

# Evaluation of the CIPP Model of The Sewing Training Program

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## ABSTRACT

BBPVP plays a role in organizing training and professional competency tests to improve the quality of human resources. Still, some trainees are not competent in implementing competency tests because they fail to master the standard competency units. The purpose of this study is to describe the evaluation of the program in terms of (*context, input, process, and product*). The research used a descriptive qualitative approach. The data was obtained through observation of training activities, interviews with organizers, instructors, and trainees, and documentation from institutional profile books, institutional websites, and photographs of training activities. The results show that the context of the training program aligns with the participant's needs and objectives, namely their interests and professional needs. According to the program's input, the participants are of productive age (17-64 years old), and the participants are civil servants, graduates of fashion vocational training, who follow primary education and have a certificate of sewing expertise methodology. The curriculum is based on SKKNI, and the funding comes from the state budget. The infrastructure includes machines, rooms, and other supporting facilities. According to the total duration of 260 jp, the process and schedule include instructor and participant activities in theory, discussion, practice, and assignments. There is a weekly target as a strategy to adjust the program to the plan set. By the end of the course, participants will be competent in sewing and have increased self-confidence. Participants are declared passed when they have mastered the specified training competency units. In conclusion, the sewing training program can be continued because it has successfully provided competence to the trainees regarding the CIPP aspects. This research implies that when implementing training programs, it is necessary to apply CIPP evaluation to proceed according to the planned program objectives.

**Keywords:** Program Evaluation; CIPP; Sewing Training; Non-Formal Education; Training Institute

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## INTRODUCTION

The low quality of knowledge and skills is a fundamental problem that hinders the progress and development of each individual in obtaining employment in Indonesia. Improving the quality of skills in human resources is essential in fulfilling life needs, including those for one's career. One of the efforts that can be made to improve the quality of good human resources is through training education programs (Alp Christ et al., 2022). Quality education can affect the quality of someone's knowledge and skills. It can empower individuals to lead better lives and help them escape poverty and lead better lives (Suryadi & Karnati, 2022).

Unemployment in Indonesia, according to data from the Central Bureau of Statistics, with the open unemployment rate (TPT) reached 5.83% from the last calculation in February 2023. Open unemployment is when individuals do not have a job and are not preparing for a business, do not have a job, are not looking for work, and feel that it is impossible to get a job. Regarding the quality of human resources in Indonesia, education has an active role in helping individuals meet their competency and skill needs by implementing

non-formal education (Hashanah, 2019). Non-formal education is a challenge because it is lifelong education that fulfills self-development needs and skills (Shofwan et al., 2019).

Non-formal education plays a role in implementing educational programs outside formal education, such as training courses aimed at the wider community who want to add and develop knowledge and skills to develop professional attitudes and personalities (Tiyaningsih & Widiastuti, 2018). Non-formal education emphasizes the ability of participants to master competency as a whole and competently so that they can compete in the world of work and business (R. Sintiawati et al., 2018). Non-formal education as an educational institution provides educational services in training, education, and community empowerment (Djibu & Shofwan, 2019).

People are more confident when they know they have skills and abilities they can rely on for their lives. With their skills, individuals are considered capable of competing for jobs, and this can have an impact on reducing the unemployment rate in Indonesia (Tiyaningsih & Widiastuti, 2018). One of the government's efforts to fulfill the need for self-development and skills is establishing a training center in Semarang (Pratomo & Shofwan, 2022). Semarang Vocational Training and Productivity Center (BBPVP) is a training institution that organizes various training programs for different occupations. (BBPVP Semarang, 2022). Training programs aim to increase individual productivity by improving skills and resulting work performance (Sutarto et al., 2021).

Semarang Vocational and Productivity Training Center is part of non-formal education to improve the quality and productivity of human resources. The implementation of training programs dramatically affects the performance of individuals who are more competitive and competent (Al-Shanawani, 2019). BBPVP prepares plans, programs, and budgets. Implementation of training programs for workers, instructors, and training personnel. They are implementing the empowerment of workers, instructors, training personnel, and training institutions and certification of workers, instructors, and training personnel (BBPVP Semarang, 2022).

Training at BBPVP Semarang is conducted based on the results of a needs assessment that focuses on the needs of the community and industry. The set programs have met the qualification and competency standards according to the national employment standards (BBPVP, 2022). One of the training programs that has become the interest and need of the community is sewing training. The Sewing Training Program is a flagship program of BBPVP Semarang and is in high demand. The training program is a forum for developing human resources by improving education, skills, and attitudes per the needs and goals set (Kartikawati et al., 2019; Shofwan et al., 2023).

