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Curriculum Program Evaluation Using the CIPP Model in South Tangerang Tourism Vocational Schools

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Abstract: Vocational education is expected to prepare graduates who are technically competent and responsive to industry standards. In the beauty sector, curriculum implementation must keep pace with changing service trends, hygiene procedures, client needs, and workplace expectations. This study evaluates the Beauty Curriculum Program in two tourism vocational schools in South Tangerang City, namely SMKN 7 South Tangerang and SMKN 8 South Tangerang, using the CIPP model, which covers context, input, process, and product components. A qualitatively driven mixed-methods design was employed. The primary data were collected through interviews, observations, and document review, while quantitative questionnaire data were used to support and triangulate the qualitative findings. The study involved 96 participants: 2 principals, 2 vice principals for curriculum, 4 productive teachers, 3 industry partners, and 85 students. Qualitative data were analyzed descriptively and thematically, while quantitative data were analyzed using achievement percentages. The findings show that the program has a clear direction and is aligned with the Merdeka Curriculum, the pedagogical approach of pembelajaran mendalam, and industry collaboration. Strong results were found in industry involvement, PKL monitoring, and work culture formation, while students positively rated case-based reasoning, process feedback, certification readiness, and work culture. However, the main gaps were found in practical learning support, especially tools and consumable materials, the consistency of assessment practices, and the systematic use of evaluation data for program improvement. The study concludes that the program has a strong vocational orientation, but requires stable resources, standardized assessment, and a stronger data-based evaluation cycle.

Keywords: CIPP model; curriculum evaluation; vocational education; beauty curriculum; industry partnership

INTRODUCTION

Vocational education in vocational high schools (SMK) is designed to prepare graduates who are work-ready, adaptive, and equipped with competencies that are relevant to the needs of business and industry partners. In practice, the success of vocational programs is not determined solely by technical skills, but also by fundamental knowledge and work attitudes that shape professional culture, such as service ethics, discipline, communication, and compliance with standard operating procedures (SOP) and occupational health and safety standards (K3). Studies on industry-based curricula indicate that strengthening vocational competence requires a proportional integration of knowledge, skills, and attitudes, as work attitudes and professional culture often become distinguishing factors in graduates' readiness to enter the workplace (Nurchayono et al., 2020). Therefore, curriculum evaluation in vocational schools needs to examine the program comprehensively, not only from the perspective of final outcomes, but also from the supporting factors and the quality of its implementation.

In the context of recent educational policy, the Merdeka Curriculum promotes more flexible, contextual, and student-centered learning, including the strengthening of character, work readiness, reasoning, and reflection. In this article, pembelajaran mendalam refers to an Indonesian pedagogical approach that emphasizes mindful, meaningful, and joyful learning, rather than machine learning or artificial intelligence. In practical vocational learning, this approach can be reflected in case prompts, reasoning before action, formative feedback, scaffolding, reflection, and the formation of work culture. The implementation of the Merdeka Curriculum in vocational schools is strongly influenced by teacher readiness, professional training, and an evaluation system that supports the development of students' soft skills and practical competencies (Yunita et al., 2023).

Several previous studies have emphasized that collaboration between schools and industry stakeholders plays an important role in quality assurance, competency alignment, and the improvement of graduate quality, particularly in

technical competence, soft skills, and entrepreneurship (Meirani et al., 2023). Industrial internship programs, including PKL and OJT, are often used as key strategies to bridge vocational education and workplace needs while enriching students' direct learning experiences (Sulaeman et al., 2024). However, implementation issues do not stop at whether collaboration exists. The more critical concerns lie in the consistency of internship quality, the stability of practical learning facilities and consumable materials, and the use of outcome data, such as competency tests, certification results, industry feedback, and graduate tracking data, as a basis for continuous program improvement.

The research gap addressed in this study is the limited evaluation of the Beauty Curriculum Program in tourism vocational schools, particularly in skin beauty care and Spa & Beauty Therapy, using a model that connects policy direction, learning resources, implementation quality, industry collaboration, and measurable outcomes. Previous studies have discussed vocational curriculum management, Merdeka Curriculum implementation, industry-based curriculum, and CIPP evaluation separately. However, fewer studies have examined how these aspects operate together in a beauty curriculum context, where tools, consumable materials, hygiene procedures, client service, and industry trends change rapidly. This study is significant because it provides a program-level evaluation that can help schools identify realistic priorities for improving vocational curriculum implementation.

