
Transformation of Future Educators: A Comprehensive Evaluation of Real Work Lectures (KKN) and Thematic School Field Introductions (PLP) at the Faculty of Teacher Training and Education

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Abstract

The purpose of this study was to examine the evaluation of the Thematic Integrated Community Service Programme (KKN) and School Field Introduction (PLP). Method used in this research is the countenance stake evaluation model, The research sample included 98 lecturers, 523 students, 47 principals, and 246 teachers from elementary, middle, and high schools and PKBMs in Samarinda. Data collection techniques are: Questionnaires, interviews, and document analysis. this study uses Descriptive Statistics. the research findings highlight the evaluation of the Thematic Community Service (KKN) and School Field Introduction (PLP) programmes from different perspectives, including school principals, FETT lecturers, students, and teachers. The findings align with previous research on effective programme planning, organization, assessment practices, experiential learning, student engagement, programme satisfaction, and teacher skills. The convergence of positive ratings across the evaluations indicates the potential effectiveness of the programmes in engaging students, improving learning outcomes, and meeting the needs of the school community. a conclusion can be drawn that: data from various perspectives Students, principals, teachers, and lecturers rated the implementation of the program as good or very good, highlighting its ability to provide valuable learning experiences for students. The program is seen as relevant to the curriculum and has a positive impact on increasing students' interest in pursuing a career in education. Additionally, the design and structure of the program were highly regarded, emphasizing its well-planned approach.

Keywords – Evaluation; Real Work Lectures; Thematic; School Field Introductions.



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1. Introduction

Real Work Lectures (KKN) is a form of community service activities by students with an interdisciplinary and sectoral approach at a certain time and area in Indonesia (LPKM, 2015) (No Title, n.d.) (Commented, n.d.). The implementation of KKN activities usually lasts between one and two months and takes place in village-level areas. The Directorate General of Higher Education in Indonesia has required every university to implement KKN as an intracurricular activity that combines the Tri Dharma of Higher Education, namely: Education, Research, and Community Service. KKN is a course that must be followed by undergraduate students of the Faculty of Teacher Training and Education (FKIP), Mulawarman University (Unmul) after taking a total of 110 Semester Credit Units (SKS) (LPKM, 2015; Teknis, 2021). Therefore, the position of KKN in the curriculum of a study programme within FKIP is generally programmed in semester seven, which is the final semester before the preparation of a thesis as a requirement for undergraduate graduation and is given a weight of 3 credits (Academic Regulations; Unmul Rector Regulation No.08 of 2018) (Teknis, 2021). KKN is required because students are trained to feel the complexity of problems or issues faced in society on a broad and limited scale, both in terms of economic, social, environmental, cultural, and political matters. How the knowledge gained on campus (ideal atmosphere) can be synergised to help solve these problems (problem solving), is the task of implementing lectures by learning by doing in the real world. The practice of integrating theory and practice in the field is one provision that is needed by students when they finish college or graduate from Unmul later.

Introduction to Schooling Field (PLP) is a stage in the process of preparing professional teachers at the Bachelor of Education Program level, in the form of assignments for students to implement learning outcomes through observing the learning process in schools / educational institutions, practicing developing learning tools, and guided teaching and learning, and accompanied by reflective actions under the guidance and supervision of supervisors and student teachers

in stages (PEMBELAJARAN & DIREKTORAT JENDERAL PEMBELAJARAN DAN KEMAHASISWAAN KEMENTERIAN RISET, TEKNOLOGI, 2017). In Permenristekdikti Number 55 of 2017 Article 1 point 8, PLP is a process of observation and apprenticeship carried out by Bachelor of Education Program students to study aspects of learning and education management in educational units. The total credits of PLP courses are weighted 4 credits, divided into 2 parts, namely PLP 1 weighing 1 credit and PLP 2 weighing 3 credits. In PLP 1 activities, students are expected to be able to map the practices of activities outside the classroom through direct observation or other methods, from various aspects and report them in written form. Whereas in PLP 2 activities students are expected to have direct experience related to learning practices in schools with teacher assistance at school and make a written report. We need to inform you that since 2017, since the establishment of the Teacher Education Programme (PPG), which is a 1-year teacher professional education to become a professional teacher, then undergraduate education, no longer conducts Field Experience Practice (PPL). Permenristekdikti, No. 55 of 2017, Article 1, point 9, states, Field Experience Practice, hereinafter abbreviated as PPL, is an activity for students participating in the PPG Program to practice their abilities in learning in partner schools. The important difference between PLP and PPL is that PLP emphasises students' ability to learn aspects of learning and managing education in educational units, while PPL emphasises practising their skills in the learning process. Since 2018, the Faculty of Teacher Training and Education (FKIP) has been implementing an integrated KKN, which means that the KKN is conducted in conjunction with the Introduction to School Field Programme (PLP), hence the name Integrated Thematic KKN PLP (LPKM, 2015; Teknis, n.d.). KKN of the Faculty of Teacher Training and Education (FKIP) is included in the thematic KKN category because it focuses on one theme, namely the theme of education according to the characteristics of the Faculty of Teacher Training and Education (FKIP).

