Evaluation of Policy for Admission of New Students through Independent Examination in North Sumatra University Uses Stake's Countenance Model

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Abstract. This study aims to describe comprehensively the evaluation of the policy for admission of new students through an independent examination at the University of North Sumtera (UMBPT-USU). This evaluation study uses Stake's Countenence Model. Data collection techniques using analysis of literature studies, secondary data documents, observation, and in-depth interviews that support validity analysis. The results of this study illustrate: (1) the antecedents phase process (formulation of policy making), (2) the transaction phase (planning, implementing, organizing, and supervising policies (3) outcome phase of the results of the implementation of the independent exam in receiving new students at the University of North Sumatra.In accordance with Stake's model, this paper describes two principal ways of proccesing descreptive evaluation data, the contingencies among antecedents, transactions and outcomes and finding the congruence between intens and observations of each phase and judgment made by the evaluator based on certain standard criteria.This evaluation is expected to provide results that can be one of the references in the new student admission policy at state university (PTN).

Keywords: Evaluation, policy implementation, new student admission, antecedents, transactions, outcomes, contingency, congruence, UMBPT-USU, PTN.

1 Introduction

The role of higher education is very important in advancing the life of the nation and state in various fields. Countries that have strong influence in the world are countries that have a history of developing good tertiary education. Kerr in The Uses of the University said that each nation, as it has become influential, has been developed to develop the leading intellectual of its world. Therefore, almost all countries pay enormous attention to manage higher education in their respective countries.

Managing higher education includes the entire process from the admission of new students, the provision of facilities and infrastructure, curriculum and lecturers to well-organized systems. This paper highlights the new studentsadmission in State Universities (PTN), specifically about self-selection policies that have emerged later. Writing based on evaluation research with the choice of the Countenance Stake model that lasts from July 2017 to January 2018 takes place at the University of North Sumatra (USU) to obtain primary and secondary data from the USU Rector and Local Organizing Committee (PPL). Researchers also conducted in-depth interviews with students who were accepted through the UMBPT. This evaluation is expected to provide results that can be used as the references in the new student admission policy at PTN.

2   Stake's Countenance Evaluation Model

Evaluation is a systematic effort to collect and process information that produces conclusions about the value, benefit, and performance of educational institutions or performance units from educational institutions or work units evaluated, to then use the results of the evaluation for making decision and planning process.

The Countenance Stake model is an analysis of the evaluation process that have a considerable impact on the field of evaluation research, implementation, programs and policies.

In conducting evaluation research, implementing a program or policy, Stake uses the concept of Countingency and Congruence. Each policy evaluation has two methods that are principle in processing evaluation data that are descriptive, namely determining possibilities among three phase (antecedents, transactions and outcomes) and determining the suitability of objectives and observations. Stake's evaluation model explains that evaluating or evaluating has the following steps: a) explain the program or policy, b) report information to interested parties, c) get and do judgment analysis, d) report back the results of the analysis. For using the evaluation model, Stake recommends that evaluation researchers apply two types of operations, which are descriptions and judgment.

The use of the countenance evaluation model can provide the following benefits:1) The countenance model can provide a fairly clear description of the implementation of a program / policy from the initial context to the results obtained. 2) The countenance model also describes comprehensively in receiving information related to the implementation of a program / policy. 3) In giving consideration to standards, the countenance model not only measures the implementation of programs / policies according to planning, but also can know the achievement of predetermined standards. 4) With the consideration of groups or people who are qualified in their fields, researchers can find out about program drivers and program / policy barriers.

The principles and concepts above are the basis of consideration for researchers using the Stake evaluation model or countenance model compared to other models.

3   UMBPT Policy at USU

The independent PTN new student admission policy is one of the efforts to increase the number of people or high school graduates and equivalent to get the opportunity to study at PTN. So, based on the aspects of opportunity and needs, and their benefits, the government issues National Minister of Education Regulation and Minister of Research and Technology which states that in admission of new undergraduate programs and SNMPTN and SBMPTN, PTN new students can be accepted through the exam independently, at most 30% for each study program or faculty at PTN. SNMPTN and SBMPTN are selection paths conducted nationally, while the tests are independently carried out by each PTN independently. The Datasets of this study is accesable at https://osf.io/3dj7v/ in osf.

