

Evaluation of the CIPPO Model in the Processing Training Program at the Central Java Vocational Training and Transmigration Center

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Abstract

The sustainable development goals set by the United Nations emphasize the importance of balancing economic growth, social welfare, and environmental conservation to achieve a better and more sustainable life. Indonesia has a high number of productive-age citizens, but this figure is not balanced with the available jobs. Currently, Indonesia still has a high unemployment rate, and this training program is expected to reduce unemployment and poverty in Indonesia. This study aims to evaluate the vocational training program in food processing at the Vocational Training and Transmigration Center of Central Java Province in achieving the program's success objectives. Adopting a qualitative approach with a case study, data was collected through in-depth interviews with the Head of the Vocational Training Center, training instructors, and three selected alumni participants based on post-training monitoring results. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing, focusing on the components (Context, Input, Process, Product, Outcome). The research results indicate that the training program has proven effective in reducing unemployment and empowering communities through needs-based and locally-oriented training. As a result of the training, participants successfully developed independent businesses with significant increases in income.

Keywords: program evaluation, training, CIPPO model

INTRODUCTION

Sustainable Development Goals (SDGs) are a series of agendas set by the United Nations to emphasize the importance of balance between economic growth, social welfare, and environmental preservation to achieve a better and more sustainable life (Kurnia et al., 2019). Humans are the main object in the success of sustainable development, especially in the context of employment. The problem of unemployment, particularly in densely populated areas such as Central Java, has been increasing year by year (Imam Wahyudi et al., 2023). Indonesia has enormous natural resource potential and a significant demographic bonus, but in reality it still faces high unemployment. Economic development, social development, and environmental protection are three things that cannot be separated from one another, because all three have cause and effect relationships (Hapsoro & Bangun, 2020).

Data from (Badan Pusat Statistik Nasional, 2025) The unemployment rate in Central Java is 4.33%. The phenomenon of layoffs and high job requirements are evidence that there is still a gap between the needs of the workforce and job skills. The productive age group averages around 15–64 years old. In Indonesia, the productive age group continues to increase, currently accounting for 69.68% of the population. The increase in the productive age group also contributes to the rise in unemployment. In 2024, the percentage of the population aged 15 and above who have completed high school or vocational school is 30.85%, and those who have completed higher education is 10.20%. As the level of education increases, the number of children continuing their education decreases (Andriani, SE., MT, 2021).

The problem of mismatched competencies or skills in job requirements is the main cause of difficulties in labor absorption, which ultimately leads to an increase in unemployment and a decline in public welfare. Article 27 paragraph (2) of the 1945 Constitution states that “Every citizen has the right to work and a decent livelihood.” In this regard, the government, through various regulations such as Minister of Manpower Regulation No. 07 of 2008, explains the “mandate and functions of human resources to provide employment

for the public and assist job seekers in finding information about interests, talents, skills, job vacancies, training, counseling, labor relations, and recruitment” (Fajar Dharmawan et al., 2022).

The rapid development we are currently experiencing requires important skills that every human resource must possess. The knowledge gained through formal education is still insufficient to meet the demands of today's jobs. Non-formal education/vocational education can be another alternative for job seekers. One concrete implementation of this policy is the provision of training by Vocational Training Centers (BLK) located across various regions, including the Vocational Training and Transmigration Center (BALATKERTRANS). Law No. 13 of 2003, as amended by Law No. 11 of 2020 on Job Creation, Article 9 states: “Vocational training is conducted and directed to equip, enhance, and develop work competencies to improve skills, productivity, and well-being” (Levina & Sudarman, 2021).

Training is conducted to hone and improve soft skills and hard skills, as well as to maintain a competent workforce. Vocational training should enable participants to acquire the competencies needed for their future professions and in society as a whole. In general, competencies are the integrated abilities needed to tackle complex tasks (Siswahyudi et al., 2022). Training is conducted in accordance with the needs of the community to open up employment opportunities for them. Job seekers must have personal skills as a foundation for finding employment, and these skills can be developed and honed if the process is carried out properly. The goal of a training program is to improve the current performance of individuals as well as their job performance (Damanik et al., 2020).

