Evaluasi: Jurnal Manajemen Pendidikan Islam
ISSN (P): 2580-3387, ISSN (E): 2615-2886
DOI : http://doi.org/10.32478/evaluasi. v9i2. 103c5n10
Article Type : Original Research Article

Evaluation of Vocational Training Programs with CIPP Evaluation Model and CSE-UCLA Evaluation Model

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Submission Track:

Submisson : 21-11-2025

Accept Submission : 30-11-2025

Avaliable Online : 30-11-2025

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Abstract

This study aims to evaluate the vocational training program at the Semarang Vocational Training and Productivity Center (BBPVP) using 2 evaluation models, namely CIPP (Context, Input, Process, Product) and CSE-UCLA (Planning, Development, Implementation, Improvement, Certification). The background of this research departs from the phenomenon of competency gap due to digital disruption, automation, and green transition that requires the vocational world to be more adaptive to the needs of the global industry. In Islamic education management, this evaluation is understood as a form of effort to improve the quality of human resources in accordance with the principle of self-change as stated in QS. Ar-Ra'd: 11. This study uses an evaluative qualitative approach with observation, in-depth interviews, and documentation. The results of the study show that the training program is effective in improving the technical skills and soft skills of participants, especially in the competencies of office administration, Administrative Assistant, and Digital Marketing. These findings directly answer the research focus related to the extent to which training is able to achieve the goal of improving vocational competence. The novelty of this research lies in the emphasis that the need to strengthen applied digital competencies and the integration of vocational-business terms is an aspect that has not been deeply mapped in the evaluation of previous training, thus providing a new perspective for the development of vocational curriculum. Overall, both the CIPP and CSE-UCLA models have been shown to provide a holistic picture of the effectiveness, relevance, and sustainability of the program. This study concludes that BBPVP Semarang has successfully carried out vocational training that is relevant to the needs of the industry, but needs to be improved in terms of curriculum, facilities, and digitalization. The researcher

recommends that institutions continue to update the curriculum based on industry needs, expand cooperation with the industrial world, and implement a practice-based learning approach and soft skills to strengthen the competitiveness of the vocational workforce in the era of digital transformation.
Keywords: Vocational Training Program Evaluation, CSE-UCLA evaluation model, CIPP evaluation model

Abstrak

Penelitian ini bertujuan untuk mengevaluasi program pelatihan vokasi di Balai Besar Pelatihan Vokasi dan Produktivitas (BBPVP) Semarang dengan menggunakan 2 model evaluasi yaitu CIPP (Context, Input, Process, Product) dan CSE-UCLA (Planning, Development, Implementation, Improvement, Certification). Latar belakang penelitian ini berangkat dari fenomena kesenjangan kompetensi akibat disrupsi digital, otomatisasi, dan transisi hijau yang menuntut dunia vokasi agar lebih adaptif terhadap kebutuhan industri global. Dalam manajemen pendidikan Islam, evaluasi ini dipahami sebagai bentuk ikhtiar untuk meningkatkan kualitas sumber daya manusia sesuai dengan prinsip perubahan diri sebagaimana termaktub dalam QS. Ar-Ra'd: 11. Penelitian ini menggunakan pendekatan kualitatif evaluatif dengan metode observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa program pelatihan berjalan efektif dalam meningkatkan keterampilan teknis dan soft skills peserta, terutama pada kompetensi administrasi perkantoran, Administrative Assistant, dan Digital Marketing. Temuan ini secara langsung menjawab fokus penelitian terkait sejauh mana pelatihan mampu mencapai tujuan peningkatan kompetensi vokasional. Kebaruan penelitian ini terletak pada penekanan bahwa kebutuhan penguatan kompetensi digital terapan dan integrasi istilah vokasional atau bisnis merupakan aspek yang belum terpetakan secara mendalam dalam evaluasi pelatihan sebelumnya, sehingga memberikan sudut pandang baru bagi pengembangan kurikulum vokasi. Secara keseluruhan, kedua model CIPP dan CSE-UCLA terbukti mampu memberikan gambaran holistik terhadap efektivitas, relevansi, dan keberlanjutan program. Penelitian ini menyimpulkan bahwa BBPVP Semarang telah berhasil melaksanakan pelatihan vokasi yang relevan dengan kebutuhan industri, namun perlu peningkatan pada aspek kurikulum, fasilitas, dan digitalisasi. Peneliti merekomendasikan agar lembaga terus memperbarui kurikulum berbasis kebutuhan industri, memperluas kerja sama dengan dunia industri, serta menerapkan pendekatan pembelajaran berbasis praktik dan soft skills untuk memperkuat daya saing tenaga kerja vokasional di era transformasi digital.
Kata kunci: Evaluasi Program Pelatihan Vokasi, Model evaluasi CSE-UCLA, Model Evaluasi CIPP

A. INTRODUCTION

Rapid changes due to digitalization, automation, and the green transition have changed the need for competencies in the global job market, creating a gap between the capabilities of the workforce and the needs of the industry. As stated by Maksum

(2025) The world of vocational education and training needs to implement a business unit strategy (BUS) that is adaptive to technological developments and industrial dynamics, so that institutions are able to produce human resources who are competent, independent, and relevant to the needs of the job market in the era of the Industrial Revolution 4.0. From the perspective of Islamic education management, competency development through vocational education can be understood as a tangible manifestation of human efforts in improving the quality of self and work professionalism. Islam emphasizes the importance of continuous self-change and improvement as Allah SWT says: "Indeed, Allah will not change the condition of a people until they change what is in themselves" (QS. Ar-Ra'd: 11). This verse emphasizes that social transformation and improving the quality of human resources must begin with the awareness and active efforts of individuals and institutions to make positive changes. In vocational education, this principle means that the success of a training program does not only depend on policies or facilities, but also on the willingness of participants and instructors to continuously adapt, innovate, and improve the learning system to be relevant to the needs of the industry. Thus, vocational training is a strategic means to realize superior human beings who are knowledgeable, ethical, and competitive, in accordance with Islamic values that place hard work, responsibility, and self-change as the foundation of progress. The Future of Jobs Report (2023) states that many jobs require reskilling or upskilling in the coming years, so targeted training programs are a priority for labor policy. Other international organizations have also emphasized similar to the OECD (2020) (Organization for Economic Co-operation and Development) highlighting the need for a scalable Vocational Education and Training (VET) system to respond to crises and economic transformation. The OECD emphasizes that an effective VET system must have clear indicators in assessing competency achievement, curriculum relevance, and adaptability to global change. In Indonesia, the challenge of absorbing vocational graduates productively is still an important issue that is closely related to the open unemployment rate. This is confirmed by the findings of Yoana & Auwalin (2024) that the effectiveness of vocational education has a significant role in reducing unemployment. Therefore, the evaluation of vocational training programs is a strategic step to ensure that the program is not only implemented, but also has a real impact on improving competence and labor absorption.

Studies on the evaluation of vocational training programs show a diversity of evaluative approaches. The CIPP (Context, Input, Process, Product) model has been widely used in Permata Sari & Setiawan's (2023) research to assess the suitability of the program context, the adequacy of resources, the quality of implementation, and the final results (certification) of vocational training programs. On the other hand, Sumarno's (2023) findings that the CSE-UCLA model emphasizes more evaluation in the program cycle, starting from planning, development, implementation, improvement, certification/outcome, so it is useful for assessing the dynamics of program changes in a sustainable manner. Research on the evaluation of vocational training programs with these two models, the foundation of evaluation is stronger when it is associated with the theory of theory-driven evaluation presented by Brindis and Gardner in their book Advocacy and Policy Change Evaluation: Theory and Practice

in (2017), this book emphasizes that evaluation must be designed so that the results are beneficial to stakeholders and can be used throughout the implementation cycle.

