

Evaluation of the New Student Admission Program at IAIN Sorong Using the CIPP Model

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ABSTRACT

This study aims to evaluate the implementation of the new student admission program at the State Islamic Institute (IAIN) Sorong using the CIPP (Context, Input, Process, Product) evaluation model. The study focuses on the new student admission program implemented through the institutional strengthening of the Admission Center as a newly established formal unit in the 2024/2025 academic year. This study employed a qualitative evaluative approach. The research informants consisted of 13 participants, including one Head of the Admission Center, five admission team members, two lecturers, and five new students. The study was conducted at IAIN Sorong, Southwest Papua, from December 2025 to April 2026. Data were collected through in-depth interviews, observations of socialization activities, registration, and administrative selection processes, as well as document analysis covering institutional policies, admission standard operating procedures (SOPs), SPAN-PTKIN and UM-PTKIN guidelines, applicant and new student data, and institutional publication archives. Data were analyzed using the Miles and Huberman interactive model through data reduction, data display, and conclusion drawing and verification. Data validity was established through triangulation, member checking, and peer debriefing. The evaluation results show that, in the context dimension, the program is relevant to IAIN Sorong's vision and mission and to the need to expand access to Islamic higher education in Southwest Papua, although needs analysis and environmental mapping need to be strengthened. In the input dimension, the program is supported by institutional policies, human resources, infrastructure, procedures, service systems, and budgetary support; however, improvements in human resource capacity and digital infrastructure are still required. In the process dimension, the admission program generally operates according to established procedures and demonstrates adaptability through socialization, services, and outreach strategies that respond to the social and geographical conditions of the region. In the product dimension, the program demonstrates positive initial results through increased student enrollment and expanded access to higher education, although outcome evaluation remains predominantly based on quantitative indicators. Accordingly, system strengthening should include improving human resource capacity, strengthening digital service systems and technology, and enhancing planning, coordination, and continuous evaluation mechanisms rather than focusing solely on information system development. Practically, the admission program should be directed toward needs-based planning, improvement of team competencies, sustainable digital service development, and the development of outcome indicators covering student quality and academic success. This study contributes a comprehensive evaluation of a newly institutionalized admission program at an Islamic higher education institution in Southwest Papua, a context characterized by distinctive geographical, social, and digital access conditions that differ from those examined in previous higher education admission studies. remains dominated by quantitative indicators.

Keywords: Program Evaluation; New Student Admission; CIPP model

INTRODUCTION

The new student admission program is a strategic component of higher education institutions because it determines the quality of student input, which subsequently influences the quality of educational processes and outcomes (Rifaatul, 2023). As the entry point to higher education, the admission program does not merely function as an administrative selection mechanism but also serves as an instrument to ensure the alignment of prospective students with the institution's vision, mission, and expected graduate profile (Fatekka, 2025). Therefore, the

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effectiveness of the admission program directly contributes to the academic quality and overall governance of higher education institutions.

In the context of Islamic Higher Education Institutions (Perguruan Tinggi Keagamaan Islam Negeri, PTKIN), including IAIN Sorong, the new student admission program plays an important role in identifying prospective students who possess academic readiness, religious commitment, and alignment with institutional values, particularly in Eastern Indonesia. Various transformations have been implemented nationally, including the digitalization of registration, integration of the SPAN-PTKIN and UM-PTKIN systems, and simplification of service procedures. However, previous studies indicate that many higher education institutions in Indonesia still face challenges in evaluating admission programs comprehensively (Arini, 2023). Evaluation is often limited to quantitative indicators, such as the number of applicants, selection success rates, or enrollment capacity, without examining how the context, input, process, and product of the program interact and contribute to improving the quality of admission management.

IAIN Sorong is one of the PTKIN institutions with geographical and social characteristics that differ from those of higher education institutions in western Indonesia. Its service area covers Southwest Papua and parts of Southwest Papua's surrounding region, where the institution faces challenges including dispersed island areas, limited digital infrastructure in some locations, and relatively low participation in continuing to higher education. These conditions require the management of a new student admission program that does not rely solely on online systems but also employs adaptive service strategies, including direct socialization to schools, assistance for prospective students, and strengthened coordination with various stakeholders.

At IAIN Sorong, a comprehensive evaluation of the new student admission program, particularly following the establishment of the new Admission Center, had not previously been conducted, either through systematic administrative reporting or through a comprehensive evaluation framework. The data used to assess the program have largely been descriptive and have not adequately reflected program effectiveness across the four dimensions of educational evaluation: needs and institutional context (context), resource readiness (input), program implementation (process), and program outcomes (product). This condition indicates the need for a more systematic evaluation framework. Recent research by (Rahmat & Ambiyar, 2025), for example, demonstrates that the CIPP (Context, Input, Process, Product) model can provide an integrative framework for evaluating educational programs, including selection and academic service programs.

To improve the quality of new student admission governance, IAIN Sorong undertook an institutional transformation through the establishment of the Admission Center based on the Rector's Decree of the State Islamic Institute of Sorong Number 365 of 2024 concerning the Establishment of the Admission Center of the State Islamic Institute of Sorong. The establishment of the Admission Center was motivated by the need to improve information services for prospective students, provide clearer administrative procedures, and integrate the management of student admission within a more coordinated organizational unit. Through this policy, new student admission is no longer viewed merely as a routine administrative activity but as a strategic institutional function that supports service quality improvement, promotional effectiveness, coordination among organizational units, and the achievement of student enrollment targets. Following this institutional transformation, a comprehensive evaluation is necessary to assess the extent to which the Admission Center has implemented its functions and achieved the objectives established by institutional policy.

Empirically, the need to evaluate the new student admission program at IAIN Sorong has become increasingly important alongside the growth in the number of applicants and admitted students. Following the establishment of the Admission Center, the number of new students showed an increasing trend. Data indicate that the number of new students in the Faculty of Tarbiyah increased from 94 students in 2022 to 131 in 2023, 160 in 2024, and 183 in 2025. A similar

increase occurred in the Faculty of Sharia and Da'wah, where the number of new students increased from 97 in 2022 to 113 in 2023, 147 in 2024, and 193 in 2025. This increase indicates growing public interest in IAIN Sorong while simultaneously increasing the complexity of managing the new student admission program.

In addition to the increase in overall student enrollment, the new student admission program at IAIN Sorong also plays a strategic role in supporting affirmative education policies for Indigenous Papuan people (Orang Asli Papua/OAP). Academic data show a significant increase in the number of OAP students, from 21 students in 2021 to 35 in 2022, 42 in 2023, 50 in 2024, and 104 in 2025. This trend indicates that the new student admission program is not solely oriented toward increasing student enrollment but also contributes to expanding equitable access to higher education for priority groups in accordance with government affirmative education policies.

