Al-Ishlah: Jurnal Pendidikan
Vol.17, 3 (September, 2025), pp. 5580-5592
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i3.7600

Assessing the Implementation of a Culinary Skills Program in Vocational High School: A CIPP Model Evaluation

Ade Hari Fitri[1], Ernawati[2], Elida[3], Muhammad Giatman[4]

[1] Universitas Negeri Padang, Padang, Indonesia; adeharifitri95@gmail.com
[2] Universitas Negeri Padang, Padang, Indonesia; ernawati@fpp.unp.ac.id
[3] Universitas Negeri Padang, Padang, Indonesia; 11111961@fpp.unp.ac.id
[4] Universitas Negeri Padang, Padang, Indonesia; giatmann@ft.unp.ac.id

ARTICLE INFO

Keywords:

CIPP program evaluation;
culinary skills program;
education quality;
vocational high school

Article history:

Received 2025-04-25
Revised 2025-05-02
Accepted 2025-09-30

ABSTRACT

The Culinary Expertise Program at SMKN 1 Luak, established in 2015, aims to equip students with professional skills for employment or entrepreneurship. However, tracer studies from 2021 to 2023 indicate that a significant number of alumni are unemployed or work outside their field, raising concerns about program effectiveness. This study employed the CIPP (Context, Input, Process, Product) evaluation model using a mixed-methods approach. Quantitative data were collected from 87 alumni through questionnaires, while qualitative insights were obtained from six purposively selected school stakeholders via semi-structured interviews. Data were analyzed using descriptive statistics and thematic analysis. The overall program scored 76.60%, indicating moderate appropriateness. The context dimension, including alignment with school vision and graduate needs, was rated as appropriate. The input component revealed moderate curriculum relevance and inadequate infrastructure, particularly a lack of standard practice facilities. The process evaluation showed that theory-based instruction was implemented effectively, but practical learning activities were constrained by limited resources. The product aspect received positive ratings, with most students meeting skill competency standards and obtaining certification, although graduate employment outcomes remain suboptimal. While the program meets several of its educational objectives, gaps remain in curriculum-industry alignment, infrastructure adequacy, and student motivation. Strengthening partnerships with industry, revising the curriculum to match labor market demands, and investing in hands-on learning facilities are essential to improve graduate employability and program impact.

Corresponding Author:
Ade Hari Fitri
Universitas Negeri Padang, Padang, Indonesia; adeharifitri95@gmail.com

1. INTRODUCTION

Education plays a crucial role in shaping individuals' mindsets, attitudes, and skills in facing life's challenges (Badawi, 2024; Borer & Weidinger, 2024; Swargiary, 2024). In addition to serving as a means of improving the quality of life for society, education also acts as a pillar for national advancement (Mohzana et al., 2024; Pramana, Chamidah et al., 2021). One educational institution with a strategic role is Vocational High School (VHS), which aims to equip students with professional competencies to prepare them for the workforce (Bidandari et al., & Muavi, 2024; Hastarini & Hafidh, 2024). By Government Regulation No. 17 of 2010, VHS is expected to produce graduates who are ready to work, continue their education, or become independent entrepreneurs.

Several challenges continue to hinder the implementation of vocational education, with VHS graduates still being one of the highest unemployment groups due to the mismatch between their competencies and industry needs (Rahayu & Lestari, 2025; Ridwan et al., 2024; Yoana et al., 2024). This problem is evident at SMKN 1 Luak, especially in the Catering Expertise Program, which faces obstacles such as a lack of qualified teaching staff, limited practical facilities, and low teacher involvement in competency development. In addition, alumni tracking data shows that most graduates are unemployed or working outside their field of expertise, with only about 15.9% working in the culinary industry. This highlights a critical gap between the skills provided by the program and industry demand, reinforcing the need for a comprehensive evaluation of program implementation to assess its effectiveness, identify barriers, and improve the alignment of graduates' competencies with industry requirements (Karimov et al., 2024). This kind of evaluation is critical to improving the quality of education and ensuring that graduates' skills meet the needs of the labor market.

The research gap exists in the insufficient assessment of vocational programmes at the VHS level, namely the Tata Boga Expertise Programme at SMKN 1 Luak. While current research has examined the obstacles of vocational education, it has inadequately investigated the application of evaluation methods like CIPP in enhancing the alignment of vocational education with industry requirements. Therefore, this study assesses the culinary program at SMKN 1 Luak using the CIPP model, evaluating the context, input, process, and product dimensions to address the existing gaps.

The objective of this research is to provide an in-depth evaluation of the Culinary Expertise Program, identifying the factors that contribute to or hinder its success. The findings are expected to make significant contributions to the theoretical literature on vocational education management, particularly regarding the application of the CIPP model in vocational education evaluation. Theoretically, the study will enrich academic understanding of program evaluation models, offering insights into their effectiveness (Musifuddin et al., 2024; Zamroni & Supriyanto, 2024). Practically, the research aims to offer valuable recommendations for improving curriculum development, teaching methods, and strategies to enhance student skills in alignment with industry standards.

