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Evaluating the 'Gerbang Kembar' Program for Out-of-School Children: Lessons from Pasuruan Regency, Indonesia on Aligning SDG 4 and SDG 8

Mokhammad Syamsudin*, Warih Handayani, Sri Setyowati

Universitas Negeri Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.2.3.267>

Sections Info

Article history:

Submitted: March 21, 2026
 Final Revised: June 3, 2026
 Accepted: June 8, 2026
 First Available Online: July 6, 2026
 Publication Date: August 27, 2026

Keywords:

CIPP Evaluation Model;
 Gerbang Kembar;
 Human Development Index.

ABSTRACT

Objective: To evaluate the strategy implemented by the Pasuruan Regency Education and Culture Office in addressing school dropouts to support the improvement of the Human Development Index (HDI) through the Gerbang Kembar Program. **Method:** This study employed a qualitative evaluative approach using the Context, Input, Process, and Product (CIPP) evaluation model. Data were collected through in-depth interviews, observations, documentation, and literature reviews. Data trustworthiness was ensured through source triangulation, technique triangulation, and member checking. The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification. **Results:** The findings indicate that, in the context dimension, the Gerbang Kembar Program was designed in accordance with community needs through a by name by address data-based approach, although it continues to face social, economic, and cultural challenges. In terms of input, the program is supported by adequate human resources, funding, infrastructure, and regulatory frameworks; however, limitations remain in staff competencies, disparities in educational facilities, and funding for direct interventions. **Novelty:** The novelty of this research lies in the comprehensive application of the CIPP evaluation model to assess the Gerbang Kembar Program as an evidence-based strategy for addressing Out-of-School Children (OSC) through a by-name, by-address approach. The study integrates policy implementation, program management, and socio-environmental factors to evaluate how the program contributes to expanding equitable access to education (SDG 4) while strengthening the foundation for future employability and inclusive economic participation (SDG 8) in Pasuruan Regency, Indonesia.

INTRODUCTION

Education is widely recognized as a fundamental driver of human development and sustainable development because it enhances the quality of human resources, strengthens individual capabilities, shapes character, and promotes social and economic progress. In line with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive, equitable, and quality education as a foundation for lifelong learning, educational development has become a strategic priority for governments worldwide. Moreover, education plays a critical role in achieving Sustainable Development Goal 8 (SDG 8), which promotes sustained, inclusive, and sustainable economic growth, productive employment, and decent work for all. By equipping individuals with knowledge, skills, and competencies, education strengthens employability, increases workforce productivity, and creates pathways for long-term economic participation, particularly for vulnerable groups such as Out-of-School Children (OSC). The success of educational development depends on governments' and educational institutions' ability to formulate and implement effective, adaptive, and sustainable management strategies (David, 2017; Wheelen & Hunger, 2012). Furthermore, educational strategy is understood not only as a formal planning process but also as a dynamic pattern of action that evolves through organizational learning and adaptation to changing environmental conditions (Mintzberg, 1994). Consequently, education has become a national development priority because of its significant contribution to improving human resource