EVALUATION OF STUDENT'S CAREER AND EMPLOYMENT PLANNING PROGRAM AT STATE SENIOR HIGH SCHOOL 1 SITUBONDO USING THE CIPP METHOD

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Abstract

Evaluation is a job that must be done to evaluate a PPKK program at SMAN 1 Situbondo. The PPKK program is one of the programs that aims to facilitate student achievement both in academic and non-academic fields according to the agreement with the talents and interests of students. This program will be implemented in 2023-2024. The CIPP model is the evaluation model employed in this program. Measuring target achievement is the evaluation's main objective. Evaluation helps in determining how well the objectives have been established and met. Data gathering methods for this using qualitative study include observation and research tools like computers and questionnaires. From the evaluation results, data was obtained that the implementation of PPKK SMAN 1 Situbondo went according to plan and achieved 59 academic achievements and 160 non-academic achievements; in addition, there was an increase in student achievement of 198%. The main factor in this achievement is the collaboration between SMAN 1 Situbondo and the Student Guardian Association. The novelty of this study is 17 superior programs of SMAN Situbondo, and the method of involving the parent association in the management of the PPKK program includes fund management and the program implementation committee. The implication of this study is the method of involving the association and being adopted by other educational institutions to make school programs successful. In addition, the data from this study can be used as a reference for school management.

Keywords: *Achievement, Association, Collaboration, Evaluation, PPKK*

INTRODUCTION

Education plays a central role in preparing a generation capable of navigating social change while contributing to national development. Through schooling, learners not only acquire knowledge and practical skills but also develop character and values that support meaningful participation in society (Halim, 2022; Hermino & Arifin, 2020). In recent years, Indonesia has continued to adjust its education system to respond to global shifts. One of the major reforms is the introduction of the Merdeka Belajar curriculum, which emphasizes flexible learning and encourages teachers to design lessons that are relevant to students' needs and potential (Hadi et al., 2023). With this approach, the Merdeka Belajar Curriculum aims to produce a generation with 21st-century critical thinking, creativity, communication, collaboration, and adaptability to workforce dynamics and social change (Hunaepi & Suharta, 2024). A critical strategic aspect of its implementation is career guidance, particularly at the senior high school level, to help students plan for their future.

Within this curriculum, career guidance at the senior high school level holds a strategic position. It functions as a bridge that helps students understand themselves, recognize their strengths, and plan realistic career pathways (Purwanti, 2021). Several strategies have been integrated to support career development, such as interest and talent mapping, project-based learning, collaboration with external institutions, mentoring, soft-skills development, and preparation for higher education. These efforts align with the provisions of Permendikbudristek No. 12 of 2024, which highlights the importance of holistic support for learners at the secondary level Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah (2024). Since a significant proportion of high school graduates do not continue directly to higher education, structured programs that address both career planning and employability become essential.

As part of educational innovation, SMAN 1 Situbondo, in the 2023-2024 school year, implemented the Career and Employability Planning Program (PPKK). This program has been running for one year, involving active participation from parents/guardians and school partners as one of the critical components. This collaboration reflects the concept of cooperative education, as described by Littrell et al. (2008), where cooperative education programs are designed to prepare students for the workforce. However, despite the program's great potential, the effectiveness of its main components has yet to be thoroughly evaluated. Therefore, an evaluative study of the PPKK program's implementation is essential to ensure its sustainability and impact on students.

The evaluation of the PPKK program at SMAN 1 Situbondo can be conducted using Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model, which focuses on improving program quality (Dizon, 2023). This model helps identify strengths and weaknesses in the four main components. In the context phase, evaluation includes analysis of the program's foundation, student needs, and the school's feasibility as an organizer. The input phase assesses the implementation procedures, student and teacher readiness, curriculum, and support for school facilities. The process phase evaluates the program's direct implementation, and in the product phase, evaluation includes analyzing the program's outcomes, students' career choices, and feedback from parents/guardians and school partners.