Data on new student admissions also show an increase in the number of applicants, from 373 applicants in 2023 to 414 in 2024 and further to 480 in 2025. During the same period, the number of students who completed the re-registration process increased from 283 students in 2023 to 333 in 2024 and reached 379 in 2025. This increase indicates that the admission program at IAIN Sorong has been able to attract growing interest from the community. However, the increasing number of applicants also has implications for the need to improve service quality, human resource readiness, information system capacity, inter-unit coordination, and the effectiveness of the selection process. These conditions make program evaluation a strategic necessity to ensure that the entire new student admission process is implemented effectively, efficiently, transparently, and sustainably.

Despite the increasing trend, a rise in the number of applicants does not automatically reflect the effectiveness of program governance. An increasing service volume requires adequate human resources, reliable information systems, effective coordination mechanisms, and improved service standards. Previous evaluations have not comprehensively examined the relationship between institutional needs (context), resource readiness (input), program implementation quality (process), and the outcomes achieved (product). Consequently, the information generated has not yet fully served as a basis for strategic decision-making in developing an admission system oriented toward improving service quality and institutional competitiveness. Therefore, a comprehensive evaluation is needed that not only focuses on quantitative achievements but also assesses the alignment between program needs, resource readiness, implementation processes, and the outcomes achieved.

Previous studies have shown that evaluations of new student admission programs and formal education selection programs have been conducted at various levels of education. For example, a study evaluating the online new student admission program at STIKOM Uyelindo Kupang using the CIPP model demonstrated the importance of the evaluation framework in assessing the context, input, process, and product of the admission program (Asmara & Bachri, 2023). In addition, a study evaluating the effectiveness of a new student admission website using the Technology Acceptance Model (TAM) emphasized the importance of an effective information system in supporting online admission processes (Setiajid et al., 2024).

Similarly, an evaluation of the online student admission program (PPDB) at SMA Negeri 6 Bengkulu Selatan using the CIPP model further confirmed the relevance of this evaluation approach for student selection programs in the digital era (Apriyulianti & Anwar, 2021). In another context, an evaluation of the zonation-based PPDB program in Brebes employing the CIPP model provided a methodological illustration of how a comprehensive evaluation framework can be applied to student admission programs (Ardiansyah & Kristyaningrum, 2019). More broadly, international studies evaluating university admission programs using the CIPP model have emphasized the importance of aligning program objectives, available resources, selection mechanisms, and program outcomes to enhance overall effectiveness (Munthe, 2024). These findings suggest that, although a considerable number of evaluation studies have been conducted, research specifically examining

higher education admission programs remains limited. To the best of the authors' knowledge, no previous study has specifically applied the CIPP model to evaluate the admission program of an Islamic State Higher Education Institution (PTKIN) in Eastern Indonesia, particularly at IAIN Sorong. Most previous evaluation studies have focused primarily on instructional programs, curriculum implementation, or the evaluation of academic support services rather than institutional admission programs.

Accordingly, a significant research gap exists due to the absence of a comprehensive evaluation of the admission program at IAIN Sorong using the CIPP model, despite the importance of such an evaluation for evidence-based decision-making and continuous quality improvement in admission services. The CIPP (Context, Input, Process, Product) evaluation model, developed by Stufflebeam (1971), provides a comprehensive framework for evaluating educational programs (Tanta, 2025). According to Mahmudi (2011) the model assesses a program from four principal dimensions: context, which examines the program's needs and objectives; input, which focuses on available resources and implementation strategies; process, which evaluates the execution of program activities; and product, which measures the outcomes and overall impact of the program. Therefore, this study seeks to address this research gap by applying the CIPP model to evaluate the context, input, process, and outcomes of the admission program at IAIN Sorong.

The novelty of this study lies in its evaluation of the new student admission program as an institutional and strategic function following the formal establishment of the Admission Center at IAIN Sorong in 2024. Unlike previous studies that predominantly examine school admission systems, online admission mechanisms, or the technological effectiveness of admission information systems, this study evaluates the admission program comprehensively within the context of a PTKIN in Southwest Papua. It specifically considers the geographical, social, and digital access characteristics of the region and examines how these contextual conditions influence admission planning, resource readiness, program implementation, and outcomes. Therefore, this study contributes empirical evidence on the implementation and institutional strengthening of student admission management in a PTKIN located in Eastern Indonesia.

Accordingly, this study aims to evaluate the new student admission program at IAIN Sorong using the CIPP model by examining its context, input, process, and product dimensions. The findings are expected to provide an empirical basis for improving admission governance, service quality, resource management, and the continuous development of the Admission Center at IAIN Sorong.

Regulatory Framework for the PTKIN Admission Program

The admission program constitutes a fundamental component of higher education management, as it serves as the primary gateway for determining the quality of incoming students. According to (Muawwanah et al., 2025), the student admission process should ensure that higher education institutions recruit prospective students whose academic qualifications and personal characteristics are aligned with the institution's academic standards and core values. This perspective is consistent with that of Purwanto et al. (2024), who argue that the admission program is an integral part of educational service management, designed to provide equitable access, assess applicants' eligibility, and deliver clear and comprehensive information to prospective students. Therefore, a thorough understanding of the admission program is essential, as it constitutes the primary focus of evaluation in the present study.

The admission program comprises a series of structured activities designed to recruit prospective students who meet the academic qualifications and personal characteristics consistent with the vision and mission of a higher education institution (Arini, 2023). In Indonesia, student admissions to Islamic State Higher Education Institutions (Perguruan Tinggi Keagamaan Islam Negeri, PTKIN) are conducted through three official admission pathways, the National Academic Achievement-Based Selection for Islamic State Higher Education Institutions (Seleksi Prestasi Akademik Nasional Perguruan Tinggi Keagamaan Islam Negeri, SPAN-PTKIN), the Entrance Examination for Islamic State Higher Education Institutions (Ujian Masuk Perguruan Tinggi

Keagamaan Islam Negeri, UM-PTKIN), and institution-based independent admission conducted by each PTKIN.

The implementation of these admission pathways is governed by the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 17 of 2017, which amended Regulation of the Minister of Religious Affairs No. 74 of 2015 concerning Undergraduate Student Admissions at Islamic State Higher Education Institutions (Kementerian Agama Republik Indonesia, 2017). The regulation stipulates that the SPAN-PTKIN and UM-PTKIN pathways constitute nationally coordinated admission systems administered under the supervision of the Ministry of Religious Affairs, while the independent admission pathway is managed autonomously by each PTKIN in accordance with the applicable regulations and institutional policies.

The Ministry of Religious Affairs of the Republic of Indonesia through a national committee appointed by the Minister of Religious Affairs to oversee the implementation of the admission process across all PTKINs in Indonesia. The implementation of the UM-PTKIN admission pathway is also governed by Law No. 12 of 2012 on Higher Education (Republic of Indonesia, 2012), and Government Regulation No. 4 of 2014 on the Administration of Higher Education and the Management of Higher Education Institutions (Republic of Indonesia, 2014). These legal frameworks ensure that the student admission process at PTKINs is conducted in accordance with the principles of openness, fairness, transparency, and non-discrimination. This regulatory context underscores the need for a comprehensive evaluation of the PTKIN admission program, including that of IAIN Sorong, to systematically identify its strengths, weaknesses, opportunities for improvement, and institutional needs. Such an evaluation is essential for generating evidence-based recommendations that support continuous quality improvement and enhance the effectiveness, accountability, and sustainability of the admission system.

