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MULTI-STAKE SYNERGY IN THE IMPLEMENTATION OF KKN; AN EVALUATION ANALYSIS OF THE CIPP MODEL IN PARAMASAN BAWAH DISTRICT

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Abstract

This study analyzes the multi-stakeholder synergy in the implementation of the Community Service Program (KKN) of UIN Antasari Banjarmasin in Paramasan District using the CIPP (Context, Input, Process, Product) evaluation model. The research aims to assess the relevance, readiness, implementation quality, and outcomes of the KKN program while identifying areas requiring improvement. Using a qualitative field approach supported by survey data, interviews, observations, and documentation, this study collected information from university leaders, program administrators, field supervisors, students, community leaders, and Social Religious Workers (TSK). The findings show that the context component scores highly, reflecting strong program relevance to community needs. The input and process components indicate effective preparation and implementation, although variations in student competence and limited cross-sector collaboration remain challenges. The product component reveals significant gains in religious education but limited impact in economic, social, and cultural sectors. The overall composite score of 89.13 categorizes the program as very good. The study concludes that the CIPP model provides a comprehensive foundation for strengthening program planning, coordination, and sustainability. Enhanced multi-stakeholder collaboration, stronger training, and diversification of program sectors are recommended for future program development.

Keywords: CIPP Model, Community Service, KKN, Evaluation, Multi-Stakeholder Synergy.

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A. INTRODUCTION

Higher education institutions, as entities that function to advance knowledge while also serving as centers of learning, should not allow their intellectual output to remain confined within academic spaces without being applied for the benefit of society. The delivery of these benefits is closely tied to community service activities, which in the framework of the Tri Dharma of higher education constitute the third pillar after education and research. This demonstrates that once knowledge is understood and developed, it must be utilized as the foundation for community engagement by the academic community⁴. Community service may also be viewed as a complementary stage in the broader process of seeking knowledge⁵.

Legally, referencing Law No. 12 of 2012 on Higher Education and Regulation of the Minister of Religious Affairs No. 55 of 2014 concerning Community Service, community service is carried out through partnerships between higher education institutions and the community. Such collaboration is essential to ensure that universities remain closely connected to societal realities⁶. The continuity of this partnership aims to strengthen national development efforts through empowerment-oriented cooperation. Both universities and the community possess potential that can be optimized to enhance national welfare. Therefore, community development approaches must be reinforced and expanded, particularly within Islamic higher education institutions, as emphasized in the Minister of Religious Affairs Regulation No. 55 of 2014.

Community empowerment becomes a crucial element because community powerlessness constitutes one of the root causes of the national problems currently faced.⁷. As an Islamic higher education institution in Indonesia, UIN Antasari

⁴ Herlina Emilia, "BENTUK DAN SIFAT PENGABDIAN MASYARAKAT YANG DITERAPKAN OLEH PERGURUAN TINGGI," *Jurnal Pengabdian Kepada Masyarakat* 2, no. 3 (2022): 122–30, <https://doi.org/10.37567/pkm.v2i3.1127>.

⁵ Nginayatul Khasanah and dkk, *Bunga Rampai Pengabdian: Kumpulan Artikel Kolaboratif Dosen Dan Mahasiswa*, 1st ed. (Magnum Pustaka Utama, 2021).

⁶ Halim K Malik, "Kemitraan Pendidikan Antara Keluarga, Sekolah, dan Masyarakat di Era Industri 4.0," *AKSARA: Jurnal Ilmu Pendidikan Nonformal* 11, no. 3 (2025).

⁷ Aji Fany Permana, "KONSEPTUALISASI STRATEGI PEMBERDAYAAN EKONOMI MASYARAKAT DESA," *J-EBI: Jurnal Ekonomi Bisnis Islam* 1, no. 1 (2022), <https://doi.org/10.57210/j-ebi.v1i1.44>.