The last two years have been conducted in schools in Samarinda and face-to-face. During this pandemic, which lasted from 2020, it was not possible to implement it, therefore other methods are needed, new methods that are not yet common, so that this course can be implemented, so that it does not hamper the completion of students' studies (Kesler et al., 2023; Wang et al., 2023) The basic principles for determining these different methods are 1) helping students take part in KKN-PLP by considering their place of residence so that it is not economically burdensome and 2) the implementation must follow the covid 19 health protocol that applies in the school or area where KKN-PLP is held, 3) the implementation adjusts to the readiness of facilities and infrastructure, especially those related to the availability of internet nets. Based on these principles, the implementation of Thematic Integrated KKN-PLP will be carried out in various provinces, districts / cities, with more education offices and schools involved, more mentors and more modes and variations of activities. In the dynamics of KKN implementation, especially in the Faculty of Teacher Training and Education (FKIP), many things still have to be considered in order to answer the various challenges faced, including: 1) the large number of prospective participants in the Integrated Thematic KKN-PLP, according to SIA data, there are more than 1000 students who are eligible to participate in the odd semester 2021-2022, 2) The number of schools and student teachers in the Faculty. The number of schools and student teachers involved, so it is necessary to arrange good cooperation, 3) Circular Letter of the Minister of Education and Culture regarding Online Learning and Working from Home in the context of Preventing the Spread of Covid-19: Based on this initial analysis, the researcher took the research title Transforming Future Educators: A Comprehensive Evaluation of Thematic Real Work Lectures (KKN) and School Field Introduction (PLP) at the Faculty of Teacher Training and Education.

2. Method

The method used in this research is the countenance stake evaluation model (Bendriyanti et al., n.d.; Diklat et al., 2017), which emphasizes the importance of involving stakeholders in all stages of the evaluation process to ensure that the evaluation is credible, relevant, and useful (Defisah et al., 2021; Heisinger et al., 2023). The research samples were 98 lecturers from the Faculty of Teacher Training and Education (FKIP), 523 students, 47 school principals at the SD/Mi/SLTP/MT.s /SMA/SMK/MA level and 246 teachers at the SD/Mi/SLTP/MT.s /SMA/SMK/MA level and PKBM in Samarinda. Data collection techniques are: Questionnaires, interviews, and document analysis (Diklat et al., 2017; Santiago & García, 2020; Wang et al., 2023). This study uses Descriptive Statistics in the form of percentages (Kelemen et al., 2020; Roux et al., 2023).

3. Result and Discussion

Based on the data obtained from the Principal, Teacher, and Lecturer Student instruments. The components of the Countenance Stake evaluation model related to the implementation of the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme are as follows.

