Jurnal Profesi Keguruan
Vol. 11 Issue 2 (2025) 35–51
DOI: https://doi.org/10.15294/jpk.v11i1
Available online since: August, 2024

Jurnal Profesi Keguruan
https://journal.unnes.ac.id/journals/jpk

Evaluation of Industrial Intership (Prigel) Program for UNNES Beauty Education Students Using the CIPP Model

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Abstract

This study aims to evaluate the implementation of the Unnes Prigel program using the CIPP evaluation model (Context, Input, Process, Product). The research method employed is descriptive quantitative with data collection techniques through questionnaires, supported by interviews. The study population includes students of the Beauty Education Study Program at UNNES who have participated in the Unnes Prigel program, the Unnes Prigel Program Coordinator in the Faculty of Engineering UNNES, and Prigel industry partners. The results show that in terms of Context, the Unnes Prigel program has goals aligned with the needs of the beauty industry and supports the MBKM policy, although some challenges remain in its implementation. Regarding Input, student preparedness, lecturer involvement, and industry support are relatively good, though issues persist in course

recognition regulations and facility limitations. In the Processaspect, the program runs quite effectively, but there are still obstacles in communication and coordination between the university and industry. In the Product aspect, the program provides significant benefits in improving students' technical (hard skills) and non-technical (soft skills) abilities, although there is still feedback related to the evaluation system and the sustainability monitoring of the program. The conclusion of this research is that the Unnes Prigel program has had a positive impact on preparing students for the workforce but still requires improvement in regulation, coordination, and program evaluation aspects.

Keywords

Program Evaluation, Industrial Practice, CIPP Model, Beauty Education, MBKM

I. Introduction

According to the Directorate General of Higher Education, Ministry of Education and Culture (2020), Law No. 20 of 2003 on the National Education System identifies vocational education institutions as one of the subsystems essential for enhancing human resources in Indonesia. On a global scale, this law aligns with the Sustainable Development Goals (SDGs). Quality education is one of the SDG objectives, where "education builds on itself, creating greater capacity to educate others and nurture a culture that values learning." This means that education generates its own growth by enhancing the ability to educate and cultivate a culture that appreciates learning.

In line with this, one of the current government efforts is to improve the quality of vocational education in higher education institutions across Indonesia by strengthening the link and match between educational institutions and industry. Moreover, the

Ministry of Education, Culture, Research, and Technology has launched the "Merdeka Belajar" (Freedom to Learn) curriculum, a new educational innovation intended to bring benefits to both students and the educational system itself. The core of this curriculum is flexibility, allowing students full freedom to choose courses according to their talents and interests, thereby enabling a more customized learning process.

From the students' perspective, this curriculum is advantageous for further developing and expanding their competencies, ensuring that upon graduation, they can pursue careers aligned with their refined talents and interests (Rengga Aprilia et al., 2024). One sub-program of "Merdeka Belajar" is the Practitioner Teaching Program, which integrates vocational and academic students from various universities in Indonesia with experienced industry practitioners to conduct collaborative learning with university lecturers.

Vocational education institutions are expected to produce graduates who are job-ready, possess good character, have an entrepreneurial spirit, and are equipped with strong skills to compete in the workforce in fields that are both of interest and in demand by industry.

II. Research Method

This study employs a descriptive evaluative method. According to Ansori (2021), descriptive research in the context of education and curriculum is considered important as it explains occurrences within educational processes, learning, and curriculum implementation across various levels and educational units.

A mixed-method approach—quantitative and qualitative—was used in this research. The quantitative method focuses on the analysis of numerical data obtained through measurements and organized using statistical analysis methods (Azwar, 2021, in Dr.

Erik Saut H. Hutahaean & S.Psi., 2023). Meanwhile, the qualitative method aims to understand situations within a specific context by describing in detail and depth the natural setting and phenomena occurring in the field (Pakpahan et al., 2021).

According to Musi et al. (2017), the application of such a mixed-method approach strengthens and complements the data, resulting in research that is not only objective, systematic, and measurable but also in-depth and concrete.

This study is classified as evaluative research, which aims to draw conclusions based on data collected from an ongoing program (Setiyaningrum, 2016).

III. Results

This study aims to evaluate the implementation of the Unnes Prigel program in the Beauty Education Study Program using the CIPP evaluation model—Context, Input, Process, Product. The program evaluation focused on these four aspects, representing the preparation, implementation, supervision, and outcomes of the Unnes Prigel program.