The sewing training program is conducted with a total of 260 teaching hours (jp) based on the Indonesian National Work Competency Standards (SKKNI) from the Ministry of Manpower of the Republic of Indonesia (Kemnaker RI, 2018). Implementing training programs at BBPVP Semarang has been based on PBK (Competency-based Training) with work competency standards as a reference in developing training program implementation. The implementation of the program at BBPVP Semarang has clear objectives and needs. One of them is to conduct professional certification competency tests as proof that professional examiners have recognized their skills. In order to obtain professional certification, participants must take and pass a series of competency tests as a condition to obtain professional certification.

The types of competency tests tested include several stages, namely written tests, interview tests, and practices. However, in its implementation, according to the data from the Professional Certification Agency (LSP) P2 BBPVP Semarang in 2021, it explained that there are still trainees who were declared not passed the competency test because they were considered not eligible or not competent to master the specified competency unit. This is certainly a concern and needs to be followed up on by the training institutions to evaluate the implementation of the training program. In order to determine the success of the training program objectives, it is necessary to conduct evaluation activities on the training program (Istiyani & Utsman, 2020).

Program evaluation aims to review and help provide alternatives in decision-making for a program (Budiman et al., 2022). The primary function of program evaluation activities is to determine the accuracy of program implementation and decision-making so that program managers can determine whether this program is worth continuing or discontinuing (Suharno et al., 2022). Evaluation must be conducted to determine the success level and decide on the program's sustainability. The evaluation aims to help decision-makers make

plans and strategies for future programs (Guyadeen & Seasons, 2018). The absence of evaluation activities can impact achieving a program's objectives (Dianingtyas et al., 2021).

Program evaluation has a variety of models, but this research uses program evaluation with the CIPP model. Evaluators often use CIPP evaluation because it is more comprehensive than other evaluation models (Bukit et al., 2019). The CIPP is the most effective and best decision-making evaluation model and is considered a system with advantages over other evaluation models (Andika et al. et al., 2019). One of its advantages is that it covers four components: context, input, process, and product, which can guide the assessment of a program's overall quality and benefits (Tuna & Başdal, 2021).

Some research has been conducted on the evaluation of training programs. Research by Broadbent & Mawson (2019) entitled "Evaluating the Impact of Training and Development in the Workplace" discusses evaluation methods, impact measurement, and training program development. The research by Liliana & Kurnaningsih (2020) titled "Evaluation of Entrepreneurship Education and Training Programs" discusses the outcomes that include changes in knowledge, skills, attitudes, or entrepreneurial success of the participants after the training program. What distinguishes this research from previous research is the focus of the research. Previous research focused more on the outcomes and impacts of the training program. At the same time, this research focuses on CIPP evaluation, including context, input, process, and product aspects.

CIPP evaluation aims not to prove but to improve the program's quality (Prayogo, 2022). The CIPP evaluation is a complete evaluation model because it covers the context, input, process, and product of a program, which is very helpful in making decisions and presenting information about the accountability of a program (Prayogo, 2022). Stufflebeam's evaluation includes the CIPP component in the program. The results of the evaluation will be helpful for future decision-making (Molope & Oduaran, 2020). The CIPP model is the most widely used because it systematically plans evaluation stages, and the results can be measured (Santiyadnya, 2021).

Suitable training program evaluation activities have the potential to help improve the quality of a program (Finney, 2019). Evaluations conducted using the CIPP model are activities that describe, collect, and provide helpful information for making alternative decisions. A practical evaluation can help improve program activities (Finney, 2019). In addition, the completeness of this aspect of the CIPP model is one of the reasons this model is often used (Umam & Saripah, 2018). This research aims to describe a sewing training program to help decision-makers decide whether to continue, discontinue, or modify a training program. The goal is for future training programs to be appropriately implemented and optimally.

## **METHOD**

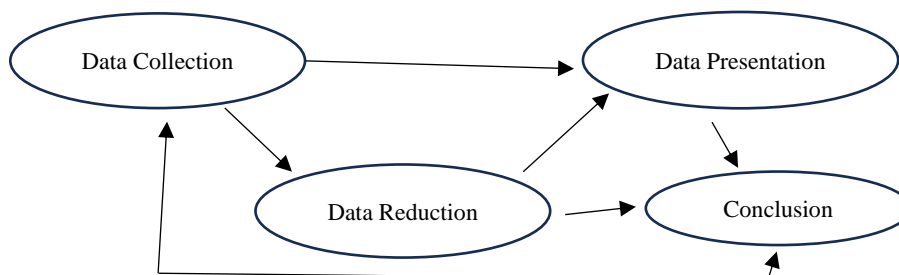
This research design used a descriptive qualitative approach, and the research location was BBPVP Semarang, located in Palebon, Pedurungan District, Semarang City, Central Java. The focus of this study is the evaluation of sewing training programs, including aspects of (Context) related to program needs analysis and program objectives, (Input) related to the characteristics of trainees, instructor qualifications, training curriculum, funding, and training facilities and infrastructure, (Process) related to training schedules, trainee activities, instructor activities, learning strategies, and barriers to implementation, and (Product) related to the results and benefits and graduation of trainees.

