

Implementation of the CIPP Model for Motorcycle Engineering Fieldwork Practice Program

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Abstract

This study aims to evaluate the implementation of the Field Work Practice (Praktik Kerja Lapangan/PKL) program in the Motorcycle Engineering competency at SMKS Al Hasanah Sibuhuan using the Context, Input, Process, and Product (CIPP) evaluation model. The research was motivated by the importance of vocational education in preparing graduates who are ready to compete in the Industrial Revolution 4.0 era and the need to align school competencies with industry demands. This study employed a mixed methods approach by combining quantitative and qualitative data. Quantitative data were collected through questionnaires distributed to 53 students participating in the PKL program, while qualitative data were obtained through interviews, observations, and documentation involving school principals, teachers, supervisors, industry instructors, and students. The findings showed that the context component achieved a good category with a respondent achievement level of 86.63%, the input component reached 87.09%, the process component obtained 85.21%, and the product component achieved 88.02%. Although the overall PKL program was categorized as good, several weaknesses were identified, including limited industrial involvement during preparation, insufficient monitoring by supervising teachers, and the lack of productive teachers in technical supervision. Therefore, improvements in collaboration with industry partners, monitoring systems, and infrastructure support are necessary to optimize the effectiveness of the PKL program.

Keywords: Field Work Practice, Vocational Education, CIPP Evaluation Model, Motorcycle Engineering, Industrial Internship



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Introduction

Education plays an important role in improving the quality of human resources and preparing individuals to face global challenges. In Indonesia, education is expected not only to provide academic knowledge but also to develop students' character, creativity, and professional competencies. The rapid development of technology in the era of the Industrial Revolution 4.0 has significantly influenced the educational sector, especially vocational education. According to Vocational Education, vocational schools are required to adapt their learning systems and curricula to industrial developments in order to produce graduates who are ready to compete in the workforce. (Yahya, 2018) explained that vocational education institutions must strengthen students' competencies and practical skills to meet industrial demands in the digital era.

Vocational High Schools (SMK) are educational institutions specifically designed to prepare students for certain occupations and professions. One of the most important programs implemented

in vocational schools is Praktik Kerja Lapangan (PKL) or Practical Work Experience. PKL is intended to provide students with direct experience in the workplace according to their field of expertise. Through PKL activities, students are expected to apply the knowledge learned at school into real industrial environments while also developing technical and professional skills.

The implementation of PKL has become an important strategy in improving students' competencies and work readiness. (Sarmila et al., 2025) stated that the implementation of PKL policies significantly contributes to improving students' work readiness because students gain real work experience and learn professional work culture directly from industry partners. Similarly, (Wati et al., 2025) emphasized that PKL programs help vocational students improve their competencies and adaptability in facing the challenges of the modern workforce.

In practice, the implementation of PKL requires effective collaboration between schools and industries. Vocational schools must ensure that students are placed in industries relevant to their competencies so that learning objectives can be achieved optimally. (Yuliana et al., 2021) explained that successful PKL implementation depends on proper planning, coordination, supervision, and evaluation between schools and industrial institutions. Without effective coordination, students may experience difficulties in obtaining meaningful learning experiences during industrial practice.

The effectiveness of PKL programs is also influenced by several factors, including industrial relevance, supervision quality, curriculum alignment, and students' readiness. (Armen et al., 2026) found that the effectiveness of PKL in vocational schools is strongly determined by curriculum relevance, industrial collaboration, and continuous evaluation systems. Their systematic literature review revealed that many vocational schools still face challenges in aligning PKL implementation with the objectives of the Merdeka Curriculum and industrial needs.

SMKS Al Hasanah Sibuhuan, particularly in the Motorcycle Engineering competency program, also implements PKL as part of its vocational curriculum. Through collaboration with several business and industrial sectors, students are expected to gain practical experience and improve their technical competencies. However, based on preliminary observations and empirical findings, the implementation of PKL in the school still encounters several challenges, such as differences in the quality of industrial placements, limited monitoring by teachers, and variations in students' learning experiences.

(Srihartiyani et al., 2024) explained that one of the common problems in PKL implementation is the inconsistency of industrial learning experiences among students due to differences in industrial facilities, supervisors, and work assignments. This condition often causes unequal competency development among vocational students. In addition, some industrial placements may not fully correspond to students' areas of expertise, reducing the effectiveness of the PKL program.

Another important issue is the evaluation process of PKL implementation. Evaluation is necessary to determine whether the objectives of the program have been achieved and to identify aspects that need improvement. (Jaya et al., 2022) stated that evaluation of PKL implementation is essential for measuring program effectiveness, improving coordination between schools and industries, and enhancing students' competencies. Without systematic evaluation, vocational schools may find it difficult to identify weaknesses in PKL implementation and formulate appropriate improvement strategies.