1. Context Evaluation

Table 1. Categorization of the Context Evaluation Aspect

Score (X)	Percentage	Category
$X \leq 3.3$	2%	Low
$3.3 < X \leq 4.4$	0%	Fair
$4.4 < X \leq 6.7$	24%	High
$X > 6.7$	74%	Very High

The results from respondents were divided into four categories: low, fair, high, and very high. The ranges for each category are as follows: $X \leq 3.3$ is categorized as low, $3.3 < X \leq 4.4$ as fair, $4.4 < X \leq 6.7$ as high, and $X > 6.7$ as very high. Based on the table, the majority (74%) of respondents assessed the context

aspect as very high, followed by 24% in the high category, 2% in the low category, and none in the fair category.

These results indicate that the context aspect of the Unnes Prigel program implementation in the Beauty Education Study Program is well-aligned with its goals and targets. This implies that the educational institution has successfully addressed the goal of enhancing students' skills and competencies relevant to the demands of the contemporary beauty industry, thereby contributing to improved human resource quality and the production of competent future professionals in the field.

2. Input Evaluation

Table 2. Categorization of the Input Evaluation Aspect

Score (X)	Percentage	Category
$X \leq 2.8$	4%	Low
$2.8 < X \leq 4.3$	10%	Fair
$4.3 < X \leq 7.2$	46%	High
$X > 7.2$	40%	Very High

Respondents' results were divided into four categories: low, fair, high, and very high. The scoring intervals indicate that overall, 62% of respondents rated the input aspect as high or very high, with the largest proportion (46%) falling into the high category.

This suggests that the input aspect of the Unnes Prigel program in the Beauty Education Study Program is considered good but still has room for improvement. The Input Evaluation assesses conditions prior to program implementation. Based on interviews with the Unnes Prigel Program Coordinator at the Faculty of Engineering (FT), it was stated that the human resources component included student readiness in finding

industrial placements for Prigel. So far, there have been no significant rejections of students by industry partners. Although not all students can be placed in their desired companies, they are expected to seek placements relevant to their field of expertise.

From the industry side, the presence of Prigel students has been helpful, suggesting a mutually beneficial relationship between the university and industry. Regarding infrastructure and facilities, the study program has facilitated administrative processes for participating students. This includes the assignment of academic supervisors and the issuance of recommendation letters for course credit recognition (rekognisi), all coordinated by the program office.

The interviews further reveal that both human resources and facilities are provided in full support of students by the study program, including the selection of Prigel locations, academic supervisors, and the issuing of official recommendation letters. Despite these efforts, the study still found issues related to communication and coordination that need attention.

3. Process Evaluation

Table 3. Categorization of the Process Evaluation Aspect

Score (X)	Percentage	Category
$X \leq 8.7$	2%	Low
$8.7 < X \leq 11.2$	0%	Fair
$11.2 < X \leq 16.3$	36%	High
$X > 16.3$	62%	Very High

Respondents' responses in this aspect were distributed across four categories: low, fair, high, and very high. The majority of

respondents (62%) rated the process aspect as very high, with 36% rating it as high. Only 2% rated it low, and none assessed it as fair.

These findings indicate that the process aspect in the implementation of the Unnes Prigel program in the Beauty Education Study Program is rated very good in terms of planning, execution, and supervision during the program.

This is supported by interviews with the Unnes Prigel FT Coordinator, who explained that only students who have completed at least five semesters (a minimum of 90 credits) are eligible to participate in Prigel. These students are thus considered to have acquired sufficient foundational knowledge and skills to engage meaningfully in the program.

Students' physical, mental, and emotional readiness is monitored through the university's academic system (Sikadu), which allows the program coordinator to detect any issues the student may be experiencing. Physical readiness is also assessed during face-to-face meetings with the program coordinator for approval and discussion about the student's planned placement.

During the implementation phase, students apply their theoretical knowledge gained during coursework to real-world tasks in the industry, contributing their efforts and ideas directly to the workplace. The coordinator also emphasized that the program ensures students are placed in industries relevant to their fields of study, which deepens their practical knowledge beyond what is available in lectures.

At the end of the program, students are required to submit a final report that outlines their contributions to the industry, which serves as a tangible output of their participation and performance.

4. Product Evaluation

Table 4. Categorization of the Product Evaluation Aspect

Score (X)	Percentage	Category
X ≤ 6.6	2%	Low
6.6 < X ≤ 8.9	0%	Fair
8.9 < X ≤ 13.4	20%	High
X > 13.4	78%	Very High

The responses from participants were categorized into four levels: low, fair, high, and very high. The results show that 78% of respondents placed this aspect in the very high category, 20% in the high category, 2% in the low category, and none in the fair category.