The research data were collected through observation, interviews, and documentation. Observation was done by coming directly to the training site and observing the sewing training program implementation activities by participating in the training class. Interviews were conducted directly with nine informants: the organizer manager, two instructors, and six trainees. The interviews were structured, i.e., the researcher prepared questions with theoretical indicators adapted to the research data needs. Documentation was done through different documents available at the training institution, such as the institution's profile book, website, and photos of the location and training activities.

The validity technique used in this research is triangulation of methods and sources. Triangulation of methods is done through activities to compare the results of several methods used in collecting research data, including observation, interview, and documentation, to explore the truth of the implementation of the training

program. Meanwhile, source triangulation was carried out by comparing data from interviews with organizers, participants, and trainees to explore the truth and draw conclusions about the authenticity and reality in the field to be processed as research results. When the data was collected using the triangulation technique, the researcher indirectly tested the credibility of the data (Emzir, 2010).

Data analysis techniques used techniques from Miles and Huberman (1992), namely data collection, data reduction, presentation, and conclusion drawing.



**Figure 1.** Data Analysis Table

Data was collected through stages of research methods, including field observations and implementation of training programs, documentation through institutional profile books, institutional websites, field photos, training activities, and interviews with several research informants, including organizers, trainers, and trainees. Data reduction was carried out by sorting and summarizing the results of data collection obtained and then adjusting to the research objectives, including context input, process, and product. After data reduction, the next step is data presentation. Data presentation is presented by writing the information obtained from the data reduction results, then processing it to become an information sentence that explains and describes the research results so that the data presented can explain the information from the research results. The data that has been collected from the results of data reduction and presentation, then conclusions are drawn regarding the results of the CIPP evaluation of the sewing training program that has been implemented.

## RESULTS AND DISCUSSION

### Context evaluation

According to Stufflebeam, context evaluation is carried out to identify and assess the needs that underlie the preparation of an activity program (R. Sintiawati et al., 2018). Contextual evaluation is carried out to analyze program implementation needs and concerns with the objectives of organizing program activities. The program evaluation context focuses on assessing the needs, problems, and objectives of implementing a program of activities (Djuanda, 2020). A training program is undoubtedly based on a need in the community. The purpose of the contextual assessment process is to explore information about the appropriateness of the training program for the learners' needs and the training program's goals (Istiyani & Utsman, 2020).

**Table 1.** Context evaluation

	Indicator	Result
<i>Context evaluation</i>	Program Requirement Analysis	<ol style="list-style-type: none"> <li>1. Conduct a Training Needs Analysis (TNA) through the organizing field as a needs assessment, including industry needs, employment, and community demand.</li> <li>2. The requirements of the trainees are interest, occupation, and desire for entrepreneurship.</li> </ol>
	Program Objective	<ol style="list-style-type: none"> <li>1. The purpose of implementing the program is to improve the quality of human resources through training and certification tests for trainees, which can be used as proof that they have been declared competent in their fields.</li> <li>2. The trainees aim to improve their skills for employment requirements and entrepreneurial desires for a better life.</li> </ol>

Implementing training programs at BBPVP Semarang requires proper analysis so that the training programs organized can be considered the community's requirements. Analysis activities are essential in determining the objectives of what needs are prioritized in the community so that the analysis results can underlie the need to implement training programs (Nurhayani et al., 2022). BBPVP Semarang conducted the analysis using a structured and planned process. The needs analysis is carried out through the Training Need Analysis (TNA) process by the organizing field to screen the needs, from industry needs to employment and community demand. A suitable TNA activity will undoubtedly benefit an institution in obtaining data on existing needs, so it can help formulate a program that will be held (Sutarto et al., 2022).

Program Needs Analysis is a process of activities carried out to find information data about the requirements that exist in the community, which are grouped from various aspects such as interests, interests, and work needs as a basic form of program preparation tailored to the needs needed by the community (Maruwae et al., 2020). The training programs implemented by BBPVP Semarang have been tailored to the community's requirements, including the participants' interest and interest in training programs and employment and business needs. Analyzing program needs plays a vital role in preparing program plans; one result is knowing what programs are needed and relevant to the community's wishes (Hartanti, 2020).