Furthermore, students' readiness before participating in PKL also affects the success of the program. (Wijayati & Yoto, 2025) found that vocational students' readiness for PKL after the implementation of the Merdeka Curriculum still varies depending on technical competencies, communication skills, and students' mental preparedness. This indicates that vocational schools need to strengthen students' preparation before they are assigned to industrial workplaces.

PKL implementation also has a direct relationship with students' work readiness after graduation. (Efendi, 2025) explained that effective PKL programs positively influence vocational students' readiness to enter the workforce because students become more familiar with industrial culture, discipline, and technical work procedures. Therefore, PKL should not only be viewed as a

curriculum requirement but also as a strategic program for preparing professional and competent graduates.

Despite its importance, several studies still report gaps between the expected objectives of PKL and the actual conditions in the field. (Jannah & Lopa, 2024) stated that many vocational students still experience limited opportunities to develop competencies during PKL due to the mismatch between industrial tasks and vocational expertise. This condition indicates that some vocational schools still face difficulties in ensuring the relevance and quality of industrial placements.

The existence of these problems demonstrates the need for a comprehensive evaluation model capable of assessing PKL implementation from multiple aspects. One evaluation model widely used in educational program evaluation is the CIPP model developed by Stufflebeam. The CIPP model evaluates programs based on four dimensions: Context, Input, Process, and Product. Through this model, schools can analyze program objectives, resource readiness, implementation processes, and program outcomes comprehensively.

In the context of SMKS Al Hasanah Sibuhuan, evaluating the PKL program using the CIPP model is considered important because it can provide a complete description of the strengths and weaknesses of the program implementation. The evaluation results are expected to become the basis for improving PKL management, strengthening industrial partnerships, and enhancing students' competencies and work readiness.

Therefore, this study aims to evaluate the implementation of the Practical Work Experience (PKL) program in the Motorcycle Engineering competency program at SMKS Al Hasanah Sibuhuan for the 2025/2026 academic year using the CIPP evaluation model. This research is expected to provide useful recommendations for improving the quality of vocational education and preparing graduates who are competent, professional, and ready to face the challenges of the industrial world.

Methods

This study employed a mixed methods approach by combining quantitative and qualitative methods to evaluate the implementation of the Practical Work Experience Program (Praktik Kerja Lapangan/PKL) in the Motorcycle Engineering competency program at SMKS Al Hasanah Sibuhuan. The mixed methods approach was selected because it allows the researcher to obtain comprehensive data regarding the implementation, effectiveness, and outcomes of the PKL program through numerical analysis and in-depth descriptions. The evaluation model applied in this study was the CIPP evaluation model developed by Stufflebeam, which consists of four components: Context, Input, Process, and Product. This model was chosen because it provides a systematic framework for evaluating educational programs comprehensively from planning to outcomes.

The research was conducted at SMKS Al Hasanah Sibuhuan, located on JL. Baginda Soadun, LK VI Padang Luar Sibuhuan, Kecamatan Barumun, Kabupaten Padang Lawas, Indonesia. The school was selected because it actively implements the PKL program for vocational students, particularly in the Motorcycle Engineering competency program. The study was conducted over a three-month period from January to March 2026.

The population of this study consisted of individuals directly involved in the implementation of the PKL program at SMKS Al Hasanah Sibuhuan. The quantitative respondents included 53 students from class XII Motorcycle Engineering, consisting of 27 students from XII TSM 1 and 26 students from XII TSM 2. Meanwhile, the qualitative informants included the head of the PKL committee, the head of the vocational competency program, the PKL treasurer, three industrial instructors from the business and industrial sectors (Dunia Usaha dan Dunia Industri/DU-DI), three supervising teachers, and three students participating in PKL activities. The participants were selected purposively based on their direct involvement and understanding of the PKL implementation process.

This research utilized two types of data, namely qualitative and quantitative data. Qualitative data were collected to obtain in-depth information regarding the implementation process, industrial environment, supervision, obstacles, and participants' experiences during PKL activities. Quantitative

data were collected to measure the level of implementation, readiness, effectiveness, and outcomes of the PKL program based on the indicators developed in the CIPP evaluation model.

The sources of data in this study consisted of primary and secondary data sources. Primary data were obtained directly from school administrators, PKL committee members, supervising teachers, industrial instructors, and students participating in PKL. Secondary data were collected from official school documents related to PKL implementation, including curriculum documents, PKL guidelines, cooperation agreements between schools and industries, PKL schedules, students' daily journals, assessment forms, and final PKL reports.

Data collection techniques used in this research included questionnaires, observations, interviews, and documentation studies. The quantitative data were collected using closed-ended questionnaires based on a five-point Likert scale. The questionnaires were developed according to the indicators of the CIPP evaluation model. The Context component consisted of indicators related to program objectives, preparation, and industrial environment. The Input component evaluated supervising teachers, industrial instructors, facilities, funding, and program relevance. The Process component focused on implementation, monitoring, and obstacles encountered during PKL activities. Finally, the Product component evaluated students' learning outcomes and work readiness after completing PKL.

