



Application of Evaluation Model to Analyze the Implementation of Clean and Healthy Life Behavior Program on Practice Subject of Culinary Arts Program

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Abstract

Clean and Healthy Life Behavior is one of the suitable programs to be applied to the school in realizing healthy cultured schools. Ibu Kartini Vocational High School, Semarang which has a Culinary Arts Program has certainly implemented the Clean And Healthy Life Behavior program in Teaching and Learning Activities (KBM). One of the applications of the Clean And Healthy Life Behavior program in the KBM is in Practice Subject of Culinary Arts Program, which certainly needs to be evaluated. CIPP Evaluation Model is one of the models that can be applied. The CIPP evaluation model emphasizes the aspect of evaluation in terms of context, input, process and product of a program of activities. The purpose of this study is to analyze the implementation of the Clean And Healthy Life Behavior program in the Practice Subject of Culinary Arts Program from the aspect of evaluating context, input, process, and product. The results of the implementation of the Clean And Healthy Life Behavior program are among others applied to: (1) Hygiene and Sanitation Work Areas; (2) Personal Hygiene Food Handlers / Students; and (3) Occupational Safety Health in the Laboratory / Kitchen Environment. The level of achievement in hygiene sanitation in the kitchen of the Culinary Arts Program Ibu Kartini Vocational High School in Semarang has "Good" criteria with an achievement value of 73.3% and the achievement of facilities and infrastructure supporting health and safety at work in the kitchen of Culinary Arts Program Ibu Kartini Vocational High School has "Fair" criteria with achievement value of 51.1%.

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INTRODUCTION

Clean and Healthy Life Behavior is one of the suitable programs to be applied to the school in realizing healthy cultured schools. Clean And Healthy Life Behavior can foster self-awareness as an effort to transmit experiences about healthy lifestyles through communication channels as a medium for sharing information. According to Julianti, Ratna et al (2018: 16) that the implementation of Clean And Healthy Life Behavior in schools can be analyzed through several indicators including: (1) Cleanliness of students' bodies; (2) Cleanliness of the school environment; and (3) Health of the students. Beside that according to Liana, Henico Putri (2016: 95) variables that influence Clean And Healthy Life Behavior in schools are: (1) Knowledge about Clean And Healthy Life Behavior; (2) Attitudes towards Clean And Healthy Life Behavior; and (3) Student actions of Clean And Healthy Life Behavior in the school environment. The application of the Clean And Healthy Life Behavior program in schools can be evaluated and analyzed with a number of indicators and variables so as to create a healthy cultured school.

Healthy cultured school is an effort of the school to implement healthy living behavior in the school community with the aim to create a clean, beautiful and comfortable environment for learning. According to Irwadi, Satria et al (2016: 496) the activities of the clearing rubbish "Operation Ant" program, the Saturday clean program, the flag ceremony, morning exercise, joint prayer, aubade and the School Health Unit program with the activities of Little Doctors and young *jumantik* (larva monitor), First Aids training can foster healthy behavior in school environment. According to Prasetyo, Yoyok Basuki, et al (2014: 110) stated that the implementation of a good School Health Unit program could affect the health status of students at school. Healthy cultured schools focus on activities that involve all school residents so as to create a healthy and conducive school environment in Teaching and Learning Activities.

At Teaching and Learning Activities teachers should be able to create a healthy learning atmosphere for students. Healthy learning can improve the quality of teachers in providing teaching to students in the classroom. Healthy learning begins with doing pickets or cleaning classrooms, making sure all locker desks are not full of rubbish, using uniforms in accordance with school rules, doing hand washing before learning and others. According to Sari, Indah Prasetyawati (2013: 141) that students as subjects in learning health education are expected to be able to apply healthy living in everyday life while teachers as educators should be able to realize changes in student behavior responsible for their own health.

The application of healthy learning is very appropriate to be applied in the Culinary Arts Program in Vocational High Schools. Because the Culinary Arts Program is one of the programs related to food processing business, this cannot be separated from the role of food processing staff or food handlers and also the kitchen as a place for food processing. According to Nurlaela (2011), food handlers are people who handle food directly from the time food is made until the food is ready to be served. To get good quality food, attention needs to be paid to the knowledge, attitudes and behavior of the food processing staff. The personal habits of food handlers in managing food can be a source of pollution. So sanitation hygiene is an important requirement for companies that engaged in food processing.