a. Antecedents data

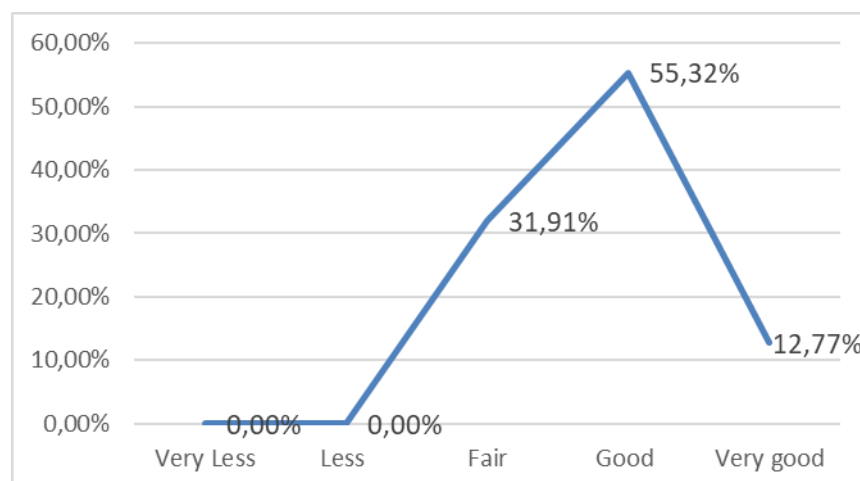


Figure 1. Planned and organised programmes

Based on Figure 1. obtained from the questionnaire of school principals of all school levels (SD / MI, SLTP / M.T.s, SMA / SMK / MA, and PKBM) explains that the program is planned and organised with an assessment of 31.91%, 55.32% Good and Very Good 12.77%. With 47 research respondents from various school levels such as SD / MI, SLTP / M.T.s, SMA / SMK / MA, and PKBM.

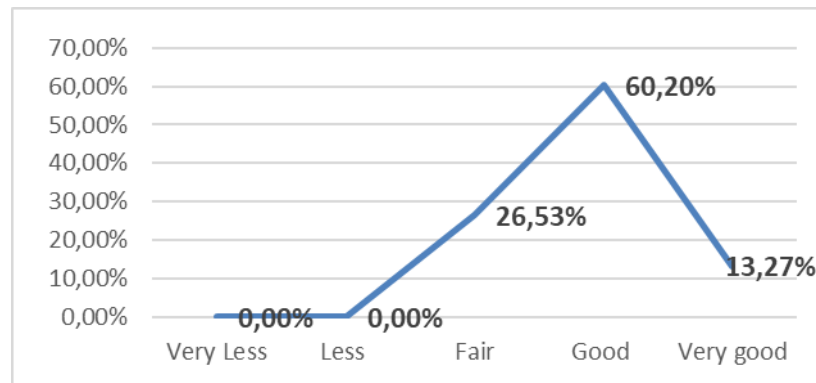


Figure 2. Programme designed and structured

Based on Figure 2. obtained from the questionnaire assessment of FKIP Lecturers, Mulawarman University explained that the programme was designed and structured with an assessment of the Lecturers obtained in the category of Fair 26.53%, Good 60.20% and Very Good 13.27%. With 98 research respondents FKIP Lecturers Mulawaranman University

The first focus discussed is the antecedents component, namely the planning or preparation for the implementation of the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme and the background of students participating in the Real Work Lecture (KKN) and School Field Introduction (PLP) programme. Data for the antecedents focus can be summarised in the following matrix.

Table 1. Description Matrix of Antecedents Component

Description Matrix Transaction Component	
Intent	Observation
Planning or preparation for the integrated Thematic Real Work	The Faculty Team makes preparation materials for the Real Work Lecture

Lecture (KKN) and School Field Introduction (PLP) programme includes making materials, namely guidebooks, socialisation materials, invitation letters, banners and Teacher, Principal, and Lecturer Evaluation Instruments.

(KKN) and Introduction to School Field (PLP) programs including guidebooks, socialisation materials, banners, and Evaluation Instruments for Teachers, Principals, and Lecturers. Explain the material of the guidebook based on the curriculum and syllabus, referring to (Academic Regulations; Unmul Rector Regulation No.08 of 2018, Permenristekdikti Number 55 of 2017 Article 1 point 8. In planning the Thematic KKN-PLP program, the assessment from lecturers was 60.20% in the good category and from the principal 55.32% in the good category, on average 57.76% in the Good category, but there still needs to be some improvement.

Thematic KKN-PLP materials are based on the curriculum and implementation schedule.

Preparing the Report Format The score of the completeness format of the PLP1 report, PLP II Report and KKN Report is 100%.

The background of students participating in the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme.

