EVALUATION OF THE CREATIVITY ACTIVITY SERVICE (CAS) PROGRAM AT A PRIVATE INTERNATIONAL BACCALAUREATE SCHOOL USING STAKE'S EVALUATION MODEL

[EVALUASI PROGRAM *THE CREATIVITY ACTIVITY SERVICE (*CAS) DI SEKOLAH SWASTA BERTARAF INTERNASIONAL DENGAN MENGGUNAKAN MODEL EVALUASI *STAKE*]

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Abstract

Creativity Action Service (CAS) is one of the requirements of the Diploma Program in schools using the International Baccalaureate (IB) curriculum for grade 11 and 12 students. Through this CAS program, students are expected to grow in awareness of their own strengths and potential, learn to overcome the challenges of new activities they initiate and plan, work collaboratively, demonstrate persistence and commitment to engage in global issues. Periodic evaluation of IB curriculum schools is essential to assess the quality and components of the program, as a basis for decision-making for program improvement and accountability. The results contribute to improving organizational and social values for the schools and communities affected by the program, although the last evaluation was conducted several years ago. This evaluation research uses a

descriptive qualitative method by implementing the Countenance Stake evaluation model that emphasizes description and assessment to see the objective conditions at the antecedent (context), transaction (process), and outcome (results) stages. Data collection was conducted through documentation studies, interviews with CAS coordinators, teachers as CAS supervisors, students, and observing program implementation. The results of the evaluation were analyzed and categorized as best practices, challenges, and support systems which ultimately became suggestions for improvement in the future program.

Keywords: Creativity Activity Service (CAS) program; International Baccalaureate (IB) curriculum; Stake's evaluation model

Abstrak

Creativity Action Service (CAS) merupakan salah satu persyaratan Program Diploma di sekolah-sekolah yang menggunakan kurikulum *International Baccalaureate (IB)* untuk siswa kelas 11 dan 12. Melalui program CAS ini, para siswa diharapkan dapat tumbuh dalam kesadaran akan kekuatan dan potensi diri mereka sendiri, belajar mengatasi tantangan dari kegiatan baru yang mereka inisiasi dan rencanakan, bekerja secara kolaboratif, menunjukkan kegigihan dan komitmen untuk terlibat dalam isu-isu global. Evaluasi berkala terhadap sekolah-sekolah kurikulum IB sangat penting untuk menilai kualitas dan komponen program, sebagai dasar pengambilan keputusan untuk perbaikan dan akuntabilitas program. Hasilnya berkontribusi dalam meningkatkan nilai-nilai organisasi dan sosial bagi sekolah dan masyarakat yang terkena dampak program, meskipun evaluasi terakhir telah dilakukan beberapa tahun yang lalu. Penelitian evaluasi ini menggunakan metode kualitatif deskriptif dengan mengimplementasikan model evaluasi Countenance Stake yang menekankan pada deskripsi dan penilaian untuk melihat kondisi objektif pada tahap *antecedent* (konteks), *transaction* (proses), dan *outcome* (hasil). Pengumpulan data dilakukan melalui studi dokumentasi, wawancara dengan koordinator CAS, guru sebagai pembimbing CAS, siswa, serta mengamati pelaksanaan program. Hasil evaluasi dianalisis dan dikategorikan sebagai praktik terbaik,

tantangan, dan sistem pendukung yang pada akhirnya menjadi saran perbaikan dalam program jangka pendek, jangka menengah, dan jangka panjang.

Kata Kunci: program Pelayanan Aktivitas Kreativitas, kurikulum International Baccalaureate (IB), model evaluasi Stake

Introduction

One of the curricula used in international schools is the International Baccalaureate (IB) curriculum, which has long been known to be of good quality. For grade 11 and 12 students who attend school using the IB curriculum, in addition to obtaining general subjects such as Mathematics, English, Biology, Economics, and others, students are required to attend three educational programs that have been determined as graduation requirements, namely Extended Essay (EE), Theory of Knowledge (TOK), and Creativity Activity Service (CAS). The Creativity Activity Service (CAS) program is a mandatory program for students in grades 11 and 12. It can be said that almost the entire school community is involved and participates in its management. The school community includes students, teachers, parents, school management, stakeholders, foundations, government agencies, and the community who are directly involved in implementing the CAS program (Oktasari, 2018; Purnomo, 2016).