The CIPP (Context, Input, Process, Product) evaluation model developed by Daniel Stufflebeam according to Rahmat & Ambiyar (2025) is one of the approaches that is often used because of its flexibility and comprehensiveness in evaluating various aspects of the Education program. This model analyzes four main aspects, namely context (program needs and foundations), inputs (resources, strategies, and curriculum), processes (implementation and monitoring), and products (certification results, and job opportunities). Meanwhile, Divayana (2015) stated that the CSE-UCLA model developed by Alkin has five stages of evaluation, namely: program planning, program development, program implementation, program improvement, and program certification. Some of the findings confirm that the CIPP approach is not only effective in identifying program weaknesses, but also very useful in providing deep insights for continuous improvement. For example, in the study "CIPP-Based Analysis of Industrial Work Practice Effectiveness at a Private Vocational High School" written by Kiram & Arifin (2025) showed that the CIPP model has proven to be effective in identifying participants' competencies and mapping areas of soft skills development that still need to be strengthened, so that the results of the evaluation can be used to improve training programs in the field and skills of participants. The international literature by Romanova (2022) also underlines that indicators such as industry collaboration, competency-based curriculum, instructor capabilities, and certification mechanisms are important determinants of the success of vocational programs. However, many previous studies have been sectoral and have focused on only one evaluation model, so they have not been able to present a comprehensive understanding of program effectiveness from both the perspective of the evaluation cycle and the core dimensions of the program. The research on the integration of the CIPP and CSE-UCLA models is able to present a more comprehensive, in-depth evaluative analysis that reflects the dynamics of the program from the planning stage to the outcome of an approach that has not been carried out in previous research.

These limitations indicate the need to conduct a more holistic evaluation of vocational training programs using both complementary evaluation models CIPP (as an evaluation dimension) and CSE-UCLA (as an evaluation cycle). This multi-model approach allows researchers to assess not only whether a program achieves the desired output (product or certification outcome), but also how the context, inputs, and processes at each stage of the cycle affect those outcomes (Nurrahman & Juliani, 2023). This study is directed to evaluate the vocational training program at BBPVP Semarang by applying the CIPP model and the CSE-UCLA model systematically. The evaluation will examine: (1) the relevance of the program context to industry and policy needs; (2) adequacy of inputs (resources, materials, instructors, facilities); (3) the quality of the implementation process (teaching methods, monitoring, relations with industry); and (4) products or outcomes (participant competencies, certifications). Each of these dimensions is analyzed throughout the CSE-UCLA cycle from planning, development, implementation, improvement, certification/outcome, so that the analysis provides an overview of the dynamics of program improvement over time. The research findings are expected to make a practical contribution to vocational

institutions and policymakers to improve the design or program, implementation, and quality assurance mechanism of vocational training programs.

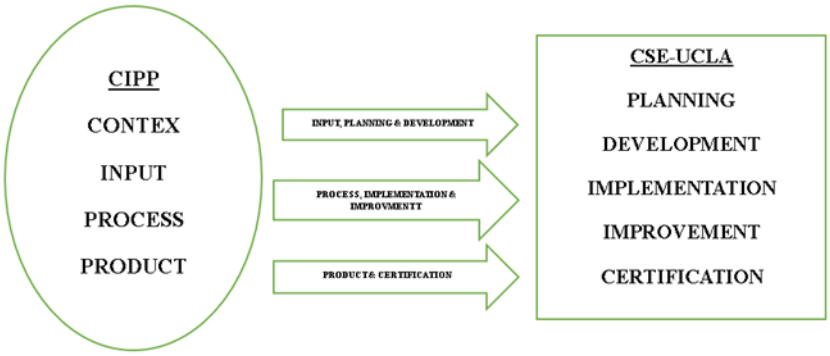


Figure 1 Integration of the CIPP Model and the CSE-UCLA Model

In the image above, the author includes an image that shows how the CIPP and CSE-UCLA models intersect in the core dimensions of the program. Inputs are aligned with the Planning and Development stages, which both assess strategic planning, curriculum, instructors, and resource readiness. The process in CIPP is directly related to Implementaton and Improvement, as both evaluate how the program is run, monitored, and improved based on feedback. The product in CIPP intersects with Certification at CSE-UCLA, which assesses results in the form of competencies, certifications, and real impact on participants' job placement

B. REAEARCH METHODS

This research uses a type of field research (Field Research) with an evaluative approach. Evaluation research is a systematic activity that aims to measure the success of a program and assess its suitability with the goals that have been set (Walker, 2022). Evaluation is not only used to find out whether the results or conclusions of the program implementation are good or not good, but also to identify shortcomings, obstacles, and causes of problems that arise (Salajegheh, 2024). Thus, evaluative research focuses on drafting final recommendations that affirm whether a program can be maintained, improved, improved, or even discontinued. The focus of this research is on the discussion of the evaluation of program implementation decisions, especially to observe whether the vocational training program that has been implemented is feasible or needs further improvement and adjustment.

In evaluative research, a model that is in accordance with the program being studied is needed. The evaluation models used in this study are the CIPP model and the CSE-UCLA model. The CIPP model emphasizes four main components, namely Background (program needs), Input (resources and strategies), Process (implementation and monitoring), and Product (final result) (Yoto & Romadin, 2024). This model was chosen because can provide a comprehensive overview of the suitability of the program with industry needs, the adequacy of resources, and the effectiveness of implementation and final results (Erwianti, A., 2020). Meanwhile, the CSE-UCLA model is oriented towards the program cycle, starting from planning, development, implementation, improvement, certification/outcome (Sari & Putra, 2025). This model was chosen because it is able to systematically photograph the dynamics of program improvement from stage to stage. These two models complement each other,

because by combining the two researchers can see if components that have not met certain criteria can be immediately corrected and adjusted in the next program cycle. For example, if the results of the evaluation at the process stage in the CIPP model show that the learning method is less effective because of the dominance of theory over practice, then through the improvement stage in the CSE-UCLA model, the institution can make adjustments by increasing the portion of field practice activities or on-the-job training in the next training period. Thus, the results of the evaluation do not only stop at the identification of weaknesses, but are directly integrated into the program development cycle, so that the quality improvement process runs in a sustainable and data-driven manner. The focus of this research is directed at the vocational training program at BBPVP Semarang with the hope of providing practical input for managers, participants, instructors and academic contributions to the development of educational program evaluation science.

This research was carried out at BBPVP Semarang from April 22, 2025 to May 2, 2025. The determination of the location of research at this institution is based on several considerations, including the status of BBPVP Semarang as an official vocational training institution under the auspices of the Ministry of Manpower of the Republic of Indonesia which is tasked with carrying out vocational training, increasing labor productivity, as well as the competence of participants, instructors and training personnel through various training programs, to certification results. In addition, this institution was chosen because it has a very wide and diverse scope of programs, allowing researchers to conduct a more comprehensive evaluation of vocational training programs. The vocational fields offered include fashion technology with programs such as fashion designers, pattern makers, sewing leaders, to the making of written batik; beauty with makeup training, hair styling, and basic beauty treatments; as well as business and management which includes office administration, accounting, taxation, customer service, and digital marketing. In addition, there are also language vocational courses, including English for frontliner services, Chinese, Korean, and Japanese according to the needs of the world of work. In addition, there are various vocations that are more applicable, such as baristas, young graphic designers, practical office advances, woodcraft, building designers, and welding with various levels of expertise. All of these programs are held at BBPVP Semarang and are fully financed by the government, so that they can be accessed for free by the public. Another consideration is the accessibility of the institution which allows researchers to conduct intensive direct observations during the research period.

