

No.	Statement	Mean Score	TCR (%)	Category
A	**Educators**			
13	Lecturers handling the RPL program understand the principles of recognition of prior learning.	3.98	79.60	Fair
14	Lecturers are competent to assess students' learning experience.	4.20	84.00	Good
15	Lecturers can guide me in preparing my RPL portfolio.	4.00	80.00	Good
	Subtotal mean	*4.06*	*81.20*	*Good*
B	**Students**			
16	I understand the procedures and stages of the RPL program.	3.92	78.40	Fair
17	I have relevant documents to support the RPL process.	3.94	78.80	Fair
18	I have the basic technological skills to take part in the RPL process online (if needed).	4.00	80.00	Good
	Subtotal mean	*3.95*	*79.07*	*Fair*
C	**Facilities and infrastructure**			
19	The university provides a dedicated system or platform for RPL.	4.04	80.80	Good
20	The available facilities (computers, internet, etc.) are adequate to support RPL.	3.78	75.60	Fair

[17] Amali et al., "Pemberdayaan Pelajar Digital melalui Pengenalan Dasar Rekayasa Perangkat Lunak," *Madaniya* 6, no. 1 (2025): 351–58, https://doi.org/10.53696/27214834.1143.

No.	Statement	Mean Score	TCR (%)	Category
21	An RPL service room or helpdesk is available and easily accessible to students.	3.41	68.20	Fair
	Subtotal mean	*3.74*	*74.87*	*Fair*
	Total	**11.76**	**235.13**	
	Mean of the input component	**3.92**	**78.38**	**Fair**

Source: Research data (questionnaire).

Table 5. Summary of the Input Component

No.	Indicator	Mean Score	TCR (%)	Category
A	Educators	4.06	81.20	Good
B	Students	3.95	79.07	Fair
C	Facilities and infrastructure	3.74	74.87	Fair
	Total	**11.76**	**235.13**	
	Mean of the input component	**3.92**	**78.38**	**Fair**

Source: Research data (questionnaire).

For the input aspect, the quantitative data show a mean respondent achievement level of 78.38%, also in the "fair" category. In general, lecturers are competent in conducting assessments and understand the principles of RPL. Facilities and infrastructure are considered fairly adequate, although on the indicators of helpdesk and RPL platform availability some respondents still experience obstacles.

The qualitative data support these results. Lecturers stated that training had been provided to equip them to manage portfolio assessment. However, some obstacles persist, particularly limited time for mentoring students and the incomplete integration of technological facilities. On the students' side, some still have difficulty understanding the procedures or lack adequate digital skills.

These results are consistent with the findings of Safar et al.[18] in the RPL Implementation Guidelines of Universitas HTP, which emphasize that the success of RPL portfolio assessment depends heavily on lecturers' readiness as assessors and on infrastructure and information system support. Although training has been provided, technology integration and the availability of supporting platforms remain challenges for optimal RPL implementation. Lecturers' limited time, students' varied digital skills, and suboptimal information technology systems are thus issues also found in other institutions and require attention in the further development of RPL programs.

Overall, the mean TCR for the input component is 78.38%, in the fair category. This shows that although most input elements have been prepared by Universitas Adzkia, the

[18] Ilham Safar et al., "Peningkatan Kualitas Sumber Daya Manusia: Program Rekognisi Pembelajaran Lampau Menjaga Kualitas dengan Petunjuk Teknis yang Berbasis Mutu," *Celebes Journal of Community Services* 3, no. 2 (2024): 39–44, https://doi.org/10.37531/celeb.v3i2.1656.

effectiveness and involvement of all parties in the RPL process still need improvement, on the part of lecturers, students, and the existing support systems.

The Process Component

The process component aims to evaluate how the RPL program is implemented technically in the field, including assessment mechanisms, human resource training, the assessment of recognition results, the use of facilities, and solutions to technical obstacles. There are five main indicators in this component. Respondents' achievement levels for each item of the process aspect are presented in Tables 6 and 7.

Table 6. Respondents' Achievement Levels on the Process Component

No.	Statement	Mean Score	TCR (%)	Category
A	**Implementation of the RPL program**			
22	Lecturers clearly explain the implementation process of the RPL program.	3.95	79.00	Fair
23	I feel comfortable going through the assessment stages of the RPL process.	3.83	76.60	Fair
24	I receive guidance when preparing my RPL portfolio documents.	3.87	77.40	Fair
	Subtotal mean	*3.88*	*77.67*	*Fair*
B	**Human resource training**			
25	The campus provides training for lecturers/staff on implementing the RPL program.	3.89	77.80	Fair
26	The training improves lecturers'/staff's understanding of RPL implementation.	3.83	76.60	Fair
27	RPL implementation involves competent experts.	3.97	79.40	Fair
	Subtotal mean	*3.90*	*77.93*	*Fair*
C	**Assessment of recognition results**			
28	Lecturers set clear deadlines in the portfolio assessment process.	3.94	78.80	Fair
29	I can review the assessment results I have been given.	3.96	79.20	Fair
30	I have the opportunity to seek clarification on my RPL assessment results.	3.91	78.20	Fair
	Subtotal mean	*3.94*	*78.73*	*Fair*
D	**Use of facilities and infrastructure in RPL implementation**			
31	I have no difficulty using the RPL support system provided by the campus.	4.03	80.60	Good
32	I can easily access RPL information through the campus platform.	3.97	79.40	Fair
	Subtotal mean	*4.00*	*80.00*	*Good*
E	**Solutions**			
33	The campus provides technical assistance if I encounter difficulties during the RPL process.	3.80	76.00	Fair
	Subtotal mean	*3.80*	*76.00*	*Fair*
	Total	**19.52**	**390.33**	
	Mean of the process component	**3.90**	**78.07**	**Fair**