Candidates for KKN-PLPTematik must have taken >110 credits (including running credits), have taken Micro-teaching courses, and GPA > 2.00

b. Transaction data

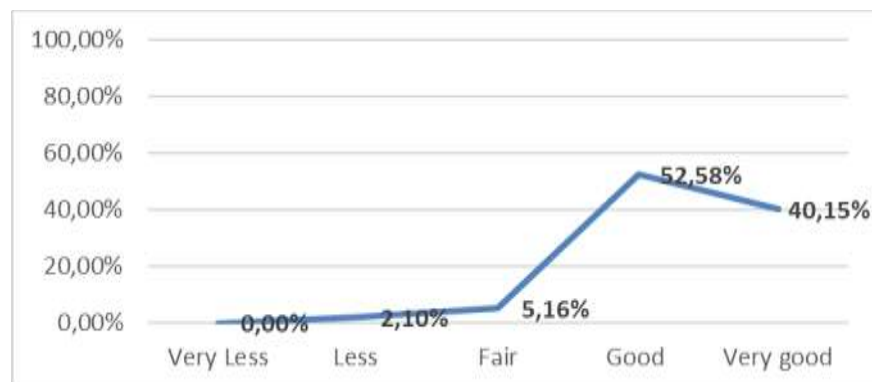


Figure 3. Implementation of Integrated Thematic KKN-PLP
Implementation of Integrated Thematic KKN-PLP

Based on Figure 3. obtained from the student questionnaire, it is stated that in the implementation of the integrated Thematic KKN-PLP Programme activities, an assessment of 2.1% is obtained, 5.16% is sufficient, 52.58% is good and 40.15% is very good. With 523 research respondents from various school levels such as SD / MI, SLTP / M.T.s, SMA / SMK / MA, and PKBM.

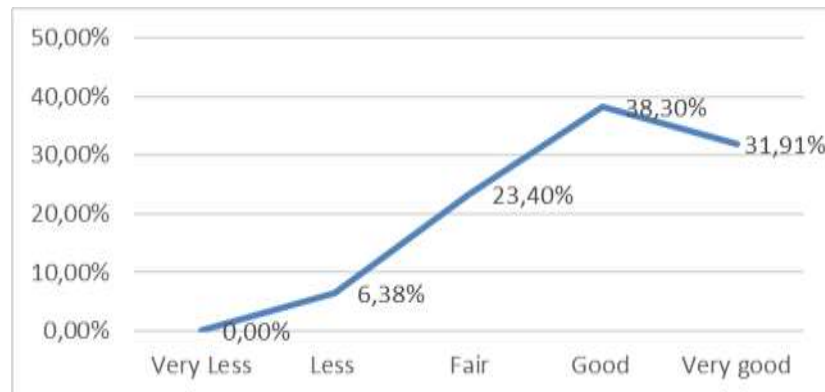


Figure 4. Satisfaction with the implementation of KKN-PLP at school

Based on Figure 4. obtained from the questionnaire of school principals of all school levels (SD / MI, SLTP / M.T.s, SMA / SMK / MA, and PKBM) explains that the satisfaction / usefulness of the implementation of the Real Work Lecture (KKN) - Introduction to School Field (PLP) in schools obtained an assessment of less than 6.38%, 23.40% sufficient, 38.3% good and 31.91% very good. With research respondents 47 principals from various school levels such as SD / MI, SLTP / M.T.s, SMA / SMK / MA, and PKBM.

The next component to be evaluated is the transaction component. Transaction relates to the implementation process of the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme, which is related to management competence and the substance and usefulness of the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme for students. In summary, the data for the focus of the transaction can be presented in the following matrix.

Table 2. Transaction Component Description Matrix

Description Matrix Transaction Component	
Intent	Observation
The Faculty Team has integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme management competencies and substance competencies.	The competence of managing the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programmes and the substance shows a percentage of 40.15% with an excellent predicate based on a recap of the student questionnaire assessment.
the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme can provide broad opportunities for students to actively participate, gain additional knowledge and skills as needed, not limited to theory alone (there is usefulness value).	The usefulness of the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme for students and schools showed results with a percentage value of 38.30% in the good category.