The author is interested in discussing this topic because the CAS program is an academic activity that is highly valued among international schools that use the IB curriculum, is unique, beneficial to many parties, provides training and personal learning experiences which are very valuable for activity managers and is an activity which many people look forward to every year. The CAS program is unique because this program aims to help students become human resources who are ready to fill their lives and futures to share and contribute to the environment around them, both locally and globally. Students are expected to be able to manage themselves

well and effectively to harmonize their academic and social life. Students are also expected to be able to hone and apply creativity, activity, and service to provide better benefits for themselves and the environment around them. Activities carried out can also be in the form of individual or group activities (Amaliyah, 2017; Tresnawati, 2019).

The Countenance Stake evaluation model developed by Robert E. Stake in 1967 consists of three stages, namely: input (antecedent), process (transaction), and outcome (outcome). In each stage there are two things, namely description and judgement. The decision-making technique at each evaluation stage is by measuring each evaluation focus. In terms of countenance evaluation means an evaluation that emphasizes the implementation of descriptions and considerations. The connection between the meaning and the origin of the word is in the considerations obtained from the evaluator, giving rise to a decision or agreement on a matter (Widoyoko, 2017; Munthe, 2015). According to Stake's view (Tayibnapis, 2000; Ananda & Rafida, 2017), when assessing a program, it means that we make a relative comparison between one program and another, or make an absolute comparison, meaning that we compare a program with certain standards.

This formative evaluation research will discuss the process of implementing the CAS program which consists of planning, implementation, and evaluation stages in which each process will be compared with the intention of determining whether there is a difference between the objectives and the actual situation, then comparing it with an absolute standard for assessing program benefits. Specifically, this article will discuss the objective conditions of the components that support the CAS program planning process at the input (antecedent) stage, the effectiveness of implementing CAS program activities at the process (transaction) stage, then evaluating the quality of student character formation as the result (outcome) of CAS implementation program in one of the schools with the IB curriculum. In the end, the results of this research will be

presented in three categories of recommendations, namely best practices that can be maintained, challenges that must be overcome, and support systems that can encourage improvements in the short, medium, and long term so that they can become useful examples for program development. Current and future CAS for international schools using the IB curriculum.

Research Method

This study uses descriptive qualitative methods to identify, process, and analyze data to understand the meaning, significance, and relevance of research variables (Gay & Mills, 2021). Data collection to evaluate the CAS program was carried out through a study of CAS program documentation published by the International Baccalaureate Organization (IBO) and the school, in-depth interviews with CAS coordinators, CAS advisor, two grade 11 students, and two grade 12 students who were currently conducting the CAS program, as well as observing the implementation of several CAS programs inside and outside of school.

The Countenance Stake evaluation model used in this study presents the objective criteria of each evaluation stage and compares them with a) objective conditions of the CAS program components at the antecedent stage, b) implementation of CAS program activities at the transaction stage, and c) benefits and constraints CAS program at the outcome stage. The steps that must be taken in carrying out the evaluation of the Countenance Stake model are included in four steps: 1) evaluators can conduct document studies or interview program developers regarding initial requirements, processes, and results, 2) evaluators carry out congruent analysis through observation to analyze the implementation of the plan to see whether it is appropriate or deviations occur and analyze the factors that influence it, 3) evaluator provides considerations regarding the program being studied based on the standards obtained from the document study, and 4) evaluator gives consideration to the results

of the analysis of the three previous steps in short, medium, and long term strategies (Hasan, 2021; Arikunto & Jabar, 2018).