To systematically and comprehensively address these issues, this study employs the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam. The CIPP model was chosen because it provides a holistic view of the program's initial conditions (context), resource feasibility (input), implementation process (process), and program outcomes (product) (Barella et al., 2024; Dizon, 2023; Suharno et al., 2022). This approach allows for an evaluation that not only focuses on outcomes but also examines the factors influencing program success. Therefore, this research is expected to offer evidence-based solutions to improve the quality of vocational education, particularly within the Culinary Expertise Program at VHS 1 Luak.

Relevant studies conducted by previous researchers have shown that using the CIPP model for program evaluation provides a clear picture of the effectiveness and challenges in implementing vocational programs. For example, Yoto et al (2024) evaluated a teaching factory using the CIPP model to enhance SMK students' skills. A limitation of their study was the narrow scope, focusing only on three schools. Similarly, Nafiah (2021) found in her study of a fashion production unit program the need to improve human resources and ensure equitable production quality. Dewi (2023) research on internship program implementation in a culinary department at SMKN 5 Denpasar revealed that while the context

and product aspects were effective, the input aspect still required improvement to have a more significant impact on program success.

Based on findings from previous studies, this research aims to evaluate the implementation of the culinary expertise program at SMKN 1 Luak using the CIPP model. This study is expected to provide a clearer understanding of the effectiveness of each program component and to identify potential issues in the input, process, and product aspects. Thus, the findings will serve as valuable recommendations for improving education quality and aligning graduate competencies with industry needs.

2. METHODS

2.1. Research Methods

This study uses the CIPP (Context, Input, Process, Product) evaluation model as proposed by Arikunto (2012) which views program evaluation as a comprehensive system based on four main components. This model allows evaluators to assess the effectiveness of a program in terms of needs, planning, implementation, and results. This approach is relevant for evaluating the culinary skills program at SMKN 1 Luak, because it can provide a comprehensive picture of the suitability of program implementation with the objectives that have been formulated.

The research method used is mixed methods, which combines quantitative and qualitative approaches in a balanced manner. According to Sugiyono (2017), these methods can complement each other, where quantitative data is used as primary data to measure the suitability of program implementation, while qualitative data is used as secondary data to strengthen quantitative results through an in-depth understanding of the context of program implementation. Data collection and analysis were conducted in two stages, starting with a quantitative approach and continuing with a qualitative approach to obtain more comprehensive evaluation results.

2.2. Research Subject

The research subjects in the quantitative approach consisted of 87 respondents who were alumni of the Culinary Expertise Program of SMKN 1 Luak who graduated from 2021 to 2023. The details include 25 alumni in 2021, 22 alumni in 2022, and 40 alumni in 2023. The sampling technique used is the total sampling method, as stated by Arikunto (2012), that if the population is less than 100 people, then the entire population should be sampled. The use of all alumni as respondents aims to obtain representative data related to evaluating the implementation of the culinary expertise program from the perspective of graduates.

Meanwhile, in the qualitative approach, researchers determined six informants who were purposively selected based on their involvement in the implementation of the culinary skills program. The informants consisted of the principal, vice principal for curriculum, vice principal for facilities and infrastructure, head of the culinary skills program, and two culinary vocational subject teachers. The selection of informants aims to explore in-depth information related to the context, inputs, processes, and products of the evaluated program, to strengthen the findings from quantitative data.

2.3. Research Instruments

The research instruments in this study were developed based on a comprehensive review of theoretical studies related to the CIPP evaluation model. These instruments were structured in a grid format, incorporating the four components of the CIPP model: context, input, process, and product. Each component was measured using specific variables, which were then broken down into indicators and sub-indicators. These indicators were translated into 94 statement items, carefully crafted by reviewing existing literature and expert opinions to ensure they comprehensively measured each construct of the

CIPP model. The items were designed to capture relevant aspects of vocational education, focusing on curriculum quality, infrastructure, teacher involvement, and student competencies.

To ensure the reliability and effectiveness of the instrument, both validity and reliability tests were conducted. The validity test was performed in two stages: first, construction validity was established through expert consultation, where specialists in vocational education and evaluation models reviewed the items for relevance and clarity. Second, an empirical validity test was carried out with 30 respondents who shared similar characteristics to the target population, resulting in 86 out of 94 items being deemed valid. For the reliability test, Cronbach's alpha coefficient was calculated using the SPSS 23 program, which yielded a high reliability value of 0.92, indicating excellent consistency in measuring the intended constructs.

In addition to the quantitative instruments, qualitative instruments were also used, including semi-structured interview guidelines, observation sheets, and documentation. Interviews were conducted with six key informants, purposively selected, including the principal, two vice principals, the head of the culinary expertise program, and two culinary vocational subject teachers. Observation was done directly in the field to gather factual information on the learning process and infrastructure conditions, while documentation collected secondary data such as curriculum documents, student grades, and infrastructure records. A data triangulation approach was applied to ensure the validity of the findings, integrating data from interviews, observations, and documentation to cross-check the results. Ethical approval for the study was obtained from SMKN 1 Luak, and all participants provided informed consent, ensuring they were aware of the study's purpose, their voluntary participation, and their right to confidentiality.