A well-organized and effective training program will have an impact on job seekers' chances of finding employment. Training programs are implemented as a means for unemployed individuals who wish to pursue a career or learn something new that can lead to employment, whether through self-employment or working for others. An effective program can lead to the desired outcome. One of the training programs held at the Vocational Training and Transmigration Center is the processing vocational program. The processing vocational program focuses on the processing of agricultural products, with two classes: bread and pastry making, and culinary arts.

The success of a program is largely determined by thorough program planning, scheduled and systematic implementation, the readiness of training staff, and the competency standards of job seekers. Training outcomes can serve as a concrete basis for policy recommendations at both the central and local levels to develop strategies for strengthening the program (Matulesy et al., 2025). Nakamura and Smallwood (in Muhamad Naufal Pratama, Nina Widowati, 2021) recommends five aspects of successful program implementation, namely achievement of objectives or results, efficiency, target group satisfaction, participant responsiveness, and maintenance systems. Various other factors such as the teaching and learning process, training personnel, and training facilities also need to be considered in order to achieve the program objectives (Shodiq & Hudalil, 2021).

This study aims to determine the success of the BLK training program, which is measured not only by the implementation process but also by the impact and benefits felt by participants after the training. Evaluation is a mandatory stage to measure the effectiveness and efficiency of a training program.

METHOD

Research Method

This study uses a descriptive qualitative approach, which is research conducted based on findings in the field with the aim of understanding individuals in depth and detail (Sugiyono, 2018). Data collection techniques were conducted through interviews, observation, and documentation. A qualitative approach was chosen because it was able to explore the meaning, experiences, and perspectives of the subjects holistically and contextually. According to (Pujileksono, 2015) The individuals selected as samples or informants were chosen based on the researcher's assessment that they possessed and could provide the necessary information for the research objectives. The study was conducted at the Central Java Province Vocational Training and Transmigration Center, with data collected from June 19 to June 26, 2025, through in-depth interviews with five informants: The Head of the Training Center (Ir. Asih Suciati, M.P), a training instructor (Adrina Eka Shafira, S.T.P), and three alumni of the processing training program (Mrs. Rina, Mrs. Lia, and Mrs. Amalia). Observations were conducted over a four-month period from February to June. The training alumni were selected based on monitoring criteria three months after the training. The collected data were analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawing. Source and technique triangulation were conducted to ensure the validity of the research data.

Evaluation Model

This evaluation was conducted based on the CIPPO (*Context, Input, Process, Product, Outcome*) model, which is an improved version of the CIPP (*Context, Input, Process, Product*) evaluation model

designed by Stufflebeam D.L in 1965. “*the CIPP approach is based on the view that the most important purpose of evaluation is not to prove but to improve*” (Stufflebeam & Zhang, 2017) that the important purpose of evaluation is not to prove but to improve. The CIPPO evaluation model is considered more comprehensive because the object of evaluation is not only the results but also includes the context, input, process, product, and impact. This model focuses on the improvement process and is designed to be used in the planning and implementation stages. It is used to assess costs and utilities to determine the effectiveness of a program (Faizin & Kusumaningrum, 2023).

The main purpose of evaluation is to ascertain the extent to which the evaluator meets the actual needs of the program. Comparing the performance and dimensions of the program with the actual situation to obtain results from descriptions and allegations regarding the strengths and weaknesses of the program being evaluated (Cut, 2024). The success of training needs to be encouraged from the initial preparation to the final impact of the activity. Researchers' questions focus on aspects of training implementation, including Context, Input, Process, Product, and Outcome. Evaluation is important to assess the success of a program and make decisions based on the evaluation results.

Component Of The CIPPO Model

According to (Widoyoko, 2017) In his book entitled “Evaluation of Training Programs,” the CIPPO components are explained as follows:

a. Context

Context evaluation is a description and specification of the program environment, unmet needs, characteristics of the population and sample of individuals served, and program objectives. Context evaluation helps in planning decisions, determining the needs to be addressed by the program, and formulating program objectives.

b. Input

Input evaluation assesses the program implementers' initial capacity to provide appropriate human resources, supportive facilities and equipment, budget, and necessary procedures and rules.

c. Process

Process evaluation is the detection or prediction of procedural design or implementation design during the implementation phase, providing information for program decisions and as a record or archive of procedures that have occurred. Essentially, process evaluation is used to determine the extent to which the plan has been implemented and which components need improvement.

d. Product

Product evaluation is an assessment conducted to measure, interpret, and evaluate program achievements. The data generated will significantly determine whether the program should be continued, modified, or discontinued.

e. Outcome

Outcome evaluation refers to the results of program implementation, program impact, and the sustainability of program graduates' performance.