Proper food processing will prevent food contamination or disease transmission through food. The food contamination process is divided into two they are direct contamination from raw materials and cross contamination that occurs during the processing. The process of food contamination is caused by various factors, including the low knowledge of food handlers, personal hygiene of kitchen users, cleanliness of equipment and sanitation of the kitchen environment.

The kitchen as a place of food production is a work place with a high intensity of work risk. According to Sumitro (2007: 1), the kitchen

is a room or not a special room that serves to turn food ingredients into a dish ready to be served. A room can be referred to as a kitchen room if inside it is equipped with facilities and infrastructure that benefit for food processing until it becomes a dish ready for serving. The kitchen as a food production site is responsible for food hygiene sanitation that will be served to guests.

Occupational Safety Health must be implemented in every work area. In addition, schools are obliged to foster students in the provision of First Aid for Accidents in accordance with Law No.1 of 1970 article 9. First aid is a temporary treatment and effort to help quickly and precisely before being handled by the medical team with the aim of preventing worse events. With the guarantee of Occupational Safety Health by schools, it will cause students to feel comfortable and have a sense of responsibility so that it can improve productivity and quality of practice results.

Ibu Kartini Vocational High School in Semarang as one of the Vocational Schools in Semarang which has a Culinary Arts Program of course has implemented the Clean And Healthy Life Behavior program in its school environment, especially in cooking practice subjects. The school together with the teacher has prepared starting from infrastructure, SOP, learning media and supporting activities so that the Clean And Healthy Life Behavior program is well implemented. Therefore, to find out the level of success of the implementation of the Clean And Healthy Life Behavior program, especially in Practice Subject in the Culinary Arts Program, an evaluation is needed. According to the writers the method that can be used to evaluate the program is the CIPP Evaluation Method.

The CIPP model is an evaluation model that consists of Context, Input, Process and Product. The CIPP model was developed by Stufflebeam. According to Mahmudi, Ihwan (2011) The uniqueness of the CIPP model is that each type of evaluation is related to the decision making device (decision) which involves planning and operating a program. The

advantages of the CIPP model provide a comprehensive evaluation format at each stage of the evaluation. The purpose of this study is to determine the level of success of the implementation of the Clean And Healthy Life Behavior program in practical subjects in the Culinary Arts Program in Ibu Kartini Vocational High School Semarang using the CIPP evaluation model.

METHODS

The study was conducted at the Ibu Kartini Vocational High School Semarang in practical subjects in the Culinary Arts Program. The research objects are practical subjects teachers and students of the Culinary Arts Program. The method used is qualitative research with the CIPP Evaluation Model (Context, Input, Process, and Product). Data collection techniques are done by observation, interview and documentation. The observation tool used was in the form of field notes, interviews were conducted with practical subjects teachers and students from the Culinary Arts Program.

Documentation data are in the form of photographs as an attachment to strengthen the results of the study.

Data were analyzed using the CIPP evaluation model analysis as follows :

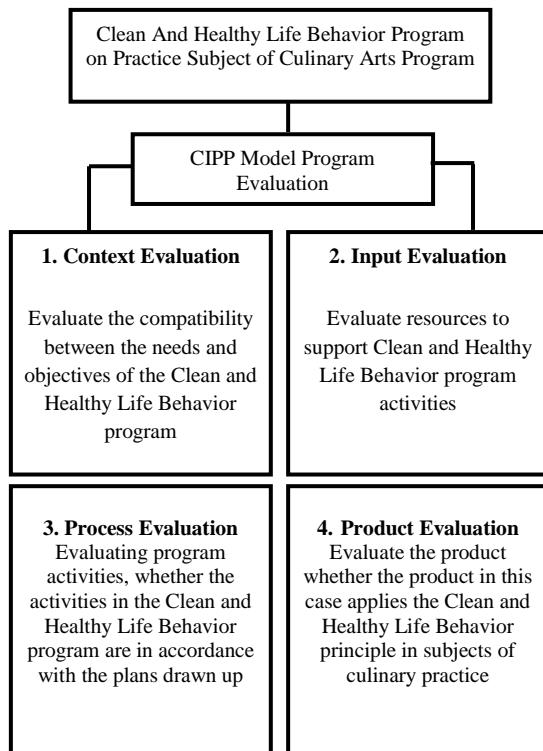


Figure 1. CIPP Evaluation Model Chart

RESULTS AND DISCUSSION

The evaluation of the Clean and Healthy Life Behavior program in the Practice Subjects of the Culinary Arts Ibu Kartini Vocational High School Semarang uses the CIPP evaluation model because it involves process evaluation so that it is not only a single aspect. The evaluation of the CIPP model according to Arikunto and Jabar (2007) is an evaluation model that views the program being evaluated as a system. The model objectives include five basic components of the process of an activity program. These components include the evaluation of context (context evaluation), evaluation of input (input evaluation), evaluation of the process (process evaluation) and evaluation of the results (product evaluation).