2.4. Data Analysis Technique

2.4.1 Quantitative Data Analysis

Quantitative data analysis in this study followed several stages: first, the data collected from the questionnaires were tabulated, and the scores for each indicator were calculated. The data were then analyzed using percentage techniques to describe the distribution of respondents' answers. This analysis aimed to determine the level of achievement for each evaluation sub-component within the CIPP model. The results were categorized into achievement levels, as shown in Table 1.

Table 1. Category Range of Respondent Achievement Rate

Achievements Results (%)	Category
90-100	Excellent
80-89	Good
65-79	Enough
55-64	Less
0-54	Very Less

2.4.2 Qualitative Data Analysis

Qualitative data analysis was performed using the Miles and Huberman model, as adapted by Sugiyono (2017), consisting of three main stages: data reduction, data presentation, and conclusion drawing or verification. During the data reduction stage, irrelevant or redundant data were removed, and the remaining data were categorized according to relevant themes and patterns derived from observations, interviews, and supporting documents.

The data that was reduced was then presented in a narrative form, systematically arranged to offer a clear and comprehensive picture of the research problem. The final stage of data analysis involved drawing conclusions and verifying the data to ensure that the findings were valid and meaningful. These

steps were followed to ensure the reliability and validity of the qualitative data before compiling them into the final research report.

3. FINDINGS AND DISCUSSION

3.1. Findings

The evaluation results were assessed against the four dimensions of CIPP: Context, Input, Process, and Product, with a focus on identifying areas of strength and opportunities for improvement. The following sections will provide a comprehensive analysis of the results across each of these dimensions, offering a clear understanding of the program's performance and its alignment with industry standards and educational objectives. Before getting into the detailed evaluation of each dimension, it is important to present an overview of the overall findings from this study. Figure 1 shows the overall evaluation results of the four CIPP dimensions in this study.

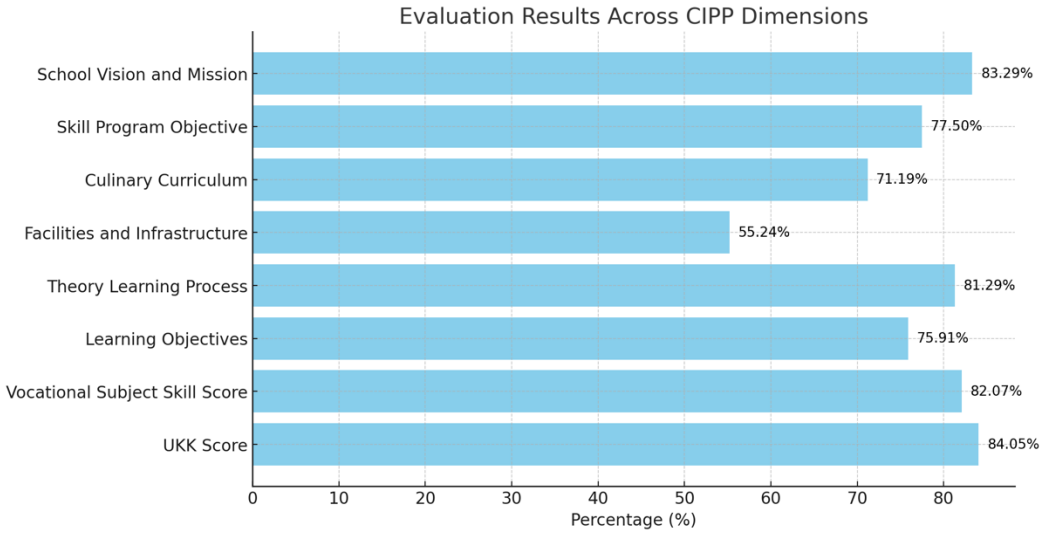

Figure 1. Evaluation Results Across CIPP Dimensions

The bar chart summarizing the evaluation results across the four CIPP dimensions shows varying levels of performance, with the highest scores on 'UKK Scores' (84.05%) and 'Vocational Subject Skills Scores' (82.07%), indicating strong student competence and performance in vocational subjects. In contrast, the 'Facilities and Infrastructure' dimension scored the lowest at 55.24%, highlighting significant challenges in providing adequate practical learning facilities. The evaluation results indicate strengths, such as alignment with the school's vision and successful development of vocational skills, but also point to areas for improvement, particularly in terms of infrastructure, curriculum implementation and practical learning. These components will be further analyzed to provide actionable insights to improve the effectiveness of the program.

