

Research Article

Evaluation of Training Program for the Taskforce of Sexual Violence Prevention and Handling in Higher Education with Context, Input, Process, and Product (CIPP) Model

Abdul Rachman Pambudi^{1,2*}, Rusprita Putri Utami¹, Hendarman^{1,3}

¹Policy Analyst at Pusat Penguatan Karakter, the Ministry of Education, Culture, Research and Technology

²NIPA School of Administration

³Pakuan University

Abstract.

Based on several studies, sexual violence in higher education institutions remains a critical issue. To overcome this, the government enacts Regulation Number 30 of the Minister of Education, Culture, Research, and Technology for the year 2021 on Sexual Violence Prevention and Handling in Higher Education. This regulation obliges universities in Indonesia to form a Task Force, the so-called Satuan Tugas PPKS or PPKS Task Force. This regulation stipulates that each member of the task force attend training organized by the Ministry of Education, Culture, Research, and Technology (MoECRT). This study aims to evaluate the PPKS Task Force training program organized by MoECRT. The evaluation of the PPKS task force training was carried out using the CIPP (context, input, process, and product) learning program evaluation. This study uses a quantitative approach and data were collected through questionnaires involving training participants as the respondents. According to the data response in all components of the training (i.e., context, input, process, and product), lecturers were more optimistic that the knowledge and skills gained through this training can be used as initial knowledge on the prevention and handling of sexual violence than students and the education staff. Based on the research findings, the following suggestions were developed for the implementation of the task force training program in the future: (1) the advanced training curriculum in the future needs to pay attention to differences in ability or understanding between lecturers, students, and education staff, and (2) there is a need for further in-depth research to map the training needs for more advanced knowledge about the prevention and handling of sexual violence for each element of the task force (lecturers, students, and education staff).

Keywords: policy evaluation, sexual violence, higher education policy, CIPP, task force, training program

Corresponding Author: Abdul Rachman Pambudi; email: abdul-rachman.pambudi@gmail.com

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1. INTRODUCTION

The Ministry of Education, Culture, Research, and Technology (MoECRT) has a priority program for preventing and handling violence in education, especially sexual violence, bullying, and intolerance. In particular, sexual violence, one of the reasons is because in 2020 according to the National Commission on Violence Against Woman (Komnas Perempuan) report, there were 4,988 cases of sexual violence. Furthermore, in terms of sexual violence in education, universities occupy the largest number of reports with 27 percent of all incoming reports [1]. Based on regulation, cases of sexual violence in higher education have their complex handling mechanism. The mechanism for handling sexual violence in higher education no longer uses the Child Protection Law but uses the Criminal Code law where in article 285 sexual violence that occurs is identified if there is a penetration process or in article 289 in the form of obscenity, this is very impartial to victims of adult sexual violence at the higher education level. Due to this reason, the MoECRT has issued Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 30 of 2021 concerning the Prevention and Handling of Sexual Violence in Higher Education.

In Permendikbudristek Number 30 of 2021, the mechanism for how universities can prevent and handle sexual violence in their environment has been regulated. One of the provisions in this regulation state that there must be a task force at the university. The task force for the prevention and handling of sexual violence is defined as part of a university that functions as a center for the prevention and handling of sexual violence in universities. Based on this definition, this task force has a very strategic role in preventing and handling sexual violence in universities. This task force is an agent of change or champion of the implementation of the prevention and handling of sexual violence programs in universities. Change agents themselves have the task of changing behavior or forming new awareness within the organization [2].

Based on several studies concluded that in carrying out their duties the task force will face several potential challenges including a lack of commitment, good bureaucracy, and adequate resources in universities to prevent and handle cases of sexual violence due to the potential political interests of stakeholders to protect the good name of the campus [3], there are indications that universities are bureaucratically slow and closed in handling cases of sexual violence [4], as well as indications of slow handling and settling of cases when there is sexual violence by staff against students [5]. Mabachi et al in their research concluded that the biggest obstacles to the work of work units

are (a) limited capacity, (b) lack of knowledge, (c) limited student involvement, and (d) bureaucratic structure [6].