Similar research by Sharapova et al (2023) shows that career guidance interventions in schools significantly positively impact students' skills, knowledge, and career-related confidence. A moderate to large of effect with significant differences was indicated by the weighted average effect size of 0.42 found in the meta-analysis results .Another study by Christopher and Jones (2024) discusses the evaluation of competency-based curriculum implementation in Rwanda and Zimbabwe using the CIPP evaluation method. The results show that this evaluation method successfully assessed various aspects, including economic growth, literacy rates, and national educational policies and strategies. Additionally, research by Gülşen et al. (2021) shows significant improvement in scores across all measures. A psychoeducational course was conducted in five 60-75 minute sessions to develop key aspects of career construction, including self-exploration, career adaptability, future orientation, narrative identity, and life satisfaction. A similar study by Gu et al. (2020) showed significant improvements, where a three-month career counselling intervention encouraged students to explore themselves and understand the work environment and career decision-making

processes. When making decisions, self-efficacy, self-evaluation, and problem-solving abilities were much improved. Preparation and inconsistent information markedly rose in relation to career decision-making challenges. Regarding career decision-making difficulties, subscales for lack of preparation and inconsistent information significantly increased. According to research by Shen (2021), career planning education can yield various positive outcomes, such as better alignment between educational and career aspirations, increased motivation for learning, enhanced confidence and positive attitudes in making career decisions, and the promotion of career planning awareness and career exploration behaviour.

Considering these findings, the evaluation of the PPKK program at SMAN 1 Situbondo is expected to provide a clearer understanding of how well the program responds to students' needs and whether it delivers outcomes aligned with career-oriented educational goals. The results of this evaluation are anticipated to offer useful recommendations for program enhancement and to serve as a model for similar initiatives in other Indonesian schools.

RESEARCH METHOD

This study employs an evaluation research design using a case study approach. Case study research is commonly used to investigate programs, activities, or events within a bounded setting and over a defined period, allowing researchers to explore issues in depth and across multiple perspectives (Ary et al., 2009; Creswell, 2009; Gay et al., 2015). The case study approach is particularly relevant for program evaluation because it can integrate both qualitative and quantitative data to provide a holistic understanding of program implementation. Tellis and Winston (1997) emphasize that case studies are highly suitable for evaluative work because they capture diverse forms of information that reflect the real conditions of the program being examined.

Data for this study were collected from a variety of stakeholders connected to the implementation of the Career and Employability Planning Program (PPKK). These included the Directorate of SMA Development at the Ministry of Education and Culture, the East Java Provincial Department of Education, parents and guardians, students, teachers, school partners, alumni, and several educational staff members at SMKN 1 Situbondo. School documents related to program implementation also served as important sources of evidence. The inclusion of multiple data sources strengthens the credibility of the evaluation by providing a comprehensive picture of how the program operates within its real context.

Data is gathered using structured interviews, observations, questionnaires, and document analysis. Several instruments are validated by experts and subsequently tested empirically. The reliability coefficient of the instruments used refers to Aiken (≥ 0.70). The research data is analyzed both qualitatively and quantitatively using descriptive statistics. To support systematic decision-making, the results from each stage of the CIPP evaluation were synthesized using a case-order effect matrix as recommended by Ahmad et al. (2021). This matrix allows evaluators to interpret the relevance, adequacy, and effectiveness of each program component and to determine which aspects should be sustained, revised, or reconsidered.

RESULT AND DISCUSSION

Evaluation is integral to educational programs (Bilan et al., 2021). Evaluation models are critical in assessing programs and ensuring continuous quality assurance. Numerous evaluation models, including Tyler, Scriven, Stakes, Ochave's ABCD, and Stufflebeam's Context, Input, Process, and Product (CIPP) model, can be chosen. The CIPP model is widely applied due to its utility, feasibility, propriety, and accuracy (Zhang et al., 2011). According to Ritonga et al. (2019), an evaluation model is a framework used to assess a system or program's effectiveness, efficiency, reliability, and security. Such models can evaluate existing systems or newly developed ones. As Rini Aulia et al. (2022) noted, the CIPP evaluation model is employed to evaluate programs or systems by considering context, input, process, and product. The CIPP model's unique feature is its flexibility, enabling users to apply any component independently based on specific needs or stages (Singh, 2004). Selecting the appropriate evaluation model is crucial to ensuring accurate evaluations and actionable results for improving system or program quality. The CIPP evaluation model, developed by Stufflebeam and Shinfield (1985), has undergone several revisions. It comprises four main components: context, input, process, and product.