3.1.1 Context Evaluation

Context evaluation is a description to identify and assess the suitability of the school's vision and mission and the objectives of the culinary skills program as formulated. As well as being able to find answers to what needs to be done. Evaluation of the context in this study regarding the implementation of the culinary expertise program of SMKN 1 Luak, with indicators consisting of the school's vision and mission and the objectives of the culinary expertise program, the context components are described in Table 2 below.

Table 2. Quantitative evaluation results of context aspects

Indicator	Presentase%	Criteria
School Vision and Mission	83.29	Good
Skill Program Objective	77.50	Enough
Average	80.40	Good

Based on Table 2, the evaluation results on the context aspect, especially the indicators of the school's vision and mission, obtained a percentage of 83.29%, which is categorized as "Good". This shows that the vision and mission of SMKN 1 Luak have been implemented successfully and support the achievement of learning objectives in the culinary skills program. However, important notes are still found, especially on the achievements of alumni in work and entrepreneurship, which have not been fully proven through tracer studies. This result was reinforced by an interview with the principal, who stated that: *"The vision and mission of the school is by what has been formulated, namely the realization of smart, skilled, competitive, faithful, and devoted students. So far, the vision has not been fully realized, especially in terms of students' success in employment, continuing education, or entrepreneurship. Although competitive indicators are starting to appear, student interest and motivation are still a challenge"* (Principal of SMKN 1 Luak District, 24/12/2024).

In the indicator of the objectives of the culinary skills program, a score of 77.50% was obtained, which is included in the "Enough" category. This means that although in general the program objectives have been formulated in line with the school's vision and mission, their implementation in the field has not been optimal, especially in preparing graduates who are truly competent and competitive in the world of work. This program has not been able to fully educate workers in the culinary field according to the needs of the Business World and the Industrial World (DUDIKA), which has an impact on the low number of alumni who work according to their field of expertise.

These results are clarified through an interview with the head of the culinary expertise program, who stated: *"The purpose of the culinary expertise program, as stated in the KOSP from 2021 to 2023, is to prepare graduates who are competent, skilled, and have a high work ethic according to industry needs. But in reality, many graduates work outside the culinary field. The main cause is the lack of job opportunities that are by their expertise and the low interest and motivation of students, plus the economic conditions of less supportive families"* (Head of the Culinary Expertise Program, 12/12/2024).

Overall, it can be concluded that the vision, mission, and objectives of the culinary expertise program at SMKN 1 Luak District have been systematically formulated in the KOSP document, but their implementation has not been optimal. There are still many graduates who have not been able to achieve the ideal goals of working in the culinary field, entrepreneurship, or continuing their education to a higher level. Therefore, it is necessary to strengthen the synergy between schools and the industrial world and develop more effective strategies to increase student motivation so that the culinary expertise program can produce graduates who are truly work-ready and highly competitive.

3.1.2 Input Evaluation

Input evaluation is an evaluation that assesses the strategic challenges, work planning and financing of an approach. According to Ananda Rusydi (2017) input evaluation helps organize decisions, determine existing resources, alternatives taken, plans and strategies to achieve goals, and work procedures to achieve them. Input from the implementation of the culinary skills program with culinary curriculum indicators that focus on vocational subjects group C1 (basic field of expertise), C2 (basic expertise program), C3 (expertise competencies) and culinary expertise program infrastructure, the input components are described in Table 3 below.

Table 3. Evaluation results of input aspects

Indicator	Presentase%	Criteria
Culinary Curriculum	71.19	Enough
Facilities and Infrastructure	55.24	Less
Average	64.53	Less

Based on Table 3, the results of the evaluation of the input aspects of the culinary curriculum indicator show an achievement of 71.19% which is included in the "Enough" category. This indicates that the curriculum in vocational subjects makes a contribution that is not fully adequate in equipping students according to the expected standards. An interview with the Vice Principal for Curriculum corroborated this finding. He stated that, *"the curriculum used in the learning years 2021 to 2023 is still influenced by the pandemic, so teachers only convey essential material. However, it still refers to the 2013 Revised Curriculum and the spectrum of expertise according to the decision of the Director General of Primary and Secondary Education."* In addition, he also added that teacher competency improvement activities such as industrial apprenticeships and upskilling still have minimal participation, *"only one teacher has participated in upskilling, hopefully next year all of them can."*

From the principal's perspective, the implementation of the culinary expertise program curriculum also still encounters obstacles, especially in terms of synchronization with the industrial world. He stated, *"Until now, curriculum alignment with the industrial world has not been optimally implemented. The existing MOU is just a signature without any real feedback."* This shows the need for concrete efforts to strengthen the relationship between the school and DUDI so that the curriculum truly reflects the needs in the workplace and increases the relevance of learning.

On the facilities and infrastructure indicator, the evaluation results show an achievement of 55.24%, which falls into the "Less" category. Field observations revealed that there is no special Student Practice Room (RPS) for culinary activities. Practices are still carried out in science laboratory rooms and classrooms that are conditioned as kitchen or restaurant rooms. The availability of practical tools is also inadequate and does not meet industry standards. The Vice Principal for Infrastructure said, *"For theoretical learning, classrooms are sufficient and according to standards, but student practice rooms are not yet available. Practical equipment is also incomplete and does not match the number of students."* In addition, the procurement of practical materials still relies on BOS funds, and students often bring materials in groups, especially for perishable materials.

