



Evaluation of Asian Students Exchange Program (ASEP) in The Range of Building A Generation of Youth with A Global Vision

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ABSTRACT

The exchange of information and culture through student exchange programs is becoming increasingly important in this era of globalization. One of them is the Asian Students Exchange Program (ASEP), which aims to evaluate the Asian Student Exchange Program at Al Azhar Islamic Middle School 9 Kemang Pratama Bekasi. Research methodology using the CIPP. Methodology is carried out to analyze the effectiveness and sustainability of the program. Through the Context, Input, Process, and Product (CIPP) approach, the evaluation provides a comprehensive understanding of the various aspects of the program, from the initial context to its long-term impact. 2) The Input Aspect indicates that the implementation guidance, program management, and participant preparation have been done well. The guidelines are available complete and understandable, the management of the program is organized effectively with clear task division, and the participant is prepared with the required qualifications. 3) The Process Aspect, in which the ASEP (Asian Students Exchange Program) program implementation is generally good enough but still needs improvement in some aspects to provide optimal benefits. 4) The Product Aspects, ASEP Program found that the participants showed a good level of independence during their homestay in Taiwan and confidence in their English presentation. As for the conclusion of the research results based on analysis and interpretation that the implementation of the ASEP (Asian Students Exchange Program) program is generally good enough but still needs improvement in some aspects in order to provide optimal benefits for schools that have this excellent program.

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INTRODUCTION

The exchange of information and culture through student exchange programs is becoming increasingly important in this era of globalization. The phenomenon of globalization has brought significant changes in various aspects of life, including in the field of education. Student exchanges not only provide an opportunity for students to broaden their insights into cultures, languages, and life in other countries, but also have a broad impact in preparing the younger generation to face the complex global challenges of the future (Anggraini et al., 2022; Rizki et al., 2022).

One of the main reasons why student exchanges are so important is because we live in an increasingly globally connected society. In an era where technology has overcome geographical constraints, the ability to communicate and interact with individuals from different cultural backgrounds becomes a valuable skill. Through student exchanges, students not only gain a deeper understanding of cultural diversity, but also build critical interpersonal skills in communicating, collaborating, and understanding other people's perspectives (Budi Harijanto et al., 2022; Rizki et al., 2022).

Student exchanges provide an opportunity for students to broaden their insight into different cultures, languages, and values (Latifah et al., 2021). Besides, student exchange also plays an important role in promoting cross-cultural peace and understanding. Through direct interaction with students from different cultural, students can build tolerance, reduce prejudice, and strengthen inter-nationalities (Muchlis et al., 2022). Therefore, student exchanges are not only about academic learning, but also about the personal development and readiness of students to live and work in an increasingly multicultural and globally connected society.

Besides the social and cultural aspects, student exchanges also have a positive impact on student personal development. Through learning experiences in a new environment, students can develop independence, resilience, and confidence. They learn to overcome challenges and face unfamiliar situations, all of which are valuable skills in preparing them for a future full of uncertainty.

Several studies have supported the importance of student exchange in modern education. Research conducted by (Anggraini et al., 2022), that student exchanges have an impact assessed has an impact on the quality of learning and student quality. The greatest impact is seen in increased tolerance of diversity and acceptance of differences. Besides, the UAI FEB students also felt an improvement in their ability to communicate and collaborate. Similarly, research conducted by Abna et al. (2022), this exchange program has benefited students' understanding of cultural diversity in Indonesia, scientific competence, and social abilities.

The student exchange program has become one of the key initiatives in enhancing cross-cultural understanding and international cooperation among schools around the world. The Asian Students Exchange Program (ASEP) is one of the exchanges programs aimed at expanding students' insights through learning experiences in different school environments in Asia. The study aims to evaluate the effectiveness and sustainability of the Asian Student Exchange Program (ASEP) at Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi. The evaluation will be carried out using the CIPP Model (Context, Input, Process, Product) to provide a comprehensive understanding of the various aspects of the program, from its initial context to its long-term impact.

Program Evaluation is the process of describing, gathering information/data as well as presenting information/complaints to the decision maker which will then be used as the material for consideration of the programs, whether it needs to be supported, implemented or continued (Arikunto & Jabar, 2009). Program evaluation is an activity to obtain a sketch of the state of an object whose application is structured/systematic, designed on the basis of orientation to a targeted and clear. Evaluating is a unit of activity whose purpose is to gather evidence/data on the realization of policy implementation, which is continuous in an organization involving several groups of individuals in the creation (Novalinda et al., 2020).