According to Badrujaman (2011) the main goal of evaluating context (context evaluation) is to examine the status of the object as a whole so that it can provide a description of the characteristics of the environment so that it aims to determine the purpose of a program whether it is in accordance with service needs. Evaluation of input (input evaluation) is done by

examining and assessing relevant approaches that can be used so that it aims to identify and examine system capabilities, alternative program strategies, design procedures where the strategies will be implemented.

Process evaluation is an evaluation that is oriented to the extent to which program activities are carried out according to plan. Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements. In addition, to assess the outcome and relate it objectively with context, input, and process. The outcome evaluation is used to measure the extent of the product resulting from the evaluation of the program that has been carried out.

The results obtained from the evaluation using the CIPP model related to the implementation of the Clean And Healthy Life Behavior program in the Practice Subjects of the Culinary Arts Program at the Ibu Kartini Vocational High School in Semarang based on observations of students when doing cooking practices in the kitchen or laboratory at the Culinary Arts Program at the Ibu Kartini Vocational High School in Semarang, the following data are obtained

1. Context Evaluation

The main purpose of the context evaluation is to find out whether the implementation of the Clean And Healthy Life Behavior program in the Culinary Arts Program at the Ibu Kartini Vocational High School in Semarang has a strong formal foundation and whether the Clean And Healthy Life Behavior program can examine the advantages and disadvantages of its implementation in Ibu Kartini Vocational High School. The strong formal foundation of the Clean And Healthy Life Behavior program in Vocational Schools are: (1) Regulation of the Minister of National Education of the Republic of Indonesia Number 40 of 2008 concerning facilities and infrastructure standards for Vocational Schools, (2) Decree of the Minister of Health of the Republic of Indonesia Number 1098 / MENKES / SK / VII / 2003 concerning

Sanitation Hygiene Requirements for Restaurants.

2. Input Evaluation

Evaluation of inputs intended to help determine the program to make the changes needed (Mahmudi, 2011). Input evaluation aims to look for obstacles and potential resources available in an institution. Based on observations of students when doing cooking practices in the kitchen or laboratory of the Culinary Arts Program at the Ibu Kartini Vocational High School in Semarang, the following data are obtained:

a. Work Area Hygiene Sanitation

The results of observations of the implementation of the Clean And Healthy Life Behavior program in the Culinary Arts Program at the Ibu Kartini Vocational High School in Semarang at the time of cooking practices of students in the kitchen can be seen in Table 1

Table 1. Observation Results of the Implementation of Clean And Healthy Life Behavior Programs in the Culinary Arts Program at the Ibu Kartini Vocational High School

| Criteria | Score | Achievement % |
|----------|--------|---------------|
| Good | 9 | 30 |
| Fair | 12 | 40 |
| Lacking | 1 | 3.3 |
| Total | 73.3 % | |
| Average | 24.4 % | |

From Table 1 it can be stated that the achievement in hygiene sanitation in the kitchen of the Culinary Arts Program at the Ibu Kartini Vocational High School Semarang has "Good" criteria with an achievement value of 73.3%, as formulated in the interpretation of the scores in table 2 below:

Table 2. Interpretation of Hygiene Sanitation Scores, Source: Riduwan (2008)

| Category | Percentage (%) |
|-----------|----------------|
| Worse | 0 – 20 |
| Bad | 21 – 40 |
| Fair | 41 – 60 |
| Good | 61 – 80 |
| Very Good | 81 - 100 |

This is not in accordance with the notion of hygiene sanitation which is a preventive effort that emphasizes efforts to environmental health and individual health (food handlers) and the scope of hygiene sanitation.

b. Personal Hygiene of Food Handlers

There are some that are not in accordance with the understanding of personal hygiene and personal hygiene goals, which is personal hygiene which is carried out to maintain health both physically and psychologically, and to improve the degree of health, maintain, and improve personal hygiene.

c. Occupational Safety Health

The results of observations at the time of practicum learning/cooking, the facilities and infrastructure supporting health and safety at work in the kitchen Culinary Arts Program at the Ibu Kartini Vocational High School Semarang can be seen in table 3 below:

Table 3. Percentage of the Conditions of Facilities and Infrastructure Supporting Occupational Health Safety in the Kitchen of the Culinary Arts Program, Ibu Kartini Vocational High School

| Criteria | Score | Achievement % |
|----------|--------|---------------|
| Good | 3 | 7.6 |
| Fair | 10 | 25.6 |
| Lacking | 7 | 17.9 |
| Total | 51.1 % | |
| Average | 17 % | |

From Table 3 it can be stated that the condition of the achievement of facilities and infrastructure to support occupational health and safety in the kitchen of the Culinary Arts Program, Ibu Kartini Vocational High School has the criteria of "Fair" with an achievement value of 51.1%, as has been formulated in the interpretation of the scores in table 4 below:

Table 4. Interpretation of Work and Health Safety Supporting Facilities and Infrastructure Scores

| Category | Percentage |
|----------|------------|
| Worse | 0 – 20 |
| Bad | 21 – 40 |
| Fair | 41 – 60 |

| | |
|-----------|----------|
| Good | 61 – 80 |
| Very Good | 81 - 100 |

Source: Riduwan (2008)

This is not in accordance with the Work Safety Law No. 1 of 1970 concerning Occupational Safety Health which contains that work safety in all workplaces both on land, on the surface of the water, in the air within the territory of the Republic of Indonesia.

3. Process Evaluation

Process evaluation is the implementation of the program. Process evaluation can review the organization's plans and previous evaluations to identify important aspects of the organization that must be monitored (Mahmudi, 2011). Process evaluation can produce a relationship between theoretical ideas that are considered important for the success of the intervention and the final outcome of the study. Process evaluation efforts also help to understand the relationship between interventions or program components chosen by Linnan & Steckler (2002). The process evaluation aspect aims to ensure the implementation process of the Clean And Healthy Life Behavior program in the Culinary Arts Program, Ibu Kartini Vocational High School Semarang.

Implementation of the program is based on the SOP for the use of the kitchen. In addition, there is a schedule of activities on the agenda of the Clean And Healthy Life Behavior program that is carried out every time the kitchen is used in practice. Clean And Healthy Life Behavior program planning is contained in the Teaching Plan and Jobs Sheet obtained from the teacher administration.

Evaluation of the Clean And Healthy Life Behavior program in the Culinary Arts Program, Ibu Kartini Vocational High School Semarang is an activity that is carried out in a planned and systematic manner in collecting and processing data and presenting information that will be used as decision-making material to determine the value of all aspects related to the implementation of the Clean And Healthy Life Behavior program in the Culinary Arts Program, Ibu Kartini Vocational High School Semarang.

Evaluation results are presented in the form of reports per semester made by teachers who teach practice of the Culinary Arts Program and laboratory managers. Supervision from the Principal of Ibu Kartini Vocational High School Semarang on the implementation of the Clean And Healthy Life Behavior program is carried out through periodic meetings of the department

Further evaluation for the Clean And Healthy Life Behavior program is carried out by compiling reports that include information sheets on implementation reports, Clean And Healthy Life Behavior implementation development programs, types of activities, background, objectives, expected results, implementation and results of activities. The implementation of the Clean And Healthy Life Behavior program report compilation at Ibu Kartini Vocational High School Semarang has been carried out well in accordance with the reporting agenda schedule determined by the Foundation. The results of observations of each learning process of the Practice Subjects of the Culinary Arts Program show that the planning and preparation of Clean And Healthy Life Behavior program reports has been carried out at the beginning of the program.

4. Product Evaluation

Product evaluation is an evaluation that aims to measure, interpret, and assess program achievements (Muyana, 2017). In addition, to assess the outcome and relate it objectively with context, input, and process. The product or outcome component is an assessment carried out to measure success in achieving the stated objectives. The product components of the Clean And Healthy Life Behavior program in the Culinary Arts Program at Ibu Kartini Vocational High School which have been implemented are in Table 3.1

CONCLUSION

The results of the evaluation of the CIPP model on the implementation of the Clean And Healthy Life Behavior program in the Practice Subjects of the Culinary Arts Program at Ibu Kartini Vocational High School Semarang

include: (1) Hygiene and Sanitation Work Areas; (2) Personal Hygiene Food Handlers / Students / Students; and (3) Work Safety Health. The results obtained include the level of achievement in hygiene sanitation in the kitchen of the Culinary Arts Program at Ibu Kartini Vocational High School Semarang has the criteria of "Good" with an achievement value of 73.3% and the achievement of facilities and infrastructure supporting health and safety at work in the kitchen has the criteria "Fair" with an achievement score of 51.1%.

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