Program Evaluation and Evaluation Models

Program evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the quality of a program and support decision-making (Lede et al., 2025). In the context of higher education, evaluation serves not only to assess the success of program implementation but also as a mechanism for continuous quality improvement through the identification of strengths, weaknesses, opportunities for improvement, and the effectiveness of policy implementation (Nazilah & Navlia, 2026). Stufflebeam (2000, 2003) emphasizes that the primary purpose of evaluation is to provide valuable information for decision-making rather than merely determining whether a program is successful or unsuccessful. Therefore, evaluation constitutes an integral part of higher education governance oriented toward accountability, transparency, and the improvement of academic service quality.

Various program evaluation models have been developed to assess program effectiveness according to different orientations and needs (Riawan et al., 2025). Various program evaluation models have been developed, such as the Discrepancy Model, the Responsive Model, the CSE-UCLA Model, and the Kirkpatrick Model. Each model has a different orientation. The Discrepancy Model introduced by Provus (Winaryati, 2021) emphasizes the comparison between standards and model implementation Discrepancy Evaluation. The Responsive Model was developed by Stake, which emphasizes that evaluation must be “responsive” to the real needs of stakeholders (Anirowati et al., 2025); CSE-UCLA assesses programs through four stages, namely *needs assessment*, *program planning*, *formative evaluation*, and *summative evaluation*, thus helping institutions assess programs from the planning stage to their impact (Sidik et al., 2023). While the Kirkpatrick model, originally developed for training, consists of four levels: reaction, learning, behavior, and outcomes (Nurhayati, 2018). However, all of these models have limitations when used to evaluate complex educational programs with multiple components, such as admissions programs.

Therefore, this study chose the CIPP model (Context, Input, Process, Product) as an evaluation framework. The CIPP model developed by Stufflebeam is considered a comprehensive and decision-oriented evaluation model. According to (Rama et al., 2023), this model assesses

programs from four main components: context (needs and objectives), input (resources and strategies), process (activity implementation), and product (results or impacts). Recent research shows that the CIPP model is one of the most effective evaluation models used in education programs in Indonesia (Rahmat & Ambiyar, 2025). The advantage of CIPP lies in its ability to provide a complete picture of the program's strengths and weaknesses so that recommendations for improvement can be formulated in a more targeted manner (Salim et al., 2024). In the context of this research, the CIPP model is very relevant because the admission program is a complex activity that involves policies, human resources, digital systems, public services, and the quality of the output produced.

The CIPP model was developed by Daniel L. Stufflebeam in 1971 as a comprehensive, systematic, and decision-oriented evaluation model (Pradhana & Roesminingsih, 2021). Unlike evaluation models that primarily focus on final outcomes, CIPP directs evaluators to examine the entire program cycle, from planning and implementation to the results and impacts generated by the program. According to Stufflebeam, the CIPP model consists of four main components:

1. Context Evaluation (*Context Evaluation*)

Context evaluation aims to identify the needs, problems, and opportunities underlying program implementation (Taufiqurrahman et al., 2022). At this stage, the evaluator assesses whether the program objectives align with the needs of participants, institutional conditions, and the environment. In the context of admission programs, context evaluation helps answer questions such as: Are admission objectives aligned with the institution's vision and mission? What are the needs of prospective students and the institution? Do national regulations (SPAN-PTKIN, UM-PTKIN) support program implementation? The results of the context evaluation are used as a basis for formulating realistic, relevant, and needs-oriented program objectives.

2. Input Evaluation (*Input Evaluation*)

Input evaluation assesses the readiness of resources and strategies used to achieve program objectives (Sutanti, 2026). The components assessed include human resources (HR), institutional policies and technical guidelines, facilities and infrastructure, technology, budgetary resources, and the methods used in program implementation. Through input evaluation, the evaluator can determine whether the resources and strategies available are adequate to support the effective implementation of the new student admission program and the achievement of its intended objectives.

3. Process Evaluation (*Process Evaluation*)

Process evaluation examines how a program is implemented. It focuses on assessing the program's compliance with the plan, the quality of coordination, emerging obstacles, the effectiveness of communication, and the consistency of work procedures (Ismuningsih, 2022). In the admissions program, process evaluation includes the registration and selection mechanisms used, the flow of services to prospective students, the openness and transparency of information, the efficiency of administrative procedures, monitoring of activity implementation, and any technical challenges encountered during implementation.

4. Product Evaluation (*Product Evaluation*)

Product evaluation is the stage of assessing the results and impact of the program, both short-term and long-term (Ismuningsih, 2022). In the admission program, product evaluation includes the number of applicants and selection levels, academic quality of new students, time and cost efficiency in the selection process, satisfaction of prospective students and stakeholders, impact on the image of the institution, sustainability and improvement of the admission system from year to year, product evaluation provides a basis for consideration whether the program needs to be continued, improved, or replaced with another policy.

The CIPP model has several advantages, making it widely used in evaluative research. It comprehensively covers all stages, from planning to outcomes (Junaedy et al., 2023). The following are indicators for evaluating admission programs based on the CIPP model.

Table 1: Admission Program Evaluation Indicators Based on the CIPP Model

CIPP Component	Aspects Evaluated	Evaluation Indicators/Criteria
Context	Relevance and need of the program	1. The alignment of the admission program objectives with the vision and mission of IAIN Sorong. 2. The relevance of the admission program to the needs of prospective students and the needs of the institution. 3. Program compliance with national regulations (SPAN-PTKIN, UM-PTKIN, and Ministry of Religion policies). 4. Availability of analysis of admission needs and external environmental conditions.
	Clarity of program objectives	5. Clarity of selection objectives. 6. Clarity of target applicants and characteristics of students to be recruited.
Input	Human resource readiness	1. Competence of the admissions team. 2. Clear division of tasks and organizational structure. 3. Availability of training and technical guidance.
	Infrastructure and technology	4. Availability of online registration information system. 5. Technology capacity (server, network, data security). 6. Supporting infrastructure such as service rooms, computer equipment, and information counter
	Policy and budget	7. Availability of technical guidelines for implementing admissions 8. Budget alignment with operational needs. 9. Institutional policy support in implementing admissions.
Proses	Implementation of registration and selection	1. Smooth registration flow. 2. Clarity of information regarding requirements and schedules. 3. Effectiveness of the file verification process. 4. Timeliness of selection implementation
	Quality of coordination	5. Coordination between the committee and the faculty. 6. Clarity of internal communication
	Transparency and service	7. Transparency of selection criteria. 8. Quality of service to prospective students. 9. Availability of consultation services (offline/online). 10. Handling of complaints from prospective students.
	Monitoring and constraints	11. There is regular monitoring during the admission process. 12. Identify technical and administrative barriers.
Product (Result/Product)	Output (direct results)	1. The number of applicants is in accordance with the institution's target. 2. Proportion of applicants who passed the selection. 3. Academic quality of new students.
	Outcome (medium-term impact)	4. Prospective student satisfaction with the admission process. 5. Efficiency of time and costs in implementing admissions. 6. Impact on the image of institutions in society.
	Sustainability of the program	7. Improvements to the admission system from year to year 8. The suitability of evaluation results with subsequent policy making.