The principal also confirmed that the facilities and infrastructure to support practical learning in the culinary skills program are still inadequate, *"the main equipment is still lacking and not according to industry standards."* In conclusion, in the input aspect, the culinary curriculum has been running quite by the Operational Curriculum for Education Units (KOSP), but needs to be improved through alignment with DUDIKA and increasing teacher competence. Meanwhile, the condition of facilities and infrastructure is still relatively low and is a major obstacle in optimizing student practice activities in the culinary field.

3.1.3 Process Evaluation

Process evaluation is an aspect of the CIPP model that is used to determine the extent of the implementation of activities in the program and whether they have been carried out according to plan. The process evaluation in this study is the process of implementing learning in the culinary expertise program which consists of two indicators, namely, theory learning and practical learning. Process evaluation is also used to determine and predict the implementation design and provide information for the program. The things that need to be considered are the extent to which a plan has been implemented and what things must be improved. The process component is described in Table 4 below.

Table 4. Process Aspect Evaluation Results

Indicator	Presentase%	Criteria
Theory Learning Process	81.29	Good
Learning Objectives	75.91	Enough
Average	78.30	Enough

Based on Table 4, the evaluation results on the process aspect of the culinary expertise program at SMKN 1 Luak District show an average percentage value of 78.30%, which is included in the "Enough" category. Specifically in the theory learning indicator, an achievement of 81.29% was obtained, which is in the "Good" category. This shows that theoretical learning has been carried out according to plan, including in the preparation of teaching tools, implementation in class, and the evaluation process. The head of the expertise program stated that, *"Vocational teachers have carried out theory learning well, starting from planning, implementation, to closing. However, the long hours of theoretical learning make students bored quickly if not interspersed with interesting media or methods."* She also added the importance of using LKPD and creative learning media to keep theory effective and fun.

Two culinary vocational teachers gave similar views on the theory learning process. The first teacher said, *"I always try to manage the class well so that learning is effective and goals are achieved. However, students do tend to get bored because the theory hours are quite long."* This teacher also mentioned that she prepares learning media such as PPT, LKPD, and materials from the internet as part of the pedagogical strategy. The second teacher added that, *"After the last 4 hours, students' focus usually starts to decline. So I use videos from YouTube and textbooks to add variety to the learning."* This statement reinforces the finding that, in general, the implementation of theoretical learning is by the standards, although it still requires variations in methods and media to make it more interesting for students.

In contrast, in the practical learning indicator, the percentage achievement was 75.91%, which was categorized as "Enough", but showed that the implementation was not optimal. One of the main causes is the absence of a Student Practice Room (RPS) by VHS standards and the lack of complete practical facilities and infrastructure. The head of the expertise program revealed that, *"Vocational teachers have prepared job sheets, SOPs, and practice plans. However, not all teachers have participated in industrial internships or upskilling activities because there is no program and not enough motivation."* In addition, the Vice Principal for Curriculum said that, *"Practical learning has not been maximized due to the impact of Covid-19 and limited facilities. Students' soft and hard skills have not developed optimally."* This indicates the need for further support in strengthening the implementation of practical learning.

Two culinary vocational teachers also confirmed the conditions in the field that still face various obstacles. The first teacher stated, *"The use of job sheets is rarely done. The practice room uses a science labor which is small and not according to industry standards. Students are divided into groups so that they can practice in turn."* While the second teacher revealed, *"Due to budget constraints, I only provide recipes as a reference for practice, not a complete job sheet. Students also bring some practical materials from home."* From these interviews, it can be concluded that the implementation of theoretical learning has been running quite by the plan, but still requires innovation in methods so that students are not bored. Meanwhile, the implementation of practical learning needs to be improved in terms of facilities, equipment, and teacher readiness so that skills learning can achieve the expected goals optimally.

3.1.4 Product Evaluation

Product evaluation is an evaluation that aims to measure, interpret and assess the achievement of program implementation. Product evaluation can be done by making operational definitions and measuring measurement criteria that have been achieved (objective), through collecting values from stakeholders, using quantitative and qualitative analysis. The product evaluation in this study is the value of vocational subjects and the UKK scores of students who are alumni of the culinary expertise program for the 2021 to 2023 academic years. The results of the study can be explained in Table 5 below.