The sewing training program is in line with the needs of the trainees, as evidenced by the institution's recruitment process, which allows each individual to choose a training program according to their interests and needs. BBPVP Semarang offers a variety of training programs with different occupations available that are tailored to the needs of the community from the results of the TNA analysis process conducted by the training institution. The needs analysis results then become the benchmark for the institution in carrying out education and training activities (Amin & Nurhadi, 2020). Therefore, implementing the training program at BBPVP Semarang is undoubtedly in line with the requirements of the learners.

Training program planning is based on clear goals and objectives. The purpose is to achieve the goal of program implementation, which is prepared as a basis for the program to run according to the plans and expectations set (Silviariza et al., 2023). The training program at BBPVP Semarang aims to conduct training and certify competency tests for trainees as written in the vision and mission of the training institution, namely to create a competent workforce and have a high work ethic through training programs and professional certification. The purpose of training is to improve and develop human resources skills, covering aspects of education, skills, and attitudes to the needs and objectives of the program that has been set (Kartikawati et al., 2019).

Implementing the training program is also inseparable from the attention and harmony between the program's objectives and the participants' purpose in the training program. The sewing training program participants are motivated by various things, including increasing competence, improving skills, and a provision for finding a job or opening an independent business. The sewing training program at BBPVP Semarang aims to follow the requirements of the participants because it provides an impact and output of competent skills according to the interests and requirements of the participants. Program objectives are said to be successful when 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). Therefore, the objectives set by BBPVP Semarang align with the learners' objectives.

### **Input evaluation**

Stufflebeam explains that input evaluation is carried out in a program that includes supporting components in achieving program goals and requirements (Silviariza et al., 2023). Input evaluation refers to all activity plans, including funding budgeting activities and resource allocation (Al-Shanawani, 2019). Input evaluation also plays a role in decision-making, providing information to determine the input resources required so that program implementation can run well and meet the objectives set (Bukit et al., 2019). *Input evaluation has component aspects that are the focus of the implementation of evaluation activities.* The focus of the evaluation input includes the characteristics of the learning community, instructor characteristics, curriculum, financing, and facilities and infrastructure in implementing the program (Agustina & Mukhtaruddin, 2019).

**Table 2.** Input evaluation

	Indicator	Result
<i>Input evaluation</i>	Study Citizens	<ol style="list-style-type: none"> <li>1. Participants are of productive age (17-64 years old)</li> <li>2. There are no special requirements to be accepted</li> <li>3. Through written tests and interviews.</li> </ol>
	Instructor	<ol style="list-style-type: none"> <li>1. The instructor is a civil servant</li> <li>2. D3 Vocational Fashion Graduate</li> <li>3. Following the Basic Education from the Ministry of Manpower RI</li> <li>4. Have a sewing methodology certification</li> </ol>
	Curriculum	<ol style="list-style-type: none"> <li>1. SKKNI guides the curriculum</li> <li>2. nine units of competency are the focus of training learning 3.</li> <li>3. The selected competency units have been adjusted to the Indonesian National employment standards.</li> </ol>
	Financing	<ol style="list-style-type: none"> <li>1. The source of training costs comes from the state budget</li> <li>2. Participants do not incur any costs to participate in the training</li> <li>3. Participants receive accessible facilities, including learning facilities such as training modules, sewing materials, tools, and supporting facilities such as training clothes, meals, pocket money, and others.</li> </ol>
	Facilities and Infrastructure	<ol style="list-style-type: none"> <li>1. Infrastructure, including sewing machines, classrooms, buildings, WC, and other facilities, have supported the program's implementation.</li> <li>2. Regarding quality, the infrastructure has supported the program because the sewing machines are up-to-date and always under regular maintenance before and after the program implementation.</li> <li>3. In terms of quantity, the amount of infrastructure is sufficient, as evidenced by the availability of spare sewing machines for urgent needs in case of an error from the main machine.</li> </ol>

The learning community is the most critical input that will affect the continuity of the learning program. Most learners at BBPVP Semarang are productive people between 17 and 64 years old. They come from different regions and have different educational backgrounds. The different characteristics of the participants are certainly in line with the concept of lifelong education, which emphasizes that education is not limited by age, so age will not prevent each individual from remaining productive to improve their quality of better (Ayyusufi et al., 2022). This certainly means that the characteristics of the learners in a training program are not a barrier or obstacle for someone to improve their competence through a training program. The implementation of the training program places the participants as actors who use the program's resources to realize the success of the goals set by the institution (Teasdale, 2022). By the regulations of BBPVP Semarang, there are no specific requirements set for trainees because the mission of BBPVP Semarang is to create a competent workforce or human resources with high work ethics through training and certification. The target of the training program activities is all levels of society that are not limited by age, gender, status, and education level (Baniah et al., 2021). People from various backgrounds can join the training program organized by BBPVP Semarang. However, there are several registration procedures and stages that participants must complete in order to be accepted into the training program.