Various evaluation models have been developed to assess program effectiveness. Each model has different characteristics and evaluation focuses; therefore, the selection of an evaluation model should be aligned with the objectives of the study. In this study, the CIPP model was selected because it offers several advantages over other evaluation models. First, the CIPP model does not focus solely on program outcomes but also examines program needs, resource readiness, implementation processes, and program achievements in an integrated manner. Second, the model is decision-oriented, allowing evaluation findings to serve as a basis for policy improvement and program development. Third, the CIPP model is appropriate for evaluating a new student admission program because admission is a managerial process that involves planning, implementation, monitoring, and continuous evaluation.

Table 2. Characteristics of Program Evaluation Models

Model	Main Focus/Strenght	Limitation
Kirkpatrick	Evaluates program outcomes through four levels: reaction, learning, behavior, and results.	Primarily designed for training evaluation and does not comprehensively evaluate institutional policies and program context.
Discrepancy	Focuses on identifying discrepancies between established standards and actual program implementation.	Less focused on examining the overall implementation process and broader contextual factors.
CSE-UCLA	Provides evaluation through needs assessment, program planning, formative evaluation, and summative evaluation.	Does not provide as comprehensive an examination of program context, resources, implementation, and outcomes as the CIPP model.
Responsive	Emphasizes stakeholder needs, concerns, and experiences in evaluating a program.	The evaluation process may be less systematic because it is strongly oriented toward stakeholder perspectives.
CIPP	Provides comprehensive evaluation of context, input, process, and product and is oriented toward decision-making and program improvement.	Requires comprehensive data collection and analysis across multiple dimensions.

Based on these characteristics, the CIPP model was considered the most appropriate framework for evaluating the new student admission program at IAIN Sorong because it provides a comprehensive assessment of program needs, resource readiness, implementation effectiveness, and outcomes following the establishment of the Admission Center. Unlike models that primarily emphasize outcomes, standards, or stakeholder responses, the CIPP model enables the evaluation to examine the entire program cycle, from the identification of institutional needs and preparation of resources to implementation and the results achieved. This approach allows the evaluator not only to assess the extent to which the program has achieved its objectives but also to identify aspects requiring improvement as a basis for developing policies and strengthening admission governance in the future.

METHOD

Research Design

This study employed an evaluative research design with a qualitative approach, focusing on the evaluation of the new student admission program at the State Islamic Institute (IAIN) Sorong. The research examined the entire implementation cycle of the program, including planning, resource provision, implementation of new student admission activities, as well as the results and impacts of the program. These aspects were analyzed using the CIPP evaluation model (Context, Input, Process, Product). A qualitative evaluative approach was selected because the study was not solely intended to measure program achievements quantitatively but also to understand the experiences, practices, challenges, and dynamics involved in managing new student admissions within the institutional context of IAIN Sorong.

Research Location and Period

The research was conducted at IAIN Sorong, Southwest Papua Province, with the primary research setting being the unit responsible for managing new student admissions. The location was selected because IAIN Sorong has distinctive geographical and social characteristics in implementing new student admission programs in Eastern Indonesia. In addition, the study was conducted following the strengthening of admission governance through the establishment of the IAIN Sorong Admission Center in 2024. Data collection was conducted from December 2025 to April 2026. Observations were carried out over a four-month period, while interviews were conducted gradually throughout the research period according to the availability of informants and the need for further data exploration.

Research Informants

The research informants were selected from individuals who were directly involved in or had relevant knowledge of the planning, management, implementation, and outcomes of the new

student admission program. The informants consisted of 13 participants, including one Head of the Admission Center, five admission team members, two lecturers or faculty administrators involved in the selection process, and five new students who had participated in the admission process.

The characteristics of the informants were determined based on their involvement and relevance to the evaluation focus. Informants from the admission management team provided information regarding policies, planning, resources, coordination, services, and program implementation. Informants from the faculty provided information concerning faculty involvement in the selection and admission processes, coordination, and student intake. Meanwhile, new students provided information about their experiences in obtaining admission information, completing registration, participating in the selection process, and receiving services throughout the admission process.

Informants were selected using purposive sampling, in which participants were selected based on their experience, knowledge, and direct involvement with the program being evaluated. This technique was employed to ensure that the data obtained were relevant to the four components of the CIPP evaluation model.

Data Sources and Types

The study used both primary and secondary data. Primary data were obtained through in-depth interviews and observations of the implementation of the new student admission program. Secondary data were obtained through a review of institutional documents related to program implementation. The documents analyzed included admission policies and regulations, Standard Operating Procedures (SOPs) for new student admission, SPAN-PTKIN and UM-PTKIN guidelines, documents concerning the establishment and management of the Admission Center, applicant and new student data, re-registration data, and institutional publication and socialization archives. These documents were used to verify information obtained from interviews and observations and to provide institutional evidence of program implementation.

Data Collection Techniques

Data were collected through three techniques: in-depth interviews, observation, and document analysis. In-depth interviews were conducted with the Head of the Admission Center, admission team members, lecturers involved in the selection process, and new students. The interviews explored the planning, resource availability, implementation, coordination, services, challenges, and outcomes of the admission program.

Observations were conducted on activities related to the new student admission program, including socialization activities, registration, and administrative selection. Observation was used to document actual practices and conditions during program implementation. Document analysis was conducted by examining official documents related to the implementation of the admission program, including policies, SOPs, admission guidelines, applicant and enrollment data, and institutional publication archives. The three data collection techniques were used complementarily to obtain comprehensive information and strengthen the credibility of the findings.

Research Instruments

The research instruments consisted of a semi-structured interview guide, an observation sheet, and a document review sheet. The interview guide was developed based on indicators corresponding to each component of the CIPP model. The observation sheet was used to record actual conditions and practices observed during program implementation, while the document review sheet was used to identify relevant information from institutional policies, SOPs, admission data, and institutional archives.

The instruments were used throughout the data collection process to ensure that information obtained from different sources remained aligned with the research focus and the four CIPP evaluation components.

Data Analysis Technique

Data were analyzed qualitatively using the Miles and Huberman interactive analysis model, which consists of data condensation/reduction, data display, and conclusion drawing and verification. Data analysis was conducted interactively throughout the research process, beginning during data collection and continuing until the completion of the study.

