

# Implementation of the CIPPO Evaluation Model in Culinary Training

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## Abstract

**Background:** Training in Indonesia has undergone reforms focusing on industry and curriculum. The government has built job training centers in several regions to align worker competencies with industry needs. In Pemalang Regency job training centers, there is a culinary training program.

**Research Urgency:** However, the Pemalang Regency job training center lacks human resources for training needs analysis, a limited number of instructors, manual administration of attendance records, and a lack of long-term evaluation of graduates.

**Research Objectives:** This study aims to analyze the implementation of the CIPPO evaluation model in culinary training.

**Research Method:** The research used a descriptive qualitative method. Data collection was conducted using observation, interview, and documentation techniques. This observation technique was carried out directly by examining and observing the components of the CIPPO model for evaluating culinary training at BLK Pemalang Regency.

**Research Findings:** The research results showed that BLK has a legal basis and a supporting vision-mission, competent human resources, adequate facilities, and a systematic training process by the existing legal basis in improving participants' skills. However, in the outcome component, there is no post-training support and job placement facilities, which causes graduates to be independent in finding jobs, and there is no comprehensive evaluation of the absorption of graduates.

**Research Conclusion:** It was concluded that there were improvements in participants' knowledge, attitudes, and skills. However, job training centers need to strengthen post-training guidance and mentoring programs, improve administration with online systems, and use social media.

**Research Novelty/ Contribution:** This research reflects progress in evaluating culinary training at Pemalang Regency job training center through the CIPPO model, which evaluates program outcomes and long-term benefits for graduates. This study provides insight, especially for education and training practitioners, on using the CIPPO evaluation model effectively, especially in culinary training.

**Keywords:** Training Evaluation, CIPPO, Culinary Training

## How to Cite:

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## INTRODUCTION

The dynamics of job training across continents reflect the unique differences, approaches, and challenges each region faces. In the United States, training aims to improve productivity and quality of life in the workplace, evolving from a technical to a holistic focus, encompassing individual development, leadership, and change management. Training faces 21st-century challenges such as globalization, technology, and demographic change, with an emphasis on continuous learning and inclusive approaches (Didier, 2022).

Training in Europe focuses on competence development through frameworks like the EQF for Lifelong Learning. The Bologna reforms and the Europe 2020 plan emphasize the importance of education and training to enhance competitiveness and sustainable growth. This training emphasizes not only the acquisition of knowledge but also the development of skills, autonomy, and responsibility to form graduates who are better prepared for the challenges of the future (Perusso & Wagenaar, 2022).

Vocational training in Australia emphasizes the importance of maintaining current industry competencies and pedagogical skills for VET (Vocational Education and Training) teachers (Schmidt, 2019). Training in Asia, mainly through technical and vocational education and training (TVET), focuses on adapting to technological change and dynamic labor market needs, particularly in the face of the challenges of the Industrial Revolution 4.0 (Schröder, 2019). While there are differences in approach, the goal is to meet the needs of a growing industry.

Training in Indonesia is also undergoing reforms focusing on industry-based training and a relevant curriculum. However, there are several problems, such as difficulties in selecting appropriate industry expertise and a lack of focus on core skills development (Fairman et al., 2020). The government is trying to address these issues through the construction of vocational training centers (Balai Latihan Kerja, BLK) in each region to provide skills training that matches the needs of local industries (Indrianingrum et al., 2023).

Pemalang Regency has a Vocational Training Center (BLK) that offers a variety of training programs, including culinary training. This implementation follows Law No. 13 of 2002 Article 9 on manpower, which states that job training is organized and directed to equip, improve, and develop work competencies to strengthen ability, productivity, and welfare. Non-formal education is one method to enhance the competence of potential workers (Setiawati & Shofwan, 2023). One of them is through training. The important thing in training is developing and implementing training programs that can overcome problems or obstacles that interfere with trainees' main tasks and functions. Besides that, the main idea of training is a process used to meet the needs of trainees (Sutarto et al., 2019).

Previous research At BLK Pemalang Regency, there were several problems in implementing training, namely, the lack of human resources to conduct a training needs analysis before the culinary training began, which was only carried out by one main instructor. The results of the researcher's interview with the instructor convey that the one who conducts the training needs analysis should be a special team. The impact can create a mismatch between training materials and the needs of business and industry (Indartha et al., 2023).