In conducting data analysis, this research follows the Creswell and Stake data analysis model, where data is analyzed by direct interpretation and a combination of examples in coded form or known as thematic analysis. Data analysis follows the following three steps: 1) perform data introduction, 2) bringing data into the focus of research or analyzing it, and 3) categorize data into code to emerge themes. The themes developed then gave rise to patterns to define the categories of best practices, challenges, and support systems in this research (Alata, 2019; Heriyanto, 2018; Stake, 1967).

Results and Discussion

The Creativity, Activity, Service (CAS) Program is at the heart of the Diploma Program which engages students in various activities that take place concurrently with their academic studies. The three CAS components that are often intertwined as a unit of joint activity consist of 1) *Creativity* in exploring and extending ideas leading to original or interpretive products or performance. This component includes visual and performing arts output, digital design, writing, film, culinary arts, and crafts. 2). *Activity* that contributes to a healthy lifestyle. Activities may include individual and team sports, dancing, outdoor recreation, fitness training and any other form of physical activity that intentionally contributes to a healthy lifestyle. 3) *Service* in the form of collaborative and reciprocal cooperation with the community in response to authentic needs. Through service, students develop and apply personal and social skills in real-life situations involving decision making, problem solving, initiative, responsibility, and accountability for their actions (Meikasari & Haryono, 2014; Sunaengsih, 2015).

The CAS program encourages students to engage in local, national, and international activities as individuals and as part of a team, enabling them to enhance their personal, interpersonal, social, and civic development. This program can be a challenging and

personal journey to find themselves. CAS activities are usually real and purposeful with significant outcomes, broaden students while involving planning, reviewing progress, reporting, and reflecting on results and personal learning. CAS activities are seen in a wider context by remembering the adage "think globally, act locally" as the basis of this CAS program. Working with people from different social or cultural backgrounds around the school can increase mutual understanding when involved in a large international project.

Within this Diploma Program, CAS provides a key opportunity to develop many of the attributes described in the student profile of the International Baccalaureate curriculum. For this reason, CAS objectives have been written in a form that highlights their relationship to the IB learner profile. The CAS program aims to develop students so they can: 1) enjoy and find significance through a variety of CAS experiences that involve intellectual, physical, creative, and emotional elements in fun activities, 2) reflect on their experiences meaningfully, 3) identifying goals, developing strategies, and initiating further actions for personal growth, 4) exploring new possibilities, embracing new challenges, and adapting to new roles, 5) participate actively in planned, sustainable, and collaborative CAS Projects, 6) understand that they are members of local and global communities with responsibilities to each other and to the environment.

Successful completion of the CAS program is a requirement for obtaining the International Baccalaureate (CAS) diploma. CAS programs are not formally assessed but students need to document their activities and provide evidence that they have achieved all key learning outcomes. Learning outcomes are distinguished from objective assessments because they are not assessed via a scale (Miller, Linn, & Gronlund, 2013). The focus on learning outcomes in the CAS program emphasizes the contribution of activities to better student development as the most important. As a result of the overall CAS experience, including reflection, there should be evidence that the student has 1) growth in increasing their

awareness of their own strengths and potential, 2) new challenges undertaken, 3) planned and initiated activities, 4) work collaboratively with others, 5) show persistence and commitment in their activities, 6) engage with issues of global importance, 7) consider the ethical implications of their actions, and 8) new skills developed.

The following are the results obtained from the three stages of the research conducted:

Stage 1 – Antecedent: Examining the intended program through document analysis and interview.

1. **Organizational Structure of the CAS Program**

   Organizationally, CAS has a clear structure. All CAS activities are coordinated by a coordinator. The position of the CAS coordinator is equal to teachers in other fields of study. In implementing the joint program, the CAS coordinator will coordinate and consult with the Diploma Program coordinator and the secondary school principal. Furthermore, the CAS coordinator will be assisted by other teachers as CAS advisors in implementing large-scale CAS programs.