The data collection techniques in this study were carried out through observation, interviews, and documentation. Observation is used to directly observe the course of training, including the use of infrastructure, learning methods, and interaction between instructors and participants. Interviews were conducted with program managers, instructors, and trainees to obtain information related to planning, implementation, and final program results. Meanwhile, documentation is used to strengthen research data through the review of activity records, teaching modules, implementation photos, and certificates of training results. The data obtained was then analyzed using the Miles and Huberman interactive analysis model, which included three main stages, namely data

reduction, data presentation, and conclusion/verification. These three stages take place interactively and repeatedly until a deep and accurate understanding of the field data is obtained.

At the data reduction stage, the researcher carried out a simplification process of raw data obtained from interviews, observations, and documentation. Irrelevant data is eliminated, while important data is sorted and categorized into key themes such as planning, implementation, evaluation, and training outcomes. For example, participants' statements about motivation for participating in training were grouped into the themes of competency needs and work certification. In the presentation of data, where the information that has been reduced is arranged in the form of a table and then given a systematic narrative description. This stage helps researchers in seeing patterns, relationships between categories, and differences in views between informants. For example, the results of interviews on the effectiveness of training methods are presented in a table that shows a comparison between the perceptions of participants and program managers. The last stage, namely drawing conclusions and verification, is carried out by interpreting the patterns and relationships found from the results of data presentation. The researcher then linked the field findings with the theory of program evaluation and vocational training at BBPVP Semarang. The verification process is carried out by reviewing the source data, matching the interview results with observations, and ensuring consistency between findings. For example, when most participants in an office administration program state that training improves digital skills, the data is verified through certification documents and competency exam results reports.

Through the stages of reduction, presentation, and conclusion drawn systematically, the Miles and Huberman model helps researchers obtain a comprehensive picture of the effectiveness of vocational training, both from the aspects of planning, implementation process, to the impact of training results on improving participants' competencies and work readiness (Aulia, 2025).

C. RESULT AND DISCUSSION

1. Vocational Training Program Using CIPP Model

a. Contex

The CIPP (Context, Input, Process, Product) evaluation model emphasizes the importance of the suitability of the program to the needs of the participants, institutional support, and external conditions that affect the implementation of the training. Based on the results of interviews with participants, the office administration training program at BBPVP Semarang is considered very relevant to the real needs of prospective workers. Most participants participate in this program to improve their professional skills and obtain BNSP certification as proof of work competence. One participant said, "I joined because I wanted to have a BNSP certificate and be able to work in the office, because now many companies ask for it." The statement shows that this training has a clear goal, which is to increase the competitiveness of the workforce and equip participants with skills that meet industry demands.

The relevance of the program is also evident from the hands-on, hands-on curriculum, where participants are trained in e-filing, office software such as Microsoft Excel and Google Workspace, as well as cloud-based filing systems and professional communication. One participant explained, "In class, we immediately practiced making digital reports and archives, not just theory." These findings are in line with Winata's research (2025) which emphasizes that competency-based curriculum (KBK) has proven to be effective in improving students' practical skills because it emphasizes the application of knowledge directly through practice-based learning activities. Thus, the training program at BBPVP Semarang has reflected the implementation of a curriculum that is not only conceptual, but also directed at mastering applicable skills that are relevant to the needs of modern industry.

The second factor is related to the support of the training organizing institution. Based on the results of interviews and program document review, BBPVP Semarang provides comprehensive support through the provision of certified instructors, adequate practice facilities, internship schemes (on-the-job training), and opportunities for participants to take BNSP competency certification. One of the participants said, "We are guided by experienced instructors, there is always a guarantee that we can take the BNSP test, so we feel more confident in participating in this training."The policy shows that the training program is not only oriented towards improving technical skills, but also on strengthening the legitimacy of competence through nationally recognized official certifications. This is in line with the findings of Musafah (2025) which affirms that training and human resource development play an important role in forming a competent, professional, and ready workforce to face the challenges of the industrial world. With the support of a strong institution and a targeted training system, BBPVP Semarang has succeeded in creating a learning environment conducive to continuous competency improvement.

The third factor relates to the external environment, which includes social, economic, and cultural conditions that affect the usefulness of the training results. Based on the results of the interviews, participants believe that the skills gained through training can be applied widely, both in small and large companies, according to the work needs of each sector. In addition, the training program is considered to be able to open access to new work networks and strengthen participants' readiness to face an increasingly competitive and digital-based job market. One of the participants said, "Now there are many administrative vacancies that require people to be able to Excel and digital documents, so this training is very helpful so that they are not inferior to the competition." These findings show a strong link between training outcomes and the demands of the modern world of work, where digital skills, efficiency,

and professionalism are important indicators of participants' success in adapting. These results are in line with Laia's research (2024) which reveals that the effectiveness of skills training is determined by the relevance of the material to local socio-economic needs and the ability of participants to apply learning outcomes in a real work environment. Thus, training at BBPVP Semarang has played a role not only as a means of improving technical competence, but also as a forum for empowering a workforce that is responsive to changes and opportunities in the digital era.

Overall, the results of the interviews confirmed that the context of the training program at BBPVP Semarang has met the three main elements of the CIPP model: (1) the needs of participants and the goals of the program are in line with industry demands, (2) institutional policy support to strengthen the implementation of training, and (3) program readiness in responding to external challenges in the world of work. Thus, the contextual aspect of the CIPP model shows that the program is built on real needs, based on strong institutional policies, and adaptive to changes in the work environment.

a. Input

The input aspect in the CIPP evaluation model focuses on the readiness and adequacy of supporting elements that determine the success of the vocational training program at BBPVP Semarang. Based on the results of interviews with organizers and participants, the first factor that emerged was program planning, which included planning documents such as budget plans, activity schedules, and learning designs. The management informant explained that the preparation of the planning was carried out taking into account the needs of participants and industry standards. In line with Stufflebeam in research Navlia (2024) that the quality of planning is a key element in ensuring accountability and quality of education programs. Participants also confirmed the suitability of the material with work needs, one of them said, "The material has been prepared from the beginning and the schedule is clear, so we just have to follow, if there is any confusion, just ask."

The second factor is the availability of resources, which include budgets, instructors, infrastructure, and teaching modules. Based on the findings of the interviews, BBPVP Semarang has provided experienced instructors and adequate facilities, ranging from air-conditioned classrooms to practice devices that meet industry standards. However, some participants expressed obstacles related to the format of the module which is only available in digital form (PDF). One participant said, "If the module is only a PDF, it is difficult to note or mark important parts of the practice." The complaint arose because participants felt less free to access the material during practice if they depended on electronic devices. This is due to budget efficiency policies that

limit the use of print modules. Nevertheless, participants assessed that a combination of limited digital and print modules is still needed to make the learning process more flexible. These findings support the research of Norhafizah, S. (2025) which emphasizes the importance of updating modules and adjusting formats to remain relevant and applicable.

The third factor is the mechanism of participant recruitment. Based on the results of interviews with participants and managers, the selection was carried out transparently through the dissemination of online information, academic potential tests, and final selection. A quota of 16 people per class to maintain the effectiveness of learning. One of the participants said, "Because there are few participants, it is easier for us to ask the instructor and the practice is more focused." The selection criteria include age, education level, and commitment to training. Although the duration of the training varies (1 month to 1 year), participants actually prepare for the study time because they can prepare themselves ahead of On-the-Job Training (OJT) and the industrial world.