4   Evaluation of the UMBPT Policy at USU

4.1   Antecedents Phase

Evaluation of the Implementation of the New Student Admission Policy through the path of the Independent Screening Examination (UMBPT) at USU at the initial stage includes the basic foundation of policy making, the stages of policy making and also the clarity of the content of the policy.

The explanation above was analyzed using the Stake's Countenence model congruence method.

Table 1. Congruence Analysis of Antecendents Phase Components

	Description		Judgement
Intents	Observations	Standart	Decision
Minister of National Education Regulation Number 34 of 2010	- Having a legal basis (policy) based on: - To provide greater opportunities for high school graduates and a series of students to study at state universities specifically studying at USU.	**Adequacy:** Making the New Student Admission Policy through the USU's UMBPT,clearly has sufficient reasons and grounds.	**Decision:** UMBPT has legal basis that is relevant and legally valid based on regulations.
The stages of making a New Student Admission Policy through UMBPT at USU	**Issue Identification**: - Identifying incoming issues through the results of monitoring and evaluation and in the form of reports from the implementation of UMBPT in previous years. - Identifying the results of discussions and meetings of the P-SPMBN)	**Accuracy and Adequacy:** The identification of New Student Admission Policy issues through UMBPT at USU uses appropriate identification methods and techniques and is supported by fairly accurate information.	**Identifying the issue**has used appropriate methods and techniques and is supported by sufficient data (information)
	Formation of Formulating Team: In the stage of UMBPT Policy Making at USU a formulation team was formed nationally in P-SPMBN along with the Chancellors of State Universities who joined it as well as the parties involved in the implementation	**Responsiveness:** Include and involve relevant parties who are competent in formulating policy making as a form of responsiveness in drafting the New Student Admission Policy through UMBPTUSU	The formation of a drafting team has followed the series and involved various parties / components that are related and competent in formulating policies
	Discuss from the zero draft New Student Admission Policy through USU's UMBPT: In this phase the team formulates a policy draft (commonly called a zero draft) and discuss about it in the Chancellor's forum to produce draft -1	Responsiveness: Include and involve the participation of USU and the Public Components and PPL	The zero draft has been discussed and discussed by including the participation of the public component, the Chancellor and PPL from USU.
	Legislation Process: In the process of legislation / endorsement gave birth to the formulation of New Student Admissions Policy through UMBPT in the form of Minister of Research, Technology and Higher Education Regulation number 2 of 2015	**Efficiency:**Effective and efficient legislative processes produce policy formulations in the form of Ministerial Regulations	The process of legalizing the UMBPT / Mandiri Examination policy in PTN is on target and produces formulas in the form of Permen.
Clarity of Content Policy	**Content Policy**: Through the evaluation results, it can be seen that the New Student Admission Policy through the UMBPT already has clear goals and objectives.	**Accuracy and Adequacy:** The UMBPT already has appropriate and appropriate content and is strategic, useful according to the objectives to be achieved.	Content UMBPTappropriate and appropriate to the strategic problems and objectives to be achieved and easy to understand.

4.2 Transaction Phase

There are some variables in the transaction phase in this study are: preparation and planning, provision of facilities and infrastructure, coordination and organization, implementation, supervision, evaluation,

up to the costs of implementation and supporting and inhibiting factors for the implementation of new student admission policies through the UMBP at USU. The evaluation of the new student admission policy through the UMBPT USU based on the analysis of Robert's E. Stake countenance model, is presented in the following table:

Table 2. Congruence Analysis of Robert's E. Stake Countenence Model Transactions Phase component.