The registration process for participants in BBPVP Semarang is done offline (coming directly to the institution) and online (through the website). The selection process is done through 2 selection stages, including the Academic Potential Test and the Interview Test selection stages. The Academic Potential Test is conducted online, while the Interview Test is intended for participants who have passed the previous stage of the Academic Potential Test. Thus, it can be proven that the learning residents of sewing training at BBPVP Semarang are participants who have successfully passed the test selection stages that have become provisions.

Instructors play a vital role in the successful delivery of a learning program. The success or failure of an educational program is determined by the instructor's ability to deliver learning activities (Lippe & Carter, 2018). Instructors at BBPVP Semarang are competent participants with the qualifications of experts in their field, namely Fashion Management. The context of education is an influential factor and a measure of understanding and ability of the quality of human resources (Seminar et al., 2021). In addition, an instructor at BBPVP Semarang also has a background as a civil servant.

BBPVP Semarang's minimum qualification for sewing instructors is D3 fashion. However, the reality in the field is that a sewing instructor comes from a non-fashion background. This can happen because the CPNS training is open for various vocational programs so that non-fashion instructors can become sewing

instructors at BBPVP Semarang. Instructors need to develop themselves professionally to help achieve the success of a program (Molope & Oduaran, 2020). Although not from the couture vocations, all prospective trainer instructors are included in the basic education activities (Dikdas) organized by the Indonesian Ministry of Manpower to improve the quality of professional instructors. Developing professional and creative instructors can help instructors determine good learning strategies and improve the quality of learning (Iftikhar et al., 2022).

Professional instructors are an absolute requirement for a quality education program (Sutarto et al., 2019). The education and training program is conducted for one year with a process of technical guidance (Bimtek), teaching practice, and certification, which focuses on making individuals meet the qualifications and competencies to become training instructors. Efforts can be made to overcome instructors who lack competence by involving instructors in the activities of the education and training program (Seminar et al., 2021). The certificate shows that the instructor has good competence and skills to teach in the training program. The ability in the classroom is demonstrated by using appropriate learning methods, thus influencing the results of training and the ability of good participants.

Learning objectives are easily achieved with a clear concept of flow and curriculum. The curriculum is a guide or guideline for the learning plan of an activity program implementation. The curriculum is a learning plan used to identify the program plan for trainees and what trainees will learn during the learning process (Muji et al., 2021). The sewing training program at BBPVP Semarang uses competency-based training (PBK) with curriculum guidelines, namely the Indonesian National Work Competency Standards (SKKNI). The learning program can be implemented well if the conditions and use of the curriculum are adapted to the program's requirements and objectives (Indarta et al., 2022).

The Units of Competency used in the Sewing Training Program consist of 9. The 9 Units of Competency are references and guidelines that become the focus of student learning during the implementation process of the Sewing Training Program. The suitability of the curriculum to the needs of the program will affect the successful implementation of learning (Bahrissalim & Fauzan, 2018). The curriculum used in the sewing training program can improve the effectiveness and quality of learning because the selected competency units align with Indonesia's national labor standards. Thus, participants can be said to meet the work qualification standards if they can pass and be declared competent after attending the training program until completion. The appropriateness of the curriculum in a program will have a tangible impact on the participants' success (Bodur et al., 2022).

The existence of learning materials supports the use of curriculum in training. The availability of learning materials is a component that can improve the quality of learning for the better (Priwantoro et al., 2018). The teaching materials used in sewing training are printed modules containing theoretical discussions about nine units of competence that are a reference for the training program curriculum. The nine units of competence include following K3 procedures, sewing with a machine, completing garments with hand stitches, pressing, maintaining sewing tools, measuring the customer's body, making fashion patterns, cutting materials, and making decorations on garments.

Suitable teaching materials are teaching materials that can support and facilitate the learning implementation process (Divayana et al., 2021). The training module, which includes nine competency units, guides instructors and learners in training learning. Without explicit material and learning focus, the learning process will not run well and will undoubtedly hinder the implementation of the learning process (Baniah et al., 2021). Therefore, the sewing training program implemented by BBPVP Semarang already has a clear curriculum guide that can support its successful implementation.

Implementing training programs requires straightforward funding for the sustainability and success of the training program. Implementing training programs at BBPVP Semarang is fully funded by government funds or APBN. APBN fully funds sewing training programs, including the need for materials, tools, and facilities available in the training program. Participants who attend the sewing training program at BBPVP Semarang are not charged any fees for registration fees, training activities, or the availability of materials and tools, and everything is free of charge. Participants do not spend a penny to participate in this training program but instead receive various facilities the institution provides.