Table 1 input aspects (CIPP)

Aspect	Strengths	Notes for Improvement
Program Implementation	According to the schedule, participants' attendance rate is active, instructors match their fields and have varied delivery methods	Differences in participants' backgrounds require greater adaptation
Implementation Method	Focus on practice (≥70%), interactive: discussion & simulation are effective according to the material	English materials and business terminology are still lacking
Monitoring & Control	Routine monitoring, technical issues are handled quickly, periodic evaluations	Some facilities need to be updated to be more optimal

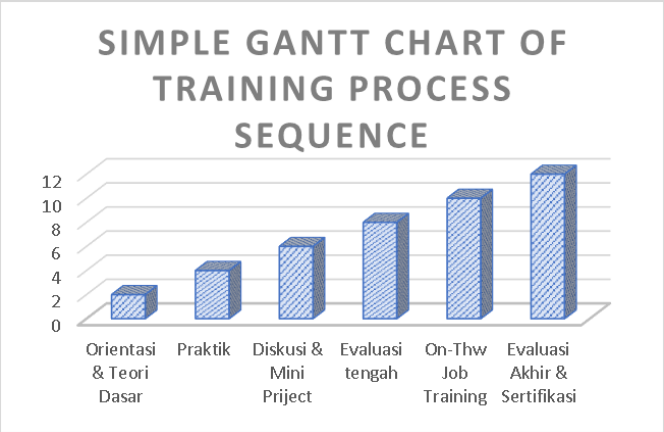
The table above shows that the process of implementing the training program at BBPVP Semarang takes place in a structured and continuous manner. The implementation of activities according to the schedule ensures regularity and discipline of participants, while the interactive and practice-based implementation methods encourage active engagement and strengthen understanding through hands-on experience. One participant said, "Because there is more practice, we don't just listen to the material, but immediately try." In addition, routine monitoring and periodic evaluations allow for rapid quality control of training and handling of technical obstacles. The three aspects of implementation, methods, and control are interconnected in one cycle that maintains the effectiveness of the learning process, so that training can run consistently, efficiently, and results-oriented.

b. Prosess

The evaluation of the process aspects in the CIPP model is focused on the achievement of training implementation by comparing factual activities in the field and the initial plan. This assessment includes the suitability of program implementation, classroom dynamics, and the roles of instructors and participants. Based on the results of interviews with several participants, the training at BBPVP Semarang was considered to be going well and relatively according to plan. The participants stated that the activity schedule was neatly arranged, the material was delivered in stages, and the instructor's discipline was maintained during the learning process. One of the participants said, "The instructor is disciplined and the material is complete, so we are not confused about participating in every session," while other participants added, "The discussions are active and we are given a Q&A opportunity at every meeting." The level of participant attendance was also high and the learning atmosphere was conducive. The findings reinforce the view Kristina (2024) which states that the active participation of participants is an important indicator of the success of the training.

However, the results of the interview also revealed that there were improvements in the order of material delivery. Some participants said that the flow of the material felt irregular. One of the informants revealed, "Sometimes the material jumps, so we need to ask first to connect." This condition indicates the need for visual planning, such as Gantt charts or process flow charts, to make the structure of material delivery more systematic and easy to follow. This kind of visualization not only helps instructors maintain consistency in delivery, but also provides clarity for participants about the learning stages to be undertaken.

The control and monitoring aspects are also an important part of the process evaluation. Based on the information of the speaker, the BBPVP Semarang training team conducts periodic monitoring to anticipate obstacles such as time constraints or task accumulation. In an interview, one participant stated, "If there is material that feels heavy or the time is short, the instructor usually gives additional explanations or tells us to study in groups." Two-way interaction between participants and instructors is considered to help strengthen the understanding of the material. In addition, a variety of learning methods such as hands-on practice, mini-games, and simulations were found to be effective in increasing participant engagement. However, some participants felt that some sessions still needed deepening so that learning outcomes were more optimal.



The simple Gantt chart above illustrates the sequence and duration of each stage in the training process at BBPVP Semarang. The activity began with Orientation and Basic Theory as the basis for participants' understanding of the concept of office administration, then continued with Laboratory Practice and Discussion and Mini Project to strengthen the application of theory through collaborative activities. Furthermore, a Central Evaluation is carried out to assess learning outcomes before participants enter the On-the-Job Training stage, which is direct practice in the real work environment. The program ended with a Final Evaluation and Certification as a form of official recognition of the competencies obtained by the participants. Overall, the flow of activities planned through the Gantt chart shows that the training takes place in a systematic, progressive, and measurable manner, thus supporting the optimal achievement of program objectives.

c. Product

The product aspect in the CIPP evaluation model emphasizes the results achieved from the implementation of the program, both short-term, long-term, and its potential sustainability. In this study, findings were obtained through direct interviews with training participants. Product evaluation is important because it is a benchmark for the extent to which vocational training programs at BBPVP Semarang not only provide direct benefits to participants, but also produce sustainable contributions to the world of work and industrial institutions.

In the short-term outcome dimension, interviews with participants confirmed an increase in technical competence. The majority of participants stated that administrative training was taught such as archive management, scheduling, document editing, and the use of office software. One of the participants stated, "As soon as I joined the training, I immediately felt that I understood more about how to use administrative applications. Archives that used to be messy, now I can organize them more neatly." The immediate impact of these skills is increased participant confidence and satisfaction with

the program. They assess the training materials as relevant, practical, and applicable to work needs.

On long-term outcomes, interview data showed that participants were able to apply those skills in the workplace. Some participants explained that the ability to manage documents, compile agendas, and organize archives increases work effectiveness. A participant's statement reinforced these findings: "After the training, I was faster in preparing work agendas and coordinating with office colleagues so that it was smoother." These findings are consistent with research Akbar (2025) which emphasizes that practice-based vocational learning contributes to industrial job readiness.

The sustainability factor of the program also emerged from the results of the interviews. Most informants suggest that the training be continued because of the benefits not only technical, but also strategic for career development. However, they also proposed improvements, such as updating training modules to match industry developments, increasing the duration of On-the-Job Training (OJT), and strengthening aspects of administrative digitalization. One of the participants emphasized, "If the training is extended and the material is updated, the results will be more optimal and connect with the needs of the industry today." These inputs show the need for continuous innovation to keep the program relevant.

Table 2 Skills Relationship, Short-Term and Long-Term Outcomes

Skills Taught	Short-Term Results (After Training)	Long-Term Results (Impact in the Workplace)
Document Management	Participants understand document management procedures clearly, neatly, and systematically	Work efficiency in document storage and retrieval becomes easier and faster
Time Management	Participants are able to arrange activity schedules more regularly	Work productivity increases, job delays decrease
Document Provision	Participants are skilled in using various tools to provide documents (cloud, Google Drive)	Administrative standards become more professional
Software Usage	Participants master the basics of office administration applications (Trello, etc.)	Administrative processes become faster and support management digitalization
Communication & Collaboration	Participants are more confident in discussion and presentation	Work effectiveness and relationships become more professional

The table above illustrates the relationship between the skills taught, short-term outcomes, and the long-term impact of the training program at BBPVP Semarang. In the short-term results stage, participants demonstrated a real improvement in technical skills, such as the ability to systematically manage archives, organize work schedules regularly, edit documents neatly, and operate various office administration applications such as cloud storage and Trello. These skills not only increase participants' confidence, but also foster more orderly and productive work habits. In the long term, the impact of training is seen on improving work efficiency, administrative professionalism,

and the effectiveness of team collaboration in the workplace. The administrative process becomes faster, more accurate, and more standardized, while the communication and cooperation skills of participants help strengthen professional relationships in the work environment. Thus, the results of this training prove that the skills trained not only provide short-term practical benefits, but also generate sustainable impacts that are relevant to the needs of the industry and support the improvement of the quality of the vocational workforce.