c. Outcomes Data

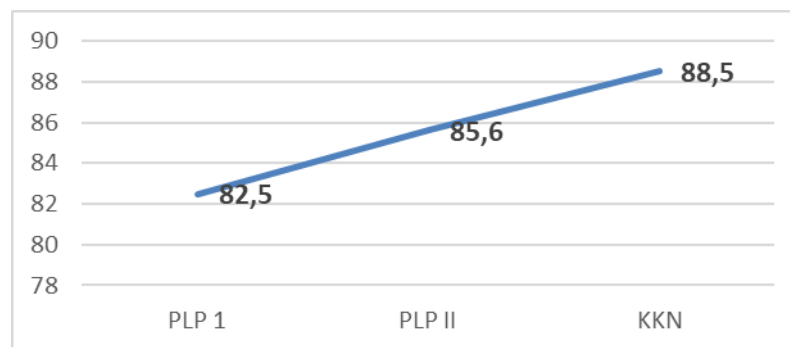


Figure 5. Average Assessment of PLP I, PLP II and KKN

Based on Figure 5. obtained from the assessment of FKIP Mulawarman University lecturers, it illustrates the average PLP 1 score of 82.5, PLP II score of 85.6 and KKN score of 88.5 so that if the average is obtained, the PLP score is 84.05 category A.

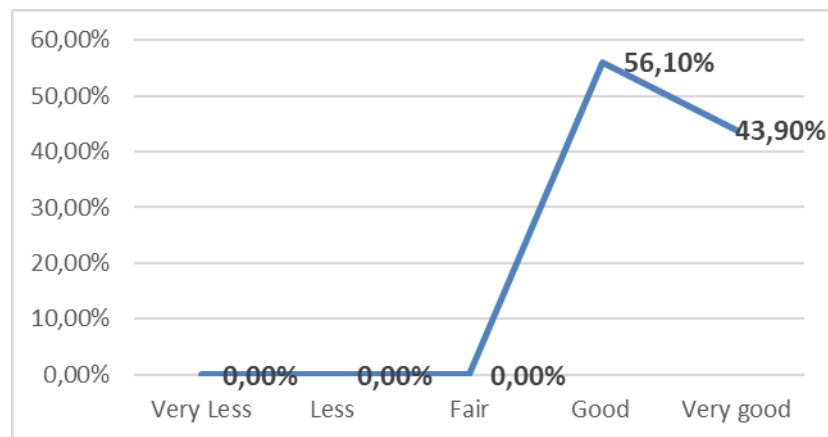


Figure 6. Student behaviour/attitude during KKN-PLP at school

Based on Figure 6. obtained from the assessment of 246 teachers of all school levels (SD / MI, SLTP / M.T.s, SMA / SMK / MA, and PKBM) which explains the assessment of student behaviour / attitudes during the implementation of the integrated Thematic Real Work Lecture (KKN) - Introduction to School Field (PLP) Programme, with an assessment of 56.1% in the Good category and 43.90% in the Very Good category.

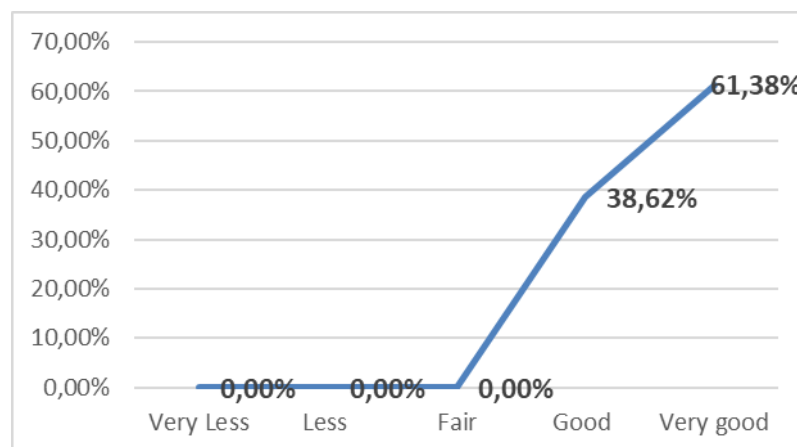


Figure 7. Thematic KKN-PLP student skills

Based on Figure 7. obtained from the assessment of 246 teachers of all school levels (SD/Mi, SLTP/M.T.s, SMA/SMK/MA, and PKBM) related to the assessment of skills in making work programs and student learning tools during the implementation of the integrated Thematic Real Work Lecture (KKN) - Introduction to School Field (PLP) Programme, with an

assessment of 38.62% in the Good category and 61.38% in the Very Good category.