Facilities provided include training uniforms, module teaching materials, learning tools and materials, pocket money, food money, transportation money, and other support facilities for program implementation. Funding supports development resources, including human resources and institutional infrastructure, to achieve learning objectives. Funding is an essential factor in implementing a program; the source of funding

must be clear in origin because funding is a supporting factor for implementing training programs (Istiyani & Utsman, 2020).

Facilities and infrastructure play an essential role in the sustainability of a program. Complete facilities and infrastructure are critical assets in the achievement and success of program implementation (Pandu et al., 2020). The condition of facilities and infrastructure at BBPVP Semarang supports the learning process because it is supported by the availability of various facilities to support learning activities. Facilities and infrastructure are some of the components that support the success of implementing training programs. The availability of complete infrastructure and resources will undoubtedly facilitate the program's implementation in achieving the desired learning objectives (Tregón et al., 2021).

The facilities at BBPVP Semarang are pretty complete, including adequate buildings and training classes, modern and complete sewing equipment and machines, support facilities such as air-conditioned rooms and toilets, and an environment that supports comfort in implementing the learning process. A comfortable learning environment can influence the process of improving the performance of a learning program (Djibu & Duludu, 2020). In addition to looking at the condition of the facilities and infrastructure available, researchers also pay attention to quality and quantity.

Regarding quality, the equipment and sewing machines in the training program are reasonable. The machines used in the sewing training are modern (high speed) or the latest machines that always carry out routine maintenance before and after the training. The equipment and sewing machines at BBPVP Semarang are sufficient in quantity. Spare sewing machines are available to handle errors or damage to the machine during the training. With adequate facilities and infrastructure, the sewing training program can take place well and support the achievement of the objectives of the training program.

### Process Evaluation

Process evaluation is an evaluation conducted by identifying a process of activities in implementing a program of activities. Process evaluation monitors program implementation by recording progress, identifying problems, adjusting program plans and performance, and documenting implementation (Lina et al., 2019). The focus of process evaluation activities is implementing the activity program, which has detailed attention, including components in program implementation (Ekayana & Ratnaya, 2022). The process evaluation component seeks to assess the implementation of a program, including the schedule of program activities, participants' activities, instructor activities, learning strategies, and barriers to program implementation (Istiyani & Utsman, 2020).

**Table 3.** Process evaluation

	Indicator	Result
Evaluasi <i>Process</i>	Training Schedule	1. By the planning schedule, the total learning duration is 260 jp. 2. Training is conducted every Monday-Friday 3. There is a routine morning assembly at 07.15, training starts at 08.00, and breaks are conducted twice at 10.00 and 12.00. Then the class ends at 15.00
	Activity of Participants	1. Participate in theory, practice, discussion, and assignment activities. 2. Self-study with training module teaching materials
	Instructure activity	1. Provide theoretical and practical explanations, as well as conduct discussions with trainees 2. Give assignments 3. Supervise and assist participants in the implementation of the training program
	Learning strategy	1. Develop weekly achievement targets to align with the training plan. 2. Use lecture and demonstration methods in implementing the training program. 3. The use of facilities is adjusted to the unit of competency that is the focus of learning
	Barriers	1. Non-attendance of participants in training classes resulted in missed targets and reduced training hours.

Time management is critical in managing an effective and focused learning plan. The training schedule is a routine implementation agenda that has been set for the sake of effective and efficient training program sustainability. The learning schedule for sewing training at BBPVP Semarang is based on SKKNI units with a total training time of 260 jp (lesson hours). Learning schedule management is an important aspect that needs



to be planned so that the learning activity process can take place effectively and efficiently and support the achievement of learning program objectives (Rahayu & Samsudin, 2019).

The learning process of sewing training is carried out five days a week and every Monday through Friday. In its implementation, there are routine morning roll call activities before training classes start to motivate the trainees to study hard to achieve the learning objectives. When trainees are motivated, their performance can be improved by feeling passionate and enthusiastic. The morning assembly is held every morning at 07:15 WIB, and the training class starts at 08:00 WIB and ends at 15:00 WIB. The break time in the learning process of the training class is carried out twice at 10.00 WIB and 12.00 WIB. The existence of a schedule in the learning program will make it easier for instructors and participants to carry out program activities (Baniah et al., 2021).

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Participants can play roles in the program implementation, including being orderly and creating a conducive classroom atmosphere. There is a discussion process between the participants and the instructors in the classroom learning activities. Participants also receive training modules as learning materials and as materials for additional independent learning activities. The learning materials allow the participants to master the material independently to master the material as a whole (Priwantoro et al., 2018). The module reading activity aims to provide an overview of the competencies achieved by participating in the program. The interactive training process created a good interaction between instructors and participants.