Table.3 Outline of the CIPP Evaluation Model

Evaluation Aspect	Factor	Indicator
Input	Instructor Competence	Educational background, teaching experience, mastery of material
	Training Participant	Motivation, discipline, active participation
	Facilities and Infrastructure	Availability, completeness, and usability of tools and equipment
	Training Materials	Relevance to industry needs, ease of understanding, and suitability for participants' level
Process	Learning Method	Implementation of practical methods, discussions, and simulations
	Implementation of Schedule	Training implementation according to schedule and attendance consistency
	Learning Atmosphere	Interaction between instructors and participants, comfort, and enthusiasm in learning
	Coordination	Coordination between training implementers, instructors, and participants
Output	Learning Outcomes	Achievement of competency targets according to curriculum and certification results
	Participant Satisfaction	Level of satisfaction with facilities, instructors, materials, and training process
Outcome	Impact of Training	Application of skills in the workplace and improvement in work productivity

Table 3 displays the results of the training program evaluation based on the CIPP (Context, Input, Process, Product) model formulated by Daniel L. Stufflebeam in the findings of Zhang et al. (2017). All factors and indicators listed are not interpretative constructs of the authors, but are aligned with the indicator structure mapped in various studies using the CIPP model. Specifically, the study by Sufyan Suri and Hariyati (2024) in the Cahaya Pendidikan Journal emphasized that the CIPP model must be operationalized through contextual indicators that assess the relevance of needs, institutional support, and environmental influences; input indicators that assess the adequacy of planning, instructor competence, and the

suitability of facilities; process indicators that assess the quality of implementation and monitoring mechanisms; and product indicators that assess the immediate results and sustainability of program benefits. Thus, the factors and indicators in Table 3 not only demonstrate direct alignment with the conceptual framework developed by Stufflebeam but also gain empirical legitimacy from various recent studies, including the CIPP literature study by Suri & Hariyati (2024) which emphasizes the importance of context-based, input-, process-, and product-based evaluation in assessing the effectiveness of educational programs.

2. Vocational Training Program Using the CSE-UCLA Model

a. Planning

The planning stage is the first step that greatly determines the success of the program (Harahap & Iqbal, 2024). In the CSE-UCLA evaluation model, there are three main aspects, namely program needs and objectives, program plans, and supporting resources.

First, the aspects of program needs and objectives are the basis for planning that guides the entire training process. Based on the results of an interview with the Head of Planning Division of BBPVP Semarang, he said that, "Every program we run begins with Training Needs Analysis (TNA)." This process ensures that the designed program is truly relevant to the world of work and is conducted according to appropriate standards. After the program is determined, implemented, and evaluated, as well as identifying training facilities and infrastructure that have been adjusted to industry standards. For example, in a training program Administrative Assistant, The institution ensures the availability of computer devices and the implementation of a digital-based administration system that is in line with the needs of the modern world of work. This is in line with Badruli's findings, (2024) which emphasizes that the implementation of digital administration requires information technology through the use of software such as Microsoft Office 365 and Google Workspace as a supporting means in the management of administrative data. The adjustment is so that participants not only understand theory, but also be able to operate equipment and systems commonly used in the industry. With this step, the program has a clear direction and focuses on producing graduates who are competent and ready to be absorbed by the job market.

Second, the program plan aspect includes operational documents such as schedules, budgets, and implementation plans. Based on the results of interviews with the training implementing staff, he said, "In the past, all the needs of participants were fully covered, starting from consumption, uniforms, to pocket money. But since there is

an efficiency policy, some facilities have been reduced to keep the program running." For example, at barista training, participants are required to bring their own materials, although the main equipment is still provided by the institution. This condition is in line with the findings of Basri & Suban (2025) show adaptation to changes in budget policies so that activities remain sustainable without reducing the essence of learning.

Third, the resource aspect includes instructor competencies, training facilities, and technology support. Based on the results of an interview submitted by one of the participants, "The instructor explained it was easy to understand, but we had a bit of a hard time because the module was only in PDF form and a lot of the images were not clear, so we were a bit confused about what it meant." This shows that although BBPVP Semarang has experienced instructors and adequate facilities, there are few obstacles, in line with the findings of Daroini & Alfiana (2022) that Budget efficiency policies that limit the procurement of printed modules have an impact on the learning comfort of participants.

Based on the results of interviews and field observations, the planning stage of the training program at BBPVP Semarang shows a number of strengths and weaknesses that can be used as a basis for program improvement. The main strength is seen in the clarity of the program's objectives, which are compiled through the Training Needs Analysis (TNA) process and have been verified by the Ministry of Manpower. In addition, the planning documents are fully prepared, including schedules, budgets, implementation strategies, and initial facilities provided for participants. The resource aspect is also adequate, as shown by the availability of training facilities and technological support that are in accordance with vocational needs. However, the results of the field findings also indicate that there are several weaknesses that need attention. Budget efficiency means that not all facilities can be optimally provided, and some participants have to cover some of the needs of certain practice materials. In addition, teaching modules are still limited and most of them are only available in digital format (softcopy), making them less practical to use during training activities.

Table 4. Strengths and Weaknesses of the Planning Stage (CSE-UCLA Model)

Aspect	Strengths	Weaknesses
Program Needs and Objectives	The program is designed through a Training Needs Analysis (TNA) verified by the organizer, and the training objectives are clear, specific, and aligned with industry standards.	The needs analysis still requires improvement to be more responsive to labor market dynamics.
Program Plan	Planning documents (schedule, budget, implementation strategy) are complete, and initial facilities were fully provided (accommodation, meals, pocket money, modules, uniforms).	Budget efficiency resulted in some facilities not being fully provided, and participants were required to prepare some materials independently (barista training materials).
Resources	Training facilities and technology are adequate.	The teaching modules are limited, and some are only available in softcopy format due to budget constraints.

b. Development

The CSE-UCLA evaluation model at the development stage emphasizes several important factors that can affect the effectiveness of vocational training programs.

The first factor is the preparation of the curriculum or training materials. Based on the results of interviews with the program development field, it was conveyed that, "Each curriculum is prepared by adjusting the needs of the industry. We don't want the material to be just theoretical, but it has to be applicable." At BBPVP Semarang, the curriculum is indeed designed so that each training topic is relevant to the needs of the industry. For example, in the Digital Marketing training, participants not only learn digital marketing theory, but also practice using tools such as Google Analytics, Canva, and Meta Business Suite to design data-driven promotional strategies. This effort shows that the institution has industry relevance based on the main basis for the preparation of materials. In addition, the development field also explained that there are periodic curriculum updates. As one of the field staff revealed, "We are always updating the material, for example adding SEO topics and content strategies so that participants do not fall behind the development of digital technology." in line with the findings of Latifah (2025) Updating the material not only maintains the relevance of the curriculum, but also increases the competitiveness of graduates in the job market.