Table 5. Product Aspect Evaluation Results

Indicator	Percentage%	Criteria
Vocational Subject Skill Score	82.07	Good
UKK score	84.05	Good
Average	83.17	Good

Based on Table 5, the evaluation of the product aspect of the culinary skills program at SMKN 1 Luak shows "Good" results. In the indicator of vocational subject skill scores from the 2021 to 2023 academic years, a percentage of 82.07% was obtained, indicating that most students have achieved a complete score, according to the KKM of 75. This shows that the learning objectives of the culinary skills program have been achieved optimally. The head of the expertise program stated that, *"Culinary vocational teachers have carried out assessments based on the rubrics formulated in their respective lesson plans. The assessment is objective and by student competence, although the practice is carried out in groups due to limited space and equipment."*

Vocational subject teachers also supported these findings. The first teacher said, *"Skills assessment is carried out based on the results of the products made, with indicators such as shape, texture, taste, color, and garnish. Because the practice is done in groups, the grades given are also the same for one group."* Nonetheless, all students have generally obtained complete skill grades on their report cards. The second teacher added, *"I still assess skills based on the students' abilities, even though the practice is done in groups. Generally, their grades are complete, which is around the KKM of 75."* This indicates that skills assessment in practice has gone well, although there are still challenges in implementing it individually due to limited facilities.

Meanwhile, the Expertise Competency Test (UKK) indicator shows a fairly good achievement with a percentage of 84.05%, including in the "Good" category. This indicates that the implementation of the UKK has met the established standards, as evidenced by the success of most students in obtaining UKK certificates both from the industrial world (DUDI) and from BNSP. The head of the culinary expertise program said, *"UKK in 2021 and 2022 was carried out independently with examiners from PT Tom Burger Group, while in 2023 it was carried out through LSPP1 with the KKNI Level II scheme. Of the 40 students, 38 received certificates with the Garuda logo from BNSP, and the other 2 students only received skill passports. Unfortunately, there are still many alumni who are not confident and prefer to work in MSMEs rather than large industries."*

From all interviews and data obtained, it can be concluded that the product aspect, which includes vocational subject skill scores and UKK results, shows positive results and is in line with expectations. However, there are still significant challenges, especially related to the lack of motivation and confidence of alumni to work in the large-scale culinary industry, even though they have been equipped with skills and certification. This shows that the achievement of learning outcomes has not been able to fully support the sustainability of graduates to work, entrepreneurship, or continue their studies optimally. Therefore, there is a need for overall improvement, especially in terms of improving infrastructure and strategies for fostering student and alumni motivation so that the program results really have a long-term impact.

3.2. Discussion

Evaluation of the culinary skills program using the CIPP model (Context, Input, Process, Product) revealed several critical findings. In the context aspect, the school's vision and mission reached a suitability level of 83.29% (the "Suitable" category), showing alignment with learning objectives. However, the objectives of the culinary skills program only reached 77.50% ("Moderately Appropriate"), with the main problems being low student interest, lack of environmental support, and mismatch of graduates' jobs (Tae et al., 2019; Yonanda et al., 2022). While the context aspect scored 80.40% ("Appropriate"), it highlights a gap between the school's stated objectives and the real-world

outcomes faced by graduates, especially in terms of employment and entrepreneurship. These discrepancies indicate that the vision and mission, though well-formulated, may not sufficiently address external factors such as labor market conditions or student motivation. The input aspect shows less than optimal results. The curriculum obtained 71.19% ("Moderately Appropriate") due to the absence of links and matches with the industrial world (Jamil et al., 2018), while infrastructure facilities only reached 55.24% ("Less Appropriate") due to the absence of standard practice rooms and incomplete equipment (Nugraheni et al., 2021). The weak input dimension is particularly concerning given the relatively strong product outcomes. This disparity can be explained by structural issues within the institution, such as outdated curriculum content, a lack of strategic partnerships with industry, and insufficient investment in practical training facilities. This finding reinforces the research of Widodo et al. (2023) that inadequate facilities hinder competency achievement. Strategic efforts are needed, such as the preparation of an SKKNI-based curriculum and the fulfillment of facility standards by Presidential Regulation No. 15/2023, which will help bridge the gap between education and industry needs.

In addition, in the process aspect, theoretical learning reaches 81.29% ("Appropriate"), but the method is still monotonous (Sibagariang & Simbolon, 2023). Practical learning (75.91%, "Moderately Appropriate") is constrained by the lack of equipment and the unoptimized application of job sheets. These limitations in the process, despite relatively good theoretical instruction, highlight a disconnect between the intended curriculum and the available resources. The COVID-19 pandemic has exacerbated this condition, where practice is rarely done (Sibagariang & Simbolon, 2023). To address this, teacher training for innovative methods and the provision of complete practical facilities are crucial. Finally, the product aspect shows positive achievements. Vocational skills scores (82.07%) and UKK (84.05%) are in the "Suitable" category, with 100% passing UKK independently (2021-2022) and 95% passing through LSP-P1 (2023). However, tracer study data revealed a mismatch in graduate employment, low entrepreneurial interest, and a lack of (Sibagariang & Simbolon, 2023). The positive product results, despite the challenges in the input and process, suggest that the program is capable of producing competent graduates, but the lack of job placement and entrepreneurial orientation indicates a disconnect between academic achievement and career readiness.

