

Research Article

# Evaluation of the AIESEC Incoming Global Volunteer Program at the Veteran National Development University in Yogyakarta Using the CIPP Model (Context, Input, Process, Product)

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**Abstract:** This study evaluates the AIESEC Incoming Global Volunteer (IGV) Program at the Veteran National Development University in Yogyakarta using the CIPP (Context, Input, Process, Product) evaluation model. Employing a descriptive qualitative approach, data were collected through interviews, non-participatory observation, and documentation studies, with validity ensured through triangulation. The findings reveal that the IGV Program is highly relevant to the university's internationalization agenda and contributes significantly to strengthening cross-cultural competencies among students. The availability of resources and the overall implementation of the program have been effective, though improvements are needed in ensuring consistent mentoring for international participants. The evaluation highlights that the program has generated positive outcomes, particularly in enhancing intercultural competencies and fostering collaboration with local partners. These results underscore the importance of sustaining and refining the IGV Program as a strategic initiative to support global engagement and student development.

**Keywords:** AIESEC; CIPP; Global Volunteer; Intercultural Learning; Program Evaluation

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## 1. Introduction

The internationalization of higher education requires universities to provide cross-cultural experiential learning to enhance students' global competencies (Forh et al., 2024; Nelson, 2023). International exchange and volunteer programs have been shown to contribute to strengthening students' leadership, intercultural competencies, and social awareness, while also supporting the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 and SDG 17 (Scheinert et al., 2019; Chen et al., 2023; Molnar et al., 2025).

AIESEC is an international non-profit youth organization that facilitates leadership learning through cross-cultural service learning-based Global Volunteer programs (AIESEC, 2025; Yanti et al., 2023). The Yogyakarta "Veteran" National Development University consistently implements the Incoming Global Volunteer (IGV) Program through the AIESEC Local Committee as part of its campus internationalization efforts and the

implementation of the Merdeka Belajar Kampus Merdeka (Independent Learning, Independent Campus) policy (AIESEC, 2024; Wiranto et al., 2022).

Although the IGV Program has been running regularly, to date its implementation at UPN “Veteran” Yogyakarta has not been evaluated academically. Variations in resource readiness, mentoring processes, and adaptation of international participants indicate the need for systematic evaluation to assess the effectiveness of the program (Sari et al., 2022; Steckley & Steckley, 2022). Therefore, the CIPP (Context, Input, Process, Product) evaluation model is used to comprehensively evaluate the IGV Program in order to support program quality improvement and sustainability (Yoshany et al., 2025).

Building upon this foundation, the internationalization agenda in higher education increasingly positions non-formal and experiential learning as a strategic complement to formal curricula, particularly in responding to complex global and social challenges (Ahmad et al., 2022; Almeida & Morais, 2025; Bradea, 2023). Universities are no longer assessed solely on academic outputs but also on their capacity to cultivate soft skills, ethical awareness, and global citizenship among students through structured international engagement (Ali & Hastuti, 2022; Bedoya-Guerrero et al., 2024; Beuken et al., 2025). Volunteer-based international programs thus function as learning ecosystems in which students internalize leadership values, intercultural sensitivity, and problem-solving competencies through real-world social contexts (Chan et al., 2021; Chen et al., 2023). In this respect, Global Volunteer initiatives align with contemporary educational paradigms that emphasize transformative learning, employability, and sustainable development outcomes beyond traditional classroom boundaries (Adeoye, 2025).

From a pedagogical perspective, Global Volunteer programs operate within the domain of non-formal education, which is recognized for its flexibility, contextual relevance, and responsiveness to societal needs (Almeida & Morais, 2025; Bradea, 2023). Such programs enable participants to engage in intercultural communication processes that significantly shape their global competencies, adaptability, and cross-cultural understanding, particularly in host-country environments like Indonesia (Anfas et al., 2023). Empirical studies demonstrate that international service-learning experiences contribute to measurable growth in global citizenship, intercultural effectiveness, and social responsibility among university students (Chan et al., 2021; Chen et al., 2023). Consequently, the evaluation of these programs requires analytical frameworks capable of capturing both educational processes and multidimensional learning outcomes.