Program evaluation is an activity to check the extent to which the quality of the success of a planned activity (Arikunto, 2005). The evaluation often relates to the making of conclusions/decisions, since the results are the basis for measuring a program and how its decisions (Ambiyar & Muharika, 2019). Evaluation is a process in determining the results that have been achieved as a result of a plan that supports the achievement of goals (Arikunto, 2004).

Based on the theories of program evaluation according to the expert, it can be concluded that the evaluation of the program is the process of gathering information in a structured way, describing, and analyzing data that then became the basis in the conclusion/decision as the material to consider the program, whether it needs to be revised, described or continued. (Adjadan, 2015). The model in the evaluation of educational programs used to evaluate the implementation of the programs is goals-oriented, decision- oriented, transactional oriented and research oriented (Daryanto, 2008).

CIPP is an abbreviation of Contexts, Inputs, Processes, and Products, which is a comprehensive and systematic program evaluation model. This model is used to analyze and evaluate various aspects of an educational program or social intervention. a) The "Context" dimension deals with the initial conditions and the environment in which the program is implemented. This includes an understanding of the needs and challenges faced, as well as external factors that may influence the implementation of the programs, b) The "Input" dimension refers to the resources available to support the execution of the program. It covers everything ranging from funds, personnel, facilities, and raw materials needed to run the program effectively, c) the "Process" dimension focuses on the program's implementation itself. It includes the steps taken in designing and implementing the program, and the activities carried out by participants and implementers during the program implementation process, d) The "Product" dimension measures the outcome or impact of the program. It involves an evaluation of achieved achievements, changes in behavior or knowledge occurring, and the long-term impact of the program.

Overall, the CIPP model provides a holistic approach to evaluating a program by considering its context, input, process, and product. Using this model, the evaluation of a program can be done more comprehensively and can provide a deeper insight into the success and areas of improvement that may be needed. The flowchart on Figure 1 shows the orientation of this CIPP model system.

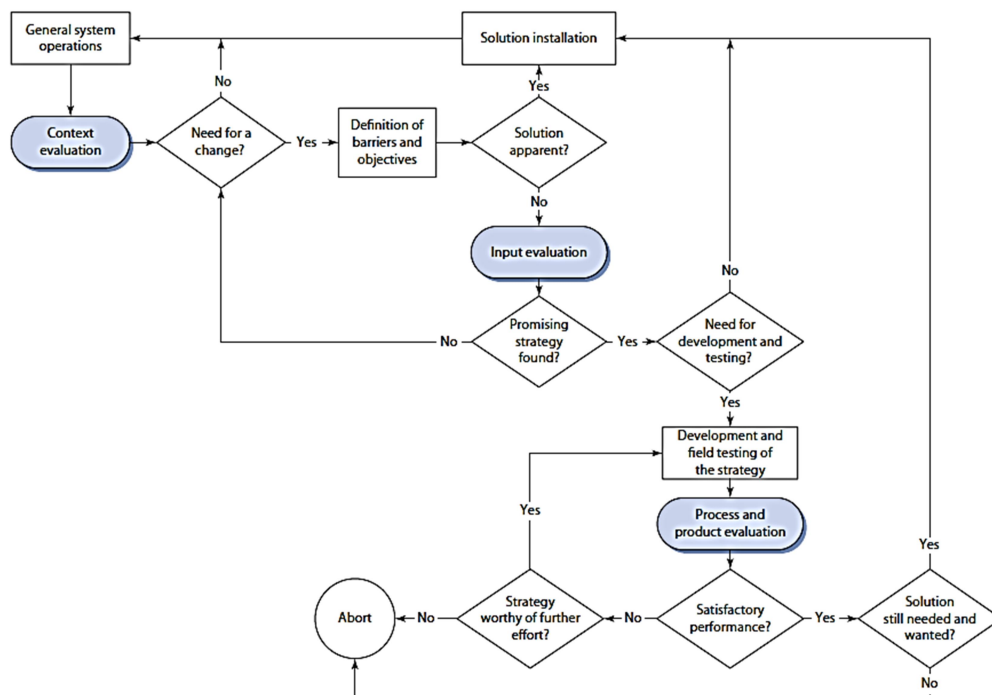


Figure 1. Flowchart CIPP

In recent years, the globalization of education has become a highlight of this phenomenon, driven by technological advances, increased mobility, and increased interconnectivity between countries. It has brought about a significant change in the way education is perceived and delivered, transcending national borders and developing a globalizing learning environment (Diem et al., 2023).