Context

Context is the environment in which a program is implemented (Lagantondo et al., 2023). Context includes program goals, associated policies, and the social, political, and economic environments in which the program is carried out. The goal of context is to comprehend these elements and how they impact the execution of programs. In order to evaluate issues, needs, resources, and opportunities pertaining to the Target conditions (programming environment), this evaluation comprises planning, program requirements, and objectives.

To evaluate the context, researchers used the following problem formulation questions as follows;

The question is the program planned according to the objectives?

Table 1. Program conformity with objectives.

No	Program	Law Number 39 of 2008							PPKK - Vision, Mission
		1	2	3	4	5	6	7	
1	Psychological test to predict talent (Saturday, November 11, 2023 at 08.00)	√				√	√		√
2	Continue to college					√	√		√
3	Work directly after graduating from SMAN 1 Situbondo		√		√	√	√		√
4	Need special tutoring to prepare for college entrance exams			√		√	√		√
5	Introduction to military (in collaboration with Sttal, Situbondo					√	√		√

No	Program								
	Police, and Situbondo Military District Command)								
6	Introduction to health (in collaboration with Situbondo Regional Hospital)					√	√		√
7	Introduction to religion (in collaboration with Ibrahimy Sukorejo University)	√	√			√	√		√
8	Introduction to entrepreneurship (in collaboration with SMKN 4 Malang)					√	√		√
9	Introduction to law enforcement (in collaboration with the District Attorney's Office, Situbondo Police, and Situbondo District Court)					√	√		√
10	Golden Pens Ticket (Information Technology Department)					√	√		√
	Student exchange program to Thailand			√		√	√		√
11	Implementation of the P5 program at Sttal Surabaya (at the end of each theme)		√			√	√		√
12	Free online course with native speakers from Australia				√	√	√		√
13	Extracurricular non-academic (mandatory scouts)	√	√	√	√	√	√	√	√
14	Campus study for class XI					√	√		√
15	Student yearbook for class XII					√	√		√
16	Memories for class XII					√	√		√
17	Sports and arts week for classes X, XI, XII					√	√		√

The results of the implementation show that the program is in accordance with the objectives.

The objectives of the PPKK program at SMAN 1 Situbondo refer to Law Number 39 of 2008 concerning. Ministry of State (Achievement Sheet in academic and non-academic fields), the objectives of implementing the student career and employment planning program are as follows:

1) Increase concern and shared responsibility between Education Units, Families, and Communities towards the Implementation of Education;

2) Encourage Strengthening of Children's Character Education;

3) Improve student learning achievement;

4) Improve students' ability to plan a career after high school;

5) Improve students' ability to achieve both academic and non-academic achievements;

6) Build synergy between Education Units, Families, and Communities; and

7) Create a safe, comfortable, and enjoyable Education Unit environment.

In addition to referring to the Law, the determination of the objectives of the PPKK program also refers to the school's vision and mission. The purpose of implementing the student

career and employment planning program is to facilitate student achievement in academic and non-academic fields according to the agreement with students' talents and interests.

Input

The resources required to carry out a program, such as funds, staff, and facilities, are referred to as input (Dalmia & Alam, 2021). The goal of input evaluation is to determine if these resources are sufficient to meet program goals and whether they are being used efficiently.

The question, are resources (human, material, financial) sufficient?

Table 2. Participation of students, schools and associations in the PPKK program.

No	Program	Class			Class	
		360 X (348)	360 XI(267)	327 XII(237)	School	Association
1	Psychological test to predict talent (Saturday, November 11, 2023 at 08.00)	193	42		4	4
2	Continue to college	296	228	202	2	
3	Work directly after graduating from SMAN 1 Situbondo	34	38	34	2	
4	Need special tutoring to prepare for college entrance exams	99	226	108	2	6
5	Introduction to military (in collaboration with Sttal, Situbondo Police, and Situbondo Military District Command)	77	37	73	3	3
6	Introduction to health (in collaboration with Situbondo Regional Hospital)	114	76	89	2	2
7	Introduction to religion (in collaboration with Ibrahimy Sukorejo University)	88	45	24	4	4
8	Introduction to entrepreneurship (in collaboration with SMKN 4 Malang)	66	63	69	2	3
9	Introduction to law enforcement (in collaboration with the District Attorney's Office, Situbondo Police, and Situbondo District Court)	96	61	78	3	2
10	Golden Pens Ticket (Information Technology Department)	35	47	56	2	3
11	Student exchange program to Thailand	66	32	52		2
12	Implementation of the P5 program at Sttal Surabaya (at the end of each theme)	75	48	40	2	4
13	Free online course with native speakers from Australia	208	160	149	2	2