Within this context, AIESEC’s Global Volunteer program represents a structured model of youth-led international volunteering that integrates leadership development, cross-cultural exchange, and community-based service (AIESEC, 2025b). The Incoming Global Volunteer program implemented at the Yogyakarta “Veteran” National Development University reflects institutional efforts to operationalize internationalization and the Merdeka Belajar Kampus Merdeka policy through experiential learning pathways (Wiranto et al., 2022). By hosting international volunteers, the university creates reciprocal learning spaces where local stakeholders and international participants co-construct knowledge, values, and social awareness. However, variations in mentoring quality, institutional readiness, and participant adaptation underscore the importance of evidence-based evaluation to ensure program effectiveness and sustainability (Sari et al., 2022).

Program evaluation in education is fundamentally oriented toward decision-making, quality assurance, and continuous improvement, particularly in complex and multi-stakeholder initiatives such as international volunteer programs (Arifin, 2015; Arbeni et al., 2025). Among various evaluation approaches, the CIPP model offers a comprehensive framework that examines contextual relevance, resource adequacy, implementation processes, and program outcomes in an integrated manner (Chang & Wang, 2024;

Chanthalangsy et al., 2024). The model has been widely applied in educational and training contexts to align program design with implementation realities and learner achievements (Baybayan, 2025). Its holistic orientation makes the CIPP model particularly suitable for assessing programs that combine formal objectives with non-formal learning dynamics, such as the IGV Program.

Methodologically, the application of the CIPP model necessitates systematic data collection and analysis strategies that are sensitive to qualitative and quantitative dimensions of program implementation (Ardiansyah et al., 2023; Chand, 2025). Context and input evaluations require an examination of institutional policies, stakeholder expectations, and resource preparedness, while process evaluation focuses on mentoring mechanisms, intercultural facilitation, and operational coordination. Product evaluation, in turn, emphasizes learning outcomes, soft skills development, and broader social impacts experienced by both volunteers and host communities (Ali & Hastuti, 2022; Bedoya-Guerrero et al., 2024). The rigor of such evaluation is strengthened through appropriate sampling strategies and triangulation of data sources to ensure credibility and analytical depth (Andriani et al., 2025).

Therefore, evaluating the AIESEC Incoming Global Volunteer Program at the Yogyakarta “Veteran” National Development University using the CIPP model is not merely an administrative exercise but a strategic academic endeavor. It contributes to the advancement of educational evaluation literature by providing empirical insights into the governance and outcomes of international volunteer programs in higher education settings (Arbeni et al., 2025; Chang & Wang, 2024). Moreover, the findings are expected to inform institutional policy, enhance program quality, and reinforce the university’s role in advancing sustainable, inclusive, and globally oriented education (Adeoye, 2025; Chen et al., 2023). Ultimately, such evaluation supports the long-term sustainability of internationalization initiatives by ensuring their alignment with educational goals, stakeholder needs, and global development agendas.

## **2. Preliminaries or Related Work or Literature Review**

### **Program Evaluation Theory**

This study uses program evaluation theory with the CIPP (Context, Input, Process, Product) model developed by Stufflebeam as a decision-oriented evaluation approach (Stufflebeam & Shinkfield, 2007; Sadeghi-Bazargani et al., 2025). The CIPP model emphasizes that program evaluation should not only focus on the final results, but also on the needs underlying the program, the readiness of resources, and the quality of the implementation process (Nurrahman et al., 2023; Chanthalangsy et al., 2024).

The CIPP model is relevant for evaluating the AIESEC Incoming Global Volunteer (IGV) Program, which is based on experiential service-learning and cultural exchange. The context component assesses the relevance of program objectives, the input component assesses resource readiness and mentoring, the process component evaluates implementation and cross-cultural adaptation, and the product component assesses the program's impact on participants' intercultural competence and leadership development (Pradhan et al., 2024; Nguyen & Condry, 2023; Gregorová et al., 2025). This approach enables comprehensive and sustainable program assessment.