To address this need, this study employs the CIPP model, consisting of Context, Input, Process, and Product evaluation. The model is relevant for vocational programs because it connects the school ecosystem, the readiness of learning resources, the quality of practical learning, industry partnerships, and outputs such as work readiness and competency recognition. The novelty of this study lies in three aspects. First, it specifically evaluates the Beauty Curriculum Program in two tourism vocational schools in South Tangerang City. Second, it examines the implementation of the Merdeka Curriculum together with pembelajaran mendalam as a pedagogical approach in practical learning. Third, it integrates qualitative findings from interviews and observations with supporting quantitative data from multiple stakeholders to produce a more comprehensive and triangulated evaluation.

Based on this background, this study aims to evaluate the Beauty Curriculum Program in tourism vocational schools in South Tangerang using the CIPP model. It also seeks to identify the main gaps that influence curriculum implementation and to explain the contribution of industry partners in supporting students' competency achievement and vocational readiness.

RESEARCH METHODOLOGY

This study employed a qualitatively driven mixed-methods design to obtain a comprehensive understanding of the Beauty Curriculum Program. The qualitative component served as the main source of interpretation through interviews, observations, and document review. The quantitative component, collected through Likert-scale questionnaires, was used to support and triangulate the qualitative findings rather than to stand as the sole basis of evaluation.

Research Site and Participants

The study was conducted in two tourism vocational schools in South Tangerang City: SMKN 7 South Tangerang and SMKN 8 South Tangerang. The participants consisted of school leaders, curriculum managers, productive teachers, industry partners, and students. Graduate tracking is discussed only as a future improvement need in product evaluation and was not treated as empirical participant data in this article.

Table 1. Participants of the Study

Participant Group	Role in the Study	n
Principals	Qualitative informants and questionnaire respondents	2
Vice principals for curriculum	Qualitative informants and questionnaire respondents	2
Productive teachers	Qualitative informants and questionnaire respondents	4
Industry partners (DUDI)	Qualitative informants and questionnaire respondents	3
Students	Qualitative informants and questionnaire respondents	85
Total	All participants included in the study	96

Instruments and Data Collection Procedures

The instruments were developed based on the four CIPP components. The interview and observation guidelines covered program alignment, readiness of teachers and facilities, practical learning implementation, PKL/OJT monitoring, industry involvement, certification readiness, and work culture formation. The questionnaire used closed-ended statements on a 1-5 Likert scale and included several negative items that required reverse scoring. Data collection was carried out through interviews with school and industry stakeholders, school observations of learning facilities and practice rooms, document review of curriculum and learning tools, and questionnaire distribution to each respondent group.

Data Analysis and Trustworthiness

Qualitative data were analyzed using a descriptive-thematic approach. Interview and observation data were organized according to the CIPP components, then interpreted by identifying repeated patterns, supporting evidence, and implementation gaps. Quantitative questionnaire data were analyzed using the achievement percentage formula $P = (S / S_{ideal}) \times 100\%$, where S represents the actual score and S_{ideal} represents the ideal score. For negative items, reverse scoring was applied using $X' = 6 - X$. Methodological triangulation was used by comparing interview findings, observations, document evidence, and questionnaire results.

$$P = \frac{S}{S_{\text{ideal}}} \times 100\%$$

RESULT

The findings are presented according to the CIPP components. Since the study prioritizes qualitative interpretation, the quantitative results are used as supporting evidence to strengthen patterns found in interviews and observations.

Table 2. Summary of CIPP Findings and Supporting Quantitative Evidence

CIPP Component	Main Qualitative Findings	Supporting Quantitative Evidence	Main Gap
Context	The program has been directed toward the Merdeka Curriculum, pembelajaran mendalam, and industry needs through DUDI collaboration.	Industry involvement in program alignment: 100% (principals).	The program direction is strong, but ecosystem readiness is not yet stable across schools.
Input	Schools have learning tools, job sheets, teacher training, learning communities, and DUDI support.	Student rating on tools and material availability: 58.82%; teacher rating on tools/materials: 75%.	Consumable materials, facilities, and standardized assessment support remain uneven.
Process	Practical learning includes briefing, case prompts, reasoning, process feedback, remedial support, SOP/K3, and PKL monitoring.	Case-based reasoning: 87.29%; process feedback: 85.88%; PKL monitoring: 100% (principals).	Implementation of formative assessment, feedback, remedial support, and PKL transition is not fully consistent.
Product	Outputs are reflected in certification readiness, digital portfolios, and work culture formation.	Certification readiness: 84.94%; work culture formation: 89.65%; evaluation data use for program decisions: 40%.	Program outcomes are visible, but they are not yet used systematically for annual curriculum improvement.

Context

The context findings show that the Beauty Curriculum Program in both schools has a clear direction. Informants consistently indicated that the program has been aligned with the Merdeka Curriculum, the pedagogical approach of pembelajaran mendalam, and the needs of the beauty industry. From the principals perspective, industry involvement in program alignment reached 100%, indicating that DUDI collaboration has become part of the program direction rather than a merely formal partnership.