No	Program	Class 360 X (348)	Class 360 XI(267)	Class 327 XII(237)	Class School	Class Association
14	Extracurricular non-academic (mandatory scouts)	326	246	187	2	5
15	Campus study for class XI	226	226		2	2
16	Student yearbook for class XII	199	159	175	2	
17	Memories for class XII	222	169	198	2	
18	Sports and arts week for classes X, XI, XII	273	209	178	2	
Number of parties involved					40	42

The table above informs that the total resources involved in this program are 82 people divided into each program; each program involves two parties, namely the school and the association; with this collaboration, the program can run smoothly according to plan; this can be seen from the number of enthusiastic students who participate in the program, where the answer is that the funds are charged to the parents.

The association supports operational funds in this activity; the school invites all guardians of students to be involved in funding PPKK, and the school invites guardians of students to socialize with the PPKK program. Furthermore, the school collects data and provides an offer packaged in the form of a Google form to be filled in by guardians of students; in the invitation, the number of guardians of students who attended was 923 guardians of students, from the results of observations.

Figure 1. Academic competition independent funding availability diagram.
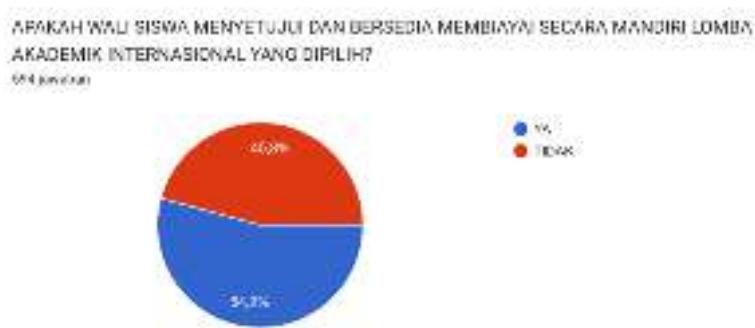
Figure 2. Diagram of availability of independent funding for extracurricular activities.
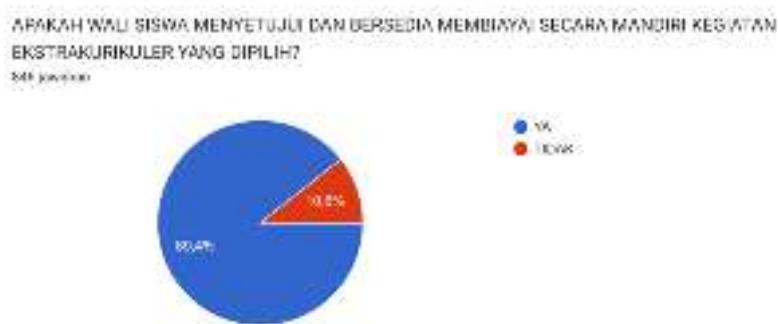
Figure 3. Diagram of availability of independent funding for national academic competitions.

APAKAH WALI SISWA MENYETUJUI DAN BERSEDIA MEMBIAYAI SECARA MANDIRI LOMBA
AKADEMIK NASIONAL YANG DIPILIH?
663 jawaban
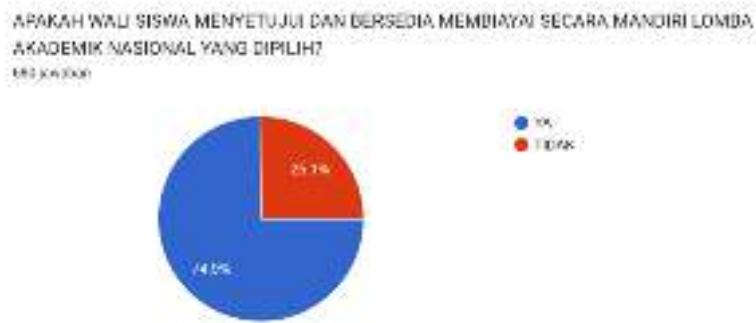
Figure 4. Diagram of availability of independent funding for yearbook program.