### **Evaluation**

Evaluation is a systematic process to assess the achievement of program objectives by comparing plans and results and includes the context, inputs, and implementation process (Tyler, 1950; Novalinda et al., 2020; Herdha et al., 2024). The objectives are to obtain valid and objective information, improve the quality of education, support strategic decision-

making, and ensure program accountability (Iqbal et al., 2024; Herdha et al., 2024; Zahroh & Hilmiyati, 2024; Djuanda, 2020; Arbeni et al., 2025)

### ***Evaluation Models***

Various evaluation models assess program effectiveness based on objectives, processes, and outcomes. Kirkpatrick emphasizes reactions, learning, behavior, and results (Kirkpatrick & Kirkpatrick, 2006; Jusoh et al., 2024), while CIPP focuses on context, inputs, processes, and products (Stufflebeam; Chang & Wang, 2024; Karim, 2025), Countenance assesses initial conditions, processes, and outcomes with descriptions and considerations (Stake; Riinawati, 2021; Wardani et al., 2022), Scriven distinguishes between formative and summative as well as goal-free evaluation (Clinton & Hattie, 2024; Youker, 2024), CSE-UCLA assesses programs from planning to outcome certification (Rusmulyani et al., 2022; Sri Wahyuni & Ahmad, 2024), and Discrepancy Evaluation highlights the gap between standards and implementation (Provus; Baybayan, 2025)

### ***CIPP Evaluation Model (Context, Input, Process, Product)***

The CIPP evaluation model was developed by Stufflebeam as a comprehensive evaluation framework for assessing programs holistically through the components of context, input, process, and product (Stufflebeam & Coryn, 2014). Context evaluation assesses the suitability of program objectives to participant needs and environmental conditions (Chan et al., 2021; Gregorová et al., 2025; Pinna Pintor & Premazzi, 2024). Input evaluation assesses the readiness of resources, planning, and institutional support that supports program implementation (Ratnayake & Lederer, 2024; Liao et al., 2025; Schultes et al., 2025). Process evaluation monitors program implementation, the quality of assistance, and the coordination of activities to ensure they are in line with the plan (García, 2023; Schulte, 2024). Product evaluation assesses the results and impact of the program, including the development of participants' intercultural competence, empathy, and social adaptation (Tian & McConachy, 2021; Kyaw & Mar, 2023). The CIPP model enables continuous program evaluation as a basis for decision-making and program improvement.

### **Non-Formal Education**

Non-formal education is a structured learning process outside the formal system that is flexible, participatory, and based on direct experience (Almeida & Morais, 2025; Sriwahyuni et al., 2023; Bradea, 2023). Its purpose is to develop the potential, social skills, empathy, and character of participants and to support lifelong education (Government of Indonesia, 2003; Solehuddin et al., 2025; Lee et al., 2025). Its characteristics are flexible, contextual, and involve direct interaction, and it can be organized by communities, institutions, or social organizations (Syaadah et al., 2022; Ilbad & Ismaniar, 2021; Sudarsono & Abad, 2024). Programs such as AIESEC's Incoming Global Volunteer (IGV) demonstrate non-formal education practices through real activities and cultural exchanges (Sriwahyuni et al., 2023; Ahmad et al., 2022).

### **Technical Skills (Hard Skills)**

Hard skills are specific, measurable technical abilities acquired through education, training, or practice, including factual knowledge, operational skills, and the ability to apply knowledge in tasks (Lamri & Lubart, 2023; Putri et al., 2023; Marzuki et al., 2024). Hard skills are an important foundation for completing tasks effectively and professionally, including in the Incoming Global Volunteer (IGV) program to support participant contributions (Nurbaiti & Putri, 2024; Dempsey-Brench & Shantz, 2022).

Hard skill indicators include: the ability to operate tools or technology independently, follow technical procedures accurately, and produce accurate and consistent output (Elsa & Cahayani, 2024; Firdaus, 2024; Suyatmo et al., 2024; Maulidiyah & Ubaidillah, 2024; Rikala et al., 2024). In the context of IGV, hard skills are evident in how participants prepare materials, use supporting devices, and document activities professionally.

### **Non-Technical Skills (Soft Skills)**

Soft skills are interpersonal and intrapersonal abilities that support communication, cooperation, leadership, emotional management, critical thinking, and adaptation in various social and professional situations (Beuken et al., 2025; Adeoye, 2025; Kearney et al., 2024; Parveen & Sharma, 2023). Soft skills develop through direct interaction experiences, such as volunteering or social activities, which encourage empathy, collaboration, and decision-making (Dempsey-Brench & Shantz, 2022; Giancaspro & Manuti, 2021).