These findings are further supported by interviews with the Unnes Prigel FT Coordinator, who stated that the program aims to deliver outcomes aligned with its original goals, with students as the primary beneficiaries. During their Prigel placement, students are assigned tasks or job descriptions relevant to the academic knowledge they acquired.

The program contributes to the development of technical skills (hard skills), where students apply theories learned in lectures directly in the workplace. After receiving theoretical instruction on campus, students can implement this knowledge in the field during the Prigel program.

Furthermore, the program significantly enhances work readiness. Through job assignments aligned with their academic disciplines, students are expected to become more prepared to enter the workforce and contribute professionally within industry settings.

The coordinator noted that student readiness improves due to the duration of the program, which lasts between three to six months—enough time to see meaningful improvement in capabilities.

Lastly, students gain valuable industry experience. This includes direct immersion in industrial environments, undertaking tasks relevant to current industry needs, and being involved in industrial decision-making processes. The coordinator affirmed that students' practical experience grows considerably as a result of their involvement in the program.

IV. Discussion

1. Context Evaluation

The context evaluation aspect focuses on the goals and targets of the Unnes Prigel program. Setting clear goals is a crucial component in the implementation of any educational program, as it helps identify the intended outcomes and facilitates collaboration to achieve desired results.

According to Rector Regulation No. 24 of 2020 concerning the Unnes Curriculum Guidelines for the "Merdeka Belajar – Kampus Merdeka" (MBKM) program, the primary goal of the Unnes Prigel activity (BKP MBKM) is to prepare Unnes graduates—who are the main target of this program—to gain real-world experience in industry, business, and the professional workplace. The program also trains students to solve problems critically and innovatively, supported by digital literacy and skills in utilizing relevant information technology.

The purpose of the Unnes Prigel program serves as the fundamental reference point for its implementation, and the program received a very high rating in this aspect. This aligns with

Munthe (2015), who argued that clearly articulated objectives lead to more objective evaluations of a program's effectiveness.

In relation to the program's goals, identifying target beneficiaries is also essential. In this context, students are the main focus of the Unnes Prigel program. Zahroh et al. (2024) stated that the target group functions as a benchmark for assessing how successfully a program achieves its objectives.

With the implementation of the Unnes Prigel program, students are better able to explore their potential and discover their talents in real work environments. Therefore, the context evaluation for the implementation of the Unnes Prigel program within the Beauty Education Study Program at Universitas Negeri Semarang is rated very high, supported by questionnaire and interview data. This strong context evaluation supports the effectiveness of the program's implementation.

2. Input Evaluation

The input evaluation serves to complement the context aspect. According to Astuti (2024), input evaluation includes an analysis of human resources and infrastructure or facilities. In the case of the Unnes Prigel program within the Beauty Education Study Program, this aspect forms the basis for determining the readiness to implement the program.

The main component of the Unnes Prigel program is human resources. Human resources play a central role in the success of any program. When well-aligned with industry demands (link and match), these resources can create opportunities for students to join industry networks in the future (Rizki et al., 2024). Moreover, effective human resource management and collaboration will enhance both quality and productivity in industrial settings (Pauji & Nurhasanah, 2022).

The quality and outcomes of the Unnes Prigel program also depend heavily on the students, who serve as the participants. Students are allowed to choose their Prigel locations based on their interests and abilities. While the program offers recommendations, students are also encouraged to independently find and select industry placements that match their academic focus. This process requires good communication between students and the program office (prodi).

In addition, communication between the university and industry partners must also run effectively and transparently to ensure that students can participate in the program properly. Good communication is key to enabling all parties to benefit from the collaboration.

The infrastructure and facilities component is a vital factor that supports the success of the program, as these directly affect program quality and the achievement of its objectives. According to Tjahyani (2011), evaluating infrastructure is crucial to ensure that educational programs meet national standards. Meeting these standards is essential for determining the quality and feasibility of each program in delivering optimal educational services.

Within the Unnes Prigel program, students are provided with administrative support and resources throughout the process. For example, assistance is given in arranging academic supervisors and issuing official recognition documents.

Based on the data gathered in this study, the input aspect was rated in the high category. However, some gaps were identified, particularly in communication between students and academic administrative operators, which led to a perceived lack of support in managing administrative tasks. Despite this, a strong score in input evaluation suggests that the program can still be implemented effectively, provided continuous improvements are made.