Source: Research data (questionnaire).

Table 7. Summary of the Process Component

No.	Indicator	Mean Score	TCR (%)	Category

No.	Indicator	Mean Score	TCR (%)	Category
A	Implementation of the RPL program	3.88	77.67	Fair
B	Human resource training	3.90	77.93	Fair
C	Assessment of recognition results	3.94	78.73	Fair
D	Use of facilities and infrastructure in RPL implementation	4.00	80.00	Good
E	Solutions	3.80	76.00	Fair
	Total	**19.52**	**390.33**	
	Mean of the process component	**3.90**	**78.07**	**Fair**

Source: Research data (questionnaire).

The quantitative analysis of the process aspect shows a respondent achievement level of 78.07%, also in the "fair" category. Respondents felt fairly well supported by lecturers' explanations, the training provided, and the assessment of results. However, shortcomings remain in the indicators of the use of technological facilities and solutions to obstacles.

The qualitative data reinforce this result. Interviews show that the RPL process has followed the guidelines but still faces challenges such as limited mentoring time, suboptimal use of the *Learning Management System* (LMS), and variation in students' digital literacy. Lecturers also mentioned the need for further mentoring during the portfolio process and for greater collaboration among university units.

These results are in line with the findings of Nasir and Sugita,[19] who state that developing e-portfolios in learning requires active collaboration between lecturers and students and adequate technological support. Implementing e-portfolios requires sufficient mentoring time and effective communication strategies so that portfolio assessment can be objective and sustainable. In the context of RPL at Universitas Adzkia, similar challenges are experienced, such as limited time and suboptimal use of the LMS, so strengthening mentoring and training is crucial.

Overall, the mean TCR for the process component is 78.25%, in the fair category. This shows that although the RPL program has been implemented according to procedure, improvements are still needed in the comfort of implementation, human resource training, assessment effectiveness, and technical support so that the program can run more optimally and respond to students' needs.

Based on the quantitative and qualitative approaches, it can be concluded that the process aspect of the RPL program is in the fair category. Improvements are needed in technical aspects, mentoring, and the fuller use of technology.

[19] Rahma Nasir et al., "Penerapan Portofolio Digital sebagai Media Evaluasi dan Refleksi dalam Penguatan Profil Pelajar Pancasila," *Rengganis Jurnal Pengabdian Masyarakat* 5, no. 1 (2025): 44–55, https://doi.org/10.29303/rengganis.v5i1.511.

The Product Component

The product component aims to determine the final results of the RPL program, both in terms of achieving program objectives and its impact on students. Two main indicators are analyzed in this component: the achievement of implementation objectives and the impact of RPL implementation. Respondents' achievement levels for each item of the product aspect are presented in Tables 8 and 9.

Table 8**.** Respondents' Achievement Levels on the Product Component

No.	Statement	Mean Score	TCR (%)	Category
A	**Achievement of RPL program objectives**			
34	I feel motivated to complete my studies because of the RPL program.	3.84	76.80	Fair
35	I obtain recognition of my previous learning outcomes through the RPL process.	3.80	76.00	Fair
36	The RPL program helps me participate more actively in lectures.	3.93	78.60	Fair
	Subtotal mean	*3.86*	*77.13*	*Fair*
B	**Impact of RPL program implementation**			
37	I gain real benefits from the recognition of prior learning (RPL) in my academic activities.	3.84	76.80	Fair
38	The RPL program encourages me to develop new skills and experience.	3.96	79.20	Fair
39	I understand course material better because my previous learning experience is recognized through RPL.	3.96	79.20	Fair
	Subtotal mean	*3.92*	*78.40*	*Fair*
	Total	**7.78**	**155.53**	
	Mean of the product component	**3.89**	**77.77**	**Fair**

Source: Research data (questionnaire).

Table 9**.** Summary of the Product Component

No.	Indicator	Mean Score	TCR (%)	Category
A	Achievement of RPL program objectives	3.86	77.13	Fair
B	Impact of RPL program implementation	3.92	78.40	Fair
	Total	**7.78**	**155.53**	
	Mean of the product component	**3.89**	**77.77**	**Fair**

Source: Research data (questionnaire).