The main findings of this study indicate a significant disparity between the suitability of the context and product aspects and the reality faced by graduates of the culinary skills program. Internally, the vision, mission, and academic values developed by the school are considered to be in the good category and support the achievement of competencies. However, the main challenge comes from external factors that affect the absorption of graduates in the world of work. Public perceptions that still underestimate culinary majors, limited relevant job vacancies, and family economic conditions that do not support the continuation of studies or the opening of independent businesses are real obstacles (Tae et al., 2019). These findings reinforce the results of the study by Arimbawa et al. (2024), which emphasizes the importance of comprehensive integration between context, input, and process aspects so that the expertise program can run optimally and provide results that meet the needs of students and the world of work. Thus, improvement efforts need to focus not only on improving the internal quality of schools but also on external strategies such as changing public perceptions, expanding industry partnerships, and creating more job opportunities for graduates.

The practical implications of the findings of this study include four main things that can be followed up on to improve the quality of culinary expertise programs in SMK. First, curriculum revitalization is necessary to align with the Indonesian National Work Competency Standards (SKKNI), ensuring better alignment with industry needs. Second, schools should focus on strengthening meaningful, long-term partnerships with the World of Business and Industry (DUDI), as suggested by Belly (2023), not just in administrative forms but through active collaboration in curriculum development and internships. Third, practical facilities and infrastructure need substantial investment to meet industry standards and adequately support students' technical skills development. Finally,

entrepreneurial motivation and coaching programs should be developed to equip students with the necessary mindset and skills to thrive in the workforce or become independent entrepreneurs.

However, this study has several limitations that need to be considered in interpreting the results. First, the data collection was conducted after the COVID-19 pandemic, which may have affected the implementation and perception of the learning process. Secondly, the participation of respondents was dominated by school officials, especially administrators and teachers, thus under-representing the views of students and graduate users as a whole. Third, no follow-up study traces the career development of graduates in the long term, so the real contribution of the program to work readiness has not been fully illustrated. These limitations can be the basis for the development of further research that is more comprehensive and participatory.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the culinary expertise program at SMKN 1 Luak District shows varied achievements in each aspect. The context and product aspects show positive results with the "Suitable" category, especially in terms of the school's vision and mission, and the achievement of adequate culinary subject scores. However, the findings indicate that improvements are required in the input and process dimensions, particularly in aligning the vocational subject curriculum with industry needs and enhancing facilities and infrastructure to support practical learning. Therefore, the evaluation provides a clear picture of the areas that need to be improved to achieve better quality in the future.

The implication of this research is the importance of strengthening cooperation with the industry through curriculum alignment and procurement of adequate infrastructure, such as student practice rooms (RPS) complete with equipment that meets industry standards. Specific actions should include developing frameworks for follow-up on existing MOUs with industry partners to ensure active involvement in curriculum design, rather than just in internship placement. Furthermore, there is a need to focus on teacher development through industrial internship programs and upskilling initiatives to ensure teaching quality aligns with the evolving needs of the industry. Closer collaboration between schools and industries must be implemented not only for PKL placement but also for the co-development of curricula that directly address workforce demands.

Given the limitations of this study, future research could explore the long-term impact of these improvements on graduate employability and entrepreneurship. Additionally, research could focus on the effectiveness of specific infrastructure investment models, such as procurement strategies for student practice rooms, and the influence of strengthened industry partnerships on program success. With improvements in the various aspects evaluated, it is expected that the quality of education will be enhanced, preparing graduates who are more competent and better equipped to face the challenges of the industrial world.

REFERENCES

Arikunto, S. (2012). *Prosedur penelitian suatu teknik pendekatan*. Rineka Cipta.

Arimbawa, G. P. A., Aditya, I. P. A. W. S., Windhu, I. P. T. W., Wikanta, I. M. I. A., Warpala, I. W. S., & Suartama, I. K. (2024). Evaluasi program pembelajaran matematika di jenjang SMK dengan model CIPP. *Didaktika: Jurnal Kependidikan*, *13*(4), 5019–5032.

Badawi, B. (2024). Entrepreneurial character education from an early age. *Al-Hayat: Journal of Islamic Education*, *8*(1), 197–208.

Barella, Y., Ginting, D., Rasyid, M. N. A., & Mania, S. (2024). A case study on evaluation of the context, input, process, product (CIPP) implementation in the child-friendly school program. *Edelweiss Applied Science and Technology*, *8*(4), 2235–2249.

Belly, B. (2023). Evaluasi praktek kerja industri dalam rangka meningkatkan penyerapan tenaga kerja di dunia usaha dan dunia industri di SMK Negeri 2 Lubuklinggau. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, *17*(1), 86–88.

Bidandari, A., Setyowati, S., Roesminingsih, E., Hariyati, N., & Muavi, M. (2024). The principal's strategy in realizing a vocational high school center of excellence in Indonesia. *International Journal of Social Learning (IJSL)*, *4*(2), 225–245.

Borer, C., & Weidinger, W. (2024). From life skills to future skills: Competencies that nowadays' children will need in ten years' time. In *Conference proceedings: The Future of Education 2024* (pp. xx–xx).