The second factor is the recruitment of participants and the implementation team. Based on the results of interviews with the training organizers, it was conveyed, "We carry out the recruitment process openly through social media, and the selection is adjusted to the abilities of prospective participants." This process is carried out transparently, starting from the dissemination of information through Instagram, then continued with academic potential tests and final selection. Each class is limited to only 16 participants to make the learning process more effective. In addition, participants who do not meet basic skills are directed to other programs that are more suitable. A trainee said, "I initially wanted to participate in graphic design, but because I couldn't do a basic computer, I was finally advised to take part in barista training. It turned out to

be easy." This shows that there is a selection process that pays attention to the suitability of the participants' initial abilities so that learning runs optimally. As said by Faiz (2024) that the recruitment of prospective participants and instructors must be adjusted to their respective fields of expertise to ensure that the delivery of material runs effectively

The third factor is the development of internal training and preparation. Based on interviews with the field of training, he said, "Before the activity starts, we carry out internal coordination to ensure the readiness of equipment, rooms, and schedules so that the implementation runs smoothly." BBPVP Semarang also routinely ensures the readiness of the modules and learning media to be used. This practice is in line with the view Jumadin (2023) that internal preparation and the provision of infrastructure facilities are the main factors so that the training runs smoothly. From the results of interviews with several students, the impression was obtained that the training was intensive and practice-oriented. One of the participants said, "Learning from morning to evening, most of the practice is quick to understand. But the modules are sometimes difficult to understand because of many technical terms." The statement shows that even though the learning method has been interactive and applicative, simplification of terms in the teaching module is still needed so that the material is easier to understand for all participants. This finding is in line with Oktapia's opinion (2024) which emphasizes that the effectiveness of the teaching module does not only depend on the completeness of the content, but also on the ability of the module to facilitate understanding and encourage the creativity of learning participants. Thus, the preparation of communicative modules is an important element in improving innovation and the quality of learning experience in vocational training environments.

Table 5. Strengths and Disadvantages of the Development Stage (CSE-UCLA)

Development Aspect	Strengths	Weaknesses
Material Development	The training materials are prepared according to industry needs, and are updated regularly to remain aligned with current industry developments.	Some materials still require deeper contextualization to be more applicable, and certain business terms remain difficult to understand.
Participant and Team Recruitment	The selection process is transparent, including flyer announcements, academic potential tests, and final selection. The quota is consistent (16 participants), and instructor recruitment is competency-based, aligned with their respective fields.	Students who participate often show reduced focus due to academic/organizational workload. There are age and field-specific restrictions that limit participant flexibility for certain types of training (e.g., barista training).
Training Development and Preparation	Training modules and equipment are well-prepared.	Budget efficiency limits the availability of additional supporting facilities.

Based on the results of interviews and field observations, the development stage of the training program at BBPVP Semarang shows a fairly high effectiveness in terms of material preparation, participant recruitment, and

implementation readiness. The training curriculum has been adapted to the needs of the industry and is constantly updated to stay relevant to technological developments and the world of work. The recruitment process of participants and instructors is also carried out transparently through clear selection stages, starting from the dissemination of information to the academic potential test and final selection, with a proportionate quota of participants to maintain the effectiveness of learning. In addition, the internal preparations and training facilities have been well organized, ensuring the smooth running of activities from the early stages of training. However, the results of the interview also revealed several weaknesses that still need attention. Some training materials are considered to still require applicative deepening, especially related to the use of technical terms and business terms in foreign languages that are not fully understood by participants. In addition, budget efficiency results in limited additional facilities and flexibility for participants in certain fields, especially for those who have limited time due to busy studies or work. Thus, the table above is the result of the author's development based on the findings of interviews in the field, which shows the strengths and weaknesses of the development stage comprehensively in accordance with the CSE-UCLA model.

c. Implementation

In the CSE-UCLA evaluation model, the implementation aspect (implementation) covers the important factors that determine the extent to which the training program runs according to the plan and objectives that have been set (Wijayanti & Wijaya, 2019).

The first factor is Program Implementation, which assesses the achievement of implementation according to the schedule and plan that has been prepared. Based on the results of interviews with the training field, it was conveyed that, "We run the program according to the schedule that has been set. Every instructor and participant must be present on time because discipline is part of the training culture here." This statement shows that the implementation at BBPVP Semarang is going well and disciplined. Observations also show that the level of attendance of participants is high and their involvement is active in each learning session. One of the participants said, "The training is in accordance with expectations, even more. I feel like my skills have improved because of the immediate practice." This statement is an indicator that the training is effective and in accordance with the objectives that have been designed, because participants gain learning experiences that are in accordance with the needs of the industry. This finding is in line with the results of Hardjono's research (2022) which confirms that the success of training is greatly influenced by the sustainability of curriculum development that is oriented towards hands-on practice. Thus, the application of practice-based learning methods at BBPVP Semarang reflects a systematic effort to maintain continuity between curriculum planning, training implementation, and continuous improvement of participants' competencies.

The second factor is the learning method. Based on interviews with the training field, it was explained that, "We do emphasize on direct practice of about 70 percent, because vocational training cannot only be theoretical." This learning method is in line with the findings of Sutarto (2021) that practice-based vocational learning is more effective in increasing job readiness. However, the variety of methods is still adjusted to the instructor's area of expertise and teaching style. For example, at training barista, participants practiced more using coffee machines, while in Graphic Design, an additional portion of theory is given to understanding the software. From the results of interviews with participants, responses were obtained that the practice method really helped them understand the material. One of the participants barista Deliver "We practice making coffee right away, so we don't get bored and can do it faster." Meanwhile, participants Graphic Design Add "The theory is clear, but there are code terms that are still difficult to understand. We hope that there will be additional special sessions for that." One of the participants even shared his experience during an internship interview at the company, "During the internship I was asked to explain my training experience using simple terms in English, such as 'customer service' and 'transaction report', but I was a bit nervous because I wasn't used to it." This story became valuable feedback for the organizers, showing the need to strengthen the vocational term material as suggested by (Widodo & Dewi, 2022) that working English skills play an important role in professional communication in the industry.

The third factor is monitoring and control, which focuses on monitoring the implementation of vocational training programs and handling problems in the field. Based on the results of interviews with the training field, it was stated that, "We routinely monitor every session. If there are damaged equipment or participants have difficulties, we will handle them immediately. Monitoring is carried out every day so that activities remain conducive." This monitoring ensures that the implementation is not only on schedule, but also pays attention to the quality of the learning process. The training facilities support learning activities, ranging from comfortable classrooms, complete practical equipment, to supporting facilities. However, several participants provided input regarding the condition of the facilities. One of the sewing training students said, "Some of the sewing machines are a bit old, sometimes they get stuck if they are used for a long time." Meanwhile, the graphic design participant revealed, "The computer in the lab is sometimes slow if you open heavy applications like Corel Draw or Photoshop, so it takes longer." The feedback shows that even though the main facilities are available, improvements and updates to facilities are still needed to make the learning process run more effectively and relevant to the latest technological developments

Table 6. Strengths and Disadvantages of Implementation Stages (CSE-UCLA Model)

Implementation Aspect	Strengths	Weaknesses
Program Implementation	The program is implemented following the schedule, and participant attendance is generally consistent in every activity.	Some participants sometimes arrive late, causing disruptions in the schedule. In addition, the division of instructor duties still requires improvement for smoother coordination.
Implementation Methods	The use of the Active Learning (ALO) method makes participants more actively involved. The training also applies hands-on learning with direct practice sessions guided by the instructor.	The variation of methods is still limited and needs to be expanded so that learning becomes more engaging.
Monitoring and Evaluation	The facilities are adequate, and the evaluation instruments support the implementation of practice-based learning.	Some facilities are still limited, and certain evaluation aspects have not been implemented optimally. Several participants feel that feedback is slow to be delivered.

Based on the results of interviews and field observations, the implementation of the training program at BBPVP Semarang in general has been running effectively. This is shown through the high level of discipline of the participants, the application of the dominant direct practice method (andragog), and the existence of a supervision and monitoring system that is responsive to various obstacles in the field. A training approach that focuses on real practice has been proven to be able to significantly improve participants' abilities and create learning experiences that are relevant to the industrial world. However, the results of the interview also show several aspects that still need to be improved. Some participants said that the learning module still uses technical terms that are difficult to understand, so it is necessary to simplify the language and update the teaching materials to make it easier for all participants to follow. In addition, training support facilities such as additional practice tools and digital tools need to be updated to support the evolving effectiveness of learning.

d. Improvement

The refinement phase in the CSE-UCLA evaluation model focuses on identifying problems, follow-ups, and recommendations for future improvements.