It has been shown that effective training needs analysis leads to improved job performance and alignment with industry needs. Without this analysis, there is a risk of outdated or irrelevant training programs, which can hamper the employability of graduates (Elice et al., 2023). Failure to identify needs and skills gaps can waste time, resources, and money on unnecessary and ineffective training (Mazhisham et al., 2018). Second, the minimal number of instructors, namely only one civil servant and one non-civil servant, also causes limited monitoring of trainees; this can potentially affect the effectiveness of training and the progress of trainees. Ideally, to optimize training capacity, there should be at least three instructors (Nuraeni et al., 2022), but the Pemalang Regency BLK can only facilitate training and prepare two qualified instructors.

Third, the administration system for recording attendance and evaluation is still done manually. However, in this modern era, online attendance recording will be more accurate and efficient (Hasan & Fitriana, 2022). Recording attendance is important to monitor participants' involvement in each training session and assess their level of discipline. Fourth, there is no mechanism for exchanging information between participants and the Pemalang Regency BLK after graduation from training, so there is no data on graduates' career success. This lack of evaluation data could hinder the monitoring of graduates' careers and provide the feedback needed to improve the training program. Meanwhile, there is a need for continued assistance from program organizers so that the benefits of the training received can continue to be felt (Fachrurrozie et al., 2021).

Fifth, the absence of a long-term evaluation of the implementation of skills in participants' daily lives, which only covers the internship stage, results in a lack of a comprehensive picture of the quality of training and participants' outcomes in entering the world of work. This makes it difficult to assess the extent to which culinary training has successfully prepared participants to work in the business world and the culinary industry. The

results of research also reveal these problems said that the evaluation conducted by BLK Pemalang Regency only included an initial evaluation in the form of a pre-test, the end of the participants in the form of a post-test and competency test, and an evaluation of the training organization (Indarthy et al., 2023).

Sixth, BLK provides no support, guidance, or mentoring to graduates after completing the training. Continuous assistance from this organizer is needed so that the benefits of the training received can continue to be felt (Fachrurrozie et al., 2021). Follow-up becomes more effective with continuous assistance. Seventh, there are no job placement facilities provided by BLK for graduates (Kurniawanto & Anggraini, 2019). BLK has a role in conducting labor placement to provide direct benefits to reduce unemployment (Adhani et al., 2023).

Eighth, graduates are not traced to monitor how well they are absorbed in the business world and industry. One measure of the success of training through BLK is the number of trainees who have found employment. (Antika et al., 2022). Graduates are not recorded because there is no mandatory mechanism for reporting to BLK when they get a job. To improve the quality of graduates, it is necessary to conduct regular monitoring and evaluation of the progress of graduates and make adjustments if necessary (Pohan et al., 2023).

Program evaluation has many models. However, this research uses the CIPPO program evaluation, which is a development of the CIPP model developed by Stufflebeam (Purnawirawan et al., 2020). This model is considered more effective and has advantages over other evaluation models (Rahman et al., 2019). This model is relevant for evaluating training because it can determine the strengths and weaknesses, challenges, obstacles, and benefits of the program in the long term (Panjaitan & Wenno, 2023). It is an ideal evaluation model for organizers, who can evaluate problems in the training process and propose improvement suggestions based on weak points (Filies & Kock-Africa, 2022; Zhao et al., 2024).

A more comprehensive evaluation is needed to assess various aspects and see the impact of training on participants' abilities in the business and industrial world (Mubai et al., 2021; Syamsiar et al., 2023). The CIPPO evaluation model is still relatively less popular than the CIPP model, but several studies have shown that its use contributes to increasing the effectiveness of training programs (Kusmiyati et al., 2023; Widayanto et al., 2021).