Soft skill indicators include communication skills, teamwork, leadership, critical thinking, time management, independence, flexibility, emotional management, innovation, and results orientation (Ali & Hastuti, 2022; Rizakhojayeva et al., 2025; Hadi Sulistyanto et al., 2025; Bedoya-Guerrero et al., 2024; Mohammed & Ozdamli, 2024; Nadeem & Zabrodska, 2023). In the AIESEC Incoming Global Volunteer (IGV) Program, soft skills are important for adapting to new cultures, collaborating with international volunteers, and dealing with unexpected situations effectively.

### **Intercultural Competence**

Intercultural competence is the ability to understand, appreciate, and adapt when interacting with people from different cultures, including cultural awareness, sensitivity to differences, and behavioral adaptability (Roza et al., 2024; Anfas et al., 2023; Lemmons, 2023; Mayer et al., 2024; Pinna Pintor & Premazzi, 2024; Guillén-Yparrea & Ramírez-Montoya, 2023). This competence develops through direct experience, training, and self-reflection, and is important for academic, professional, and cross-cultural social interaction success. Indicators of Intercultural Competence include: Cognitive: understanding the values, norms, and communication styles of other cultures (Gutiérrez-Santiuste & Ritacco-Real, 2023). Affective: empathy, curiosity, and openness to differences (Gutiérrez-Santiuste & Ritacco-Real, 2023; Roza et al., 2024). Behavioral: the ability to adapt communication and actions to the cultural norms of the interlocutor, self-reflection, emotional stability, and openness to multicultural interactions (Mitchell, 2023; Kuffuor et al., 2024; Genkova & Schreiber, 2025; Roza et al., 2024).

### **Incoming Global Volunteer (IGV) Program**

IGV is a short-term international volunteer exchange program organized by AIESEC, involving young participants aged 18–30 from various countries to engage in social projects and cultural exchange. Participants are self-funded and go through stages of registration, preparation, and implementation of social projects on site (AIESEC, 2025; Yanti et al., 2023).

The objectives of IGV are to develop leadership, soft skills, and cross-cultural competencies, as well as to provide a social impact that supports the Sustainable Development Goals (SDGs) (Wiranto et al., 2022; AIESEC, 2025). The program is experiential learning, cross-cultural immersive, and structured, with short-term characteristics (6–8 weeks) and a focus on education, the environment, and community empowerment (Yanti et al., 2023; Molnar et al., 2025).

At UPN “Veteran” Yogyakarta, IGV is managed by the AIESEC Local Committee, assisted by a Project Manager, Local Volunteers, and Host Families, with academic guidance from lecturers. Participants are placed in local social projects to develop leadership skills, cultural adaptation, and build multicultural interactions (Aulia W., interview; AIESEC, 2025).