RESULT AND DISCUSSION

Context

a. Legal basis for the establishment of the program

The Ministry of Manpower has a mission in accordance with the 1993 GBHN (National Development Plan) in Repelita VI, which has the main tasks of encouraging job creation and employment, improving the skills and productivity of the workforce, and improving the welfare and protection of workers (*Sambutan Menteri Tenaga Kerja RI Pada Pembicaraan TK. IV/Pengambilan Keputusan Atas Pengesahan RUU Tentang Ketenagakerjaan Disampaikan Pada Rapat Paripurna DPR RI, 1997*).

b. Objectives of the training program

A clear program objective design will facilitate the implementation of the training program so that it is more focused and targeted at the beneficiaries. Interviews with the Head of the Center and training instructors revealed that the general objective of the training is to reduce unemployment and alleviate poverty. More specifically, the objectives of the training program at the Central Java Job Training and Transmigration Center are as follows:

- To prepare prospective job-ready workers with competent skills, knowledge, and expertise so that they can prepare themselves to be able to start their own businesses or work independently, either personally or in industry. The competencies of vocational training participants in processing are defined as the ability to perform specific activities or tasks to a specified standard, emphasizing what they can do rather than what they know.

- The objective of vocational training in processing is agricultural product processing (PHP). In this PHP vocational program, participants will process materials from agricultural products. Indonesia has abundant and easily accessible agricultural products, which is why this vocational program is offered as a profitable business opportunity for participants. There are two programs in the Processing (PHP) vocational training program: 'Bread and Pastry Making' and 'Culinary Business.'
- The target audience for the vocational training program is the general public who are unemployed or seeking employment, as well as housewives who wish to contribute to their family's economy (not currently pregnant). However, priority is given to the general public who meet the criteria of being unemployed and seeking employment, are not currently enrolled in any educational program, are between the ages of 18 and 50, and have at least completed elementary school.

c. Program Policies

Program policies related to program establishment and decision-making are based on evaluations related to training or programs to be conducted, through Training Needs Assessments (TNA) conducted in the previous year based on the conditions of the program that are indeed needed and required by the community, as well as the community's enthusiasm for planning training programs. They are also based on community requests for proposals to determine which training programs will be conducted.

Input

The input component focuses on evaluating human resources, learning media, facilities, and program budgets to support the running of synergistic training programs.

a. Human Resources

The human resources referred to here are training personnel, both staff and training instructors. Training instructors teaching at the Central Java Vocational Training and Transmigration Center meet the requirements and hold certifications, including competency certificates and methodology certificates. Instructors also frequently participate in training programs to enhance their soft and hard skills. Based on the research findings, there are 10 instructors at the Central Java Vocational Training and Transmigration Center, consisting of 6 civil servant instructors from the center itself and 4 external instructors recruited based on their competencies. In the processing field, there are 4 permanent instructors, both from the center and external institutions, and 3 additional instructors.

The division of work for instructors is divided into two parts: teaching in class and conducting TNA or fieldwork. When an instructor is scheduled for fieldwork, an additional instructor will teach in class, and this instructor is from another vocational field, such as an agriculture instructor or a livestock instructor. According to the training participants, instructors from other fields are less able to follow or their teaching is unclear and unconvincing. There have been several instances where there were obstacles or errors in measuring recipes during menu preparation practice.