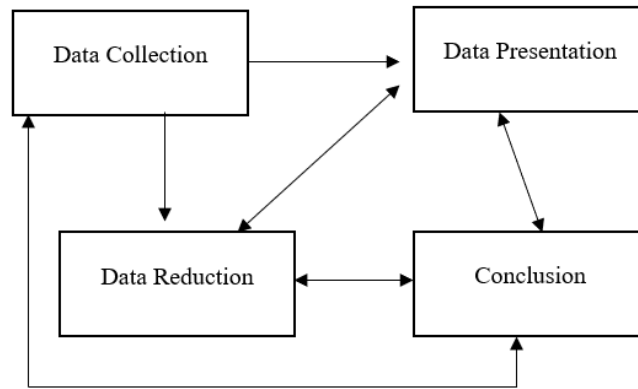
It is important to conduct further research, and this application model is more comprehensive to provide a deeper understanding of culinary training in Pemalang Regency job training centers and help in the development of better programs in the future. This study aims to analyze the application of the CIPPO evaluation model in culinary training.

## METHOD

This research uses a qualitative descriptive method. The research location was at the Pemalang Regency Vocational Training Center (BLK). This research focuses on evaluating culinary training programs by examining context components such as training needs analysis and training objectives. The input component includes training organizers, trainees, instructors, budget, equipment and materials, training facilities, and infrastructure. The process component consists of the preparation, implementation, and evaluation stages of training. The product component comprises the quality of graduates' competencies and readiness to enter the job market. The outcome component consists of information exchange between graduates and BLK, post-training career success of graduates, and evaluation of the program's long-term sustainability.

Data collection was conducted using observation, interview, and documentation techniques. This observation technique was carried out directly by examining and observing the components of the CIPPO model for evaluating culinary training at BLK Pemalang Regency. Interviews were conducted directly and in a structured manner using the documentation guide the researcher had prepared. The informants of this research consisted of two training organizers, two culinary instructors, and three culinary graduates. Documentation in this study was implemented to obtain data related to the implementation of training, which includes data on trainees and trainers, photos of training activities, and looking for data on things or variables in the form of archives and documents.

Data validity techniques used in this research are source and method triangulation. Source triangulation is done by comparing the results of interviews with informants, which are then compared with other informants. Meanwhile, method triangulation is done by comparing the results of several methods used in data collection, such as observation, interviews, and documentation. Triangulation is the best method to eliminate differences in reality construction in studies by collecting data from various views (Moleong, 2017). The data analysis technique in this study adopted the technique, which consists of data collection, data reduction, data presentation, and conclusion as in the following diagram:



**Figure 1.** Data Analysis Technique

## RESULT AND DISCUSSION

Pemalang Regency Vocational Training Center is a training institution managed by the local government to improve the skills and competencies of the community in various fields of work. As a job training center, Pemalang Regency Vocational Training Center offers vocational-based training programs designed to meet the needs of the labor market, both at the local and national levels. Training facilities at the Pemalang Regency BLK cover various fields, such as culinary, fashion, automotive, information technology, and others. This institution also plays an important role in supporting regional economic development by preparing skilled workers who are ready to compete in the industrial and entrepreneurial world.

### Context Evaluation

Contextual evaluation focuses on analyzing the needs, problems, and objectives of program implementation (Kheryadi et al., 2022). The context evaluation of the training program at BLK Pemalang Regency includes aspects of the legal basis, objectives, and rules of the training program prepared by the executive committee to ensure the program runs well by the Regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia Number 8 of 2014 concerning Guidelines for Implementing Competency-Based Training. Pemalang Vocational Training Center is one of the government agencies tasked with preparing a skilled and ready-to-use workforce for the needs of the labor market.

The most important first stage in training is conducting a needs analysis. Training needs arise from undeveloped skills, inadequate knowledge, or inappropriate employee attitudes in their work (Mazhisham et al., 2019). Training needs analysis is one of the most important factors in the success of training programs. It also emphasized that it could improve the accuracy and fulfillment of identified needs (Bin Othayman et al., 2022).

The results showed that BLK Pemalang Regency had conducted a training needs analysis conducted by instructors to ensure the relevance of training program objectives to the needs of the workforce and the job market. Based on this specific analysis, it can be used to determine the priority training needs (Suganda et al., 2021). A proper needs analysis will benefit an institution in obtaining data on needs so that it can assist in formulating the program to be held (Sutarto et al., 2022).