Banjarmasin carries the responsibility to implement the Tri Dharma of higher education—education, research, and community service. Every activity within these three pillars must be oriented toward the community as a partner and must be practical so that it yields real benefits. Community service activities must also run in tandem with the other two pillars, education and research, as stated in the Strategic Plan of UIN Antasari Banjarmasin for 2020–2024. Community service at UIN Antasari Banjarmasin, as an Islamic higher education institution, is expected to produce more distinguished scholarly contributions, particularly those grounded in religious studies. Academic knowledge obtained and analyzed on campus is applied directly when interacting with communities. These religious-based activities are implemented flexibly through various types of programs.⁸

Structurally, community service at UIN Antasari Banjarmasin is managed by the Institute for Research and Community Service (LP2M). One such activity involves contributing religious knowledge to communities in the interior regions of South Kalimantan, particularly in Paramasan District, Banjar Regency. The most common program conducted is the *Kuliah Kerja Nyata* (KKN), in which UIN Antasari students provide community development in both physical and non-physical forms. These activities span several sectors, including religious affairs as the primary focus, village administration, and cross-sectoral fields involving social, economic, cultural, health, educational, youth, agricultural, fisheries, and security aspects (LP2M, 2023). KKN, as part of the community service pillar within the Tri Dharma of Higher Education—education and teaching, research, and community service plays a central role in fulfilling the university’s mandate⁹.

Improvement and evaluation of community service programs, particularly KKN, are crucial because such activities are not only part of the Tri Dharma but also serve as an important indicator of a university’s relevance and presence within

⁸ Winda Anjelina et al., “Program Merdeka Belajar, Gebrakan Baru Kebijakan Pendidikan,” *Jurnal Pendidikan Tambusai* 5 (2021).

⁹ Sahat Maruli Tua Situmeang, “MENINGKATKAN PENGETAHUAN MASYARAKAT MELALUI PENELITIAN DAN PENGABDIAN MASYARAKAT SEBAGAI WUJUD TRI DHARMA PERGURUAN TINGGI,” *Prosiding Penelitian dan Pengabdian* 1, no. 1 (2021).

society.¹⁰ Based on initial observations conducted by the researcher regarding the KKN program, it is evident that the program has made meaningful contributions in both physical and non-physical aspects. However, to enhance its effectiveness, more comprehensive research is required to ensure that the benefits for the community can be further optimized. At present, KKN activities still concentrate primarily on religious development, while other fields such as economic, social, educational, and cultural development have not received sufficient attention. Therefore, it is essential to conduct research to assess the extent to which the program has produced positive impacts on the community. The research also needs to examine how students design beneficial KKN programs and measure how deeply the community experiences the program's outcomes, particularly in Paramasan District. More comprehensive research will be able to address these questions and reinforce the urgency of evaluating the KKN program to improve its overall impact. Consequently, the study titled "Policy Synergy: Survey Evaluation of KKN Activities in Paramasan District Using the CIPP Model" becomes highly relevant to undertake.

B. METHODOLOGY

This study is a field research employing a qualitative approach, which aims to describe in detail and depth the findings and facts collected in the field. The data obtained are processed descriptively rather than through quantification procedures. The data collection techniques used in this study include observation, interviews, questionnaires, and documentation. The data analysis technique applies descriptive statistics, in which the presentation of the survey data utilizes the Respondent Achievement Level (TCR) format.¹¹

¹⁰ Endi Rochaendi et al., "Pelaksanaan KKN-Tematik: Mengoptimalkan Diseminasi Pembangunan Perdesaan dan Pemberdayaan Masyarakat," *BERDAYA: Jurnal Pendidikan dan Pengabdian Kepada Masyarakat* 6, no. 1 (2024): 75–92, <https://doi.org/10.36407/berdaya.v6i1.1003>.

¹¹ Rapmaida Megawaty Pangaribuan and Keristina Br Ginting, "ANALISIS TINGKAT KEPUASAN MAHASISWA TERHADAP PROSES PEMBELAJARAN DAN KUALITAS LAYANAN AKADEMIK MASA PANDEMI COVID-19 (STUDI KASUS FAKULTAS SAINS DAN TEKNIK UNIVERSITAS NUSA CENDANA)," *Jurnal Diferensial* 03, no. 2 (2021).

The research was conducted in Paramasan District, Banjar Regency, and took place from July to September 2023. The study involved subjects with heterogeneous backgrounds, ranging from university leadership—such as the vice rector, the dean, and the heads of the Research and Community Service Institute (LP2M) of UIN Antasari Banjarmasin—to other key respondents including KKN Field Supervisors, KKN students assigned to Paramasan District, as well as community leaders and Social Religious Workers (TSK) in the district. The total number of respondents in this study was approximately 20 individuals.