The training participants admitted that instructors who are concerned with other fields and teach PHP tend to be forced to teach culinary arts. The Vocational Training and Transmigration Center does indeed assign instructors from all fields to teach in the processing vocational program to supplement instructors during external assignments. This is intended to encourage instructors to collaborate and share their workload evenly. However, this practice is also not justified because the assignment of instructors does not align with their respective fields. The Head of the Center understands the issue and is still seeking solutions with the central office because there are no more positions allocated for instructors in the budget allocation.

b. Learning Media

The curriculum used at the Central Java Job Training and Transmigration Center is aligned with the existing SKKNI scheme and has been discussed with the business and industrial sectors (DUDI). The learning materials used in the teaching process include audio-visual aids and modules. Training instructors explain the material during classroom sessions, which involve interactive lectures, PowerPoint presentations, and videos to support the material. Practical sessions are conducted in workshop rooms and explained through demonstrations.

c. Facilities

Participants' perceptions: When participating in the training program at the Central Java Vocational Training and Transmigration Center, they stated that the facilities at the center are adequate, and they are highly satisfied with the training there due to the good infrastructure and facilities that support the training process. The facilities available at the Central Java Vocational Training and Transmigration Center Includes classrooms for each vocational program, workshops/practice rooms for each vocational program, staff offices, meeting rooms, training halls, showrooms for training products, training participant dormitories, indoor prayer rooms, outdoor fields, outdoor mosques, and staff housing. The workshop/practice rooms are well-equipped, with the kitchen processing vocational program designed like a MasterChef-style cooking station for each participant to facilitate the practical training process.

The equipment used is modern, and the materials for practical training are premium quality. Additionally, drinking water is provided for participants in each class, and trainees receive free lunch and snacks daily. When participating in training at the Central Java Vocational Training and Transmigration Center, participants will receive several personal items upon enrollment, including training support equipment such as aprons, hats, shoes, two BLK uniforms, sports uniforms, bags, modules, participant cards, notebooks, and pens. At the end of the training, participants will also receive equipment provided by the Central Java Vocational Training and Transmigration Center to help them practice making their products at home, with the hope that this will help them start their own businesses. The equipment provided includes items such as baking tools, such as ovens, mixers, digital scales, and noodle grinders. In addition to entrepreneurial equipment, the Central Java Vocational Training and Transmigration Center also provides transportation funds that participants can use as initial startup capital for their businesses.

d. Budget

Funding for the training program at the Central Java Vocational Training and Transmigration Center comes from the central government and local government, allocated through the State Revenue and Expenditure Budget (APBN) and the Regional Revenue and Expenditure Budget (APBD). There are differences in the amounts allocated in these two budgets, which the author does not know in detail. Through training programs funded by the APBN and those funded by the APBD, there are two training systems at the Central Java Vocational Training and Transmigration Center: Institutional/Boarding and Mobile Training Unit (MTU). MTU training is a training method conducted by visiting remote areas with the aim of enhancing the competencies and skills of the community to enable them to engage in entrepreneurship and improve family economics (Atikah Dwi Lestari et al., 2023).

Boarding/overnight training is funded by the regional budget (APBD), while non-boarding/non-overnight training is funded by the national budget (APBN). The facilities provided in both types of training are the same; the only differences are transportation allowances for participants and baking equipment provided at the end of the training. The transportation allowance and baking equipment provided in APBD-funded training are greater than those in APBN-funded training. For participants staying overnight in APBD-funded training, all needs are provided by the Central Java Vocational Training and Transmigration Center, including meals from breakfast to dinner and comfortable accommodation during the training.

Process

Process components are evaluation components that assess the extent to which activities carried out within the program have been implemented according to plan.

a. Program implementation

The implementation of the training program at the Central Java Job Training and Transmigration Center in the processing field was carried out over 10 days, with Sundays off and a maximum of three days of leave with clear conditions. On the first day of training, participants will be provided with materials on Occupational Safety and Health (K3), Good Manufacturing Practice (GMP), and sanitation. Additionally, the training at the Central Java Vocational Training and Transmigration Center also covers general topics for all training fields, such as marketing or promotion, to help participants effectively promote their products. From logos, packaging, income-expense calculations, target customers, communication skills, and other aspects related to entrepreneurship, all of these will be covered during the training at the Central Java Vocational Training and Transmigration Center.