Seeing these potential challenges, it can be seen that the members of the task force must be people who have the capacity and in-depth knowledge of how to prevent and deal with violence in the university environment, and they must be able to disseminate this knowledge to form awareness in the higher education ecosystem. To increase this capacity and knowledge, Article 30 of Permendikbudristek Number 30 of 2021 explained that the task force is obliged to attend training organized by the Ministry of Education and Culture. This training is carried out by the Ministry of Education and Culture by requiring task force members who have studied the prevention and handling module of sexual violence for online and independent task forces. The module consists of seven topics on the prevention and handling of sexual violence in a university environment, starting with a pre-study exam and ending with a post-study exam. From the training that has been carried out, it is necessary to evaluate whether the training program carried out can increase the knowledge and capacity of the task force for the prevention and handling of sexual violence.

2. THEORETICAL STUDY

2.1. CIPP Evaluation Model

Evaluation by definition is a process of describing, obtaining, and providing descriptive information and an assessment of the success of the objectives, design, implementation, and outcomes of a program [7]. One of the evaluation models for training programs is the CIPP model. The purpose of the CIPP model is not only for program evaluation but also for program improvement, evaluation is seen as an instrument to help program improvement [8]. The CIPP evaluation model was developed to be used to evaluate educational or training programs [9]. The CIPP model has four components, namely Context, Input, Process, and Product [7] [10] [11]. the explanation of each component of the evaluation is as follows:

1. Context evaluation describes the environment and relevant data for conducting training. The purpose of context evaluation is to define and identify the needs of the training targets, identify problems and assess whether they meet the needs of the targets or not. Context evaluation tries to answer the question of what is needed for the training to take place.

2. Input evaluation explains whether the resources used can support the achievement of goals or not. These resources can be in the form of alternative approaches or work plans that have been made and used to achieve the desired outcome. The input evaluation tries to answer the question of how can this training be carried out.
3. Process evaluation is related to the monitoring of the training that has been implemented. In the evaluation of this process, information will be obtained regarding the necessary adjustments as well as obtaining additional information for changes. Process evaluation tries to answer the question was the training went well and convenient.
4. Product evaluation is used to assess whether the outcomes that appear are by or not with the expected outcomes. product evaluation tries to answer the question was this training a success.

2.2. CIPP Evaluation Model Instrument

To obtain data for each of the evaluation components, a survey questionnaire in the form of a Likert scale is used [12][10]. The survey questionnaire has 22 questions, that were adapted from [12][10] research. The questionnaire used a 5-level Likert scale from strongly disagree to strongly agree. The questions have specifically been tested for validity and reliability by research before [13]. These questions were classified into 4 categories to answer the evaluation of context, input, process, and product (CIPP).

2.3. Research Hypothesis

Evaluation of the training of the task force for the prevention and handling of sexual violence in the university environment is carried out to determine the level of success of the training. This training aims to increase the knowledge and awareness of task force members on the prevention and handling of sexual violence in the university environment. This success evaluation is needed because according to the results of the study that the failure of the implementation of the prevention and handling of sexual violence programs can occur, one of which is due to the limited capacity and lack of knowledge of the task force members [6]. Based on the evaluation of the CIPP model, it is known that training can be successful if the environmental factors (context),

resources (inputs), implementation (process), and whether these factors can affect the outcome (product) with successful results.