C. RESULT AND DISCUSSION

1. Multi-Stakeholder Synergy

Multi-stakeholder synergy refers to a collaborative pattern that involves various parties with differing interests, capacities, and roles within a program. In the context of development and community empowerment, this approach integrates the contributions of government, universities, local communities, the private sector, and social institutions so that each component can complement one another. This collaboration is not merely formal; it also involves informal coordination, continuous communication, and the willingness to share information and expertise.¹² In practice, multi-stakeholder synergy requires clearly defined collaborative structures, transparency among actors, and coordination mechanisms that enable all parties to move toward the same objectives.

Such synergy emerges from the understanding that no single actor is capable of solving complex issues independently. Social and developmental challenges such as improving educational quality, strengthening community-based economies, alleviating poverty, or enhancing community capacity are multidimensional in nature.¹³ These issues demand approaches that surpass the capabilities of a single institution. While the government holds regulatory authority, it often requires

¹² Josafat Fonataba, “Kolaborasi Pemerintah, Swasta, dan Masyarakat dalam Peningkatan Kualitas Pelayanan Dasar di Merauke,” *Jejak digital: Jurnal Ilmiah Multidisiplin* 1, no. 4 (2025): 1376–95, <https://doi.org/10.63822/vmthgf73>.

¹³ Antonius Ary Setyawan et al., “Pemberdayaan Masyarakat Dalam Meningkatkan Kemandirian Ekonomi Lokal: Penelitian,” *Jurnal Pengabdian Masyarakat dan Riset Pendidikan* 4, no. 1 (2025): 1494–503, <https://doi.org/10.31004/jerkin.v4i1.1769>.

academic support from universities and active community engagement to ensure that policies are implemented effectively. Meanwhile, the private sector can provide additional resources and technological innovations, and social institutions serve as mediators between the community and formal development structures.

Therefore, integrating perspectives, resources, and experiences from various stakeholders becomes essential in creating sustainable and impactful programs. Multi-stakeholder synergy not only adds roles but also integrates diverse viewpoints and methods, producing solutions that are more adaptive to local needs. Its strength lies in its ability to bridge different interests through dialogue, negotiation, and policy adaptation. Through open collaboration, issues that may be overlooked by one party can be addressed collectively and resolved through shared effort.

When such collaboration is well established, policy coordination, program implementation, and evaluation can run more effectively, as decisions are grounded in dialogue, mutual understanding, and shared commitment. Strong collaboration enables each stakeholder to clearly understand their respective roles and contribute proportionally. In addition, joint monitoring mechanisms can enhance transparency and accountability in program implementation. A multi-stakeholder-based evaluation allows for a more objective and comprehensive assessment because it incorporates multiple perspectives.

Thus, multi-stakeholder synergy is not merely a method but a strategic approach that ensures each party can optimally contribute toward achieving shared goals. It also strengthens program sustainability because success does not rely solely on a single institution but is supported by long-term collaboration among actors. In today's era of social complexity, multi-stakeholder synergy serves as a crucial foundation for all development models, including in the context of the Community Service Program (KKN), where program success greatly depends on how effectively such collaboration is implemented.

2. The CIPP MODEL

The CIPP Model pioneered by Stufflebeam, is an evaluation approach consisting of four main components: Context, Input, Process, and Product. These components represent the essential elements of program evaluation, positioning the program as an interconnected system.¹⁴ The strength of the CIPP Model lies in its ability to link planning with actual implementation, allowing evaluators to examine not only the outcomes but also the processes occurring from start to finish. By evaluating context, input, process, and product, this model provides a comprehensive overview of the factors influencing program success.

The model is based on the understanding that the success of an educational or community program does not stand alone; it is influenced by factors such as participants' characteristics, the surrounding environment, program objectives, available tools, and the implementation procedures that follow specific mechanisms. Stufflebeam explains that the primary purpose of evaluation within this approach is to provide information for decision-making, help audiences understand the program's benefits to improve it further, and support policy formulation. Hence, each evaluated component directs decision-makers toward the most appropriate improvement measures.