The product aspect reflects the results of RPL implementation. Based on the quantitative data, the mean respondent achievement level is 77.77%, in the "fair" category. The results show that students feel supported in terms of study efficiency and recognition of previous learning, but the impact on their understanding of material and skills still varies.

Interviews with lecturers and LPPPM indicate that the RPL program has helped students use their study time efficiently. Recognition of previous learning experience is a source of motivation for students. However, some students still have difficulty compiling their portfolios

and do not yet fully understand the depth of the material. The evaluation of learning outcomes still needs strengthening.

This finding is consistent with the study by Nurjanah et al.,[20] which states that RPL has a significant effect on study efficiency but needs improvement in depth of understanding and in compiling valid portfolio evidence. That study emphasizes the importance of continuous training and formative assessment so that students can identify and document their learning experience more effectively.

Based on the combined quantitative and qualitative data, the product aspect of the RPL program is in the fair category, with several positive results, particularly in study efficiency, but improvement is still needed in competency attainment and mentoring. Overall, the implementation of the RPL program at Universitas Adzkia shows fairly optimal results when viewed through the CIPP (context, input, process, product) approach. The four components support one another and provide a comprehensive picture of the effectiveness of the program.

In the context aspect, the RPL program has been designed with consideration of students' needs and its alignment with the prevailing curriculum. Outreach has been conducted through various media but still needs improvement so that students' understanding of RPL mechanisms becomes more even and deeper. In terms of input, lecturers and educational staff show good competence in understanding the principles of RPL and conducting portfolio assessments. Nevertheless, some limitations remain, particularly regarding the availability of an RPL platform, technical facilities, and gaps in students' digital skills. In the process aspect, the program has followed established procedures, including training, assessment, and mentoring. However, obstacles remain in the effectiveness of mentoring time, the use of learning technology, and variation in students' ability to follow the RPL process. In the product aspect, the program has had a positive effect, especially on study time efficiency and student motivation. Even so, competency attainment is not yet even, and the evaluation of learning outcomes needs improvement to ensure the quality of the program's final results.

The implementation of the RPL program at Universitas Adzkia can therefore be categorized as "fair", with various promising achievements. However, further strategic steps are needed to improve the quality of implementation, including more intensive outreach, stronger academic mentoring, strengthened digital infrastructure, and the development of a system for continuously monitoring students' learning outcomes.

[20] Alfiah Nurjanah et al., "Mengatasi Kesulitan-Kesulitan Penilaian Portofolio: Solusi atas Keterbatasan Waktu, Sarana dan Pemahaman," *Integrative Perspectives of Social and Science Journal* 2, no. 2 (2025): 3094–3102, https://ipssj.com/index.php/ojs/article/view/403.

CONCLUSION

Based on the analysis of quantitative and qualitative data through the CIPP (context, input, process, and product) approach, it can be concluded that the implementation of the RPL program at Universitas Adzkia is generally in the fair category, with some aspects showing good results but certain components still requiring improvement. (1) The context aspect shows that the planning and relevance of the RPL program are consistent with students' needs and the prevailing curriculum. However, the dissemination of information and outreach to students are not yet optimal and need strengthening to improve prospective participants' understanding of RPL mechanisms and benefits. (2) The input aspect shows that lecturers have basic understanding and skills in conducting RPL assessments. Facilities and information system support are available but not yet fully optimal. The main obstacles lie in limited helpdesk services, platform facilities, and students' varied digital literacy. (3) The process aspect shows that RPL implementation has followed established procedures, from portfolio assessment to mentoring. However, it still faces obstacles such as limited mentoring time, suboptimal use of technology, and insufficient collaboration among implementing units. (4) The product aspect shows that the RPL program has helped students study efficiently and has provided recognition of their previous learning experience. Nevertheless, there is still variation in competency attainment, understanding of material, and the quality of students' portfolios. The evaluation of final results and learning outcomes needs to be strengthened to better meet academic standards. Overall, the implementation of the RPL program at Universitas Adzkia can be considered fairly successful, with the important caveat that outreach, training, technological support, and the evaluation of learning outcomes need to be strengthened to improve the quality and sustainability of the program.

Based on these conclusions, the following suggestions are offered: (1) Universitas Adzkia should increase the intensity and quality of RPL outreach to students through various media, including digital platforms, seminars, and face-to-face training, so that all prospective participants understand RPL procedures and benefits well. (2) LPPPM and the RPL management unit should develop continuous mentoring and training systems for lecturers and students and strengthen the integration of information technology in assessment and portfolio preparation. (3) Supervising lecturers should improve the quality of individual mentoring, provide constructive feedback on students' portfolios, and build collaboration with other support units so that assessment runs more effectively. (4) RPL students are expected to participate actively in training, understand RPL mechanisms, and improve their ability to compile portfolios that reflect their learning experience. (5) Future researchers are expected to examine the long-term sustainability and effectiveness of

RPL learning outcomes and to compare RPL implementation across universities as a contribution to national policy development.

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