JIKA MEMILIH IYA, APAKAH WALI SISWA MENYETUJUI DAN BERSEDIA MEMBIAYAI SECARA
MANDIRI PROGRAM BUKU TAHUNAN SEKOLAH YANG DIPILIH?
723 jawaban
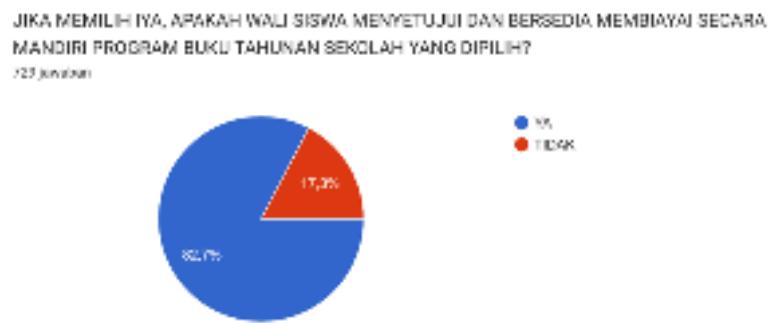
Based on the data above, the average level of approval of student guardians to the school program is 72.21%. This shows that student guardians support the program initiated by SMAN 1 Situbondo. This approval is based on several factors, including the funds collected will be managed by the association and monitored by the school, student guardians have high hopes for the success of their sons and daughters, there is openness from the school, the programs offered by the school are exciting, the school conducts socialization. It is comical so that student guardians and students understand the goals and benefits of the program.

Process

The tactics, activities, and interactions between staff and program participants are all part of the program's implementation process (Bachtiar, 2021). The goal of process evaluation is to determine whether the tactics and activities successfully accomplish program goals and whether there are positive interactions between staff and program participants. to pinpoint an issue in a process, be it an action or an event, to ascertain the degree to which the plan has been carried out and the elements that require improvement. From the data in the field, the program is running according to plan; this data is based on Table 2. The number of students who participate in each program provided, not only the enthusiasm of the association, can also be seen in Table 2. Feedback from students is that students are happy because the school provides facilities related to preparing for their careers since grade XI; besides that, students can choose careers according to their ideals, with many choices making students more enthusiastic about participating in the KKPP program. Feedback from the association: guardians are pleased because they are involved in preparing their sons and daughters' careers; the guardians hope

that this program must be improved; schools are expected to bring more stakeholders to schools so that KKPP activities can be carried out at school, in order to save transportation and accommodation costs. Furthermore, the association also hopes that in the future, there will be an increase in the number of collaborations established by schools so that there will be more choices and career opportunities for students after graduation.

Product

Product is the result achieved by the program, such as increasing the knowledge or skills of program participants (Julianto & Anisa Fitriah, 2021). Product evaluation aims to evaluate whether the program achieves the goals set and whether the results achieved are by expectations. To assist in further decision-making by interpreting and measuring the results obtained by the goals that have been set. Information about this activity determines whether the program can be continued, changed or even stopped.

Table 3. 2023 student achievement at several levels.

No	Achievement level	Number
1	International	19
2	District	84
3	Residency	5
4	Province	36
5	Horseshoe	27
6	National	48
	Total achievement	219

Table 4. Student achievement in academic and non-academic fields.

No	Achievement level	Number
1	Academic	59
2	Non-Academic	160
	Total achievement	219

Table 5. Number of students who have careers after graduation.

Year	Number of Grade XII Students	Career Students	Percentage	Increase
2022	360	33	9,17	
2023	352	50	14,20	51,52
2024	327	148	45,26	196

Table 3 provides information related to student achievements in 2023 and 2024; the total achievements made by students are 219 achievements consisting of 19 students who excel at the international level, 84 students who excel at the district level, five students at the residency level, 38 students at the provincial level, 27 students at the horseshoe level, and 84 students at the national level, in addition, table 4 provides information on the distribution of achievements of SMAN 1 Situbondo students, from 219 achievements made, 59 students excel in academic fields, and 160 students excel in non-academic fields. Furthermore, table 5 provides information on students' careers after graduating in 2022. The number of class XII students is 360 students who have careers after graduating, 33 students. The percentage of

careers is 9.17% of the total number of students in 2023. The number of students is 352. After 50 students graduate, the percentage of careers is 14.20% of the total number of students. In contrast, in 2024, the number of class XII students is 327 students who have careers after graduating 148 students the percentage of careers is 45.26% of the total number of students; there is an increase in the percentage of students who have careers every year, from 2022 to 2023 students' careers increased by 51.52%, while from 2023 to 2024 it increased by 198%.