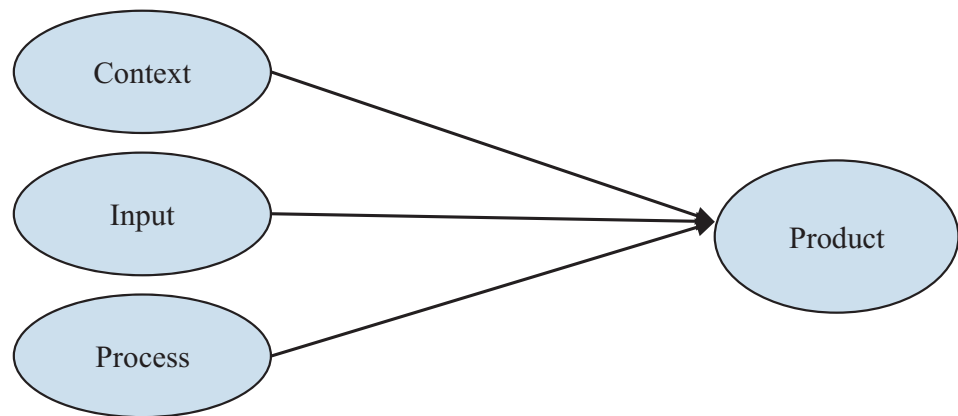


Figure 1: Research hypothesis.

The hypothesis of this study is as follows:

- (1) the better the training context the better the results of the training
- (2) the better the training input the better the results of the training
- (3) the better the training process the better the results of the training
- (4) the better the context, input, and training process the better the results of the training

3. METHODS

3.1. Respondent

The criteria for respondents of the research were the members of the task force who have attended training and studied the prevention and handling module of sexual violence in the university environment for the task force. The task force respondents consisted of elements of lecturers, students, and education staff. As of October 31st, 2022, there have been 111 members of the task force with details of 80 women and 31 men, from 33 universities in Indonesia have completed the training. To conduct the evaluation, survey questionnaires were distributed to all members of the task force who had completed the training. The questionnaire was distributed for 3 days from 1st to 3rd November 2022.

3.2. Survey Instrument

This research was conducted using a quantitative approach, with a questionnaire instrument adapted from research Hakan and Seval (2009) [12]. The instruments developed Hakan and Seval were adjusted by considering the form of the training module for the prevention and handling of sexual violence in the university environment. The questionnaire uses a 5-level Likert scale from strongly disagree to strongly agree. The results of the adaptation of the instrument are as shown in Table 1.

Based on the questionnaire, the reliability and validity were tested. The results of the reliability test show the Cronbach's Alpha (α) value of 0.97, which means that each question item in the questionnaire is reliable and consistent. Then for the validity test, the results are shown in Table 2 as follow.

Based on the results of the normality test with Kolmogorov, a significance value of 0.2 was obtained, which indicates that the data is normally distributed.

4. RESULT DAN DISCUSSION

The data obtained is then carried out with descriptive analysis which is used to describe the data objectively based on its characteristics [14]. In addition to descriptive analysis, data were also analyzed using the SMARTPLS v3.2.8 application. The analysis carried out is 1) PLS Algorithm for Path weighting scheme with a maximum iteration of 5,000 times, and 2) Bootstrapping with 5,000 subsamples, a two-tailed test with a 95% confidence level.

4.1. Descriptive Analysis

From the data collected, 41 respondents have filled out the survey, with details of 15 (36.6%) from lecturers, 16 (39%) from students, and 10 (24.4%) from education staff. The respondents came from 31 universities in Indonesia, with details of 20 state universities and 11 from private universities. Based on these data, a descriptive analysis was carried out for each component as follows. A descriptive analysis was carried out using the one-way ANOVA technique to compare the average answers from groups of lecturers, students, and education staff.

TABLE 1: Research instrument.

Components	Questions	Likert Scale (1-5)
Context	The material learned in the training is in accordance with the need for information and knowledge about the prevention and handling of sexual violence	Yes
	The material that has been studied is suitable for increasing the capacity and knowledge of task force members	Yes
	The material in the module is suitable for initial knowledge about the prevention and treatment of sexual violence	Yes
	The material between Prevention and Handling of sexual violence is presented proportionally in the module	Yes
	The material in the module is suitable for all elements of the task force members (lecturers, students, education staff)	Yes
	The module contains easy-to-understand material	Yes
	The material presented in the module piqued my curiosity	Yes
Input	Media (Infographics/Videos etc.) displayed in the module helps make understanding easier	Yes
	Media (Infographics/Videos etc.) displayed in the module is eye-catching	Yes
	Quizzes are given to help make it easier to understand	Yes
	Case studies in quizzes given in interesting modules	Yes
Proses	The online learning system used is easy to use	Yes
	Adequate learning duration	Yes
	It doesn't take me too long to understand the learning material	Yes
	The online learning system used allows participants to be actively involved in learning	Yes
	The material in the module is suitable for use as material for group discussions among members of the task force	Yes
Produk	The material learned in the training can be applied in carrying out tasks as a task force	Yes
	The material taught in the training can be used as a knowledge base for the needs of the task force	Yes
	The material in the module helps spark curiosity to further explore the prevention and treatment of sexual violence	Yes
	The improvement in skills and knowledge that I feel after studying this module is satisfying	Yes
	The knowledge about prevention and handling of sexual violence that I gained after completing the module was satisfactory	Yes
	The skills on prevention and handling of sexual violence that I gained after completing the module were satisfactory	Yes