The four components of the CIPP Model help evaluators answer foundational questions regarding program implementation. The first question, "What should be done?", is addressed through context evaluation, which involves assessing needs to establish program goals and priorities. The second question, "How should it be carried out?", is answered through input evaluation that examines resources, strategies, and steps necessary to achieve the objectives. The third question, "Is the implementation going according to plan?", is explored through process evaluation, which continually monitors the alignment between planning and execution, including identifying obstacles, support systems, and field conditions. The final question, "Has the program succeeded?", is answered through

¹⁴ Esti Wahyu Kurniawati, "Evaluasi Program Pendidikan Perspektif Model Cipp (Context, Input, Process, Product)," *Ghaisa: Islamic Education Journal* 1, no. 1 (2020).

product evaluation, which measures the program's outcomes and compares them with predetermined targets to determine whether the program should be continued, revised, or discontinued.

Introduced in 1969, the CIPP Model has become one of the most widely used evaluation models due to its comprehensive nature. It assesses not only outcomes but also context, input, and process as a unified framework. Stufflebeam emphasizes that the essence of evaluation is to improve programs, not merely to prove whether they succeed or fail. This model is applicable across various fields such as education, management, and institutional development, at both project and program levels. According to Eko Putro Widoyoko, the strength of this model lies in its completeness in analyzing all essential components, although its implementation may require significant time, resources, and multi-party involvement.

In the field of education, Stufflebeam maps the education system into the four dimensions of context, input, process, and product as the foundation for evaluation. Context evaluation supports planning by identifying needs, establishing objectives, and assessing existing strengths and weaknesses. Input evaluation helps determine strategies, assess human resources, facilities, budgets, and required regulations.¹⁵ Process evaluation monitors program activities, documents ongoing procedures, and ensures alignment with the plan. Product evaluation assesses the extent to which program objectives have been achieved and supports decision-making on whether the program should be continued, modified, or terminated. Thus, the CIPP Model provides a comprehensive evaluation framework enabling continuous improvement and development of any program.

¹⁵ Isyfi Agni Nukhatillah et al., "Evaluasi Mutu Pendidikan Menggunakan Pendekatan Teori Stufflebeam," *Jurnal Global Futuristik* 2, no. 1 (2024): 34-43, <https://doi.org/10.59996/globalistik.v2i1.352>.

3. Applied Analysis of the CIPP Model on the KKN Program of UIN Antasari Banjarmasin in Paramasan District

The application of the CIPP Model in evaluating the KKN program of UIN Antasari Banjarmasin provides a systematic framework for assessing the overall quality of community service implementation. In the context evaluation stage, the needs of the Paramasan community become the foundation for determining program direction.¹⁶ The district, characterized by rural conditions, faces challenges such as limited educational access, varying levels of religious understanding, and the need for community-based economic strengthening. Needs identification was conducted through preliminary observation, discussions with village authorities, and exploration of local potential. This assessment revealed that the KKN program remains predominantly focused on religious development, prompting the need for diversifying community service sectors to align with the community's broader social realities.

In the input evaluation stage, attention is given to student preparedness, the availability of supporting facilities, and the strategies formulated prior to field deployment. KKN students are equipped with basic knowledge of community empowerment; however, variations in competence are often uneven. Furthermore, the availability of facilities—including transportation, learning media, and funding—plays a significant role in program implementation quality. This evaluation emphasizes the importance of strengthening field-based training and structuring program plans through cross-institutional collaboration to support activities more effectively.

In the next stage, process evaluation, monitors program implementation from the first week to the end of the activity. This monitoring includes assessing the alignment between planned and actual activities, the effectiveness of coordination between students and the community, and the barriers encountered during

¹⁶ Muhammad Helmi, "EVALUASI PROGRAM LEMBAGA KETERAMPILAN KEAGAMAAN (LKK) DI UIN ANTASARI BANJARMASIN," *ADDABANA: Jurnal Pendidikan Agama Islam* 4, no. 1 (2023): 43–55, <https://doi.org/10.47732/adb.v4i1.323>.

implementation. In practice, some programs run smoothly due to strong support from community leaders and enthusiastic participation from residents, especially in religious activities. However, other areas—such as non-formal education, economic empowerment, and administrative training—have not reached optimal levels due to time constraints, limited technical skills, and insufficient collaboration with relevant stakeholders. Process evaluation helps identify critical areas in need of improvement, including time management, internal task distribution, and communication strategies with local stakeholders.