This study found that the methods used by the Pemalang Regency BLK in conducting training needs analysis were interviews with industry representatives, surveys, and job trend analysis. There are four key factors in carrying out the needs analysis process: individual analysis, data collection methods that can be quantitative or qualitative, such as survey questionnaires and interviews, involvement of stakeholders from the local labor market, and assessment of labor market needs (Mayombe, 2021). BLK Pemalang Regency has implemented these critical factors in the training needs analysis. However, a common obstacle is the lack of human resources to conduct the needs analysis, so instructors must handle this task themselves. Such constraints can lead to failure to identify the gap between current needs and required skills, causing significant problems in terms of time, resources, and money wasted on unnecessary and ineffective training (Mazhisham et al., 2019). This analysis activity is important to be carried out correctly to determine what needs and objectives are prioritized in the community so that the results of the analysis can underlie the need to implement training programs (Nurhayani et al., 2020).

Based on the needs analysis, the learning objectives were identified to train participants in acquiring the

skills and knowledge needed to work in the culinary industry. The culinary training program at the Pemalang Regency Vocational Training Center (BLK) focuses on bread and cake making to prepare participants with the skills and knowledge needed to succeed in the culinary industry, either as employees in restaurants or hotels or as entrepreneurs. Entrepreneurship Training has a positive and significant effect on Economic Improvement (Diana et al., 2023).

Entrepreneurship development is expected to be a breakthrough that accelerates the growth of independent entrepreneurs with a solid character to form more independent, innovative, and global-minded entrepreneurs (Mulyono et al., 2020). Program objectives are said to be successful if the alignment of the program with the results of the individual output provided can have a good impact on individual performance to become more competitive and competent (Caley et al., 2021). Thus, the objectives set by BLK Pemalang are aligned with the trainees' goals. The training includes practical aspects of cooking and food processing (psychomotor), knowledge of cooking techniques and kitchen management (cognitive), and professional attitudes and work ethics (affective). This follows the provisions stipulated in Government Regulation No. 31/2006 on the National Job Training System (Sislatkernas) and Government Regulation No. 3/2014 on the Implementation of Law No. 15/1997 on Transmigration as amended by Law No. 29/2009.

### Input Evaluation

Input evaluation in a program includes supporting components in achieving program goals and needs (Irene, 2023). Input evaluation also plays a role in decision-making, providing information to determine the resources needed so that the program can run well and achieve the goals set (Fatihurrahman et al., 2024). The research results related to the implementation of input evaluation of culinary training at the Pemalang Regency Vocational Training Center (BLK) show that human and non-human resources play important roles in the training program's success.

Regarding human resources, the organizing committee consisted of 19 staff with well-defined tasks and responsibilities, including administrative personnel, instructors, the head of BLK, BLK sub-division head, cleaning staff, and security staff. Training organizers generally set requirements that must be met by participants who will take part in training (Noor et al., 2024). The committee works together to ensure that the preparation and implementation of the training runs smoothly. The success or failure of an organization is highly dependent on the ability of humans to manage other resources within the organization (Kasman, 2021). Although technology has developed rapidly today, the human factor remains an important element for the success of an organization (Nurmalasari & Karimah, 2020). Thus, competent and qualified human resources are needed to support productivity and achieve company or organizational goals (Ardani et al., 2024).

Having skilled and competent human resources is very important to support a training program's smooth running and success (Halisa, 2020). The committee selection is carried out through a meeting and a decree from the Head of BLK several months before the training begins. The committee has implemented the program according to the technical instructions for organizing training by the Regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia Number 8 of 2014 concerning Guidelines for Organizing Competency-Based Training.

The training participants, totaling 32 people from 80 applicants, were selected through a systematic and transparent selection process. Motivation is a primary factor that drives individuals to act and behave (Rahma et al., 2023). When someone does an activity, it shows that there is an internal drive that underlies the action. Therefore, every individual who does an activity has a motivation that is the basis for it (Hendra, 2020). The study's results showed that participants were strongly motivated to participate in this training, namely to improve their cooking skills, especially in making bread and cakes, to increase their job opportunities or start their own culinary businesses.