4.1.1. Context

The following table describes how the context component of the training for the task force was generated.

TABLE 2: Reliability test of the instrument.

Items	R Count	R Table	Information	Items	R Count	R Table	Information
1	.782**	.463	Valid	12	.824**	.463	Valid
2	.579**	.463	Valid	13	.725**	.463	Valid
3	.735**	.463	Valid	14	.675**	.463	Valid
4	.819**	.463	Valid	15	.721**	.463	Valid
5	.839**	.463	Valid	16	.803**	.463	Valid
6	.695**	.463	Valid	17	.810**	.463	Valid
7	.859**	.463	Valid	18	.910**	.463	Valid
8	.832**	.463	Valid	19	.762**	.463	Valid
9	.756**	.463	Valid	20	.895**	.463	Valid
10	.840**	.463	Valid	21	.850**	.463	Valid
11	.907**	.463	Valid	22	.788**	.463	Valid

Regarding whether this training was needed, of the 7 questions asked to the respondents about the context of training on prevention and handling of sexual violence, it can be seen that for items 3, 6, and 7 there is a significant average difference in response ($p < 0.05$) between the three groups (lecturers, students, and education staff). The three question items are "The material in the module is suitable for initial knowledge about the prevention and treatment of sexual violence", "The module contains easy-to-understand material", and "The material presented in the module piqued my curiosity". These three questions relate to whether the respondent considers the information contained in this module to be easy to understand as initial information about the prevention and handling of sexual violence in the university environment. From the three groups, The response showed that the lecturer (4,1) has a better perception, followed by the students (4,0), and lastly education staff (3,7).

4.1.2. Input

The following table describes how the input component of the training for the task force was generated.

Regarding the use of resources (i.e. contents/media) in this training, based on the 4 question items given, there was no significant difference in the average answers between the three research groups. From the results of the answers, it can be seen that lecturers (4,7) have a better perception of the use of learning media in the training than students (4,5) and education staff (4,3).

TABLE 3: Descriptive analysis of context component.

Item Number	Groups	F	Sig.	Mean	Std. Deviation
1	Lecturers	2,205	0,124	4,7333	0,45774
	Students			4,4375	0,51235
	Education Staff			4,3000	0,67495
2	Lecturers	1,146	0,328	4,6667	0,61721
	Students			4,5000	0,51640
	Education Staff			4,3000	0,67495
3	Lecturers	3,469	0,041*	4,8000	0,41404
	Students			4,6250	0,50000
	Education Staff			4,3000	0,48305
4	Lecturers	3,180	0,053	4,6000	0,50709
	Students			4,3125	0,60208
	Education Staff			4,0000	0,66667
5	Lecturers	3,200	0,052	4,6000	0,50709
	Students			4,5625	0,51235
	Education Staff			4,1000	0,56765
6	Lecturers	3,439	0,042*	4,8000	0,41404
	Students			4,7500	0,44721
	Education Staff			4,3000	0,67495
7	Lecturers	5,793	0,006*	4,7333	0,45774
	Students			4,6875	0,47871
	Education Staff			4,1000	0,56765

4.1.3. Process

The following table describes how the process component of the training for the task force was generated.