In training sessions, participants with problems understanding theory and practice can contact instructors directly for help and solutions. The instructor relationship can affect training performance (Lefor et al., 2020). The interaction process is to provide solutions and problem-solving regarding the participants' barriers. The interaction is the key to the program's success because it involves a communication relationship between instructors and participants in an activity program (Prayitno et al., 2019). The program's implementation can be said to be good if the implementation is conducted in a manner that creates an interactive learning atmosphere between participants and instructors or among participants (Cunningham et al., 2020).

An instructor plays a vital role in achieving learning objectives and providing good teaching to learners. Instructor activities include duties and responsibilities to provide teaching with their respective methods and ways to make the learning classroom atmosphere more interactive and achieve learning objectives regulated in Standard Operating Procedures (SOP). SOPs are standard guidelines that become a reference for an instructor when conducting learning activities. The set SOPs are adapted to the unit competency activities of the training program, which become the benchmark for the success of the program implementation. The SOP aims to facilitate the program's implementation by providing a flow and clarity that supports the implementation to be more effective, efficient, and consistent (Wahongan et al., 2021).

Instructors must teach and transfer knowledge to participants. Instructors who work in training institutions have special skills that can be passed on to students to achieve the ultimate goal of conducting training (Amon & Harliansyah, 2022). Instructors always help participants experiencing barriers and obstacles by using language that is easy to understand and always using the most straightforward way so that participants can understand the explanation well. Instructors build good interactions through a process of approach and familiarity during discussions. Instructors have a responsibility to ensure that the learning environment is conducive to the success and objectives of the program implementation (Istiyani & Utsman, 2020)

The requirement of a strategy that can create a successful program implementation with a focus and arrangement of plans to achieve the goal of implementing the activity program. In implementing learning,

there must be a strategy to achieve the goal (Trisanti & Suharta, 2018). BBPVP Semarang uses a competency-based training system that refers to the Indonesian Labor Standard Competency Unit. In implementing the program, a learning strategy is needed to achieve the program's objectives appropriately (Trisanti & Suharta, 2018). Learning strategies focus on the methods, learning media, and training infrastructure. Determining the components of the strategy must be a concern because it will affect the results of the implementation of the training program. Using strategies in a program can affect the success and effectiveness of the implementation activities (Zaifullah et al., 2021).

Implementing an activity program will not succeed and achieve its goals unless it has a strategy that is considered and compiled according to the purpose of implementing a program (Vali et al., 2022). In its implementation, the trainer plans the target achievements of 9 competency units each week as a reference, so that the trainees can achieve the planned goals. Learning strategies assist training programs in formulating the outcomes to be set and provide ideal assignments according to the ability to achieve gradual competence in the training process. Strategies are the actual actions of instructors in carrying out learning in a certain way to meet program objectives (Saputra et al., 2018). The determination of the learning model is adjusted depending on the focus or topic achievement of each learning activity (Ferrão, 2022).

Sewing education uses lecture and practice methods in its activities. Lectures are conducted to explain the theory, while practice is an activity of practicing the theory explained. The instructor teaching the theory is very detailed, gradual, and precise so that the participants can quickly grasp the material taught by the instructor. In practice, instructors demonstrate the theory being taught to students step by step so that participants can more easily understand when modeling the skills being taught. The proper learning method can help reinforce the theory in the learning process (Tisnawati & Purbaningrum, 2022). Learning strategies minimize mistakes and failures when implementing a learning program (Caicedo et al., 2019).

The success of learning methods in sewing training programs cannot be separated from the control and support of using existing facilities. The activities of each training competency unit have different learning media. The use of facilities to implement the program is always adjusted to the subject matter studied in the training class. Using appropriate facilities is assumed to influence a program's development, results, success, and achievement (Andhito, 2022). For example, suppose the focus of the material discussion is pattern-making. In that case, the training activities will use tools such as pencils, rulers, and paper. If the discussion focuses on sewing theory, the training activities will focus on using sewing machine tools. Thus, the use of appropriate equipment will affect the improvement of students' skills.

The supporting learning media in the sewing training at BBPVP Semang is a whiteboard. A program needs to be supported by the presence of appropriate learning media to facilitate the trainees in its implementation (Prayogo, 2021). This whiteboard is tailored to program activities' needs because sewing training involves making patterns, making designs, and measuring patterns, so using whiteboard media is very effective. It makes it easier for participants to conceptualize pattern designs in training classes. Media use in program implementation facilitates and assists participants in understanding the material received (Baniah et al., 2021).

Barriers are obstacles or problems encountered in the implementation of training programs. The attendance factor of participants in training activities has a very influential effect on the set goal achievement plan. The reduced duration will hinder participants who have permission not to attend training. Hence, the effect is that participants have a shorter time to master the achievement of training competencies. Therefore, there is a need for the consequences and attitudes of participants to prioritize training programs to improve the quality and achievement of training program objectives.