Instructors play an important role in training, with roles now more participant-centered and highly interactive (Martin et al., 2019). In culinary training, the emphasis is more on practice than theory. Instructors can come from industry or BLK who have been trained in Pemalang Regency, BLK instructors consist of two people, one with civil servant status and one not, with a minimum D3 qualification and relevant methodological and technical competencies (Nuraeni, 2023). Instructor competency includes knowledge, skills, and behaviors that must be possessed, understood, mastered, and applied by instructors in carrying out their professional duties (Thayeb & Santosa, 2021). The instructor's competence and experience can ensure effective training, and participants gain the skills needed to succeed in the culinary industry or start their own businesses. That way, all culinary instructors at the Pemalang Regency BLK have met the qualifications and are competent.

The non-human resource components in culinary training at the Pemalang Regency BLK include budget,



training equipment and materials, training facilities, and facilities and infrastructure. The budget, sourced from the APBN and APBD, is the primary resource that supports the provision of the necessary facilities and infrastructure (Pratama et al., 2021).

Efficiency of financial management in the implementation of job training programs is an important factor in managing available financial resources optimally (Ningrum et al., 2024). The budget portion of the Pemalang Regency APBD and APBN has met the needs of implementing job training programs. The free training for participants indicates this, so they are not charged any fees to participate in this program. The instructor determines the need for training equipment and materials according to industry standards, such as ovens, mixers, blenders, stoves, and basic materials. Participants also get free facilities such as bags, uniforms, stationery, modules, transportation money, insurance, lunch, and shoes for programs funded by the APBN (Amadi et al., 2023). Adequate facilities and infrastructure include a complete workshop room, storage room, practice area, canteen, toilets, administration room, hall, and parking area.

Management and maintenance of facilities are carried out periodically to ensure optimal cleanliness and availability (Maryadi et al., 2021; Padlan et al., 2022). Good management of facilities and infrastructure by the Pemalang Regency BLK creates a comfortable and effective learning environment, supporting the development of skills and knowledge of training participants (Azizah & Fadil, 2023). Overall, the combination of competent human resources and adequate facilities ensured that the training was effective, providing participants with the skills needed to succeed in the culinary industry or start their businesses. The program attracted participants and motivated them to improve their skills and living standards through better job opportunities or successful culinary businesses.

### Process Evaluation

Process evaluation involves monitoring program implementation by recording progress, identifying problems, adjusting program plans and performance, and documenting implementation (Lina et al., 2019). In addition, it is carried out to verify its effectiveness, assess its ability to achieve goals and identify areas that need improvement (Alsalamah & Callinan, 2021). This study discusses the implementation of the evaluation of the culinary training process at the BLK Pemalang Regency, starting from preparation to training evaluation. BLK stipulates participant qualifications, which include reading and writing skills, open to men and women of productive age between 17 and 45 years, in good health, and must provide supporting documents. These qualifications are important to ensure that participants can participate in the training optimally to support the success of the program (Widiyanah et al., 2022).

Recruitment of participants can be a key that can determine the success of the next training steps (Suharno et al., 2022). The study results showed that the BLK Pemalang recruitment process was carried out systematically through several stages, from online registration, written tests, and interview tests to the announcement of election results and re-registration. The recruitment process is one of the factors that influences the quality and quality of human resources (Efendi & Winenriandhika, 2021).

Training scheduling has also been carried out optimally because it considers several factors, such as the number of training packages, duration, availability of equipment, and participant needs. Thus, program effectiveness, efficiency, and productivity can be created (Noor et al., 2024). The implementation of training begins with participants arriving on time and filling out the attendance list. The presence of participants in training greatly affects achieving predetermined goals (Akhadi & Shofwan, 2024). However, the attendance list used at BLK Pemalang is still being manually created. In this modern era, online attendance recording will be more accurate and efficient (Hasan & Fitriana, 2022).

The training method is an approach used in delivering material during training activities, as explained by (Ciptaningtyas et al., 2020). The instructor combines lecture, practice, and discussion methods, which show that it is effective for participants to understand the theory through printed modules and apply it to practice with a ratio of 30% theory and 70% practice. A balanced combination of methods is a learning strategy that can minimize errors and failures when implementing training programs (Caicedo et al., 2019).