The final stage, product evaluation, focuses on the outcomes and impacts generated during the program. In Paramasan District, the most visible outcome is the improvement of religious knowledge among the community through teaching and religious development activities. Meanwhile, impacts in areas such as economic empowerment, social development, and cultural strengthening remain limited due to the lack of programs addressing these sectors. This evaluation provides a clear illustration of program achievements while highlighting areas that require enhancement. The findings serve as valuable recommendations for determining whether the current KKN model should be maintained, modified, or directed toward a more adaptive approach.

Through the application of all four components of the CIPP Model, it becomes evident that the KKN program of UIN Antasari Banjarmasin in Paramasan District has produced meaningful contributions, particularly in the religious sector. However, the model also opens space for comprehensive improvement. Context evaluation underscores the need for expanding service sectors; input evaluation highlights the need for stronger preparation; process evaluation emphasizes the importance of better coordination and adaptability; and product evaluation provides insight into the long-term sustainability of program outcomes. Thus, the CIPP Model functions not only as an evaluation tool but also as a strategic guide for improving the relevance, quality, and effectiveness of future KKN programs.

4. Survei Results on the Evaluation of KKN Activities

Referring to the CIPP Model framework, this community engagement research presents the survey results evaluating the KKN activities in Paramasan District by outlining several indicators within each component. In the context component, the indicators examined include the objectives of implementing KKN, the feasibility of the program, the expectations of the target groups toward the KKN activities, and the actual environmental conditions that reveal existing gaps.

The input component covers indicators related to the quality of human resources, the availability of facilities and infrastructure, the strategies employed to achieve the program objectives, and the operational procedures applied throughout its implementation. In the process component, the indicators assessed consist of the implementation of the program, the level of stakeholder involvement, the responses of the target groups toward the KKN activities, and areas requiring improvement before the program concludes.

Finally, the product component highlights indicators concerning the achieved outcomes of the KKN program, the extent to which the needs of the target groups have been fulfilled, and the recommended follow-up actions after the program is completed. By understanding all indicators within each component of the CIPP Model, the survey results provide a comprehensive overview of the evaluation of KKN activities in Paramasan District as presented below.

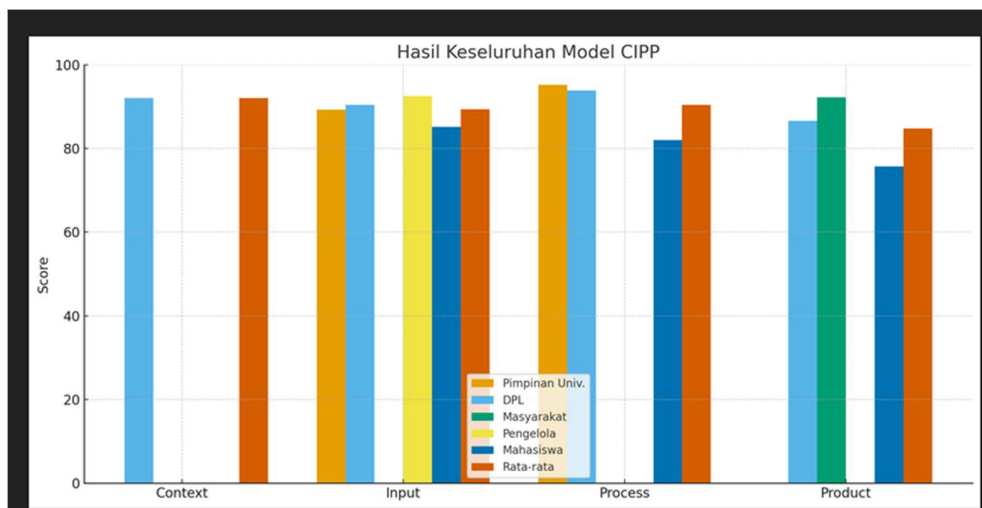


Figure 1. Survey Results of the Evaluation of KKN Activities in Paramasan District Using the CIPP Model

Based on the evaluative survey that was conducted, a mapping of the four core components of the CIPP model Context, Input, Process, and Product was obtained. The context component was assessed by the field supervisors. Meanwhile, the input component was evaluated by university leaders, field supervisors, KKN administrators, and students. For the process component, evaluations were provided by university leaders, field supervisors, and students. The product component was assessed by field supervisors, community groups, and students.