### Conceptual Framework

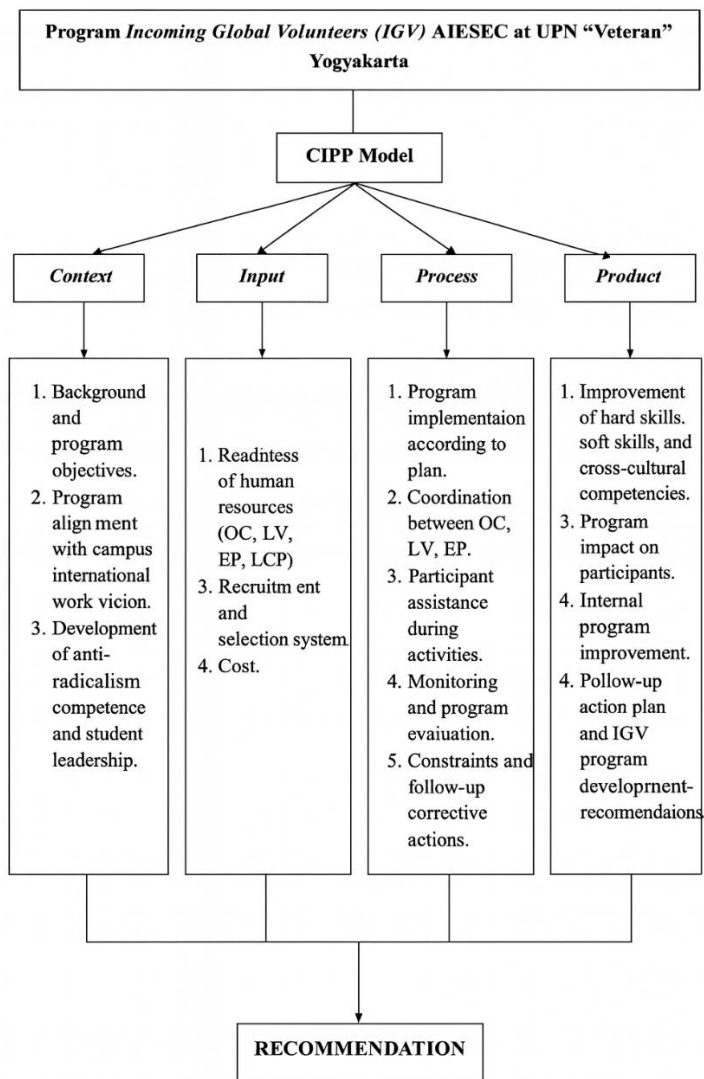


Figure 1. Conceptual Framework.

### 3. Materials and Method

#### Type of Research

This study uses program evaluation research with the CIPP (Context, Input, Process, Product) model to assess the effectiveness of the AIESEC Incoming Global Volunteer (IGV) Program at UPN "Veteran" Yogyakarta (Sugiyono, 2017; Meri et al., 2023). A qualitative descriptive approach was chosen to understand the context, process, and impact of the program in depth (Sugiyono, 2022). Context Evaluation: Assessing the relevance of the program to the needs of students and campuses, including cross-cultural experiences, social awareness, and leadership (Meri et al., 2023). Input Evaluation: Assessing the readiness of resources, implementer competencies, participant recruitment, facilities, briefing materials, and funding support (Nguyen & Condry, 2023). Process Evaluation: Examining the implementation of activities, committee coordination, Local Volunteer and Host Family assistance, and monitoring during the program (Sugiyono, 2022). Product Evaluation: Assessing the results in terms of improved communication skills, leadership, teamwork, intercultural understanding, and impact on the community, as well as recommendations for program development (A. M. Yusuf, 2017).

#### Place and Time

The research was conducted at UPN "Veteran" Yogyakarta from August 1 to October 31, 2025, covering all stages of the IGV program implementation.

### Research Subjects

Participants were selected purposively based on their experience and direct involvement. Main participants: the three best Exchange Participants from the Summer 2024, Winter 2024, and Summer 2025 periods; supporting participants: one Local Volunteer, two Organizing Committee members, and one Local Committee President (Andriani et al., 2025; Azwar, 2022). This CIPP-based evaluation provides a comprehensive overview of the effectiveness, process, and impact of IGV, as well as a basis for recommendations for further program development.

### Data Collection Techniques and IGV Evaluation Analysis

The evaluation research of the AIESEC Incoming Global Volunteer (IGV) Program used observation, interviews, and documentation techniques to obtain primary data from Exchange Participants, the Organizing Committee, Local Volunteers, and the Local Committee President (Sugiyono, 2022; Pratiwi et al., 2023). Observation: Conducted non-participatory through documents and visual evidence to assess program implementation in the field (Ardiansyah et al., 2023). Interviews: Semi-structured to explore participants' experiences, perceptions, and obstacles related to the program (Shoozan & Mohamad, 2024; Westland et al., 2025). Documentation: Analysis of archives, reports, photos, and videos to reinforce observation and interview data (Chand, 2025; Manzoli, 2024).

The data collection instruments consisted of observation guidelines, interviews, and document analysis prepared in accordance with the research objectives (Sugiyono, 2022; Yusuf, 2017). Data validity is maintained through triangulation of sources and methods, comparing information from various participants and techniques to ensure data consistency and credibility (Moleong, in Aimi et al., 2024; Luthfiyani & Murhayati, 2024).