The lecture method used in the initial activities is considered effective in conveying information to groups of training participants, even though educational resources are limited (Alaagib et al., 2019). The lecture method can support training participants in building their knowledge, strengthening relationships, and improving the application of knowledge by choosing the appropriate learning approach (Tuma, 2021).

Group discussions were also conducted to ensure interaction between participants and to improve the quality of knowledge (Markova et al., 2019; R. Martin et al., 2022). Overall, the methods used have considered the principles of adult learning. The andragogical approach emphasizes problem-solving-centered learning,

encourages active participation, utilizes participant experiences, and increases learning motivation (Destiani et al., 2023). Learning media such as infocus, laptops, whiteboards, and practical tools in the workshop room successfully support the learning and practice process. Through the technologies in these learning media, participants can access various new learning resources and improve their ability to adjust learning according to individual needs, which can ultimately improve learning outcomes in the future (Artacho et al., 2020).

Training evaluation consists of several stages: evaluation during the practice process, evaluation of obstacles faced by participants, evaluation of the quality of the products produced, and evaluation of the level of completion of the participant's competency unit. Instructors routinely conduct evaluations through direct observation, question-and-answer sessions, and final assessments after each session. Program implementation can be considered effective if it is done by creating an interactive learning atmosphere between participants and instructors or between participants (Cunningham-Erves et al., 2020). The relationship between instructors and training participants can affect participant performance (Lefor et al., 2020). Identifying problems and obstacles that arise during implementation and monitoring the continuity of activities is important (Lindawati et al., 2023).

During the training practice, participants often face obstacles such as difficulty in producing properly elastic dough, bread that becomes hard because the oven is too hot, and other problems that affect the quality of the final product. In contrast, evaluating the quality of the products produced by participants refers to aspects such as taste, texture, appearance, cleanliness, and conformity to the recipe. Product quality is the key to increasing competitiveness in the market. This shows BLK's attention to detail and high industry standards. The evaluation of the pass rate shows that all participants have successfully achieved the required competencies (Sobar et al., 2023).

### Product Evaluation

Product evaluation assesses the success of the program in achieving its objectives and conformity to the plan and helps decisions about program sustainability and improvement (Al-Shanawani, 2019; Ekayana & Ratnaya, 2022). Research on the evaluation of culinary training products at the Pemalang Regency BLK shows that this training program has succeeded in improving the competence of its graduates in three main aspects: knowledge, attitudes, and skills. Competence is knowledge, skills, or abilities that enable a person to carry out specific tasks or functions effectively according to the standards expected in the job (F. Martin et al., 2019).

Training participants experience significant changes in terms of knowledge, attitudes, and skills. Graduates of this program experience changes in knowledge of basic and advanced culinary techniques, use of tools and materials, principles of cleanliness and sanitation, and kitchen management (Magdalena et al., 2021). Evaluation is carried out through various methods such as pre-tests and post-tests, instructor observations, and competency tests, ensuring that graduates understand and can apply this knowledge in practice. The results of the training program focus more on developing skills, attitudes, and knowledge that are useful for participants' lives rather than simply achieving grades (Aziz et al., 2018).

In addition, changes in professional attitudes are also seen, with graduates showing increased discipline, cooperation, creativity, professionalism, independence, responsibility, and self-confidence (Dianingtyas et al., 2021). Mastery of knowledge and skills has no meaningful meaning if not followed by improvements in attitudes and behavior that can improve results. These attitude changes are evaluated through observation, feedback from fellow participants and mentors, and assessments from the internship site.

Regarding skills, graduates showed better abilities in cooking and baking techniques, recipe planning, kitchen management, and culinary innovation. Skills are the core of training activities because someone who graduates from training must have skills according to the expertise learned (Dianingtyas et al., 2021). Skills evaluation is carried out through daily practice assessments, final products, and direct observation by instructors.

The level of a person's skills is closely tied to their education, age, and experience (Basri & Johannes, 2022). The increase in knowledge, attitudes, and skills shows the characteristics of entrepreneurship, which consists of cultural values such as hard work oriented towards the future, innovation, and creativity, communicating effectively and collaborating openly, being responsible and independent (Suminar et al., 2021). The readiness of participants to enter the job market is also assessed from the number of participants who complete the training and internship program, with the results showing 100% competent graduates. The internship program provides practical experience that prepares graduates for a career in the culinary industry as workers or entrepreneurs. The internship method is effective in improving skills (Mvuyisi & Mbukanma, 2023).