First, relevant information obtained from interviews, observations, and documents was selected, organized, and condensed according to the research focus. Second, the condensed data were displayed systematically to facilitate the identification of patterns, relationships, and findings across the four CIPP components. Finally, conclusions were drawn and continuously verified by comparing information across data sources and data collection techniques.

Data Trustworthiness

The trustworthiness of the data was established through source triangulation, technique triangulation, member checking, and peer debriefing. Source triangulation was conducted by comparing information obtained from the Head of the Admission Center, admission team members, faculty representatives, and new students. Technique triangulation was conducted by comparing interview findings with observation results and institutional documents.

Member checking was conducted by reconfirming important information and interpretations with the relevant informants to ensure that the researchers' interpretations accurately reflected the experiences and information intended by the participants. Peer debriefing was subsequently conducted through discussions to obtain critical examination of the data interpretation process and reduce the possibility of researcher bias.

RESULTS AND DISCUSSION

Evaluation of the Context of the Implementation of the Admission Program at IAIN Sorong

Table II: Admission Program Context Evaluation Indicators

No.	Indicator	Information	
		Of	No
1	The alignment of the admission program objectives with the vision and mission of IAIN Sorong.	√	
2	The relevance of the admission program to the needs of prospective students and the needs of the institution.	√	
3	Program compliance with national regulations (SPAN-PTKIN, UM-PTKIN, and Ministry of Religion policies).	√	
4	Availability of analysis of admission needs and external environmental conditions.		√
5	Clarity of selection objectives.	√	
6	Clarity of target applicants and characteristics of students to be recruited.		√

The context evaluation aims to assess the extent to which the implementation of the admissions program at IAIN Sorong aligns with the institution's vision, mission, goals, and needs, and is relevant to the needs of the community as users of higher education services. This context analysis was conducted by reviewing institutional documents (vision, mission, goals, targets, admissions SOPs), student growth data, and supported by interviews and field observations.

Based on a document review, IAIN Sorong's vision emphasizes the institution's role as a driving force for the development of harmony and productivity in Islamic-based science and technology. This vision is translated into a mission that emphasizes strengthening the academic atmosphere, transparent and accountable governance, strengthening religious moderation, and improving the quality of human resources. In this context, the admissions program plays a strategic role as the first step in realizing the institution's vision and mission by selecting prospective students who align with their academic character, Islamic values, and the development needs of the Southwest Papua region.

Interviews with the Head of Admissions at IAIN Sorong indicate that the objectives of the admissions program are explicitly designed to support the institution's vision. The Head of Admissions stated:

"Our admissions program is aimed at recruiting students who not only meet academic requirements but also demonstrate a commitment to Islamic values, religious moderation, and a willingness to contribute to Papuan society. This aligns with IAIN Sorong's vision as a center for developing harmony and scholarly productivity."

His statement demonstrates the clarity of the admissions program's objectives and their relevance to the institution's vision and mission. Based on indicators of clarity of objectives and relevance to needs, the admissions program has been positioned as a strategic instrument for developing local human resources and strengthening the campus's Islamic identity.

Furthermore, interviews with the admissions team and lecturers revealed that the primary motivation for the admissions program was the growing need among the people of Southwest Papua for access to quality religious higher education. An informant from the admissions team stated:

"Public demand is quite high, especially from areas around Sorong. Many prospective students hope to study at PTKIN without having to travel outside Papua. Therefore, the SPAN-PTKIN, UM-PTKIN, and independent pathways are very helpful in expanding access."

This is reinforced by student growth data that shows a consistent increase in the number of students from 2022 to 2025. At the Faculty of Tarbiyah, the number of students increased from 94 in 2022 to 183 in 2025 and at the Faculty of Sharia and Da'wah from 97 in 2022 to 193 in 2025. This increase indicates the real needs of the community and the relevance of the study programs offered to local and regional needs.

From the perspective of the institution's strategic goals, the admissions program also demonstrates a bias toward priority groups. Data on Indigenous Papuan (OAP) students shows a significant increase, from 21 in 2021 to 104 in 2025. Interviews with faculty leaders confirmed that the admissions policy is aimed at expanding opportunities for Indigenous Papuans to access higher education, in line with the Ministry of Religious Affairs' affirmative action policy. Furthermore, the presence of international students from Papua New Guinea, Nigeria, and Madagascar demonstrates the institution's growing regional and international appeal and visibility.

From a regulatory perspective, interviews with the admissions team indicate that the admissions program has been aligned with national regulations, particularly the SPAN-PTKIN and UM-PTKIN regulations coordinated by the Ministry of Religious Affairs. The admissions team stated that all selection stages adhere to national technical guidelines, from registration to graduation, thus ensuring good regulatory compliance. Observations of the admissions SOP documents also indicate that the implementation mechanism has been designed in accordance with the principles of transparency, accountability, and fairness.

However, field observations and interviews also revealed weaknesses in the context, particularly regarding projective needs analysis. To date, no needs analysis document has been found that systematically maps digital system readiness, predicts enrollment numbers, or analyzes the higher education market in Southwest Papua. A member of the admissions team stated:

"So far, we've been more focused on adapting to national guidelines, but we haven't yet conducted a long-term, data-based needs analysis, particularly regarding system capacity and registration projections."

A context evaluation shows that IAIN Sorong's admission program aligns with the institution's vision and mission and the needs of the people of Southwest Papua. The admission program aims to expand access to religious higher education and support the strengthening of religious moderation. This finding aligns with the concept of context evaluation, which emphasizes the alignment of program objectives with the needs of the institution and the external environment (Taufiqurrahman et al., 2022). From the CIPP perspective, this alignment indicates that the formulation of program objectives is based on real needs (*needs-based orientation*) as emphasized by (Stufflebeam, 1971).

The findings indicate that the new student admission program at IAIN Sorong is contextually relevant to the institution's development direction and the needs of the community. Its alignment with the institution's vision and mission demonstrates that new student admission is not merely positioned as an administrative activity aimed at achieving a specific enrollment target but also as part of the institution's efforts to expand access to Islamic higher education in Southwest Papua. From the CIPP perspective, this condition indicates that the objectives of the program are aligned with the needs and environmental conditions in which the program is implemented.

However, the findings also indicate that the needs analysis aspect still needs to be strengthened. Context evaluation in the CIPP model is not limited to determining whether a program is aligned with institutional objectives; it also aims to identify needs, problems, opportunities, and environmental changes that may influence program success. Therefore, the evaluation of the new student admission program needs to move beyond merely examining previous enrollment achievements toward a more proactive needs analysis. This may include mapping the prospective students' schools of origin, prospective student characteristics, applicant trends, study program needs, and conditions of access to higher education in the target areas.

This finding is consistent with Rahmat and Ambiyar (2025), who position context evaluation as a basis for understanding program needs and problems before assessing the readiness of inputs and implementation. The present study extends this perspective by demonstrating that, in the context of a PTKIN in Southwest Papua, needs analysis should also consider geographical conditions, technology access, community characteristics, and policies aimed at expanding access for priority groups.