On days 2 to 8, practical training was conducted by dividing the 16 participants into groups. If the practical training menu was heavy, the participants were divided into 2 large groups, and if the practical training menu was light, the participants were divided into 4 small groups. On the 9th day, an evaluation is conducted, consisting of two types: a theoretical evaluation involving essay questions and an oral test, and a practical evaluation where participants are divided into four small groups of four members, randomly selected from the previous groups. Each group creates two different menus from the others, and the instructor will determine which menu the participants will practice for evaluation. On the final day, there will be a closing session and a presentation on tips for success and productivity.

b. Strategy

The strategy to achieve the program objectives is carried out by conducting evaluations at the end of each activity. The results of the evaluation are then used to identify problems, which are then used as material for discussion for follow-up on the next program. Thus, any obstacles or challenges encountered in previous activities must not recur in subsequent program implementations, whether related to human resources, TNA procurement, participant recruitment, classroom learning, participant monitoring, inter-sectoral collaboration, or the fulfillment of other needs such as classroom facilities, practice locations, offices, dormitories, auditoriums, and showrooms. All these elements must work in synergy to achieve the program's objectives.

Training instructor Mrs. Adrina Eka Shafira, S.T.P., added that program achievement strategies are implemented from the outset during recruitment by identifying participants who may require additional attention during practical sessions, such as young participants with little experience in bread-making or elderly participants who need more guidance to master the material and practical skills effectively. In addition, instructors also observe the culture of the class. If the class is quiet, instructors will devise strategies to liven up the atmosphere, or conversely, if the class is too noisy and there is too much joking around, instructors will find ways to handle the class. To discuss these obstacles, instructors usually ask each other for advice or share ideas with other instructors so that they can deal with the culture of their class.

c. Supporting and inhibiting factors

One of the supporting factors in classroom teaching is participant involvement, especially during practical sessions. Participants are very enthusiastic because when they do practical work, they can experience and learn things they didn't know before or things they had misunderstood. So, at that time, participants are usually active in asking questions or sharing about the challenges they face. Additionally, a cooperative classroom atmosphere is a plus, especially if participants already have experience in the kitchen and are familiar with the tools used.

According to the research results, the participants indicated that during the practical session, from the explanation of the recipe to the menu preparation process, everything was easy to understand and follow. However, they noted that if during the practical session there were groups that fell behind step by step and did not pay attention to the explanations, they would continue to fall behind because they were not focused and panicked. Therefore, during the menu preparation process, our group falls behind, we must still listen and observe the progress of other groups to ensure no steps are missed.

In response to this, the instructor explained that if participants encounter this situation, they should never be shy or afraid to ask the instructor for help, because the instructor will also approach each participant and ask about their difficulties. If participants are unable to perform a technique such as shaping bread, for example, the instructor will teach them until they can do it themselves. The instructor is aware that the main obstacles during practice are the varying levels of understanding and communication among participants. Therefore, during practice, the instructor will move around, approach each participant one by one, and assist them in overcoming their challenges.

Product

Product components are evaluation components used to assess the results of a predetermined program.

a. Program Results

The training results described by the Head of the Center indicate that the 10-day vocational training program in processing provided participants with skills, knowledge, and experience in the production of processed agricultural products. The training instructor, Mrs. Adrina Eka Shafira, S.T.P., also explained that the outcomes of the vocational processing training program are measured through daily assessments and a comprehensive evaluation on the 9th day. Each day, there will be theoretical material presented before practical sessions, which are related to Occupational Safety and Health (K3), Good Manufacturing Practices (GMP), and sanitation. Every day, the instructor will monitor participants' progress through the application of the material in the practical sessions. Additionally, the instructor also observes the participants' work methods, compliance, and attitude. The final evaluation on the 9th day is based on assessment factors including recipe compliance, production process flow, application of K3, GMP, and sanitation during production, and the final product outcome (from shaping to decoration). The evaluation is conducted individually for each trainee.

b. Monitoring Training Participants

The monitoring of vocational training participants can be observed three months after the training. The Head of BLK, Mrs. Ir. Asih Suciati, M.P., explained that the outcome of the training program has definitely changed the participants who were previously lazy, confused, and lacked courage/confidence. Ultimately, they realized that they could achieve their goals if they were willing to try, and when they did, they gained confidence, leading them to pursue independent ventures or seek employment in the industry. Training instructor Mrs. Adrina Eka Shafira, S.T.P., explained that participant monitoring is conducted through post-training assessments using a G-Form survey. The G-Form will include questions about participants' conditions at home after completing the training, such as whether they are running their own businesses at home, working for others, or still seeking employment.