### **Product Evaluation**

Product evaluation seeks to identify the results and benefits of a program's implementation. Product evaluation is a process of assessing the success of a program, whether or not it went according to plan, and whether or not it achieved the goals set so that it can help make decisions about the program's sustainability in the improvement plan (Al-Shanawani, 2019). Product evaluation identifies the program's suitability with the objectives, results, benefits, and impacts of the program implementation (Ekayana & Ratnaya, 2022).

**Table 4.** Product evaluation

	Indicator	Result
<i>Product evaluation</i>	Result and program benefit	1. Participant become skilled in sewing 2. Successfully made four clothing products from sewing 3. Increased self-confidence.
	Graduation	1. Competency tests are a requirement for participants to pass to obtain professional certification. 2. 15 participants were declared competent out of 16 who participated in sewing training at BBPVP Semarang.

The outcomes and benefits resulting from implementing the training program significantly impact the participants. The results obtained by the participants during the training program are in the form of clothing products. The participants completed the tasks in the training class with the output results of 4 types of clothing. In addition, the participants became aware of the correct sewing procedures. They were also skilled in machine operation, which had an impact on increasing the knowledge and skills of the training participants. The results achieved in implementing learning activities are not only in the form of grades but also in the form of increased knowledge, skills, and attitude development of the participants (Heryahya et al., 2020). Implementing the training program will have a tangible impact on the trainees and produce product outputs from the results of the activities during the learning process (Fan et al., 2022).

The sewing training program at BBPVP Semarang succeeded in training the participants so that visible changes occurred after participating in the program implementation. The results show these changes: the participants can load sewing products, understand patterns, measure bodies, operate machines, and make clothes according to the desired design. A program's success impacts improving the skills and understanding of the training participants (Yusuf, 2023). The focus of the outcome of a training program is not on the achievement of grades but on the achievement of skills, attitudes, and knowledge that can benefit their lives (Aziz et al., 2018).

Implementing this sewing training program will increase the confidence and motivation of the participants because their skills can be used as provisions for their lives. High self-confidence and motivation affect the development of ideas and the desire of the participants to use their skills and abilities in their lives, either for work or entrepreneurship. Participants have new ideas that can be used to develop their lives. One of the successes of implementing an activity program is the ability to change behavior and have a good and positive impact on the training participants (Mukhlisin et al., 2023).

Another training output is the graduation of participants. The training program participants' graduation can be assessed from 2 sides. First, they pass the training class, and second, they pass the certification competency test. The completion of assignments, which become the target achievement each week in all learning activities, indicates the graduation of participants in the training class graduation side. The assignment includes producing clothing products based on achieving objectives in implementing the training program. Overall, the sewing training participants are said to have graduated because they completed the training class assignments. The graduation of participants is assessed in terms of the certification competency test, which is the final examination stage for trainees, which is the standard of graduation to be declared competent in each unit of competency that has been taught.

This competency test is administered by the National Professional Certification Agency so that participants who are declared competent are entitled to professional certification, which marks that they have the ability of the skills tested. The Professional Competency Test is a quality assurance mark to determine that an individual has met the requirements to obtain the competencies measured in the exam (Irene, 2023). Out of a total of 16 participants, 1 participant was declared not yet competent. Attendance is important because it allows participants to be on time to achieve the training goals. Participants who are active in class attendance will avoid missing class time and can follow the training flow according to the program plan. This is

undoubtedly a concern for the training institution regarding implementing the sewing training program for the next period.

## CONCLUSION

This study describes the program evaluation using the CIPP model in the sewing training program at BBPVP Semarang. Contextual evaluation: The sewing training program aligned with the trainees' needs and goals, including interest and motivation in the training program and the need for work and business for a better life. Input evaluation: The trainees are of productive age (17-64), and the participant meets the qualification standards. The qualifications of the instructors include civil servants and D3 graduates of fashion vocational training who have completed primary education and have a certificate of sewing expertise methodology. The SKKNI guides the sewing training curriculum with units of competence adapted to the national labor standards. The funding source comes from the government, or APBN, and the participants do not pay to attend the training program. The infrastructure includes sewing machines, classrooms, buildings, toilets, and other facilities supporting the training program's implementation. Process evaluation: The training schedule is by the program's implementation, namely with a total training duration of 260 jp, instructor activities, and participant participation, including playing an active role in theory, discussion, practice, and assignment activities. Weekly performance targets are used to adjust the program to the set plan. Based on the results of the program evaluation conducted, it can be concluded that the evaluation of the sewing training program in terms of CIPP (Context, Input, Process, Product) aspects has supported the implementation of the training program and can be continued for the implementation of the following training program.

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