Thus, the main strength of the context dimension lies in the relevance of the admission program to the institution's vision and mission and to community needs. Nevertheless, an important area for improvement is the development of a **data**-based and periodic needs analysis system that can serve as a basis for determining new student admission strategies. Such a system would enable IAIN Sorong to develop admission strategies that are more responsive to changes in the target population, regional conditions, and institutional needs.

Evaluation of Admission Program Input at IAIN Sorong

Table III: Admission Program Input Evaluation Indicators

No.	Indicator	Information	
		Yes	No
1	Competence of the admissions team.	√	
2	Clear division of tasks and organizational structure.	√	
3	Availability of training and technical guidance.		√
4	Availability of online registration information system	√	
5	Technology capacity (server, network, data security).	√	
6	Supporting infrastructure such as service rooms, computer equipment, and information counters.	√	
7	Availability of technical guidelines for implementing admissions	√	
8	Budget alignment with operational needs.	√	
9	Institutional policy support in implementing admissions.	√	

The input evaluation in this study focused on the quality of human resources (HR), the availability and utilization of supporting infrastructure, technical admission policies, as well as budget and institutional support in implementing the IAIN Sorong admission program.

Based on the documentation of the IAIN Sorong Admission SOP, the implementation of the admission program involves a clear organizational structure, starting from the main person in charge (Vice Rector for Academic Affairs/Vice Chair I), the new student admissions team, the academic section, the admissions system operator, to the admissions treasurer. The division of tasks and authorities has been formally regulated through a leadership Decree, so that structurally the admissions implementing human resources have met the principle of clear roles and responsibilities.

The results of the interview with the Head of Admissions showed that the appointment of the team was based on the experience and administrative competence of each personnel. The Head of Admissions stated that:

"The admissions team is selected from among those experienced in handling academic services and information systems, so they generally understand the new student admissions process."

However, the results of interviews with system operators revealed that some teams are still *for this purpose* and not all have received specific technical training related to managing the digital admissions system. Observations also indicate that operator workloads increase significantly during peak registration periods, potentially impacting service speed. This suggests that admissions human resources are adequate in terms of competency and task allocation, but still require strengthening their technical capacity and workload management.

In terms of infrastructure, documentation and observations indicate that IAIN Sorong has an online student admissions information system integrated with the institution's official website (iainsorong.ac.id) and supported by official social media channels, such as Instagram and TikTok ([admisi.iainsorong](https://www.instagram.com/admisi.iainsorong)). These digital platforms are actively used to publish information, promote selection pathways, and announce admissions stages.

The results of observations of service facilities show that the admissions team also provides assistance services through *help desk* and direct communication with prospective students. New students interviewed reported that admissions information was relatively easy to access through social media and the official website. One student informant stated:

"Registration information and the selection schedule are easy to find on the admissions Instagram, and if you encounter any problems, you can ask the committee."

However, observations also revealed limitations in system capacity when there is a surge in simultaneous registrations. Several operators acknowledged that the system still requires improvements in stability and network infrastructure support to maintain optimal service during peak registration periods.

From a technical policy perspective, the IAIN Sorong Admissions Standard Operating Procedure (SOP) has been systematically compiled and covers all stages of new student admissions, from planning and publication, registration, administrative and academic selection, announcement of results, to re-registration and new student approval. This SOP also refers to the institution's academic policies and applicable laws and regulations, including the national provisions of SPAN-PTKIN and UM-PTKIN.

Interviews with the admissions team revealed that SOPs serve as the primary reference for the technical implementation of admissions. The team stated that the selection guidelines help maintain consistency and minimize potential subjectivity in decision-making. However, several informants also revealed that the SOPs are not yet fully equipped with detailed technical instructions for special scenarios, such as handling system issues or sudden surges in applicants.

From a budgetary perspective, interviews with the Head of Admissions indicate that funding for the admissions program is supported by the institution's annual allocated budget, which covers publication costs, committee operations, system management, and registration service needs. The Head of Admissions stated that the budget is generally available and sufficient for program implementation, but remains efficient and limited, prioritizing budget use for primary needs.

Observations also indicate strong institutional support from institutional leaders, particularly in the formation of committees, policymaking, and provision of basic supporting facilities. However, several operators stated that improving the quality of information systems and human resource training requires more sustainable budgetary support to optimally improve the quality of admissions services.

From an input perspective, the availability of human resources, standard operating procedures (SOPs), and supporting policies demonstrate the basic readiness for implementing the admissions program. This aligns with input evaluation theory, which assesses the adequacy of resources and strategies as prerequisites for program effectiveness (Muharika, 2019). However, the findings also indicate the need for system strengthening and needs-based planning, in line with Stufflebeam's (2000) view that input evaluation serves to select the best alternative before program expansion.

The results of the input evaluation indicate that the new student admission program at IAIN Sorong is supported by human resources with clearly defined responsibilities, adequate basic facilities and infrastructure, systematic technical policies and Standard Operating Procedures (SOPs), and sufficient institutional support. Nevertheless, several weaknesses remain, particularly in strengthening the technical competencies of human resources, improving the stability and capacity of the information system, and developing medium-term budget planning for digital admission development. These findings indicate that the overall quality of the program inputs is relatively adequate; however, strategic strengthening is required to ensure that program implementation can be carried out more effectively and sustainably.

The input evaluation further shows that IAIN Sorong has the basic resources required to implement the new student admission program. A clear organizational structure and division of responsibilities indicate institutional support for program implementation. The availability of registration systems, service facilities, technical guidelines, and budgetary support also demonstrates that the program is implemented with a basic level of resource planning rather than without adequate preparation.

However, the adequacy of inputs should not be understood merely in terms of the availability of resources but also in terms of their capacity to respond to the demands of program implementation. In the context of digitally supported new student admissions, the technical competencies of admission personnel, system capacity, network stability, data security, and the ability to provide services during peak registration periods are important elements of input readiness. Therefore, the existence of these resources needs to be accompanied by sufficient capacity and reliability to support the increasing volume and complexity of admission services.

These findings are consistent with the application of the CIPP model in the study by Rama et al. (2023), which positions resource readiness as an important component before assessing the effectiveness of program implementation. Salim et al. (2024) similarly demonstrate that input evaluation can be used to identify the adequacy of resources and institutional support in implementing educational programs. The present findings reinforce this perspective by showing that input adequacy in admission management involves not only the availability of personnel and facilities but also the capacity of these resources to respond to changing service demands.

In the context of IAIN Sorong, these findings have particular implications because student admission management takes place within a geographical environment characterized by challenges in connectivity and digital access. Therefore, an increase in the number of prospective students needs to be accompanied by increased system capacity and improved competencies among admission personnel. Accordingly, the inputs of the admission program can be considered basically available and adequate, but further strengthening is required in human resource development, digital technology capacity, system reliability, and medium-term budget support to ensure the sustainability of the program.