International student exchange programs have become an important element in the world of education all over the world. These programs enable student mobility across countries, giving them the opportunity to fully engage in a diverse cultural environment. The cultural, academic, and social situation discussed by (Goldstein, 2022). Engaging in an exchange program offers students different opportunities for personal development, academia improvement, and skills development (Iskhakova et al., 2022). The student exchange programs aim to enhance cross-cultural understanding, enhance the academic and professional skills of participants, and build global citizenship (Diem et al., 2023). Students engaged in this program gain access to learning and working opportunities that enhance their professional competence and provide exposure to the international environment (Wright & Clarke, 2010). They gain real-world career experience and gain positions related to international affairs, effectively equipping themselves for the global labor market (Di Pietro, 2015). In addition, an in-depth approach to indigenous culture and local life during the program exchange allows students to reflect on their experiences, gain new insights, and undergo personal growth (Curtis & Ledgerwood, 2018).

The Asian Students Exchange Program (ASEP) is a student exchange program that aims to facilitate student exchanges between schools in different Asian countries. The program is designed to enable students from different cultural and national backgrounds to learn, interact, and understand each other through learning experiences in different school environments.

The main objective of ASEP is to broaden students' insight into culture, languages, and life in other Asian nations. By participating in this program, students have the opportunity to experience different cultures and lifestyles than they experience in their home countries. Through direct interaction with students from various cultural backgrounds, students can deepen their understanding of cultural diversity and build important cross-cultural skills.

ASEP also aims to promote peace, cross-cultural understanding, and international cooperation among younger generations. By understanding and appreciating each other's cultures, it is expected that students participating in the ASEP program can be agents of positive change in promoting tolerance, cooperation, and cross-cultural understanding in an increasingly connected global society. ASEP programs typically involve student exchanges between schools in different Asian countries, with durations that vary depending on the agreement between the educational institutions involved. During the exchange, students will live with host families or in school dorms, join academic and cultural activities, as well as engage in various collaborative projects.

Overall, ASEP provides a valuable platform for students to broaden their horizons, build cross-cultural skills, and deepen their understanding of an increasingly globally connected world. The program not only provides substantial educational benefits, but also contributes to the formation of a young generation that is more open, tolerant, and knowledgeable in the face of future challenges.

METHODS

This research is an evaluation study using the CIPP model (Context, Input, Process, and Product). The main focus of this research is the Asian Students Exchange Program (ASEP) at Islamic Middle School Al Azhar 9 Kemang Pratama, Bekasi. The subjects of the study are the head of the school, the deputy head, the ASEP overseas program coordinator, the program escort to Taiwan, as well as the elderly pupils. Data capture techniques using questionnaires and observations. Data analyzed using validity and reliability tests.

RESULTS AND DISCUSSION

Based on the Strategy and Work Plan of Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi in general, the goal of the vision and mission is to become an excellent, competitive and noble school (SUKA), consist of:

1. Students can practice Islam in the internal and external environments of the school
2. Students are able to demonstrate Islamic teachings 30 to 100%
3. Maintain graduation reaches 100%
4. Score rate of school exams and national exams reaches 89.90%
5. Graduates are accepted in excellence schools of Bekasi and Jakarta City reaches 90%
6. Students live and practice Islamic doctrines correctly in everyday life reach 100%
7. Competent students in the field of IT reach 100%
8. Have active IT groups that perform up to the national level
9. Have life skills groups in the area of gods and clothing to the provincial level
10. Have sports teams active and performing up to national level
11. Have active art groups and perform to the National level
12. Have building groups in English, Indonesian language, and performed up to National level

13. Teaching with Technology (TwT)
14. It has performing sports, arts, science and IT groups at provincial level
15. Students behaved disciplinary, decent, and discreetly at 100%
16. Students have ethics, morality, and good hygiene behavior
17. Students who speak well and correctly, both Indonesian and English, at 95%
18. To create a clean, healthy, safe, clean, and well-organized environment.
19. To make a local, gender-sensitive, drug-free school.
20. Professional and optimal learning that advances loving, loving and caring.
21. Improve talent development skills, sports in the framework of fitness and art culture
22. Insecting love of homeland, nation and country
23. Following the activities of Iearn, NDYS, SEALYS, ASEP in overseas program

Context Aspect

The context aspect includes issues relating to the environmental conditions of the program or objective conditions to be implemented as well as the relevance of the program to the stakeholders involved in the implementation of the project. In the context, we will see how relevant the goals of the ASEP (Asian Students Exchange Program) are with the three components involved, namely the head of the school as the policymaker, ASEP Coordinator as the implementer and Parents as the consumer of the program.