2. **CAS Program Human Resources**

   Human resources that contribute to the CAS program include, 1) the CAS coordinator who manages the CAS program, 2) CAS advisor who guides and motivates students in carrying out and completing the CAS program, 3) grade 11 and 12 students who are required to perform the CAS program as a condition for receiving a graduation certificate from IB, 4) parents of students who play a role in supporting the success of their son or daughter in carrying out the CAS program, and 5) the coordinator of the Diploma Program is the head of all programs implemented for grades 11 and 12 students who oversees the activities and activities of implementing CAS. In the end, it can be said that almost the entire school community is involved and participates

in its management. The school community includes students, teachers, parents, school management, office holders, foundations, government agencies and the community who are directly involved in implementing the CAS program (Belal, 2017).

3. Period of Implementation of the CAS Program

The CAS program can be implemented within a period of 1.5 years, from the time students in grade 11 start entering semester 1 until the student is in grade 12 in semester 1. Students are expected to be able to meet the eight assessment criteria so they are entitled to a graduation certificate from IB. Students must participate in six CAS experiences; one of those experiences should be a CAS project. Balance of creativity, activity, and service is preferable, and each experience may have one or more strands. CAS activities can be carried out in two-time categories, the first category students can do four of six experiences that must involve significant planning, a commitment of at least eight weeks, a minimum of 15 hours of engaged activity, as well as documented reflections. The second category, students can also choose to do a maximum of two experiences that can have less than eight-week involvement, but no less than a week commitment. A minimum of 15 hours of engaged activity must still be performed with significant planning and documented reflections. The number of learning outcomes that need to be addressed is 1-2 per experience.

Stage 2 – Transaction: Exploring the implemented program through observation.

1. Introduction to the CAS Program for Students

Program introduction is a critical first step in organizing an activity. A good introduction will give good results and benefits too. The introduction of the CAS program is carried out at the beginning of each school year and is listed on the educational academic calendar. Each grade 11 student receives a CAS handbook which contains various information about the CAS

program as well as a CAS calendar detailing the time and stages of activities that students must achieve. The introduction of the CAS program was carried out jointly by the parties involved, such as grade 11 students, parents of grade 11 students, CAS advisors, CAS Coordinators, and Diploma Program Coordinators, as well as school principals. This introductory activity then directs students to promotional events for CAS activities that have taken place previously by grade 12 students. Grade 11 students can also initiate new CAS activities according to their interests and talents.

The stages of introducing the CAS program at Pelita Harapan School are in accordance with the CAS program guidance document issued by the International Baccalaureate Organization (IBO) for the Diploma Program (DP) level. CAS coordinators are also sent to attend seminars or workshops with other international schools in Indonesia that also use the IB curriculum. The CAS program guidelines are evaluated by the IBO every 5 years. If there are urgent changes, the IBO will immediately send the latest CAS program guide publication documents to schools that are registered as members of the IBO institution. Students and parents can also access IB curriculum documents and CAS program guides through the IBO website by logging in to the accounts created by their respective schools. This is what makes transparency in running the CAS program so good that it creates good cooperation from all parties.

2. CAS Program Implementation Procedures

The implementation of CAS activities typically involves the following steps:

a. Planning

Studies plan their activities in advance, keeping in mind the requirements and objectives of the CAS program. This may involve brainstorming ideas, setting goals, finding a supervisor, creating a plan of action, and creating a proposal to discuss with the CAS advisor.

b. Action

Once the planning stage is complete, and the experience is approved by the CAS advisor, students carry out their experience. This may involve engaging in a creative Project, participating in physical activity, or performing service to others (depending on the CAS strand).

c. Reflection

While doing the activity, continue to add some reflections in the CAS questions/reflections section. This may involve thinking about what they learned, how they grew as individuals, and what impact their activities had on others.

d. Documentation

Students will need to document their CAS activities, including their planning, action, and reflection stages. The documentation may be in the form of a journal, a blog, or other types of written or multimedia content. It is important that variety and constant documentation are recorded. Within an experience, there are mid-point and end-point meetings where the progress and reflections are overviewed and commented on by the CAS advisors with feedback.