Nevertheless, the implementation context has not fully supported program stability. The main challenges include limited practice rooms, an imbalance between class groups and available classrooms, inadequate facilities and infrastructure, and a limited number of productive teachers in certain concentrations. The extension of OJT/PKL helps increase students exposure to the industry, but it also requires careful management so that school-based learning does not lose continuity.

Input

In the input component, the schools already have important supporting elements, including learning tools, modules, worksheets, annual and semester programs, job sheets, teacher training, learning communities, and DUDI support. The job sheets are particularly useful in practical learning because they guide work steps while encouraging simple analysis, documentation, evaluation, and reflection. Industry support is also visible through guest teachers, mentoring, competency test assessors, and equipment grants.

The most prominent input gap lies in the stability of facilities and consumable materials. Students rated the availability of sufficient tools and materials for all students at 58.82%, the lowest achievement among the student indicators. Teachers also rated the availability of tools and materials at 75%. These results indicate that the issue is not only whether tools exist, but whether all students have equal access to repeated and meaningful practice opportunities. Basic occupational safety facilities are available, but SOP/K3 implementation still requires stronger supervision and habituation.

Process

The process component shows that practical learning has moved toward real competency development. Teachers have begun to apply briefing, case prompts, reasoning before action, process feedback, peer tutoring, remedial support, and SOP/K3 habituation. Students rated case-based reasoning at 87.29% and feedback during the practice process at 85.88%, suggesting that practical learning is not limited to procedural repetition but has begun to encourage students to understand the reasons behind their actions.

However, process quality remains uneven across classes, teachers, and learning situations. Formative assessment and feedback are not yet applied uniformly. Some feedback is given during the process, while in other situations it is still concentrated at the end of practice. Differentiation and remedial support are understood in principle, but are often limited by time and human resources. Industry partners also emphasized that students need a clear transition before entering the workplace so that they do not arrive at PKL/OJT without basic readiness.

Product

In the product component, program outputs are reflected in certification readiness, digital portfolios, and work culture formation. Students rated readiness for competency testing and certification at 84.94% and work culture formation at 89.65%. These findings indicate that the program contributes to students practical readiness and professional habits. Digital portfolios also support students in documenting their work and building personal branding, which is relevant to the beauty industry.

The main product gap lies in the use of outcome data for continuous improvement. The principals questionnaire showed that documentation of industry competency needs mapping reached only 40% after reverse scoring, and the use of evaluation results as the basis for program improvement decisions also reached 40% after reverse scoring. This means that the cycle of results, analysis, decision-making, and follow-up has not yet become a strong annual system. The outputs of UKK, certification, portfolio assessment, DUDI feedback, and future graduate tracking need to be more systematically documented and used to improve curriculum implementation.

Table 3. Selected Quantitative Evidence Used to Support the Qualitative Findings

Respondent Group	Indicator	Achievement (%)	Interpretation
Principals	DUDI involvement in program alignment	100.00	Very strong support for link and match
Principals	PKL monitoring	100.00	Monitoring is considered structured
Principals	Documentation of industry competency mapping (reverse item)	40.00	Weak documentation system
Principals	Use of evaluation results for program decisions (reverse item)	40.00	Weak data-based improvement cycle
Vice principals	Consistency between learning tools and classroom implementation (reverse item)	50.00	Potential implementation gap
Teachers	Tools and material availability	75.00	Adequate but not fully stable
Teachers	Limitations of tools/materials affecting practice (reverse item)	50.00	Consumable materials remain a critical issue
Industry partners	Competency match with industry needs	86.67	Good, but still requires strengthening
Students	Case-based reasoning in practice	87.29	Strong learning process
Students	Process feedback	85.88	Strong but needs consistency
Students	Tools and material availability	58.82	Weakest student-rated indicator
Students	Certification readiness	84.94	Strong readiness perception

Students	Work culture formation	89.65	Strong formation of vocational attitude
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To strengthen the qualitative evidence, several translated excerpts from industry partners are presented below. These excerpts illustrate the practical expectations of DUDI regarding readiness, SOP, and professional work culture.

"Students should not come to the industry placement with zero readiness. They need ethics, manners, and basic skills first; otherwise, the training center must start from the very beginning."

"What students consider neat is sometimes still not neat according to industry standards. That is why SOP is important."

"Supervisors should model the work culture so students feel guided and supported, not merely ordered around."

DISCUSSION

The findings demonstrate that the Beauty Curriculum Program has a strong policy direction and a clear vocational orientation. Through the CIPP lens, the context component shows that the program is already aligned with the Merdeka Curriculum, pembelajaran mendalam, and industry needs. This supports the idea that curriculum evaluation should not only examine final outcomes but also the relevance of program goals and the conditions that influence implementation. The strong involvement of DUDI is consistent with previous research emphasizing that industry collaboration is essential for vocational curriculum relevance and quality assurance (Meirani et al., 2023; Rojaki et al., 2021).