The first factor is Problem Identification, which includes the detection of obstacles during training as well as the absorption of feedback from participants and instructors. Based on the results of interviews with several participants, the training is considered to be relevant to their needs, especially in office administration. One of the participants revealed, "The training really helped me understand office work better, especially in making official letters." However, there are several obstacles from the interview results. Another participant said that, "The modules are in PDF form and some are illegible, so it's a bit difficult. If there is a printed version, it will be better for re-studying." Other complaints arise regarding the limitations of printed teaching materials and the depth of certain materials that are considered to still need to be strengthened to be more suitable for the current world of work. One of the training fields explained, "We do continue to try to update the material, but there are several parts such as advanced digital archive and Excel management takes time." Based on the interview, it can be concluded that most of the

participants found the training very useful, but there is room for improvement, especially in aspects of digital skills such as the use of Microsoft Excel Advanced, archive-based management Cloud, and electronic document systems. This is in line with the findings Rahman (2022) That mastery of digital office technology is an important factor in increasing the competitiveness of vocational graduates in the industrial era 4.0.

The second factor is follow-up and adjustment, namely the institution's efforts in responding to the results of field evaluations. Based on the results of interviews with the training field, it was confirmed that, "After the evaluation, we added practice strengthening sessions and adjusted some materials to better suit the needs of the participants." This shows a positive response to the results of the participants' feedback. Of the students, the majority also admitted to experiencing a significant increase in the mastery of practical skills. One of the participants said, "Now I can make reports and archive documents with a folder system. It used to be this good and neat." Another participant added, "The material is good, but I still need additional practice in the language of business terms so that I can communicate when working in a large office." These statements show that training has had a real impact on job readiness, but it still needs to update the curriculum to be more up-to-date and adapt to changing industry needs.

The third factor is the participant's recommendation. Based on the results of the interviews, most of the participants suggested that the material be updated regularly and the portion of practice enlarged, participants also hoped for more varied learning methods, including the application of Outdoor Learning or hands-on experiential learning in the field. A participant said, "We want to occasionally learn directly at the company so that we know the actual work situation." The feedback shows that the experiential learning is considered to be able to make the learning process more contextual and meaningful, because participants not only understand theory, but also practice skills in a real work environment. Based on results Interview with the training field, the institution responded positively to various participant inputs and stated, "In the future, we plan to add industrial visit programs and field practices so that participants are better prepared to face the world of work." This statement shows the institution's commitment to strengthen The Relationship Between Training and Industry Needs through the improvement of real practice-based learning experiences. In addition to the method aspect, participants also suggested Rejuvenation of training facilities, such as practice rooms, machines, and computer devices, to be on par with the latest industry standards. This finding is in line with the results of Jauhar's research (2025) which explains that the application of the concept Teaching Factory In vocational education and training, it is a strategic innovation to create a learning environment that resembles the real industrial world. Through this approach, participants not only acquire technical skills, but also develop job readiness, adaptability, and professional experience relevant to the demands of the modern job market. Thus, steps to strengthen field practices and update

facilities at BBPVP Semarang are a concrete form of implementing principles Teaching Factory in the context of vocational training.

Table 7. Strengths and Weaknesses of the Improvement Stage (CSE-UCLA Model)

Evaluation Aspect	Strengths	Weaknesses	Recommended Solutions
Problem Identification	The training is aligned with industry needs.	The digital materials still require additional enrichment, especially related to Microsoft Excel functions and cloud-based document management, which aim to improve participants' competencies in efficient digital document management.	Develop additional training sessions that emphasize the mastery of Microsoft Excel functions and cloud-based document management to strengthen participants' digital skills.
Learning Activities	The institution has collaborated with experienced instructors from related sectors.	Some participants still lack mastery of vocabulary related to industrial documents.	Provide supporting learning modules that include vocabulary lists related to industrial document management.
Learning Outcomes	Participants are able to apply the basic skills of using Microsoft Excel in document management.	Limitations in English vocabulary and digital communication skills related to the industrial sector remain a challenge.	Improve the curriculum by adding specific practice sessions tailored to industry needs.

Based on the results of interviews with the training field and participants, the improvement stage at BBPVP Semarang shows a strong commitment to the training program. The training held has been considered relevant to the needs of the industry, and is able to have a positive impact on job readiness. This can be seen from the application of training materials that adapt to technological developments, especially in document management and digital-based data management. However, some weaknesses are still found, especially in the aspects of business language mastery and digital material updates, such as advanced Microsoft Excel and more efficient cloud management systems. This condition shows the need for continuous improvement through the provision of additional training sessions that are more applicable, as well as strengthening professional communication competencies in the work environment. In addition, supporting facilities, such as computer devices and tools also need attention to be able to support the learning process. As a follow-up, institutions are advised to conduct periodic evaluations, add special term modules, and expand collaboration with industry partners. Thus, Table 5 summarizes the author's development results based on empirical field data, which describes the strengths, weaknesses, and solutions suggested at the improvement stage in accordance with the CSE-UCLA model.

e. Certification/Outcome

The results of the interviews show that the first factor is the improvement of competence and skills. Participants reported that the training at BBPVP Semarang had a significant impact on the mastery of administrative tasks, such as Records management, presentation creation, digital archiving systems, and use of cloud-based storage services, Google Drive. One of the participants stated, "Before participating in the training, I was not used to making PPT and digital archives. After the training, I can now create Canva-based PPTs, manage files via the cloud, and organize archives more neatly." In addition, other technical skills such as the use of Excel and Public Speaking has also increased. These findings show that the training has been relevant to

industry needs and effective in strengthening participants' job readiness. These results are in line with Saputri's research (2025) which emphasizes that training programs play an important role in transforming the technical skills of prospective workers to be more adaptive to the demands of the modern world of work.

The second factor has to do with the satisfaction and impact of the training. The majority of administrative participants stated that the material provided was in accordance with their needs as prospective administrative personnel. One of the participants explained, "What is taught is suitable for office work, starting from scheduling, archiving, to compiling documents, all of which are used during internships." These findings show that training contributes significantly and the confidence of participants in operating office software. These results are in line with Sonny's research (2024) which confirms that computer training is capable of improving the skills of use Microsoft Office Significantly. In addition, these findings also support Huda's view (2024) that the success of training does not only lie in mastery Hard Skills, but also on strengthening soft skills such as communication, confidence, and adaptability that are essential in a competitive digital work environment.

The third factor relates to the sustainability of the training program. After the training period ends, participants are scheduled to take a competency test as the final stage to obtain certification from the National Professional Certification Agency (BNSP). Based on the results of the interview, participants were given the opportunity to re-examine up to three times if they did not meet the competency standards. Participants who pass receive institutional certificates and BNSP certification, while those who are not yet competent receive a certificate from the institution. A participant said, "We not only learn theory and practice, but also prepare for the BNSP exam. The certificate can later be used when applying for a job, so it is more recognized by the company." Another participant added, "The final exam made me more confident because what I learned was immediately tested. I am proud to be able to graduate and get a BNSP certificate because it is recognized by the industry."These findings show that competency exams not only function as an evaluative instrument, but also as a reinforcement of participants' motivation and confidence. Training at BBPVP Semarang has applied the principle of sustainability in human resource development, where the learning process does not stop at the learning stage, but continues with certification that strengthens the professional value and job opportunities of participants. This result is in line with Fitriyah's research (2021) which states that certification increases the competitiveness of vocational graduates, and is supported by Putra (2023) which confirms that certification exams bridge training outcomes with industry demands. Moreover, these findings are consistent with Irawan (2024) which emphasizes that sustainable development of skills and competencies is an important strategy in building an adaptive and productive workforce in the modern era.

