Evaluation of The Lecture Block System and The Effectiveness of KKNI Assignments with The Countenance Stake Model at The Faculty of Economics Universitas Negeri Medan

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Abstract. This research was carried out to evaluate the implementation of the lecture block system and the implementation of KKNI-based assignments designed to ensure that teaching and learning activities are in accordance with the competency standards needed in the world of work. The study uses the Countenance Stake evaluation model which consists of three main stages: initial description (antecedents), process (transactions), and outcomes. The analysis was conducted to identify the suitability between planning, implementation, and results achieved in the block system and the assignment of KKNI. From the results obtained, the harmony between the planning, implementation, and implementation of the lecture block system was obtained as follows: 69.93, 67.80 and 65.13 or in the category is quite good. The results of the evaluation of the effectiveness of KKNI assignments and learning achievement during the implementation of the lecture block system were antecedents 63.50, transactions 70.40 and outcomes 71.79.

Keywords: Evaluation, Countenance Stake, Block System

1 Introduction

In the world of education, there are two types of evaluation, namely evaluation of learning outcomes and evaluation of educational programs. The evaluation of learning outcomes aims to measure the achievement of learning objectives in various fields of science according to the curriculum [1]. Meanwhile, the evaluation of educational programs is used to assess various aspects of education such as curriculum, learning processes and methods, educational services, and educators [2]. The evaluation model is the application of evaluation theory in the practice of evaluating implementation. The Countenance Stake evaluation model, developed by Robert E. Stake, aims to provide a comprehensive assessment of educational programs or activities through three main dimensions: antecedents (planning), transactions (processes), and outcomes[3]. The Countenance Stake model is often used to evaluate the effectiveness of educational programs, such as curriculum, training, and learning systems [4] Stake proposes that evaluations should consider both descriptive data and value assessments of such data [5] This allows the evaluation to be not only objective but also to consider the values and standards that apply. [6].

The block system is able to increase concentration and mastery of the material because students are not distracted by many courses at the same time [7], students in the Management study

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program who attend lectures with a block system tend to have a stronger understanding of concepts than students who follow the regular semester system. [8] This approach is in line with the principle of active learning that places students as the main subject in the learning process [9]. Nevertheless, the block system also faces various challenges. One of the main criticisms comes from students who feel bored due to the very high intensity of lectures in a short period of time [10]. The readiness of lecturers and supporting infrastructure is a key factor in the successful implementation of this system [11] The evaluation conducted showed that most students found the block system helpful in understanding the course concepts, but they also suggested adjustments in the workload and working time [12] The block system strongly supports the achievement of KKNI competency levels because learning and assessment are carried out more intensively and focused [13]
In the context of assignments, KKNI requires that the tasks given to students support the achievement of CPL. These tasks include individual assignments, groups, final projects, practicums, internships, and research-based tasks [14]. Project assignments are considered effective in improving students' practical skills and teamwork [15] Assignments designed with industry needs in mind can improve job readiness, especially in terms of communication and problem-solving skills [16].

2 Method

This study uses a descriptive method with the evaluation model used being Coutenance Stake. In this study, the Countenance Stake model has 3 stages carried out, including antecedents (input), transcription (process), and output (output). The approach used, namely the descriptive approach, is a research that does not test hypotheses but only describes what it is about a variable, symptom or situation. In this case, the research subjects are students in 3 departments, namely the Department of Accounting, the Department of Economics and the Department of Management
The data collection method in this study is carried out by providing test instruments in the form of questionnaires to students and interviews to lecturers teaching courses in the current semester. The distribution of the questionnaire was carried out on a sample, namely active students at the Faculty of Economics of Unimed. The data analysis technique used in this study is percentage descriptive analysis because there is no hypothesis testing. This technique is used to process data obtained from respondents' answers through scoring with certain criteria. The data collected is according to the purpose of the research. Descriptive percentage is intended to describe according to the percentage of respondents for each question/answer to each aspect asked. The descriptive formula for the percentage is as follows:

$$DP = \frac{n}{N} \text{ x } 100\% \quad (1)$$

DP = Descriptive Percentage
n = Empirical Score
N = Ideal Score

In this study, data analysis is used to determine the category or type of percentage descriptive obtained by each indicator in the variable, from the descriptive calculation of the percentage can then be interpreted in the form of sentences. The classification of tier categories in the form of percentages is as follows:

Table 1. Classification of tier categories in the form of percentages

No.	Percentage of Achievement	Criterion
1.	76 - 100	Good
2.	51 - 75	Enough
3.	26 – 50	Less Good
4.	1 - 25	Not Good

3 Result and Discussion

3.1 Result

The higher education system in Indonesia is currently directed to develop learning outcomes in accordance with the Indonesian National Qualifications Framework (KKNI). In its implementation, various strategies are carried out by universities, including the implementation of the lecture block system and KKNI-based assignments. The Faculty of Economics of UNIMED is one of the institutions that adopts this system in order to improve the quality of learning, the relevance of the curriculum, and the readiness of graduates to face the world of work. The block system is considered to be able to provide a higher learning intensity, while the assignment of KKNI is directed to build concrete and applicative competencies. This study aims to evaluate the implementation of the lecture block system and KKNI assignment comprehensively using the Countenance Evaluation Model from Robert Stake, which includes three main dimensions: antecedents (initial planning), transactions (implementation process), and outcomes (results or impacts). This model not only assesses the final outcome, but also pays attention to the initial context and process as an integral part of the learning evaluation.
This study was conducted to evaluate the implementation of the KKNI-based lecture block and assignment system (Indonesian National Qualification Framework) at the Faculty of Economics, State University of Medan (UNIMED), with an evaluative approach based on the Countenance Model from Robert Stake. This model evaluates the program through three main components: antecedents (initial conditions/planning), transactions (implementation process), and outcomes (results/outputs), by linking the planned (intended) and the implemented (observed) (intended) (the The following results and discussions are a synthesis of qualitative (interviews and observations) and quantitative data (lecturer and student questionnaires).

Table 2. Research Results

Component	implementation of block system	effectiveness of KKNI assignments
Antecedents	69.93	63.50
Transactions	67.80	70.40
Outcomes	65.13	71.79

Antecedents Component (Program Initial Planning). The results of the study show that at the planning stage, the block system policy and the assignment of KKNI have been formally designed and well documented by the Faculty of Economics of UNIMED. The curriculum document and RPS (Semester Learning Plan) show an integrative effort between the block system approach and assignments designed to achieve Graduate Learning Outcomes (CPL) according to the KKNI level. Most of the lecturers stated that they had received direction and

training related to the implementation of the block system and the preparation of KKNI-based assignments. Assignments such as group projects, case studies, financial statement analysis, and business planning have been projected to reflect the achievements of KKNI level 6, namely managerial skills, professional attitudes, and knowledge transfer skills in an economic context. However, in practice, not all students understand that the tasks they do are designed to meet the achievements of KKNI, and many do not realize that the block system aims to increase the focus and depth of learning. This indicates that socialization and equalization of perceptions between lecturers, students, and managers still need to be improved, so that there is harmony between planning and understanding of education actors.

Transactions Component (Implementation of the Learning Process). At the implementation stage, the block system implemented at the Faculty of Economics UNIMED is seen as effective in establishing a learning focus, where students take one or two intensive courses for two to three weeks, with more intensive lectures per day. This system is considered to provide space for lecturers to convey material in more depth and gives students a special time to focus on certain courses, without being distracted by other courses. From the results of the survey of students, 72% of respondents stated that the block system helps them to be more focused, while 68% feel that it makes it easier for them to complete assignments. On the other hand, there are 31% of students who feel that the block system makes the workload feel heavier due to the narrow processing time and high quality demands. This shows that the block system has not provided an equal learning experience to all students, depending on their time management and learning readiness.

Lecturers also stated that the block system gives them flexibility in managing assignment projects, including conducting formative assessments and ongoing feedback. However, in practice, not all lecturers give active feedback, especially due to the density of teaching in a short period of time. Some lecturers also acknowledged that there are challenges in compiling KKNI assignments that are relevant to the industry context or the real needs of students.