The input findings reveal an important tension between available resources and equitable access to practice. Although the schools have learning tools, job sheets, teacher training, and industry support, the availability of consumable materials remains unstable. This issue is critical in beauty education because practical competence depends on repeated hands-on experience with real tools, products, sanitation procedures, and client-oriented service routines. The student score of 58.82% for tools and materials indicates that the weakest point of the program is not curriculum direction, but the everyday resources required to translate the curriculum into practice.

The process findings suggest that pembelajaran mendalam has begun to appear in practical learning through case prompts, reasoning, process feedback, and reflection. This is in line with the Merdeka Curriculum orientation toward meaningful and student-centered learning. However, the variation in formative assessment, feedback, remedial support, and PKL transition shows that good practices are not yet fully standardized. For vocational education, consistency is crucial because different classroom experiences may lead to unequal competency development. The DUDI statements also show that workplace readiness includes not only technical skills but also ethics, communication, SOP/K3 discipline, and mental readiness.

The product findings are particularly important because they reveal a gap between visible outputs and systematic program improvement. Certification readiness, portfolios, and work culture formation indicate positive program outcomes. However, the 40% achievement in documentation of industry competency needs mapping and the 40% achievement in the use of evaluation results for improvement decisions show that the data-based evaluation cycle is still weak. In other words, the schools already generate output data, but the data are not yet consistently transformed into curriculum revision, learning improvement, or targeted strengthening of weak competency units. This finding reinforces the CIPP principle that product evaluation should not end with reporting results; it should inform decision-making and continuous improvement.

The integration of qualitative and quantitative findings indicates that the main problem is not the absence of curriculum direction or industry partnership. Rather, the central issue lies in stability, standardization, and follow-up. The program has moved in the right direction, but its implementation depends on whether resources, assessment rubrics, SOP/K3 habituation, PKL monitoring, and outcome data can be managed as one coherent system. This is the main contribution of the study to vocational curriculum evaluation: it shows that program quality in beauty vocational education is shaped by the interaction among school ecosystem readiness, practical learning support, industry culture, and data-based improvement.

IMPLICATIONS AND RECOMMENDATION

- Schools need to strengthen the management of practice rooms, tools, and consumable materials by planning them according to practice topics, student numbers, and minimum competency requirements.
- Vice principals for curriculum and productive teachers need to standardize practical assessment rubrics so that process, technique, SOP/K3, service attitude, and reasoning are assessed consistently across classes.

- Productive teachers need to apply pembelajaran mendalam more consistently through case prompts, reasoning before action, formative feedback, reflection, and remedial support during practice.
- Industry partners should be involved not only in PKL placement but also in curriculum review, competency standard updates, practical mentoring, competency testing, and written feedback on students workplace performance.
- Schools need to establish a documented evaluation cycle that uses UKK results, certification results, portfolio evidence, DUDI feedback, and future graduate tracking data as the basis for annual curriculum improvement.

LIMITATION AND FUTURE RESEARCH

This study has several limitations. First, the research was conducted only in two public tourism vocational schools in South Tangerang City; therefore, the findings should be interpreted within this specific context and should not be generalized to all vocational schools. Second, the number of industry partners was limited to three, although their perspectives provided valuable insights into workplace expectations. Third, the quantitative data were based on respondents perceptions, so the possibility of self-report bias cannot be fully eliminated. Future research may involve more schools, a larger number of industry partners, parents, and graduates, and may combine CIPP evaluation with tracer studies, work-based learning analysis, or longitudinal studies of graduate employment outcomes.

CONCLUSION

The Beauty Curriculum Program in tourism vocational schools in South Tangerang has shown a direction that is aligned with the Merdeka Curriculum, the pedagogical approach of pembelajaran mendalam, and industry needs. The main strengths of the program are reflected in DUDI involvement, PKL monitoring, case-based reasoning, process feedback, certification readiness, and work culture formation. However, the program still requires improvement in the stability and equity of practical learning support, particularly tools and consumable materials, as well as in the consistency of assessment, SOP/K3 habituation, and PKL transition.

The study concludes that the program has a strong vocational orientation but has not yet fully developed a systematic data-based evaluation cycle. UKK results, certification outcomes, portfolio evidence, DUDI feedback, and future graduate tracking data need to be documented and analyzed more consistently so that they can become the basis for curriculum improvement from year to year. These findings are most applicable to the two schools studied and may serve as a reference for similar vocational programs seeking to strengthen curriculum relevance, practical learning quality, and industry-based program evaluation.

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