Data analysis follows the Miles & Huberman model: data reduction, presentation, and conclusion drawing. Data is analyzed based on the CIPP components (context, input, process, product) to produce systematic and credible interpretations (Sugiyono, 2017; Qomaruddin & Sa'diyah, 2024).

The criteria for program success are determined if the implementation meets or exceeds the indicators in each CIPP component. The level of achievement is categorized as successful, moderately successful, and unsuccessful to assess the effectiveness of the program clearly and measurably (Sugiyono, 2022).

## 4. Results and Discussion

This study evaluates the AIESEC IGV Program at UPN "Veteran" Yogyakarta using the CIPP model (Sugiyono, 2022). The focus was determined through interviews, observations, and documentation, and developed based on field findings. The research locations included partner schools, international participant environments, and MSME partners in Yogyakarta and Sleman.

### Context Evaluation



**Figure 2.** Presentation of the "Happy Bus" Project by the AIESEC UPN "Veteran" Yogyakarta IGV Team to Purwokinanti Partners.

The results of the study show that the AIESEC Incoming Global Volunteer (IGV) Program at UPN "Veteran" Yogyakarta has a relevant and strong implementation context.

This program supports campus policies on the internationalization of education, provides local students with direct experience working with international participants, and responds to the needs of international participants for cross-cultural and social experiences (Local Committee President; Exchange Participant).



**Figure 3.** Exchange Participants Conducting Teaching Activities.

Local students involved as the Organizing Committee and Local Volunteers gained soft skills development, including coordination, communication, leadership, and cultural adaptation (Organizing Committee; Local Volunteers). Partner schools and students benefited from interactive learning and increased self-confidence, while MSME actors gained new insights for business development through interaction with international participants (Local Volunteers; Exchange Participants). The IGV program aligns the needs of relevant parties with program objectives, resulting in a strong foundation for implementation and supporting subsequent evaluation using the CIPP model (Sugiyono, 2022).

The IGV program is relevant to the needs of all parties and supports the internationalization of UPN “Veteran” Yogyakarta (Stufflebeam & Coryn, 2014; Forh et al., 2024). Exchange Participants gain cross-cultural and social experiences (Scheinert et al., 2019), local students develop coordination and communication skills (Yanti et al., 2023; Molnar et al., 2025), partner schools experience more interactive learning (Rahmi, 2024), and MSMEs gain new perspectives for business development (Chen et al., 2023; Napil et al., 2025). Overall, the context aspect of the program is in the good category.

The context evaluation further demonstrates that the IGV Program operates within a robust non-formal education framework that effectively complements formal higher education objectives. Non-formal educational initiatives such as international volunteering have been widely recognized for their capacity to address social needs while simultaneously fostering learner autonomy and civic engagement (Ahmad et al., 2022; Almeida & Morais, 2025; Bradea, 2023). In this study, the IGV Program’s contextual relevance is reflected in its alignment with institutional internationalization goals and community-based learning orientations, consistent with the strategic role of experiential education in contemporary universities (Adeoye, 2025). This alignment confirms that the program context not only supports academic policies but also responds to broader societal and developmental demands.

From an intercultural perspective, the presence of international Exchange Participants creates an immersive environment that facilitates meaningful cross-cultural interaction. Prior research indicates that such environments significantly enhance intercultural communication competence, cultural empathy, and global awareness among participants (Anfas et al., 2023; Chan et al., 2021). The findings reveal that Exchange Participants experienced direct engagement with local communities, schools, and MSMEs, allowing them to contextualize global issues within local realities. This experiential exposure reinforces the notion that international service-learning programs contribute substantively to global citizenship development and sustainable learning outcomes (Chen et al., 2023).

For local students serving as Organizing Committee members and Local Volunteers, the program context provided a practical arena for soft skills acquisition. Skills such as leadership, teamwork, communication, and problem-solving emerged organically through coordination with international participants and external partners. These findings are consistent with studies highlighting the role of campus-based and extracurricular programs in strengthening employability-oriented competencies among university students (Ali & Hastuti, 2022; Bedoya-Guerrero et al., 2024; Beuken et al., 2025). Thus, the IGV Program context functions as a developmental space that bridges academic learning with real-world professional skill formation.