The objective of the Asian Student Exchange Program (ASEP) implemented in Kaohsiung Taiwan is to cultivate a sense of self-reliance and confidence with the presentation of the English language and to have global competitiveness in the international arena. So that everything goes well, that is, in a way:

- 1) The accompaniment and the participants have good English passive and active, able to collaborate, independent, high integrity. Able to be a cultural ambassador of Indonesia and Al Azhar
- 2) Accompany and participants can collaborative project presentation, cultural performance and homestay, One stop event.

Based on the results of the meeting at the Islamic High School Al Azhar 9 Kemang Pratama mentioned that in order to implement the program in Enhancing communication and cooperation with the countries of the European continent, Asia, Australia in the International Education Network i.e. in the excellent program OVERSEAS.

On the basis of observations and direct interviews with the school obtained information that the goal and mission of the school among others: Improving communication and cooperation with countries in the European Continent, Asia and Australia in international education network.

Based upon the mission and objectives above shows the relevance between the goals of the ASEP (Asian Students Exchange Program) program with the goals in school, where the goals and mission in school can be achieved with the availability of excellent program. From the results of surveys and interviews can be determined that seen from the context indicates the relevance between the goals of the ASEP (Asian Students Exchange Program) program with the goals that exist in the Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi

Input Aspect

1. Implementation Guide or Work Programs Framework

One of the input components in the implementation of the ASEP (Asian Students Exchange Program) program is the guidelines for implementation. Implementation guidelines are made as guideline in the implementation of programs and so that stakeholders have a common understanding of the programs being run.

Referring to the program performance indicators on this component which will be the focus of the research is the availability of implementation guidelines, whose contents are complete according to needs and understandable. Based on the results of documentary studies and interviews with the ASEP (Asian Students Exchange Program) Programs Executive Team at Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi.

The meeting of the Directorate of Basic and Secondary Education of YPI al Azhar 2019-2020 and the outcome of the Working Meeting of Teachers and Employees of Islamic Middle School Al Azhar 9 Bekasi 2019-2020 on the need for an effective and efficient division of tasks stated that in formulating and formulating the Programs of work should be based on the basis of good performance achievement, which includes: consistency, coherence and proportionality, clarity of formula and objective as well as accuracy in the formulation of strategic objectives, oriented to achieving vision, mission and benefits obtained, objectivity in the measurement of performance and accountable, honesty, objective, transparent and accurate, can guarantee resources consistent with the general foundations of state financial management, in determination of the effectiveness and efficiency of each objective/minimum function, and the organization's function.

Based on the analysis of the document, the results of focus group discussions and interviews relate to the guidelines for the implementation of the Working Meeting of the Directorate of Basic and Secondary Education of YPI Al Azhar in 2019-2020 and the outcome of the Master and Employees of Islamic Secondary Schools Meeting Al Azhar 9 Bekasi in 2019-2020.

2. Program Management and Resources

In terms of the input and resources of the programs, the research focus is directed at the presence of the executive team, the distribution of tasks, according to the reliability of the achievements achieved in the implementation of the program, having the ASEP (Asian Students Exchange Program) program in accordance with the program of excellence required in the first secondary school, the availability of adequate facilities and facilities as well as having adequate human resources in order to implement the Overseas program (Asian Students Exchange Program).

3. Program Participants

The component of the program for the next input aspect is related to the participant of the programs which includes the status as a student who has a qualification i.e.; Good English passive and active, able to collaborate at a high level because in the implementation of ASEP there are several schedules that require students to follow collaborative project presentation, cultural performance and homestay as well as One stop event and this usually follows the pattern of the organizer of activities and each year differently. This is what then gives the nuance and hope to the school that all the participants and accompanying are ready to follow this program.