Regarding whether this training went well, based on the 5 questions given to the respondents, it can be seen that questions 13, 14, and 16 significantly differ in average answers ($p < 0.05$) between the three research groups. The three questions were about “Adequate learning duration”, “It doesn’t take me too long to understand the learning material”, and “The material in the module is suitable for use as material for group discussions among members of the task force”. Based on the average answers,

TABLE 4: Descriptive analysis of input component.

Items Number	Groups	F	Sig.	Mean	Std. Deviation
8	Lecturers	1,958	0,155	4,7333	0,45774
	Students			4,6875	0,47871
	Education Staff			4,3000	0,82327
9	Lecturers	1,072	0,353	4,6667	0,48795
	Students			4,3750	0,50000
	Education Staff			4,4000	0,84327
10	Lecturers	1,688	0,198	4,6000	0,50709
	Students			4,5000	0,51640
	Education Staff			4,2000	0,63246
11	Lecturers	2,689	0,081	4,6667	0,48795
	Students			4,6250	0,50000
	Education Staff			4,2000	0,63246

TABLE 5: Descriptive analysis of process component.

Items Number	Groups	F	Sig.	Mean	Std. Deviation
12	Lecturers	0,904	0,414	4,4000	0,73679
	Students			4,4375	0,62915
	Education Staff			4,1000	0,56765
13	Lecturers	3,816	0,03*	4,6667	0,48795
	Students			4,3125	0,87321
	Education Staff			3,9000	0,56765
14	Lecturers	3,920	0,028*	4,5333	0,74322
	Students			4,1875	0,65511
	Education Staff			3,8000	0,42164
15	Lecturers	2,924	0,066	4,2000	0,67612
	Students			4,3125	0,70415
	Education Staff			3,7000	0,48305
16	Lecturers	11,167	0,0001*	4,6000	0,50709
	Students			4,7500	0,44721
	Education Staff			3,8000	0,63246

education staff (3,9) tended to give lower scores quite significantly than lecturers (4,5) and students (4,4).

4.1.4. Product

The following table describes how the product component of the training for the task force was generated.

TABLE 6: Descriptive analysis of product component.

Items Number	Groups	F	Sig.	Mean	Std. Deviation
17	Lecturers	2,891	0,068	4,6000	0,50709
	Students			4,5000	0,51640
	Education Staff			4,1000	0,56765
18	Lecturers	1,553	0,225	4,6667	0,48795
	Students			4,6250	0,50000
	Education Staff			4,3000	0,67495
19	Lecturers	2,217	0,123	4,5333	0,51640
	Students			4,7500	0,44721
	Education Staff			4,3000	0,67495
20	Lecturers	1,811	0,177	4,6667	0,48795
	Students			4,3125	0,60208
	Education Staff			4,3000	0,67495
21	Lecturers	1,432	0,251	4,6000	0,63246
	Students			4,5000	0,51640
	Education Staff			4,2000	0,63246
22	Lecturers	0,766	0,472	4,4667	0,63994
	Students			4,5000	0,51640
	Education Staff			4,2000	0,78881

Regarding whether this training was a success, based on the 6 question items given, there was no significant difference in the average answers between the three research groups. From the results of the average answers, it can be seen that lecturers (4,6) and students (4,5) have better perceptions than education staff (4,2).

4.2. Path Analysis

Data obtained, then analyzed to determine the relationship between variables of training (contexts, inputs, process, and products). In table 7 below, it can be seen that the data for the 4 components that were processed by path analysis based on Cronbach's Alpha value showed that all the answer items had good reliability values.

Based on the path analysis, a significant relationship between variables was also produced with the value of each P below 0.05, as shown in table 8.

TABLE 7: Reliability test of CIPP component.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Extracted	Variance
Contexts	0.883	0.889	0.911	0.632	
Input	0.894	0.899	0.927	0.760	
Process	0.886	0.890	0.916	0.686	
Product	0.917	0.922	0.936	0.709	

TABLE 8: Path analysis of CIPP component.