The last component evaluated is the outcomes component, which is the learning outcomes of students in the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme. This component is indicated by changes in attitude, knowledge, and skills that occur in participants. Evaluation of this indicator uses the main data through an examination of the recapitulation of participants' scores. The recap contains values from the elements of attitude, knowledge, and products that can be equated to assess skills. The outcomes component data can be presented in the following matrix.

Table 3. Description Matrix of Outcomes Component

Description Matrix Transaction Component	
Intent	Observation
There were changes in the attitudes, knowledge, and skills of the participants after implementing the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme.	students' attitudes, knowledge, and skills after participating in the integrated Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programme. The percentage of participants' attitude scores was 56.1% in the good category, where participants were actively guided both to the tutor and to the Field Supervisor lecturer (DPL). Average 82.5 PLP 1 score, average PLP II score 85.6 and average KKN score 88.5 and mastery of Thematic KKN-PLP skills 61.38 in the very good category %.

Discussion

By analysing the data presented in Figures 1 and 2, we can explore the implications of these findings by relating them to previous research and related theory. Figure 1 represents the responses of school principals who participated in the evaluation. The questionnaire included principals from SD/MI, SLTP/MTs, SMA/SMK/MA, and PKBM, totalling 47

respondents. Based on this figure, 31.91% of respondents rated the programme as average, 55.32% as good, and 12.77% as excellent. This finding can be related to the existing body of research on programme planning and organisation in educational contexts. For example, (Santiago & García, 2020) emphasised the importance of effective programme planning and highlighted the need for clear objectives, a systematic approach and stakeholder engagement. The distribution of responses in Figure 1, with the majority rating the programme as good, suggests that the programme may have met some of these criteria. This is in line with the theory that well-planned and organised programmes tend to receive positive evaluations from stakeholders (Aryal & Balan, 2023). In addition, the distribution of responses in Figure 1 resembles a normal distribution or bell curve, which is commonly observed in statistical analyses. This suggests that most principals considered the programme to be good, with fewer respondents rating it as average or excellent. This pattern is in line with the expectation of a normal distribution, where most ratings are clustered around the mean, and fewer ratings are at the extremes.

Moving on to Figure 2, the assessment questionnaire was filled out by Mulawarman University FKIP lecturers. This figure represents the ratings of 98 FKIP lecturers. Based on this figure, 26.53% of lecturers rated the programme as fair, 60.20% as good, and 13.27% as excellent. To provide context for these findings, it is relevant to consider previous research on programme assessment in higher education. (Boutain et al., 2020) conducted a comprehensive review and emphasised the importance of faculty engagement in programme assessment. Engaged faculty members can contribute to programme effectiveness and improve its quality. Thus, the distribution of responses in Figure 2, with the majority rating the programme as good, indicates a positive assessment by engaged faculty. This is in line with the theory that faculty involvement leads to favourable programme assessment. In addition, it is worth noting

that there is a similarity in the distribution of responses between Figures 1 and 2. Although the proportions differ slightly, both groups-principals and FKIP lecturers-tend to rate the programme as good. This convergence of perceptions indicates a consistent evaluation of the programme's quality among different stakeholders, which strengthens the overall assessment.

In conclusion, the research findings presented in Figures 1 and 2 provide an overview of the evaluation of the Kuliah Kerja Nyata (KKN) and Introduction to School Field (PLP) programmes from the perspective of school principals and FKIP lecturers. These findings are in line with previous research on effective programme planning, organisation and assessment practices in education. In addition, the similarity in the distribution of responses between the two figures suggests a convergence of perceptions regarding programme quality, further validating the evaluation.