3. **Types of CAS Program Activities**

The CAS program implemented at this school consists of annual routine programs and programs implemented by students based on students' ideas and interests. Almost all kinds of activities have been carried out by students at this school, including activities that have an impact on Indonesian people in remote areas. Many students choose sports and arts club activities at school, join student organizations and scientific research, and execute activities that provide services, such as health and education.

4. **Criteria for evaluating the implementation of the CAS Program**

Assessments are carried out by CAS advisors and coordinators regarding the work of students who have implemented the CAS program both collectively and individually. In accordance with

the completion form for the implementation of the CAS program that has been filled in and submitted by students to the CAS advisor and coordinator, the evaluation is carried out according to IB provisions based on the expected learning outcomes, which are (International Baccalaureate Organization, 2015):

a. *Identify own strengths and develop areas for growth* where students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

b. *Demonstrate that challenges have been undertaken, developing new skills in the process* where a new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

c. *Demonstrate how to initiate and plan a CAS experience* where students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

d. *Show commitment to and perseverance in CAS experiences* where students demonstrate regular involvement and active engagement in CAS.

e. *Demonstrate the skills and recognize the benefits of working collaboratively* where students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

5. **Supervision of the Implementation of the CAS Program**

Supervision is carried out in accordance with the organizational structure owned by CAS. In carrying out each activity, the Diploma Program coordinator supervises all activities

carried out by students and the CAS coordinator and advisors within a certain period. Therefore, the CAS coordinator always coordinates with the Diploma Program coordinator and advisors in organizing various activities related to the CAS program to facilitate the implementation of supervision. The supervision phase is carried out by the CAS coordinator and advisors in collaboration with the Diploma Program coordinator as follows: 1) supervising student activities once a month accompanied or followed up with random field checks, 2) supervise the management of CAS so that it complies with the applicable IB provisions, and 3) sending notification information to authorized parties regarding the implementation of CAS activities, such as school principals and IBO.

Stage 3 – Outcome: Provides descriptions and judgements regarding the program based on the standards obtained.

1. **Benefits of implementing the CAS Program**

   The implementation of the CAS program in schools with an IB curriculum that has been going on for more than 15 years has undeniably had a significant impact on the surrounding community and environment. The following presents the impacts or impressions felt by students, parents, teachers, and the surrounding community on the implementation of the CAS program:

   a. For students

   Based on the recognition of students who have participated in and implemented various CAS programs, they experience extraordinary benefits from this program. Students gain various new experiences, face many challenges, and feel various emotions in carrying out the CAS program. They realize that life is a struggle and to get something it takes effort which is sometimes not always easy to live with. The results of the business generated are not only for oneself but are distributed to people who need it more. Since

participating in these various activities, they understand that it takes hard work in the form of energy, time, funds, and feelings to sustain life. The students enjoyed the change in atmosphere that is felt when being in the midst of local residents in rural areas while carrying out the CAS program. There they interacted with ordinary people, even some of them who were underprivileged. Students learn to develop their skills, abilities, and creativity in carrying out CAS activities, both in groups and individually. They learn to organize themselves better and enjoy a variety of activities involving creativity, action, and service during the CAS program. One more thing that really impressed the students was that they realized that they were valuable and that they were citizens of the world who played an important role in creating a safer, peaceful, and better world.

b. For parents

Parents play an important role in the success of the learning process of their sons or daughters. Parents realize that it is crucial for them to take part in CAS activities carried out by their sons or daughters. Parents act as mentors as well as guardians of students in implementing CAS activities. Parents feel proud and enthusiastic about accompanying and supporting CAS activities which are the responsibility of their children. They realize that every child has different interests and talents, so it is the parent's job to guide and support their children. As a form of support for the smooth running of the CAS program, parents can do several things such as establishing good communication with students, teachers, and fellow parents. For parents, the CAS program can be started from simple things within the student and around the student's residence. In the end, parents feel proud of the persistence and effort that their children have put into developing skills and building self-confidence in each student.