Evaluation of the Admission Program Implementation Process at IAIN Sorong
Table IV: Admission Program Process Evaluation Indicators

No.	Indicator	Information
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		Yes	No
1	Smooth registration flow.	√	
2	Clarity of information regarding requirements and schedules.	√	
3	Effectiveness of the file verification process.	√	
4	Timeliness of selection implementation.	√	
5	Coordination between the committee and the faculty.	√	
6	Clarity of internal communication.	√	
7	Transparency of selection criteria.	√	
8	Quality of service to prospective students	√	
9	Availability of consultation services (offline/online)	√	
10	Handling of complaints from prospective students.	√	
11	There is regular monitoring during the admission process.	√	
12	Identify technical and administrative barriers.	√	

The process evaluation aims to assess how the admissions program at IAIN Sorong is actually implemented in the field, including implementation stages, service mechanisms, selection procedures, information system utilization, and coordination between involved units. This evaluation emphasizes the alignment between program planning and implementation as outlined in the admissions SOP.

Based on the review of the IAIN Sorong Admissions Standard Operating Procedure (SOP) document, the admissions program is designed through systematic stages, starting from planning and committee formation, publication and outreach, prospective student registration, administrative and academic selection, announcement of selection results, and re-registration of new students. Normatively, all stages have been arranged sequentially and refer to the national guidelines of SPAN-PTKIN, UM-PTKIN, and the institution's independent selection policy.

Based on documentation and field observations, the socialization phase of the admissions program at IAIN Sorong not only relies on digital media, but is also implemented directly through institutional approaches to high schools. The admissions team first sends letters requesting socialization to SMA, MA, and SMK (Senior High Schools), both public and private, in Sorong City and Sorong Regency. After receiving replies from the schools, the team then develops a structured and coordinated socialization schedule.

Interviews with the admissions team indicate that this mechanism was chosen to ensure equitable access to information, given that not all schools and students have optimal access to digital information. For example, some areas in Southwest Papua are located on islands far from internet access, with extreme weather and waves making it difficult for school operators and students to register online. Furthermore, some schools still lack human resources, with teachers also serving as school operators. Therefore, outreach activities are carried out directly at schools, providing information about the SPAN-PTKIN (State-Owned Private University Admissions), UM-PTKIN (State-Owned Private University Admissions), and independent selection, as well as providing an understanding of the importance of continuing education to religious higher education institutions. This process reflects the institution's commitment to expanding access to higher education in Southwest Papua.

The service mechanism for IAIN Sorong's admissions program differs from that of other regions, primarily due to the need to raise public awareness about pursuing higher education. Interviews with the admissions team revealed that the service process involves proactively contacting school operators to ensure eligible students are registered through the SPAN-PTKIN pathway.

In practice, the admissions team goes directly to schools to assist with registration, assist with data entry, and ensure completeness of administrative documents. The team calls this approach a "pick-up" strategy, intended to address information literacy barriers, limited access to technology, and low confidence among some students in pursuing higher education. Observations

have shown this strategy to be quite effective in increasing the number of applicants, particularly from schools that previously had low participation rates.

The administrative selection process for the IAIN Sorong admissions program continues to face challenges, including delays in completing and completing application documents by prospective students. Observations and interviews indicate that these delays are not solely due to technical system factors, but also to limited administrative literacy and a lack of understanding among some prospective students regarding the importance of the higher education selection process.

In response to this situation, the admissions team implemented an active service strategy through a proactive approach. The team directly contacted prospective students individually, distributed mentoring tasks proportionally among team members, and provided administrative support until the registration process was declared complete. This approach was deemed relevant given the characteristics of IAIN Sorong, which is located in a Muslim-majority area and still requires strengthening community awareness about continuing education to higher education.

In addition to geographic and social factors, competition with private universities offering general study programs also drives the need for more responsive and persuasive admissions strategies. Therefore, although the administrative selection process was implemented in accordance with applicable guidelines, the evaluation results indicate the need to strengthen prospective students' administrative literacy and optimize service strategies to ensure a more efficient and sustainable selection process.

Process evaluation shows that the implementation of admissions is carried out adaptively through an approach *pick up the ball*, particularly in the socialization and registration process for prospective students. This approach is relevant to the social and geographic conditions of eastern Indonesia and reflects the function of process evaluation as a monitoring tool and for continuous improvement throughout the program (Ismuningsih, 2022; Stufflebeam, 1971).

The results of the process evaluation indicate that the implementation of the new student admission program generally followed the stages established in the relevant guidelines and Standard Operating Procedures (SOPs). However, the findings show that successful implementation is determined not only by compliance with established procedures but also by the ability of the admission team to adapt to the conditions of prospective students and the environment in which the program is implemented.

Direct socialization and service strategies represent one form of such adaptation. This approach is particularly important because the new student admission program at IAIN Sorong is implemented within a geographical and social context that differs from higher education institutions where digital access is more evenly distributed. When prospective students experience limited internet access or difficulties understanding registration procedures, direct assistance can function as a mechanism for reducing administrative and informational barriers.

From the CIPP perspective, process evaluation provides information about the extent to which actual implementation corresponds with the planned program while also identifying obstacles that emerge during implementation. Thus, the finding concerning the need to assist prospective students indicates that program effectiveness cannot be assessed solely based on whether the registration stages have been implemented according to the SOP. It should also be assessed based on the capacity of program implementers to respond appropriately to actual conditions in the field.

This finding is consistent with Asmara and Bachri (2023), who demonstrated that the evaluation of student admission using the CIPP model needs to consider the implementation of each program stage, including registration mechanisms and service delivery. Setiajidi et al. (2024) also highlighted the importance of information system support in implementing online student admission processes.

However, the present study provides an additional perspective by emphasizing that technology cannot fully replace direct services in the context of Southwest Papua. A combination

of digital systems and direct assistance can instead serve as an adaptive strategy for reaching prospective students with diverse characteristics and levels of digital access. Therefore, future development of the admission process should maintain service flexibility while gradually improving the quality, reliability, and accessibility of the digital admission system.

Product Evaluation (Results and Impact) of the Admission Program at IAIN Sorong

Table V: Admission Program Product Evaluation Indicators

No.	Indicator	Information	
		Of	No
1	The number of applicants is in accordance with the institution's target.	√	
2	Proportion of applicants who passed the selection.	√	
3	Academic quality of new students.	√	
4	Prospective student satisfaction with the admission process.	√	
5	Efficiency of time and costs in implementing admissions	√	
6	Impact on the image of institutions in society.	√	
7	Improvements to the admission system from year to year	√	
8	The suitability of evaluation results with subsequent policy making.	√	

Based on the process evaluation results, the implementation of IAIN Sorong's admissions program demonstrated strong adaptation to the context of Southwest Papua. The direct outreach process in schools, the active mentoring-based service mechanism, and the "jemput bola" strategy reflect the institution's efforts to address limited access and increase participation in higher education. However, the admissions process still faces challenges in terms of file verification efficiency, information system stability, and inter-unit coordination documentation. Overall, the admissions program implementation process has been effective and contextual, but still requires strengthening the system and governance to be more efficient and sustainable.