The benefits of the IGV Program context also extend to partner schools, where interactive and participatory teaching approaches introduced by Exchange Participants contributed to increased student engagement and self-confidence. Contextually rich learning environments are known to enhance student motivation and conceptual understanding, particularly when learning activities are delivered through interactive and culturally diverse methods (Aimi et al., 2024). The integration of international volunteers into classroom activities aligns with contemporary pedagogical approaches that emphasize learner-centered and experiential instruction. As such, the program context supports pedagogical innovation within partner institutions.

In addition, MSME partners involved in the IGV Program benefited from intercultural exchanges that introduced new perspectives on entrepreneurship, marketing, and innovation. Volunteer service programs have been shown to stimulate local capacity building by facilitating knowledge transfer and cross-cultural dialogue between global volunteers and local economic actors (Chen et al., 2023). Within the context of this study, MSMEs reported gaining insights into global business practices and creative problem-solving strategies. This demonstrates that the IGV Program context contributes not only to educational outcomes but also to local economic empowerment.

From an evaluation standpoint, the strong contextual alignment identified in this study provides a solid foundation for subsequent input, process, and product evaluations within the CIPP framework. Context evaluation is critical in determining whether program objectives are responsive to stakeholder needs and institutional priorities (Arifin, 2015; Arbeni et al., 2025). The relevance observed across multiple stakeholder groups indicates that the IGV Program meets the essential contextual criteria for effective program implementation. Similar findings have been reported in other CIPP-based evaluations, where contextual coherence significantly influenced program success (Chang & Wang, 2024; Chanthalangsy et al., 2024).

Methodologically, the credibility of these contextual findings is strengthened through the use of interviews, observations, and documentation, which are widely endorsed qualitative data collection techniques in educational evaluation research (Ardiansyah et al., 2023; Chand, 2025). Appropriate sampling strategies ensured that diverse stakeholder perspectives were represented, enhancing the depth and validity of the analysis (Andriani et al., 2025). Overall, the context evaluation results position the IGV Program at UPN “Veteran” Yogyakarta within the “good” category, indicating a high level of relevance, responsiveness, and strategic alignment. This strong contextual foundation supports the continuation and further development of the program within a sustainable and academically accountable framework (AIESEC, 2025b; Baybayan, 2025).

### **Input Evaluation**

Input evaluation assesses the readiness of human resources, planning, institutional support, and facilities for the IGV Program.



readiness and stability of the IGV Program, in line with broader evaluations of international service-learning initiatives (Chan et al., 2021; Chen et al., 2023).

The preparation provided to Exchange Participants constitutes another important input dimension. Pre-departure information and initial briefings helped participants understand program goals and local contexts, although early-stage cultural and environmental adaptation remained a challenge. Similar findings have been reported in studies on international students' intercultural experiences, which emphasize that orientation programs are necessary but not always sufficient to ensure smooth adaptation (Anfas et al., 2023). Nonetheless, the availability of Local Volunteers and Host Families mitigated these challenges by offering continuous guidance and cultural support.

Host Families represent a distinctive input that enhances the experiential quality of the IGV Program. By providing accommodation and daily cultural exposure, Host Families function as informal educators within the non-formal learning ecosystem. Volunteering literature highlights that immersion in local communities strengthens intercultural understanding and social learning outcomes (Bradea, 2023; Chen et al., 2023). Therefore, the involvement of Host Families significantly enriches program inputs by extending learning beyond formal activity settings.

Partner schools and MSMEs also constitute critical input components by offering authentic learning spaces and practical engagement opportunities. In educational contexts, access to real-world environments is known to enhance conceptual understanding, motivation, and relevance of learning experiences (Aimi et al., 2024). For MSMEs, collaboration with international volunteers enables exposure to new ideas and global perspectives, reinforcing the reciprocal benefits of volunteer programs (Chen et al., 2023). These partnerships demonstrate that the IGV Program inputs are not limited to internal resources but are strengthened through external collaboration.