c. For teachers

By supervising and guiding students in managing the CAS program, teachers who have been involved in the CAS program as CAS advisors also experience the atmosphere of creativity, activity and service contained in various CAS programs. Teachers realized that it was vital for students to carry out activities such as CAS, therefore students could gain experience through direct learning about the values of life around them. Teachers feel proud and touched as well as motivated to always encourage students to be diligent and complete the CAS program with a happy heart. In addition, teachers get the opportunity to reflect and get certain ideas in carrying out their duties and responsibilities as educators and teachers.

d. For community

Community feels greatly appreciated by the implementation of the CAS program outside of school which brings benefits to improving the welfare of their families. In fact, they always look forward to similar activities every year. In addition, the community was happy because they received service through educational facilities in the form of books to enrich their knowledge and add the collections in the school library. Community also feels happy because they get a brief lesson from the implementation of teaching English from students. They also feel proud to have the opportunity to experience the educational facilities available at this school by carrying out sports activities together. In addition, the community who receives donations in housing construction felt grateful for this assistance. Based on the implementation of the CAS program that has been going on, some of the positive impacts that have occurred have helped strengthen the establishment of harmonious, safe, and secure relationships between the school community and the surrounding community.

2. Challenges during the CAS Program

When implementing the CAS program, some students were quite capable of holding CAS activities in the school environment for community but encountered problems when the CAS program they were carrying out had to take part in competitions, especially the competitions outside of school hours. Based on the observations, it appears that students have mild obstacles for carrying out CAS activities that are unusual for them for the first time, such as teaching children in the village, interacting with villagers where they serve, or holding presentations in front of sponsors and stakeholders. However, these challenges should be overcome with thorough preparation before starting CAS activities. Therefore, what needs to be done continuously is to carry out monitoring and maintenance of the results of the CAS program routinely and motivating students to fulfill regeneration of the CAS program they have carried out. It is because the activity that has been going well and is very beneficial for the community can be interrupted, just because the student has completed the obligation to implement the CAS program. This is very important considering that students have direct contact with the local community and other communities outside the area they work in. Students need to maintain harmonious relationships with the community who have benefited from the implementation of the CAS program and the wider community in general.

In addition, maintaining the coordination between students and advisor or students and community in the long term is also one of the challenges faced by students. Students' responsibility at school and at home makes it difficult for them to fulfill the agenda of CAS activities that they have previously set. Teamwork can reduce these barriers. However, for students who perform individual CAS activities, they usually ask for the help from their classmates to remind each other so that the CAS activity targets can be met. The CAS advisors also play an important role in

supervising the progress of students according to their timeline. This can be overcome by providing a special time to check the CAS activities that students have done every week. Students usually gather with the CAS advisor in the teacher's classroom. Each CAS advisor usually supervises 2 to 3 classes consisting of students from grades 11 or 12. Each class usually contains 18-20 students, which is not very effective, and each meeting lasts for 50 minutes each week in the CAS advisor's room. However, if there is a certain announcement from the CAS coordinator, the students will be gathered in the hall according to their respective batches.

Thus, to achieve the development of the CAS program in schools with an IB curriculum, there are three strategies that can be applied according to the results of the evaluation carried out, namely:

1. Short Term Strategy

Short-term strategies are strategic steps that can be taken internally and simply within a period of 1 to 12 months. This can be done in stages so that the development of the CAS program can take place properly in order to produce a generation that is creative and cares for the environment and others. This should continue to be done even as much as possible to continue to be improved. The development of the CAS program places more emphasis on increasing human resources to accomplish future work and is carried out through an integrated approach with other activities. Many CAS advisors were overwhelmed when they were entrusted with supervising more than 40 grade 11 and 12 students. While these teacher advisors also had to complete other tasks and responsibilities as well as administration as subject teachers, on the other hand they also had to supervise whether each student could complete the CAS activities they had previously planned.