Assignments designed based on KKNI, such as project assignments, portfolios, regional economic case studies, and group presentations, have great potential to develop soft skills and high-level thinking skills. However, the results of observations show that not all assignments are really designed to refer to the KKNI criteria explicitly, but are still generic and focused on material content alone. This causes a gap between what is planned and what is executed.

Outcomes Component (Program Outcomes and Impacts). In terms of outputs, the results of the study show that the implementation of the block system and the assignment of KKNI in general have a positive impact on student learning. Most students state that they become better trained in drafting reports, presenting ideas, and thinking critically on relevant economic issues. They also became more accustomed to crafting logical arguments and conducting data searches independently to support their tasks.

Questionnaire data showed that 65% of students felt that KKNI-based assignments helped them relate theory to practice, and 59% stated that the assignments stimulated them to think deeper. On the other hand, there are still 26% of students who stated that the workload in the block system makes them only pursue the completion of the task without having time to delve into the substance of the material.

From the lecturer side, the implementation of KKNI assignments encourages lecturers to develop authentic assessment methods, such as project assessment rubrics and performance-based assessments. Lecturers also said that they became more sensitive in assessing students' abilities as a whole, not only based on the results of written exams. However, there are challenges in consistency between lecturers in applying the principles of KKNI, because not all

have the same understanding of the level of competence that must be developed. This leads to variations in the quality of implementation among different courses and study programs.
In general, the block system and the KKNI assignment have a mutually supportive relationship, where the block system provides intensive space for assignment work, while the KKNI assignment strengthens the essence of the block system in achieving the depth of learning. However, both require systemic coordination, continuous lecturer coaching, and proportionate management of learning load for students.

3.2 Discussion

From the data obtained in table 2, the implementation of the lecture block system based on the countenance stake model in the antecedents component was obtained 69.93, the transactions component 67.80 and the outcome component 65.13. Based on these results, it can be concluded that students' perceptions of planning, implementation, and learning outcomes in the block system in this category are quite good.
Based on the above findings, it can be concluded that the implementation of the block system at the Faculty of Economics of UNIMED is still in the process of adaptation and refinement. Planning has been directed at the integration of the two as a strategy to strengthen learning outcomes, but realization on the ground still faces challenges in terms of understanding, resource readiness, and time management [7] .
The results of the research obtained in table 2 regarding the evaluation of the effectiveness of KKNI tasks and learning outcomes during the implementation of the lecture block system were obtained 63.50 antecedents component, 70.40 transactions component , and 71.79 outcome component. Based on the results obtained, it can be concluded that the effectiveness of KKNI tasks is quite well applied to the lecture block system.
The Countenance Stake evaluation model shows a mismatch between the planning and execution contexts, which results in varying outcomes. For example, although KKNI assignments are designed with the goal of developing complex competencies, their implementation is not always accompanied by adequate assistance and feedback. This can reduce the effectiveness of learning and even create excessive pressure for students [15].
On the other hand, the lecture block system has been proven to have a positive effect on student engagement, noting that not all students are ready to face the intensity and rhythm of dense learning. This needs to be anticipated through transition programs, time management training, and adjustment of the workload to remain challenging but humane. For this reason, systemic improvements are needed which include lecturer training, microcurriculum revisions, periodic monitoring of block implementation, and student briefing on the essence of KKNI assignments. The faculty also needs to build an evaluative and reflective culture so that all academic actors can continue to improve the quality of learning.

4 Conclusion

Based on the Countenance Stake evaluation model, it can be concluded that the suitability of the planning and implementation of the block system and the assignment of the KKNI has not been fully achieved, even though the policy direction and supporting documents are in line with the CPL and KKNI. The block system has great potential in increasing the effectiveness of KKNI assignments, as it provides a space for focus and depth in learning. However, its implementation still faces challenges in terms of workload, implementation time, and student readiness. KKNI assignments are able to significantly improve student competence,

especially in terms of critical thinking, problem solving, and collaboration. However, this success is greatly influenced by lecturer involvement, availability of time, and the learning approach used.

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