3. Process Evaluation

Process evaluation is the continuation of the context and input components in a program. This aspect includes several key stages. The first is program planning, which is one of the crucial factors for a program's success. According to Prof. Dr. Husaini Usman, M.Pd. (2022), good planning serves as a foundation for other management functions and plays an essential role in achieving program goals.

In the Unnes Prigel program, planning represents the final stage before actual implementation. It includes preparation efforts, such as equipping students with fundamental knowledge and skills and ensuring they are physically, mentally, and emotionally prepared to enter the workforce.

Students are expected to prepare themselves holistically before entering the industry so that the program can run smoothly. After the planning stage, the next focus is implementation.

Process evaluation during implementation is important for identifying the program's strengths and weaknesses. A well-executed implementation phase is a major determinant of overall program success. During implementation, students apply their academic knowledge in real-world industrial settings through various activities and assigned tasks (job descriptions) provided by the host companies.

Accurate process evaluation during implementation is essential for making informed decisions about the program—whether it should be continued, improved, or discontinued (Munthe, 2015). During the Prigel program, students are fully entrusted to the host industry, which supervises them directly. This supervision includes evaluations of attitudes, knowledge, and practical skills.

In the context of industrial internships, periodic monitoring of student progress has been found to be beneficial. It allows for early identification of issues faced by students, enabling timely and appropriate solutions (Tarmidi & Ismanto, 2020).

In addition, discipline is a critical attitude for the smooth execution of the Prigel program. Students are also expected to comply with all rules and regulations set by the academic program for the safety and success of the internship.

The main purpose of supervision during the internship process is to ensure that all activities align with the original goals. Effective supervision will lead to higher quality implementation and more successful outcomes (Universitas & Kuala, 2017).

4. Product Evaluation

The product evaluation is the final stage in evaluating a program and focuses on the outcomes and impacts of the Unnes Prigel program. In this study, the product evaluation received a high rating. It comprises the following key indicators: development of soft skills, enhancement of hard skills, improved work readiness, and industry experiencegained by students.

According to Darodjat and Wahyudhiana M. (2015), product evaluation serves as a benchmark for measuring the success of program implementation. The data indicate that students experienced quality improvements after completing the Unnes Prigel program. These improvements include better technical skills, a professional work attitude, and stronger mental readiness to engage directly in the industrial world.

Muhammad Untung Manara (2014) emphasized that in the industrial sector, a balance between soft skills and hard skills is crucial. The improvement of both types of skills becomes evident

as students participate in various activities provided by the industry during the internship.

After being involved in many workplace activities, students become more prepared for employment after graduation, equipped with relevant experience gained through the Unnes Prigel program.

In summary, the implementation of the Unnes Prigel program in the Beauty Education Study Program at Universitas Negeri Semarang has led to:

A very high rating in context evaluation, reflecting well-established goals and clearly defined target beneficiaries;

A high rating in input evaluation, indicating good preparation in terms of human resources and facilities, albeit with areas for communication improvement;

A very high rating in process evaluation, demonstrating effective planning, implementation, and supervision mechanisms;

A very high rating in product evaluation, showing meaningful student development in terms of skills and readiness for the workforce.

These findings are consistent with the CIPP evaluation model, which emphasizes the significance and depth of interconnections among the four aspects. The quality of context and input lays the groundwork for the effectiveness of process, which ultimately determines the product or outcomes of the program.

V. Conclusion

Based on the research findings and discussion on the implementation of the Unnes Prigel program in the Beauty Education Study Program at Universitas Negeri Semarang (UNNES), the following conclusions can be drawn:

The Context Evaluation of the Unnes Prigel Program received a very high rating with a percentage of 74%. This indicates that the program's concept is well-aligned with its primary objective, which is to prepare UNNES graduates with real-world experience in industry, business, and professional environments.

The Input Evaluation of the Unnes Prigel Program received a high rating with a percentage of 46%. This suggests that the Beauty Education Study Program is well-prepared to implement the Prigel program, although improvements in communication and coordination are still needed.

The Process Evaluation of the Unnes Prigel Program received a very high rating with a percentage of 62%. This demonstrates that the program's implementation has been running effectively through good collaboration between students, academic supervisors, and industry partners.

The Product Evaluation of the Unnes Prigel Program received a very high rating with a percentage of 78%. This signifies that the program has successfully achieved its goals, particularly in enhancing students' work readiness and providing them with meaningful industrial experience.

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