Description		Judgement	
Intents	**Observations**	**Standart**	**Decision**
Preparation and planning	UMBPT had made preparations and plans before the UMBPT was carried out at USU's PPL. The central tasks and authority of the PPL core team are in accordance with the UMBPT Handbook and Chancellor's Decree	**Accuracy and Adequacy:** Make and plan accordingly and prepare according to the USU Local Organizing Committee (PPL) Guidelines	The Organizers of the UMBPT have made appropriate plans and made appropriate preparations as stipulated by PPL USU
Provision of facilities and infrastructure	Based on the results of the study it was found that the provision of facilities and infrastructure needed in the implementation of the USU's UMBPT at USU PPL.	**Accuracy and Adequacy:** Provision of facilities and infrastructure is no problem	Facilities and infrastructure for implementing UMBPT USU PPL as needed
Coordination / Organizing	Information was obtained that coordinating and organizing human resources through USU's PPL was coordinated and well organized according to their respective duties. The relationship between fields and duties and authority in USU's PPL Team can function in accordance with USU's PPL guidelines	**Responsiveness and Accuracy:** Involving all PPL, Deans, Lecturers and Employees. Organizing / coordinating HR properly and synergy	Coordination of human resources by USU PPL starting from PPL to locations and well coordinated examination rooms
Implementation	Implementation of the UMBPT at USU is in accordance with USU's PPL guideline procedures	**Conformity**: The UMBPT in accordance with the Minister of Education and Culture, Permenristekdikti, the Rector's Decree and USU's PPL guidelines	PPL UMBPT took place according to the procedures regulated by the Minister of National Education, Permenristekdikti, PPL / Outlet Guidelines and USU Chancellor's Decree
Supervision	The results of the study stated that 100% supervision by the implementation of the USU PPL supervision took place well and strictly	**Responsiveness and Accuracy:** Responsive supervision carried out with the right procedures.	Supervision in the implementation of the UMBPT according to the rules of USU's Chancellor's Decree
Monitoring	The results of the research and interviews with the Chairperson of the PPL, 5 Deans, and 11 PPL members showed that monitoring was carried out 100% when the UMBPT took place	**Responsiveness and accuracy:** Responsive monitoring is carried out by PPL and deans in their respective faculties	Monitoring on the ongoing UMBPT is carried out appropriately by the PPL.
Evaluation	The results of the open interview	**Responsiveness and**	USU PPL does not or has

	study with the Chairperson of the PPL, Deputy Chancellor, 11 PPL Core Teams and 5 Deans said that they had never taken a serious evaluation	**accuracy:** The actor ive evaluation of the implementation of the UMBPT was not conducted	never evaluated the results of monitoring
USU's UMBPT / Independent Exam costs	Based on research interviews with USU PPL, deans, and independent students and their parents said that the costs of administering USU's UMBPT were all charged to participants	**Adequacy and Equity:** The absence of fees from the organizers was all borne by USU's UMBPTparticipants	Does not reflect justice between participants and organizers
Supporting and Inhibiting Factors	It was found that USU PPL respondents stated that the implementation of the UMBPT USU supporting actors was far greater than the inhibiting factors, but the PPL inhibiting factors could be overcome by good cooperation.	**Efficiency and Adequacy:** That supporting actors are very effective in encouraging the successful implementation of UMBPT	Supporting factors efficiently support and encourage the successful implementation of UMBPT in USU's PPL

4.3 Outcome Phase

In evaluating the outcome phase related to the new student admission policy through USU's UMBPT / Independent Examination, researchers conducted outcome evaluations within the limits of student results received through examinations independently in 7 faculties at USU from 2010 to 2016, namely: Faculty of Medicine, Faculty of Law, Faculty of Economics and Business, Acceptance of students from the Faculty of Dentistry, Faculty of Cultural Sciences, Faculty of Mathematics and Natural Sciences, and Faculties.

Table 3. Congruence Analysis of Robert's E. Stake Countenence Model Outcomes Phase component.

Description		Penilaian (*Judgement*)	
Intents	*Observations*	**Standart**	**Decision**
Balancing the composition of students who get subsidies with students who finance independently	In the seven student faculties through the SNMPTN and SBMPTN pathways the percentage was greater than students who were accepted through the UMBPT	**Accuracy and suitability**: Make and plan accordingly and prepare according to the USU Local Organizing Committee (PPL) Guidelines	The goal of achieving balance is appropriate
Increased Facilities and Infrastructure at USU	There is an increase in facilities and infrastructure financed from funds obtained from the Mandiri Examination policy	**Suitability and Adequacy**: Provision of adequate facilities and infrastructure	The purpose of improving the quality of education services is appropriate

5 Conclusion

There are several conclusion that have been got for this studi from evaluating UMBPT at USU using the Countenence Stake model:
1. Independent examination policy for the new students admission at USU in accordance with needs,interests and benefits.
2. Implementation of PTN's new student admission policy in USU PPL based on criteria for accuracy,adequacy, and responsiveness has been carried out through the process of preparation and planning, provision of facilities and infrastructure, coordination of human resources, supervision and evaluation.

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