Discussion

Based on the presentation of evaluation data using CIPP above, the implementation of the PPKK program has gone according to plan; this achievement cannot be separated from the professionalism of the staff of SMAN 1 Situbondo and the active role of the association, while several factors that make this program successful include; the funds collected will be managed by the association and monitored by the school, guardians have high hopes for the success of their sons and daughters, there is openness from the school, the programs offered by the school are exciting, the school conducts socialization. It is comical so that guardians and students understand the goals and benefits of the program. Feedback from guardians and students obtained from this activity is that this program must be improved; schools are expected to bring more stakeholders to schools so that this KKPP activity can be carried out at school in order to save transportation and accommodation costs. Furthermore, the association also hopes that in the future, there will be an increase in the number of collaborations established by the school so that there will be more choices and career opportunities for students after graduation. This is shown from the data in Table 3, Table 4, and Table 5; SMAN 1 Situbondo achieved 219 achievements at several levels, both international and national, not only; of the 219, 59 were academic achievements, and 160 were non-academic achievements, shows that the PPKK program is running successfully so that it can deliver students to excel. Collaboration with guardians increases their active participation in the student learning process. Parents who are involved tend to be more supportive of academic and non-academic school activities, and collaboration with guardians can help create a supportive learning environment at school and home. Teachers and guardians can work together to provide facilities and encouragement when they share the same understanding of the program. This cooperation also supports new ideas that help the school grow. Several studies show that collaboration between different organizations can make school programs run more efficiently and help them handle challenges more effectively (Xia et al., 2024). Working with other institutions also allows knowledge and information to move more easily among the people involved, which strengthens joint decision-making (Cholez et al., 2023). In addition, teams that include members from different organizations often gain access to more resources and skills, which increases the chance of achieving good results for everyone who participates (Osório & Bornmann, 2021).

When involving guardians of students who are members of the association to manage PPKK funds, it will provide legal benefits; the management of funds carried out by the association can reduce negative paradigms for schools, so that it will have an impact on the smooth implementation of the PPKK program, by involving the role of the association, schools will be more focused on achieving program goals. In addition, involving the community in the PPKK program will help schools motivate students, monitor student activities at school, and

monitor activities at home. When the community is involved in the school, the community is also indirectly responsible for the success of the PPKK program; as a result, the community will actively monitor student activities at home and also prepare students before doing activities at school, of course, has a very positive impact when students arrive at school, students will be more ready to follow the program that students choose. These conditions influence how students build motivation, awareness, empathy, and the ability to manage themselves. When these skills develop well, students usually perform better in school. Research also notes that a student's background and environment can affect how they learn and succeed academically (Herut et al., 2024).

CONCLUSION

The evaluation of the Career and Employability Planning Program (PPKK) at SMAN 1 Situbondo shows that the program has been implemented successfully across all key components. The findings indicate that the school has effectively collaborated with various agencies including STTAL, the District Prosecutor's Office, Abdurahim Situbondo Hospital, BLK, PENS, and Pondok Pesantren Ibrahimy Sukorejo, which has enriched students' exposure to diverse career pathways. Improved administrative management and strengthened school infrastructure have further supported smooth program delivery.

The establishment of class-based and career-focused associations also contributed significantly to program success. These associations, which involve parents and guardians, played an important role in program coordination, resource management, and committee work for various PPKK activities. Their involvement helped ensure transparency in budgeting, strengthened trust between the school and families, and allowed the school to concentrate on achieving program objectives.

Program outcomes reflect these strengths. Students demonstrated notable achievements, with 59 academic and 160 non-academic accomplishments, showing that the program not only builds career readiness but also enhances overall student performance. Furthermore, the dramatic increase in graduates entering employment rising by 198% between 2023 and 2024 illustrates the program's growing impact on students' post-school transitions.

Overall, the evaluation highlights that the PPKK program has succeeded in creating meaningful career experiences, fostering collaboration with stakeholders, and opening broader opportunities for students. Strengthening partnerships, maintaining transparent management practices, and continuing to expand the range of career activities will help sustain and extend the positive outcomes achieved.

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