Table 4. Judgement Matrix Component Antecedents

Judgement Matrix	
Standard	Judgement
Integrated Thematic KKN-PLP Programme includes correspondence, presentation materials and report formats. Thematic KKN-PLP materials are made within 3 weeks before implementation and submitted to relevant parties before the Thematic KKN-PLP is implemented.	The Faculty team has created and fulfilled all the planning requirements for the Integrated Thematic KKN-PLP.
Participants of the Thematic KKN-PLP Programme have never participated and some have repeated because they broke up midway.	Candidates for Thematic KKN-PLP have been selected based on regulations and faculty with the condition that they have taken >110 credits (including running credits), have taken Micro-teaching courses, and GPA > 2.00.
	The category of the antecedents component is good, which is obtained from the principal rating of Fair 31.91%,

Good 55.32% and Very Good 12.77%, while from the lecturer obtained the category of Fair 26.53%, Good 60.20% and Very Good 13.27%.

However, in this case there is still a need for notes of improvement in the future.

Figure 3 represents the responses of students who participated in the evaluation, with 523 respondents from different school levels, including SD/MI, SLTP/MTs, SMA/SMK/MA, and PKBM. According to the figure, 2.1% of the students assessed the program as poor, 5.16% as sufficient, 52.58% as good, and 40.15% as very good. To provide a context for these findings, it is relevant to consider previous research on student perceptions of experiential learning programs. Experiential learning theory, proposed by (Roux et al., 2023), suggests that students learn best through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. When programs successfully incorporate these elements, students are more likely to have positive perceptions and outcomes. The distribution of responses in Figure 3, with a majority of students rating the program as good or very good, indicates that the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) program may have effectively implemented experiential learning principles. Additionally, the results in Figure 3 reveal a high proportion of students rating the program as good or very good. This positive evaluation can be linked to the concept of student engagement. Previous research has shown that when students are actively engaged in their learning experiences, they are more likely to have positive perceptions and outcomes. For example, Fredricks et al. (2004) highlighted the importance of student engagement in promoting academic achievement and motivation. The high proportion of positive ratings in Figure 3 suggests that the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) program may have successfully engaged students in meaningful and impactful learning activities.

Moving on to Figure 4, it represents the responses of school principals who evaluated the satisfaction/utilization of the program's implementation. The questionnaire involved 47 school principals from different school levels. According to the figure, less than 6.38% of the principals assessed the implementation as less than satisfactory, 23.40% as sufficient, 38.3% as good, and 31.91% as very good. To contextualize these findings, it is useful to consider previous research on the factors influencing the satisfaction and utilization of educational programs. For instance, (Papadakis et al., n.d.) conducted a meta-analysis and identified various factors contributing to program effectiveness, including strong leadership, clear goals, and supportive organizational structures. The distribution of responses in Figure 4 suggests that a significant proportion of school principals were satisfied with the implementation of the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) program, indicating the presence of these favorable factors. Moreover, the findings in Figure 4 indicate that a considerable number of school principals rated the implementation as good or very good. This aligns with the theory that effective program implementation positively influences the satisfaction and utilization of educational initiatives (Officer et al., 2023). When programs are implemented well, they are more likely to meet the needs of students and contribute to positive outcomes.

In conclusion, the research findings presented in Figures 3 and 4 provide insights into the evaluation of the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) program from the perspectives of students and school principals, respectively. These findings align with previous research on experiential learning, student engagement, program satisfaction, and utilization in education. Furthermore, the high proportion of positive ratings in both figures indicates the potential

effectiveness of the program in engaging students, promoting learning outcomes, and meeting the needs of the school community.

Table 5. Transaction Component Judgement Matrix

Judgement Matrix	
Standard	Judgement
The Faculty Team has knowledge and skills in implementing the Thematic KKN-PLP Programme, mastering the material, presenting the material systematically, maintaining attitudes and ethics to students, lecturers and stake holders, motivating participants, time discipline, and tidiness.	<p>Competence and the process of implementing the Thematic KKN-PLP Programme from student assessment 2.1% less, 5.16% sufficient, 52.58% good and 40.15% very good, assessment from the principal less 6.38%, sufficient 23.40%, good 38.3%, and very good 31.91%, based on this assessment the implementation of Thematic KKN-PLP Programme in the good category with an average value of 45.44%. However, there are still improvements that need to be made in the future.</p> <p>The Faculty Team has demonstrated the management of the Thematic KKN-PLP programme and mastery of the substance through the Thematic KKN-PLP programme process which provides ample opportunities for students to actively participate and not only acquire theory but also direct practice in order to form skills as a teacher.</p>
The process of the Thematic KKN-PLP Programme is based on the principles of adult learning (andragogy), which has the value of benefits, in accordance with experience, practical, according to needs, interesting, building cooperation, with methods of question and answer, discussion, practice, simulation, etc.	