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Contexts -> Product	0.862	0.858	0.076	11.341	0.000
Input -> Contexts	0.445	0.423	0.144	3.101	0.002
Process -> Contexts	0.513	0.538	0.137	3.754	0.000

The value of each relationship between the 4 CIPP components can be seen in Figure 2 below.

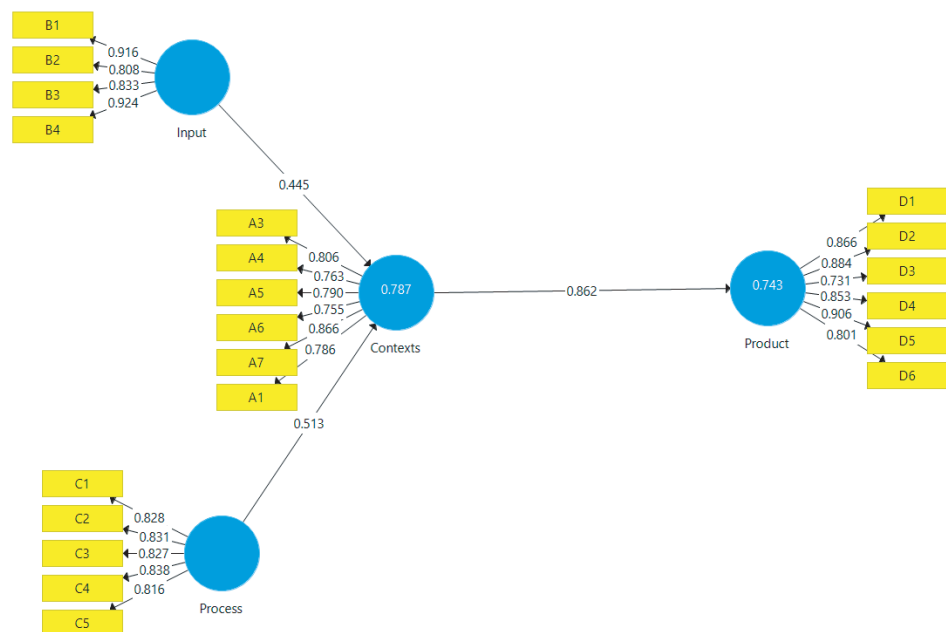


Figure 2: Path analysis result.

The relationship model is explained as follows:

1. Input components and process components have a significant effect on the context components. This means the resources used in training (i.e. videos and infographics) and how the training process is carried out (e.g. online self-learning method) affect the learning curriculum.
2. Context component has a significant effect on the product component. This means if the ideal conditions in point one can be achieved, the curriculum will have a positive impact on the success of the training.

Based on the descriptive analysis, it can be seen that for the context and process components, lecturers were more optimistic that the knowledge and skills gained through this training can be used as initial knowledge on the prevention and handling of sexual violence than students and education staff. On average, education staff gave lower scores than students and lecturers. In the product component, education staff have lower expectations in improving the skills and knowledge gained from this training. In the process components education staff also stated that it took more time to understand the material. From observation results, input components (e.g. learning media) and process components (e.g. learning system) have a significant effect on the context components (curriculum or learning materials). Furthermore context component is having a significant impact on the product component (training outcomes).

5. CONCLUSION

According to data response in all components of the training (i.e. context, input, process, and product), it showed that lecturers, students, and education staff support the training of the task force for the prevention and handling of sexual violence in the university environment. However, based on the findings obtained in several question items, especially in the context and process components, it was found that there were significant differences between the means of scores. This could be due to differences in perceptions within research groups. Lecturers tended to have better perceptions than students and education staff. The study also concluded that in training there was a significant relationship between the input (e.g. learning media), process (e.g. learning system), and context (curriculum or learning materials) components toward product component (training outcomes).

Based on the research findings, the following suggestions were developed for the implementation of the task force training program in the future:

1. Advanced training curriculum in the future needs to pay attention to differences in ability or understanding between lecturers, students and education staff.
2. There is a need for further in-depth research to map the training needs for more advanced knowledge about the prevention and handling of sexual violence for each element of the task force (lecturers, students, education staff).

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