Product evaluation in this study is directed at assessing the results (*output*) and initial impact (*outcome*) from the implementation of the IAIN Sorong admission program, especially the achievement of the number of new students, equal access to education, and its contribution to institutional goals. Based on documentation data, the admission program shows positive achievements with a consistent increase in the number of new students. At the Faculty of Tarbiyah, the number of students increased from 94 in 2022 to 183 in 2025, and at the Faculty of Sharia and Da'wah, the number of students increased from 97 in 2022 to 193 in 2025, which shows the relevance of the study program and the increasing public interest in religious higher education services in the Southwest Papua region.

In terms of accessibility, the increase in the number of Indigenous Papuan (OAP) students from 21 in 2021 to 104 in 2025 confirms that the admissions program significantly contributes to the institution's affirmative action policy and mission of expanding access to higher education for priority target groups. Furthermore, the involvement of international students from Papua New Guinea, Nigeria, and Madagascar demonstrates the positive impact of the admissions program on IAIN Sorong's visibility and appeal at the regional and international levels.

It should be noted that the admissions program, as a formally structured work unit, was first established and implemented in the 2024/2025 academic year. In this context, the results achieved can be categorized as good, considering that the program has been able to function operationally, resulting in an increase in student numbers, and reaching strategic target groups, despite still being in the early stages of implementation. This demonstrates initial institutional readiness and organizational commitment to managing the student admissions process more systematically.

However, the evaluation results also show that product outcomes are still dominated by quantitative indicators. Measurement of the quality of new students' academic input, the level of study sustainability, and the contribution to graduate quality have not been fully integrated into the program's outcome monitoring system. Therefore, further strengthening of evaluation indicators is needed to ensure that the impact of the admissions program is reflected not only in the increase

in student numbers but also in the quality and success of students' studies in the medium and long term.

In terms of product, the admissions program has shown positive results, including increased student enrollment and expanded access to education. However, outcome evaluation is still dominated by quantitative indicators, necessitating the development of qualitative indicators for a more comprehensive assessment of the program's impact. This finding reinforces the role of product evaluation in the CIPP model as a basis for decision-making for program improvement and sustainability (Ismuningsih, 2022; Stufflebeam, 1971).

Overall, the product evaluation indicates that the new student admission program at IAIN Sorong, although relatively new as an institutionalized program, has produced outputs that are consistent with the institution's objectives and can generally be considered to have been implemented well. Moving forward, this initial achievement needs to be strengthened through the development of a continuous evaluation system so that the admission program can generate more comprehensive impacts on educational quality and institutional competitiveness.

The product evaluation shows that the new student admission program has produced positive outcomes, particularly in terms of increased student enrollment and expanded access to higher education. These findings indicate that the program has generated outputs that are aligned with the institution's objectives.

However, the increase in student enrollment needs to be interpreted proportionally. An increase in the number of students demonstrates achievement at the output level, but does not by itself establish that the program has succeeded in producing students with stronger academic quality, improving student retention, or generating medium- and long-term impacts on graduate quality. Therefore, quantitative indicators need to be complemented by quality and outcome indicators.

This finding is consistent with the concept of product evaluation in the CIPP model, which does not limit program results to the achievement of immediate targets but also considers the benefits, impacts, and sustainability of program outcomes as a basis for decision-making. Stufflebeam positions product evaluation as a source of information for determining whether a program should be continued, improved, or further developed.

The findings are also consistent with Rahmat and Ambiyar (2025), who demonstrate that one of the strengths of the CIPP model is its ability to provide information that can be used for continuous program improvement. In the context of IAIN Sorong, these findings indicate that the evaluation of student admission should be expanded beyond measuring the number of applicants and admitted students to include indicators of new student quality, user satisfaction with admission services, student retention, and academic achievement.

Accordingly, the product dimension can be considered positive at the output level, but it does not yet fully demonstrate success at the outcome level. This distinction is particularly important because the new student admission program was formally strengthened through institutional development in the 2024/2025 academic year. Therefore, the available achievements should be understood as **initial** indicators of program success that require continuous evaluation to determine their medium- and long-term impacts

Strategic Recommendations for Improving the Admissions Program Based on the Results of the CIPP Model Evaluation

Based on the evaluation of the context, input, process, and product, the IAIN Sorong admissions program requires strengthening needs-based planning, increasing human resource capacity, and optimizing digital-based service and selection systems that are adaptive to conditions in eastern Indonesia. The ongoing outreach strategy needs to be institutionalized more systematically, supported by a clear division of tasks and adequate budgetary support. Furthermore, the development of quality indicators for admissions outcomes is necessary so that program success is not only measured quantitatively but also impacts the quality and sustainability of student

studies. These recommendations are expected to form the basis for continuous improvement in the management of the IAIN Sorong admissions program.

Conclusion

This study concludes that the new student admission program at IAIN Sorong, which was formally strengthened through the establishment of the Admission Center in the 2024/2025 academic year, demonstrates positive initial performance and is relevant to the institution's objectives and the needs of communities in Southwest Papua. Based on the CIPP evaluation, the context dimension indicates that the new student admission program is aligned with the institution's vision and mission and contributes to expanding access to Islamic higher education. Nevertheless, systematic needs analysis and environmental mapping need to be strengthened as a basis for future new student admission planning.

In the input dimension, the program is supported by institutional policies, human resources, facilities and infrastructure, admission procedures, service systems, and budgetary support. However, improvements in human resource capacity, digital infrastructure, and sustainable resource support are still required to strengthen program readiness in responding to changing admission needs.

In the process dimension, the program has generally been implemented in accordance with established regulations and procedures. Socialization, registration, service delivery, and selection activities also demonstrate the program's ability to adapt to the social and geographical conditions of Southwest Papua. Direct and adaptive service approaches constitute an important strength in reaching prospective students who experience limitations in access to information or technology. Nevertheless, service efficiency, inter-unit coordination, and optimization of digital systems still need to be improved.

In the product dimension, the program demonstrates positive initial results, particularly through increased student enrollment and expanded access to higher education. However, program success cannot be adequately assessed solely through quantitative indicators. Outcome evaluation should be further developed by incorporating indicators of student quality, satisfaction with admission services, academic achievement, student retention, and graduate quality so that the broader impact of the program can be assessed more comprehensively.

Based on these findings, the improvement of the new student admission program at IAIN Sorong should focus on needs-based planning, strengthening human resource capacity, developing sustainable digital service systems, and institutionalizing adaptive socialization and service strategies that respond to the geographical and social conditions of Southwest Papua. The institution should also develop a continuous outcome evaluation system so that program success is assessed not only based on the number of applicants and admitted students but also on student quality and academic success. Future research could examine the medium- and long-term impacts of the new student admission program, particularly its effects on academic achievement, student retention, and graduate quality.

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