From an evaluation standpoint, the adequacy of inputs identified in this study provides a strong basis for effective process and product outcomes within the CIPP framework. Input evaluation focuses on assessing whether available resources and strategies are sufficient to achieve program goals (Stufflebeam & Coryn, 2014; Chang & Wang, 2024). The findings indicate that the IGV Program meets these criteria, as human resources, facilities, and institutional support are largely in place. Consequently, the input aspect of the IGV Program at UPN "Veteran" Yogyakarta can be categorized as good, supporting its continued implementation and future improvement (Chanthalangsy et al., 2024; Baybayan, 2025).

### **Process Evaluation**

Process evaluation assesses the implementation of the IGV Program from orientation to activities at partner schools and supporting activities. Research shows that Exchange Participants are guided from the outset through orientation by Local Volunteers to understand the environment, school routines, and local customs. Teaching activities are interactive and culture-based with intensive mentoring, while regular coordination between the Organizing Committee, Local Volunteers, and partner schools ensures the smooth running of the program. Additional activities such as visits to MSMEs and social activities enrich the participants' experience. Overall, the program implementation process is structured, responsive, and well-received by all parties.

The implementation of the IGV Program went quite well with orientation, mentoring, and teaching activities at schools as well as structured MSME activities. Local Volunteers helped participants adapt, while coordination by the Organizing Committee and internal monitoring were carried out, although not consistently. Several obstacles arose related to participant adaptation and schedule changes. Overall, the program process was effective but needed strengthening in coordination and documentation (Stufflebeam & Coryn, 2014; Yanti & Sada, 2023; Schulte, 2024; Sari et al., 2022).

### **Product Evaluation**

Product evaluation assesses the final results of the IGV Program for all parties involved. The results of the study show that Exchange Participants experienced an increase in communication skills, self-confidence, flexibility, and understanding of Indonesian culture. Local Volunteers developed cross-cultural communication skills and adaptability, while the Organizing Committee improved in coordination, program management, and work plan preparation. Partner schools benefited from a more interactive learning atmosphere and increased student motivation. MSMEs received practical input from international participants that helped them develop their businesses. The program also strengthened AIESEC's legitimacy on campus, increased organizational capacity, and supported the internationalization strategy of UPN "Veteran" Yogyakarta. Overall, the IGV Program had a positive impact on participants, partners, and organizers.

The IGV program has a positive impact: Exchange Participants improve their communication skills, self-confidence, and cultural understanding (Tian & McConachy, 2021), Local Volunteers and the Organizing Committee strengthen their leadership and soft skills (Yanti et al., 2023), partner schools and students become more interactive and motivated (Nelson, 2023), and MSMEs receive business development input (Chen et al., 2023). This program also strengthens AIESEC's legitimacy and supports campus internationalization (Nguyen & Condry, 2023). Overall, the program results are good, with partner documentation needing to be strengthened.

### **5. Conclusion**

Based on an evaluation using the CIPP model, the Incoming Global Volunteer Program organized by AIESEC at UPN "Veteran" Yogyakarta showed positive results in all evaluation components. (1) The context evaluation results show that the program objectives are in line with the needs of the institution, international participants, local students, and program partners. The program supports the campus internationalization agenda and provides cross-cultural experiences for international participants. (2) The input evaluation results show that human resources readiness, institutional support, and supporting facilities are adequate. The Organizing Committee and Local Volunteers were able to effectively carry out planning, coordination, and mentoring of international participants. (3) The results of the process evaluation show that the implementation of the program is generally in line with the plan. Initial orientation, daily mentoring, and regular coordination support the smooth running of activities despite obstacles in the form of participant adaptation and schedule adjustments. The consistency of internal monitoring needs to be improved. (4) The results of the product evaluation show that the program has a positive impact on all parties. Exchange participants experience an increase in communication skills, cultural adaptation, and self-confidence. Local students have developed their leadership, coordination, and program management skills. Partner schools have shown increased student enthusiasm and participation, while MSMEs have received business development input. This program has also strengthened AIESEC's legitimacy and supported the campus internationalization agenda.

Overall, the implementation of the IGV Program has met its objectives and is in the good category, making it worthy of continuation with strengthening in the areas of documentation, coordination, and program sustainability monitoring.

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