From the evaluation of ASEP input aspects at Al Azhar 9 Kemang Pratama Bekasi Islamic Middle School, it was found that the implementation guidance, program management, and participant preparation have been done well. The guides are available complete and understandable, the management of the program is organized effectively with a clear division of tasks, and the participants are prepared with the necessary qualifications. Overall, the ASEP program has been well implemented, ensuring smoothness and efficiency in its implementation

Processes Aspect

The process includes several aspects that refer to the aspects of the indicators of the work of the program are described as follows:

- 1) Program Socialization
Indicators Program is the process of socialization of the programs carried out by the part of the Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi as the program policy maker as well as socialization to the parties involved in this Parents of the pupils and the School Committee (Jamiyatul walidin), the Foundation of Islamic Training al Azhar, the Foundation waqaf Al-Muhajirien Jakapermai. Then the socialization is carried out by the school to the candidate participants. Data collection is done through document studies and interviews as well as observations.
- 2) Selection and setting
Selection by the school to the participants of the program is carried out with a view to Good English passive and active, able to collaborate at a high level.
- 3) Supply
Supply activities carried out by the school party by inviting the parents of the pupils and jamiyah, the indicator seen is the enforcement in this case carry out the supply and material submitted already includes the policy of the Head of the school and the program of excellence in the Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi.
- 4) Program Implementation Time
Program Success Indicators relate to the time, execution time corresponding to the year of school and academic calendar with the duration of execution according to the process of teaching learning activities in the school.
- 5) Funding
The use of funds in this program is all independent funding from the parents of the students of the Islamic Middle School Al Azhar 9 Kemang Pratama Bekasi. Allocated and supplied in accordance with the previous use and plan agreed by the head of school and the team.
- 6) Reporting In principle
Program implementation reports prepared by institutions should be able to present data and provide complete and clear information about the process of preparation, implementation and evaluation of the implementation of ASEP programs. (Asian Students Exchange Program).

Product Aspect

Product evaluation is the evaluation used to measure the success of achieving goals. Based on the indicators of success of the existing program, i.e. covering the aspect of homestay independence and confidence in the English presentation according to the theme given by the

committee is the Sustainable development goals of UNESCO with the theme “Good Health and Well Being”.

1) Independence Aspects

As has been explained that the purpose of implementing the ASEP (Asian Students Exchange Program) program among them is independence during homestay in Taiwan, Early departure of students from school, has been equipped with independence preparation during homestay with 1 participant 1 houseful. Participants stay during the activity lasted for 6 days and followed patterns, culture and structure even Islamic mission in the house without leaving the routine and worship in accordance with the vision of the school's mission is toakhlaqul karimah wherever they are.

2) Confidence Aspects of Presentation Using English

In accordance with the program success indicators related to prestige and school achievement, exercises that include training making interesting presentation materials and presentation to the team before departure. It's just an attempt at a better preparation for the presentation and the appreciation of the PLATINUM AWARD for the eighth time in this program.

From the evaluation of product aspects of the ASEP Program in Islamic High School Al Azhar 9 Kemang Pratama Bekasi, it was found that participants showed a good level of independence during homestay in Taiwan and confidence in English presentation. Thus, the program successfully achieved its goal in developing students' skills and confidence.

As for the conclusion of the research results based on analysis and interpretation that the implementation of the ASEP (Asian Students Exchange Program) program is generally good enough but still needs improvement in some aspects in order to provide optimal benefits for schools that have this excellent program.

There are several recommendations for principal, teachers aboard ASEP Program:

1. Recommendations for achieving the goals of the ASEP (Asian Students Exchange Program), Some of the supporting aspects that have not yet been achieved in the objectives of the program need to be reviewed and completed on similar activities in the future. The ASEP (Asian Students Exchange Program) program has proved to be quite significant in promoting and promoting the prestige of the school, so it needs to be continued in the coming years.
2. Recommendations for the target of the ASEP Program. It is best to extend the program's target not only to the independent program, but the excellence program becomes the main program in the inclusion in the school's budget plan and involves all successful students in order to follow the program.

CONCLUSION

In general, the goal of the ASEP (Asian Students Exchange Program) program has been achieved well that students gain independent life experience by following local customs and culture, unique experience gained by learning new things, namely homestay in the home of new friends also learn the culture of other countries. In line with the vision of the school's mission, superior, competitive and noble. Competitive, because of the inter-Asia-Pacific project presentation collaboration race. Then becoming part of the global population is one of the missions of Islamic Middle School Al Azhar 9 Kemang Pratama. Not all Al Azhar

schoolchildren can take this program, except it's self-financed and relatively expensive. But it's all paid off with the student's experience of independence and having the confidence to compete in the international arena.

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