In the context component, the evaluation score given by the field supervisors reached 91.8, which was rounded to 92 in the average value. For the input component, university leaders assigned a score of 89.3, field supervisors provided 90.4, program administrators assigned 92.4, and students provided 85.1, resulting in a combined average of approximately 89.2.

In the process component, university leaders recorded a score of 95.2, field supervisors provided 93.9, and students scored 82, yielding an average of roughly 90.3. For the product component, field supervisors assigned a score of 86.6, the community provided 92.2, and students gave 75.7, producing an overall average of 84.8. When these four CIPP components are calculated collectively, the overall results are as follows: context at 92, input at 89.2, process at 90.3, and product at 84.8. The cumulative average across all four components is 89.13, which is very close to a score of 90.

The survey data were collected using questionnaires distributed to several respondent groups, including university leadership, KKN administrators through LP2M, field supervisors, students participating in KKN in Paramasan District, as well as community members consisting of local leaders and Religious Social Workers (TSK). A total of thirty-four respondents participated. The final results, visualized through a bar chart, indicate that the implementation of the KKN program is rated as very good.

In addition to questionnaires, interviews were also conducted to enrich and deepen the findings. These interviews involved various community members,

including local leaders, village officials, and TSK personnel in the Paramasan area. Several key inputs emerged regarding the implementation of the UIN Antasari Banjarmasin KKN program, namely:

- a. The need to provide official authorization or a formal mandate to field supervisors as part of a community-involved monitoring mechanism, particularly through TSK support.
- b. The importance of enhancing the educational dimension, especially in developing children's religious skills through the contributions of KKN students.
- c. Encouragement to design KKN programs that are more focused, distinctive, and aligned with the students' respective academic disciplines.

D. CONCLUSION

The evaluation of the Community Service Program (KKN) of UIN Antasari Banjarmasin in Paramasan District, conducted through the CIPP Model framework, demonstrates that the program has achieved an overall high level of effectiveness while simultaneously revealing several areas requiring strategic improvement. The context evaluation shows that the program is highly relevant to the needs and socio-religious conditions of the Paramasan community, particularly in addressing gaps in religious education, access to learning, and community empowerment. The input analysis indicates that institutional support, supervisory readiness, and student involvement are generally adequate; however, disparities in student competencies and limitations in logistical support highlight the need for more structured training, resource strengthening, and interinstitutional coordination.

in the process component, the implementation aligns well with the planned activities, supported by strong engagement from community leaders and enthusiastic participation from residents, especially in religious development programs. Nevertheless, several challenges—such as limited time, uneven skill distribution among students, and suboptimal stakeholder communication—affect the execution of programs in non-religious fields, including education, social

empowerment, and economic development. These gaps suggest the importance of improving coordination mechanisms, clarifying roles, and enhancing students' capacity in designing sustainable and context-sensitive programs.

The product evaluation shows that the program has produced meaningful short-term impacts, particularly in strengthening religious literacy and community participation. However, long-term outcomes in social, economic, educational, and cultural dimensions remain limited, indicating the need for broader program diversification and sustained follow-up initiatives. The overall CIPP evaluation, context at 92, input at 89.2, process at 90.3, and product at 84.8 results in a cumulative score of 89.13, placing the program in the "very good" category while still leaving room for improvement.

A key finding of this research is that multi-stakeholder synergy plays a decisive role in shaping the effectiveness of the KKN program. The collaboration among university leadership, LP2M administrators, field supervisors, students, community leaders, and Religious Social Workers (TSK) forms the backbone of the program's implementation. However, such synergy must be strengthened through clearer role distribution, transparent communication systems, and more structured collaborative frameworks. These collective efforts will help expand program benefits across multiple sectors and ensure that community engagement evolves from incidental activities into sustainable empowerment initiatives.

Therefore, the study concludes that the KKN program in Paramasan District is functioning effectively but must adopt a more strategic, inclusive, and future-oriented model of implementation. Recommendations include enhancing the competence-based preparation of students, improving the depth of needs assessments, diversifying program fields beyond religious development, strengthening interstakeholder communication, and designing long-term mentoring schemes to support community resilience. Future research should explore collaborative empowerment models, impact sustainability, and the integration of multi-sectoral approaches to further refine the KKN implementation framework in rural and remote communities.

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