Overall, this evaluation shows that the training program at BLK Pemalang has successfully prepared its graduates to face challenges and contribute effectively to the culinary industry. The combination of technical training in the classroom with practical experience, such as internships, often results in better job market

outcomes and higher incomes for participants (Kenayathulla et al., 2019).

### Outcome Evaluation

Outcome evaluation provides an innovative perspective in monitoring and evaluation, emphasizing the program's significant impact (Sasdi & Danim, 2024). Post-implementation evaluation of the training program involves collecting feedback from trainers and participants to improve and refine the process (Bernardino & Curado, 2020). The outcome component includes graduates progress in the business world and industry (Rangga et al., 2020). The study's results on evaluating the outcome of culinary training at the Pemalang Regency BLK showed that the BLK provided no support and guidance to participants after they completed the training. This resulted in low participant satisfaction with post-training support and guidance. Meanwhile, there is a need for further assistance from the program organizers so that the benefits of the training received can continue to be felt (Fachrurrozie et al., 2021).

Although discussion forums are conducted through WhatsApp groups for information exchange, participation in these forums is not formally evaluated, and they are more informative and collaborative in nature. The lack of participant participation in online discussion forums has been a long-standing challenge, requiring instructor intervention and design considerations (Du et al., 2022).

The training program can be said to be successful if the number of products and results can be absorbed well and can align with the needs of the industrial world (Widayanto et al., 2021). However, the success of graduates in their careers after training, when viewed from the level of job placement, involvement in suitable work, and increased income, shows that BLK does not have a special program for job placement, so graduates must be independent in finding work or starting their businesses. The role of BLK in placing workers can provide direct benefits in reducing unemployment rates (Mulka et al., 2023).

Although BLK does not formally evaluate the implementation of skills in daily life, graduates actively apply the skills they have acquired, especially in the culinary industry. However, constraints such as limited resources and time pressures hinder optimal implementation of skills. The implementation of evaluations in monitoring the involvement of graduates in jobs that are by the training field is an effort to increase the relevance of training and needs in the world of work (Supriana et al., 2020).

BLK also did not formally evaluate positive changes within three months after training. Evaluating outcomes is important to see the development of program beneficiaries after participating in the training program. Therefore, additional steps are needed to improve post-training assistance and guidance, as well as formal evaluation of participant participation and positive changes in the long term (Satifa & Adi, 2020). One of the steps in evaluating can be through a graduate survey in the form of a graduate tracer. The graduate tracer aims to measure and track the existence and performance of graduates so that clear indicators can be obtained regarding the number of graduates, future job profiles, and training and development needs (Arbarini et al., 2019). BLK can be more effective in supporting the career development and long-term success of its graduates in the culinary and entrepreneurial fields.

### CONCLUSIONS

Based on the evaluation of culinary training at the Pemalang Regency BLK using the CIPPO model, it can be concluded that: (1) Context shows that the Pemalang BLK has a legal basis, organizational structure, and vision that supports competency-based training with industry-appropriate needs analysis even though there are constraints in human resources. (2) Input shows competent human resources, a well-managed budget, and adequate facilities and infrastructure to create an effective learning environment. (3) Process shows systematic preparation, dissemination of information through social media, and implementation of training materials according to SKKNI, with manual attendance recording that needs to be improved. (4) Product shows increased participants' knowledge, attitudes, skills, and readiness to enter the business world and industry. (5) Outcome shows a lack of post-training support, job placement facilities, or graduate tracer evaluations, making it difficult to determine the level of graduate absorption in the workforce. Based on the analysis results, it was concluded that BLK Pemalang could strengthen post-training guidance and mentoring programs and increase cooperation with the industry to facilitate job placement. Transformation in monitoring graduates is also needed to measure their absorption in the business world and industry. Organizers must improve administrative efficiency through online attendance recording and evaluation systems and expand social media and technology to reach more potential participants and expand the program's impact. The analysis of implementing the CIPPO evaluation model contributes to developing training evaluation theory, especially in non-formal education.



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