The questions then continued by asking whether the practices had been implemented at home or not, and if not, the reasons why, and if they had been implemented, whether there were any obstacles encountered. Furthermore, whether there had been any income generated after the training and how much income was earned per day. When filling out the G-Form, it is also necessary to attach proof of photos such

as promotional materials, photos during promotions (both online and offline), photos of the products from the business, and photos of customer testimonials. Monitoring can also be conducted offline when the budget is available, by visiting the participants directly and observing their business products. Through offline monitoring, instructors can see the actual results of the training program.

Outcome

a. Impact of Training

Based on the results of the study, it can be seen that most of the vocational training program alumni continue and implement the results of their training by becoming independent entrepreneurs. The training results show that many participants have tried to practice what they learned at home and have opened small businesses such as Open PO or accepting orders for market snacks or snack boxes. The average results obtained through post-training monitoring indicate that 60% of all program participants have started their own small businesses, 30% are working for others, and 10% are still seeking employment.

The research findings obtained through direct interviews with training alumni and inquiries about their current activities include the case of a training alumna named Mrs. Rina. Before participating in the training, she was a NASA reseller but stopped due to pregnancy and childbirth. After her child grew up and started school, she became a housewife with plenty of free time. She only sold others' clothing online through WhatsApp status updates, and her income was very small because she was just a reseller, so she only received a commission if someone purchased the clothing. Currently, after completing the training, she has started a small business making bollen, brownies, cireng, and various pepesan, which she sells at several stalls and food stalls every day. She also accepts orders for market snacks or snack boxes. Every day, she earns a significantly higher turnover than before she attended the training.

The second alumna is Mrs. Lia, who currently runs her own business making bollen, donuts, cilok, nasi liwet, and other market snacks. She sells her products through open pre-orders via WhatsApp and accepts orders. Previously, she was a housewife who only took orders for savory dishes like nasi liwet because she was skilled at cooking and confident in making them. At that time, she received requests for market snacks and bread, but whenever she tried making them, she always failed. Therefore, she attended a processing training program to gain more knowledge so she could expand her product range.

The third alumna is Mrs. Amalia, who is the chairperson of the "PADOLI" (apa bae didoli) community, which means "anything is sold." She is also active in the district's micro, small and medium enterprises (UMKM). Before attending the training, she sold burgers and grilled sausages at stalls during events such as bazaars or festivals. However, she felt lacking in confidence because she was active in the UMKM sector and her products were burgers and grilled sausages, which were only grilled and had other condiments made from frozen ingredients. From there, she wanted to have her own brand or name for the products she created from the very beginning of the production process. Therefore, she participated in the training at the BLK. Currently, she sells a special fudge brownie product, and many customers place orders with her. The fudge brownies he sells can be ordered for birthday parties, wedding gifts, or as celebration hampers. The revenue from the fudge brownie business can reach nearly one million rupiah per order.

CONCLUSION

Vocational training programs in processing conducted by the Vocational Training Center (BLK) have proven effective in enhancing participants' skills, self-confidence, and economic independence. The program is designed with clear objectives to reduce unemployment and empower communities through needs-based and locally tailored training, competent human resources, interactive learning materials, and adequate training facilities, all of which support the systematic and practical implementation of the training. The success of the program can be seen through evaluations. At the Central Java Vocational Training and Transmigration Center, evaluations are conducted regularly to ensure participants achieve the desired skill levels. The impact of this training has proven to produce graduates who can develop their own businesses with significant income increases.

This program has a tangible positive impact in promoting economic growth, social welfare, and environmental conservation to achieve a better and more sustainable life in line with the SDGs agenda. Based on the findings of this study, it is recommended that the Central Java Vocational Training and Transmigration Center continue to provide follow-up programs for training alumni by conducting more in-depth or varied training for alumni who are entrepreneurs. These programs should be held once a year in the last month after the training package for that year has been completed. Additionally, the high demand for training programs does not align with the available training quotas, and there is a strong hope from the community to increase the number of training program participants in the future.

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