Table 8. Strengths and Weaknesses of the Certification Outcome Stage (CSE-UCLA Model)

Evaluation Aspect	Strengths	Weaknesses	Suggested Solutions
Skill Competence	Participants experienced a significant increase in administrative skills (Excel, correspondence, presentation, archiving) and the skills can be directly applied in the workplace.	Some participants still had difficulty mastering certain materials (e.g., advanced Excel, formal communication).	Providing additional/remedial classes for difficult topics. Adding interactive digital modules so that they are easy to review.
Satisfaction & Impact	Participants felt satisfied with the relevant material. Increased confidence in the use of office software.	English language material and business terminology are not yet optimal. Some participants' interpersonal skills still need improvement, particularly in aspects of effective communication, teamwork, and the ability to adapt in a work environment. This is evident from the tendency of some participants who are still passive during discussions, in groups, or being less responsive in providing feedback to colleagues.	Adding vocational English language sessions. Organizing soft skills workshops (teamwork & communication).
Program Sustainability	Participants consider the training to be beneficial in the long term.	The material still needs to be updated periodically to align with industry developments.	Updating the material periodically and establishing industrial collaboration for the latest material & additional certification.
Exams & Certification	There is a final exam mechanism to measure participant competence and receive a certificate of participation. Competent participants will obtain institutional and BNSP certification.	Participants who are not competent only receive a certificate of participation.	Providing additional guidance for participants who fail. Developing a project-based assessment scheme to be more applicable in the industry.

The table above is the result of the author's development based on the findings of interviews and field observations that illustrate aspects of satisfaction and the impact of training at BBPVP Semarang. In general, participants expressed satisfaction with the relevance of the material provided, especially in improving technical skills such as mastery of office software. The training also has a positive impact on increasing participants' confidence, especially in the use of digital applications and the completion of administrative tasks. However, the findings show that there are still several areas that need strengthening, such as business term materials that are not optimal and interpersonal skills that still need to be improved, especially in the aspects of effective communication and teamwork. Based on these findings, the authors suggest that institutions add vocational language training sessions as well as soft skills development workshops that focus on teamwork and professional communication.

Table 9. CSE-UCLA evaluation Model

Aspect Evaluation	Factor	Indikator
		b. Availability of modules and support tools
Implementation (Pelaksanaan)	1. Program Implementation	a. Implementation of sessions according to plan and schedule
		b. Presence and punctuality of participants and instructors
	2. Implementation Method	a. Effective and relevant learning methods
		b. Suitability with participant conditions
	3. Monitoring and Control	a. Routine monitoring of implementation
		b. Timely and appropriate problem-solving
Improvement (Perbaikan)	1. Problem Identification	a. Detection of obstacles or constraints during the program
		b. Utilization of observation results for improvement
Certification Outcome (Hasil dan Setifikat)	1. Participant Competence and Skills	a. Increase in participant competence
		b. Participant's ability to apply knowledge
	2. Satisfaction and Impact	a. Participant satisfaction with the program
		b. Program impact on participant performance or activities
	3. Program Sustainability	a. Recommendation for continued program
		b. Program potential to be developed further

Table 9 is based on the CSE-UCLA evaluation model developed by Alkin (1969), which includes five evaluation stages: planning, development, implementation, improvement, and certification/outcome. All factors and indicators in the table are not derived from the author's interpretation, but refer directly to instruments used in previous research, particularly the CSE-UCLA instrument formulated by Suyasa and Divayana (2022) in the Journal of Pedagogy and Learning. In the planning stage, indicators include needs analysis, clarity of objectives, and resource readiness. In the development stage, the indicators used in the table align with the CSE-UCLA instrument formulated by Suyasa and Divayana (2022), which emphasizes the importance of program design suitability before implementation. Indicators at this stage include curriculum feasibility, suitability of materials to participant and industry needs, transparent participant selection mechanisms, and instructor competency as the primary implementers of the activity. Furthermore, the readiness of learning facilities and media is also a crucial component in the development stage, as both determine the quality of the learning process. The improvement stage in the table includes identification of obstacles, use of feedback, and program improvement. At the certification/outcome stage, indicators include competency improvement, certification relevance, participant satisfaction, and career sustainability. Thus, the factors and indicators in Table 9 not only demonstrate substantive correspondence with the CSE-UCLA evaluation

framework as formulated by Alkin but also gain empirical legitimacy through their consistency with the instruments in the research by Suyasa and Divayana (2022). This conformity confirms that the evaluation of the training program at BBPVP Semarang has operated within standardized and validated measures, so that the resulting findings are not merely descriptive but have a strong theoretical and empirical foundation. Therefore, the evaluation results presented in Table 9 can be viewed as valid and credible scientific results for comprehensively assessing program effectiveness in the context of vocational training studies.

D. CONCLUSION

Skill development in the era of technological disruption is an unavoidable strategic need. Data from the World Economic Forum 2023 confirms that 50% of the global workforce needs reskilling and upskilling in the coming year. In this study, 2 CIPP and CSE-UCLA evaluation models were used integratively to assess the effectiveness of training at BBPVP Semarang. The CIPP model examines context, inputs, and processes, while the CSE-UCLA model highlights the planning, implementation, and certification cycle. Both models provide an evaluation framework that captures short-term success as well as long-term impact.

The results of the evaluation show that the training program at BBPVP Semarang has succeeded in improving the technical skills of the participants, including archive management, document editing, use of administrative software, and strengthening communication. The long-term impact is reflected in increased work productivity, readiness to face industry challenges, and tangible contribution to the institutions in which they work. Data from observations and interviews confirmed that the majority of participants were satisfied with the quality of instructors, materials, and facilities, and recommended the sustainability of the program by improving learning modules, increasing the duration of On-the-Job Training (OJT), and strengthening digitalization. These findings are in line with Patricia Rogers' practical goal-based evaluation principles in her book, where evaluation results must be relevant, adaptive, and applicable to stakeholders.

However, this study has limitations. The scope includes only one training institution with the field of planning, implementation, evaluation and 23 trainees with different backgrounds, so the transferability of results to other institutions is still limited. This can affect generalizations, especially on variations in the quality of instructors, facilities, and policy support in different locations. To overcome these limitations, further research is recommended to use mixed methods involving quantitative measures, such as large-scale surveys or multivariate statistical analysis, to strengthen the validation of findings. In addition, the data triangulation strategy through a combination of interviews, observations, administrative documents, alumni track records, and industry input of graduate users will expand the implications and strengthen the accuracy of the research results.

Thus, the main contribution of this research lies in the application of two evaluation models, namely CIPP and CSE-UCLA, in an integrated manner to produce a more comprehensive picture of the effectiveness, relevance, and sustainability of vocational training programs. The novelty of this research lies in the integration of the two models in one evaluative framework, which allows mapping the dimensions of the program as well as assessing the dynamics of the implementation cycle, an approach that has not been widely used in vocational training studies in Indonesia. This combinatorial approach resulted in more in-depth findings regarding program strengths, weak points in implementation, and opportunities for sustainable development. Practically, this study presents strategic recommendations for governments, training institutions, and the industrial sector in designing programs that are more adaptive and responsive to changing workforce needs and digital transformation challenges.

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