CAS program planning is carried out by the CAS Coordinator and all grade 11 students at the start of the school year. This is to anticipate things that are not desirable, for example, some

planned activities that do not take place according to a predetermined time. The organization of activities that have been going quite well so far can be continuously improved by involving the entire school community in simple things, for example, donating items that are still suitable for use. This can have an impact on increasing the quantity of assistance that can be given to the community.

2. **Medium Term Strategy**

The medium-term strategy is strategic steps that can be taken simply with a period of 1 to 3 years. The effort that can be made by this IB curriculum school in developing the CAS program is to create a program that unites the common thread between actions from PYP, services to local communities from MYP, and CAS program from DP.

The implementation of the CAS program that has taken place on a regular basis can be implemented in the form of different and more varied activities. Furthermore, in order to improve supervision of the CAS program in schools, supervision should start from the students themselves as program initiators and organizers. Students are expected to be able to explore all their energy and thoughts in designing up to evaluating the CAS program they initiated. Furthermore, supervision continued at the level of teacher advisor, CAS coordinator, diploma program coordinator and up to the school principal.

3. **Long Term Strategy**

Long-term strategies are strategic steps that can be taken within a period of more than three years. This is based on the consideration that a long-term strategy requires in-depth thinking, a comprehensive work plan and cooperation with various related parties. Implementing a long-term strategy is not always easy, so it requires preparation and cooperation with various parties.

To support the development of the CAS program at this school, it is suggested that the school collaborates with several

trusted companies around Tangerang and Jakarta to have a wider impact on the community around the school. This activity can provide good benefits, especially to support Corporate Social Responsibility (CSR) activities for the company. In addition, schools can also finalize collaborations that have existed with several international standard schools around schools to hold joint CAS programs at certain times and increase collaboration with local governments to support improving the quality of education in public schools around schools.

Conclusion

Based on the results of the evaluation and discussion that have been put forward, the authors draw several conclusions: 1) CAS program planning can be included in the academic calendar of education that takes place regularly every year. Activity planning is tailored to the goals and benefits for students and the surrounding community listed in the CAS activity proposals made by students. Students, parents, teachers, and the school community are involved in the planning stages of CAS activities. 2) The organization of the CAS program has been well structured and clear where in accordance with the applicable organizational structure, all components in the structure are involved proportionally according to their duties and responsibilities. 3) The implementation of the CAS program has been running quite well for years. Annual programs that are executed together continuously can provide mutual benefits for students, schools, parents, the school, and community who benefit from the activities accomplished. 4) Supervision of the CAS program has been going on properly and clearly. This can be proven through the availability of supporting documents that must be filled out by students, CAS advisors, and CAS coordinators so that they can become a reference and proof that the activities have taken place. 5) The evaluation is an assessment carried out by the CAS coordinator on the results of the implementation of the student CAS program which are achieved collectively. Assessment is implemented

periodically to achieve the results in accordance with the eight expected learning outcomes criteria for the implementation of CAS activities by students. 6). Some of the obstacles encountered when carrying out the CAS program were the challenges faced by students in organizing themselves to carry out the CAS program in tandem with busy school activities, the CAS program has not yet reached all residents who need assistance to enjoy the benefits of implementing CAS activities, handling security when implementation of CAS activities to discipline residents who are involved in these activities. 7). Every stakeholder involved in the CAS program needs to always motivate students to regenerate the CAS program they have accomplished. The activity that has been going well and is very beneficial for the community be abandoned just because the student has not completed the obligation to finalize the CAS program or has graduated from the school. 8). Through the implementation of the CAS program, the impact and benefits can be felt for students, parents, teachers, and the community who also feel the management of the CAS program. In conclusion, the CAS program is expected to continue in the future, therefore it can reach the surrounding community who have never benefited from the implementation of these activities.

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