Dizon, A. G. (2023). Historical development of CIPP as a curriculum evaluation model. *History of Education*, *52*(1), 109–128.

Hastarini, R. A., & Hafidh, Z. (2024). Developing student professional skills through strategic partnership in vocational education. *Proceeding of International Conference on Research of Educational Administration and Management (ICREAM)*, *8*(1), 117–122.

Jamil, A. S., Mukhadis, A., & Waras, W. (2018). Evaluasi pelaksanaan pembelajaran menggunakan model CIPP pada mata pelajaran produktif kompetensi keahlian multimedia di SMK. *Teknologi dan Kejuruan*, *41*(1), 1–16.

Karimov, N., Turobov, S., Janzakov, A., Navotova, D., Ongarov, M., Inogamova, D., Pardaeva, K., & Nematov, O. (2024). Exploring food processing in natural science education: Practical applications and pedagogical techniques. *Natural and Engineering Sciences*, *9*(2), 359–375.

Mohzana, M., Arifin, M., Pranawukir, I., Mahardhani, A. J., & Hariyadi, A. (2024). Quality assurance system in improving the quality of education in schools. *Mudir: Jurnal Manajemen Pendidikan*, *6*(1).

Musifuddin, M., Yunitasari, D., & Murcahyanto, H. (2024). CIPP model approach to school-based management program evaluation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, *9*(1), 104–116.

Nugraheni, M., Fitrihana, N., Ismara, I., Surjono, H. D., Khairudin, M., Darmono, D., Syauqi, K., Jerusalem, A., Purwanti, P., Hernita, H., Dwiyanthi, N., & Erda, G. (2021). *Norma & standar laboratorium/bengkel SMK kompetensi keahlian tata boga* (D. I. Pratiwi, Ed.; 1st ed.). Direktorat Sekolah Menengah Kejuruan, Direktorat Jenderal Pendidikan Vokasi, Kementerian Pendidikan dan Kebudayaan.

Pramana, C., Chamidah, D., Suyatno, S., & Renadi, F. (2021). Strategies to improve education quality in Indonesia: A review. *Turkish Online Journal of Qualitative Inquiry*, *12*(3), xx–xx.

Rahayu, I. P., & Lestari, S. (2025). Management of skills competency tests (UKK) in state vocational high schools. *Jurnal Penelitian Pendidikan IPA*, *11*(3), 609–614.

Ridwan, A., Wibowo, A. A., Widiyanti, W., Nurhadi, D., & Isnandar, I. (2024). The concept directions of development 21st century vocational education. *The Eurasia Proceedings of Educational and Social Sciences*, *39*, 80–92.

Sibagariang, D., & Simbolon, B. R. (2023). Evaluasi program pembelajaran kewirausahaan di SMK Pariwisata Paramitha Bekasi. *Jurnal Dinamika Pendidikan*, *16*(1), 55–63.

Sugiyono. (2017). *Combination research methods (mixed methods)*. Alfabeta.

Suharno, S., Pardiman, P., Harijanto, D., & Ashar, A. (2022). Monitoring strategy and evaluation of education and training program with the CIPP method. *Nazhruna: Jurnal Pendidikan Islam*, *5*(3), 1228–1241.

Swargiary, K. (2024). *Principles of education*. Google Books. https://books.google.com/

Tae, L. F., Ramdani, Z., & Shidiq, G. A. (2019). Analisis tematik faktor-faktor yang mempengaruhi keberhasilan siswa dalam pembelajaran sains. *Indonesian Journal of Educational Assessment*, *2*(1),

Widodo, B., Kuat, T., & Sayuti, M. (2023). Evaluasi pelaksanaan kelas industri di SMK Muhammadiyah 1 Surakarta dan SMK Pancasila Surakarta. *Jurnal Pendidikan Tambusai*, *7*(3), 22805–22819.

Yoana, Auwalin, I., & Rumayya. (2024). The role of vocational education on unemployment in Indonesia. *Cogent Education*, *11*(1), 2340858. https://doi.org/10.1080/2331186X.2024.2340858

Yonanda, N. R., Iswari, M., & Daharnis, D. (2022). Pentingnya minat dan bakat dalam memilih program studi yang prospektif di industri melalui bimbingan dan konseling karir di sekolah menengah kejuruan. *Al-Ihtiram: Multidisciplinary Journal of Counseling and Social Research*, *1*(1), 23–32.

Yoto, Y., Marsono, M., Qolik, A., & Romadin, A. (2024). Evaluation of teaching factory using CIPP (Context, Input, Process, Product) model to improve vocational high school students' skills. *Jurnal Pendidikan Vokasi*, *14*(1), 12–28.

Zamroni, M. A., & Supriyanto, H. (2024). Curriculum management of local content in fostering religious behavior: A study at Madrasah Aliyah. *Kharisma: Jurnal Administrasi dan Manajemen Pendidikan*, *3*(2), 126–134.