By analyzing the data presented in Figures 5, 6, and 7. Figure 5 presents the average values of PLP 1, PLP II, and KKN obtained from the assessment of lecturers at FKIP Mulawarman University. The figure shows that the average value for PLP 1 was 82.5, PLP II was 85.6, and KKN was 88.5. When averaged, the PLP value was 84.05, falling into category A. To contextualize these findings, it is relevant to consider previous research

on program evaluation and quality assessment in education. Various frameworks and theories exist to evaluate the effectiveness of educational programs. For instance, Kirkpatrick's Four-Level Training Evaluation Model (Kirkpatrick, 1994) emphasizes the assessment of program outcomes, including learner satisfaction, learning outcomes, behavior change, and organizational impact. The average values presented in Figure 5 can be seen as indicators of learning outcomes and program effectiveness. The consistent increase in average values from PLP 1 to PLP II and KKN suggests a positive progression in student learning and program quality.

Moving on to Figure 6, it represents the assessment of student behavior/attitudes during the implementation of the integrated Thematic Real Work Lecture (KKN) and Introduction to School Field (PLP) program. The assessment involved 246 teachers from various school levels. According to the figure, 56.1% of the teachers assessed student behavior/attitudes as good, and 43.90% assessed them as very good. To provide a context for these findings, it is relevant to consider previous research on student behavior and attitudes in educational settings. Research indicates that positive student behavior and attitudes are associated with increased engagement, motivation, and academic success (Gatterer et al., 2020). The distribution of responses in Figure 6, with a majority of teachers rating student behavior/attitudes as good or very good, suggests that the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) program may have positively influenced student engagement and attitudes toward learning.

Furthermore, Figure 7 represents the assessment of teacher skills in making work programs and student learning tools during the implementation of the integrated Thematic KKN - Introduction to School Field (PLP) program. The assessment involved 246 teachers from various

school levels. According to the figure, 38.62% of the teachers assessed their skills as good, and 61.38% assessed them as very good. To contextualize these findings, it is useful to consider previous research on teacher skills and instructional practices. Effective teaching involves a range of skills, including instructional design, assessment, classroom management, and pedagogical strategies. The distribution of responses in Figure 7, with a majority of teachers rating their skills as very good, suggests that the Thematic KKN - Introduction to School Field (PLP) program may have facilitated the development and utilization of effective teaching practices among participating teachers.

In conclusion, the research findings presented in Figures 5, 6, and 7 provide insights into the evaluation of the Thematic Real Work Lecture (KKN) and School Field Introduction (PLP) programs from the perspectives of lecturers and teachers. These findings align with previous research on program evaluation, learning outcomes, student behavior/attitudes, and teacher skills in education. The consistent increase in program

Table 6. Judgement Matrix of Outcomes Component

Judgement Matrix	
Standard	Judgement
Grades from students from the attitude element 56.1% in the Good category and 43.90% in the Very Good category, knowledge with an average of 84.5 (A), skills 38.62% in the Good category and 61.38% in the Very Good category,	There have been changes in participants' attitudes, knowledge, and skills after participating in the Thematic KKN-PLP programme according to the substance of the material taught. This indicator shows results in the excellent or very good category.

4. Conclusion

Based on the results and discussion of the study, a conclusion can be drawn that: data from various perspectives Students, principals, teachers, and lecturers rated the implementation of the program as good or very good, highlighting its ability to provide valuable learning experiences for students. The program is seen as relevant to the curriculum and has a positive impact on

increasing students' interest in pursuing a career in education. Additionally, the design and structure of the program were highly regarded, emphasizing its well-planned approach.

The Integrated Thematic KKN-PLP program has received positive assessments from multiple perspectives, indicating its effectiveness in providing valuable learning experiences and aligning with educational goals. The program's strengths have been acknowledged, but the feedback also points out areas for improvement. By addressing these areas, the program can be further refined to maximize its impact and ensure greater student satisfaction.

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