Before being distributed to the research respondents, the questionnaire instrument was tested on 30 students from the Computer and Network Engineering program who were not included in the research sample. The instrument testing aimed to determine the validity and reliability of the questionnaire items. Data obtained from the instrument trial were analyzed using Microsoft Excel software. The validity testing results showed that several questionnaire items were invalid and subsequently removed from the final instrument. The Context component initially contained 12 items, with 2 invalid items removed. The Input component contained 32 items, with 3 invalid items removed. The Process component consisted of 22 items, with 3 invalid items removed, while the Product component contained 10 items, with 2 invalid items removed.

Qualitative data collection was conducted through observation and structured interviews. Observation activities focused on examining workshop facilities, industrial practice environments, and PKL administration documents. Non-participant observation techniques were used because the researcher only observed activities and facilities without direct involvement in the implementation process. Interviews were conducted using structured interview guidelines developed from the theoretical framework and operational definitions of the research variables. Interviews aimed to obtain detailed information regarding PKL planning, implementation, supervision, monitoring, evaluation, and obstacles encountered during the program.

The research instruments used in this study consisted of questionnaires, interview guidelines, observation sheets, and documentation checklists. The instruments were developed based on the theoretical concepts of the CIPP evaluation model and adjusted to the objectives of the study. All instruments used in this research were prepared and owned by the researcher. Microsoft Excel software was utilized for quantitative data processing and descriptive statistical analysis.

Quantitative data were analyzed using descriptive statistical techniques in the form of percentages to determine the level of achievement for each component of the CIPP evaluation model. The percentage results were categorized into five levels based on the achievement criteria adopted from Permendikbudristek Regulation Number 12 of 2024 concerning PKL implementation. The categories included Very Good (90%–100%), Good (80%–89%), Fair (65%–79%), Poor (55%–64%), and Very Poor (0%–54%).

Qualitative data analysis was conducted through three stages: data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting and simplifying relevant information obtained from interviews, observations, and documents. Data display was conducted by organizing the data systematically in narrative form to facilitate interpretation and analysis. Finally,

conclusions were drawn and verified continuously throughout the research process to ensure the validity and credibility of the findings.

By combining quantitative and qualitative approaches through the CIPP evaluation model, this study aimed to provide a comprehensive understanding of the implementation of the PKL program at SMKS Al Hasanah Sibuhuan. The findings of this study are expected to contribute to improving the quality of vocational education, strengthening collaboration with industrial sectors, and enhancing students' competencies and work readiness.

Results and Discussions

1. Results

a. General Overview of SMKS Al Hasanah Sibuhuan

SMKS Al Hasanah Sibuhuan is one of the oldest private vocational high schools located in Barumun District, Padang Lawas Regency. The school was established in 1990 and officially began operating in 1994. It is located at Jalan Baginda Soadun, LK VI Padang Luar Sibuhuan, Barumun District, Padang Lawas Regency.

Initially, the school focused on business and management education, formerly known as SMEA. Along with technological developments and industrial demands, SMKS Al Hasanah Sibuhuan expanded its vocational programs into the fields of engineering and technology, particularly Motorcycle Engineering (TSM) and Computer Network Engineering (TKJ).

As part of vocational education implementation, the school regularly conducts the Field Work Practice Program (Praktik Kerja Lapangan/PKL) to prepare students for employment opportunities both regionally and nationally. The school currently has 16 certified teachers and 2 educational staff members.

The school vision is to become an educational institution trusted by society in producing faithful, creative, innovative, and globally minded human resources. Meanwhile, the school missions focus on implementing quality education, strengthening religious values, developing entrepreneurial character, and preparing graduates who master science and technology according to industrial needs.

b. Quantitative Results

The quantitative findings of this research were obtained from questionnaires distributed to 53 students of the Motorcycle Engineering Program at SMKS Al Hasanah Sibuhuan. The evaluation used the CIPP model consisting of Context, Input, Process, and Product components.

1) Context Component

The context component evaluated the objectives of the PKL program, preparation activities, and the industrial environment.

Table 1.

Respondents' Achievement Level on Context Component					
No	Indicator	Mean Score	Percentage	Category	Analysis
1	PKL Program Objectives	4.17	83.40%	Good	The objectives of PKL were considered appropriate for students' vocational competencies.
2	PKL Program Preparation	4.41	88.58%	Good	Students received sufficient preparation before entering industrial placements.
3	Industrial Environment	4.40	87.92%	Good	Industrial environments supported practical learning experiences.
	Average	4.30	86.63%	Good	Overall, the context component achieved a good category.

The findings indicate that the context component was categorized as good with an average percentage of 86.63%. Students believed that the PKL program objectives were beneficial in improving industrial experience and work readiness. However, several respondents stated that industrial representatives were not directly involved during student briefings before PKL implementation.

This finding is supported by (Juri et al., 2021) who stated that the CIPP model is effective in evaluating vocational internship programs comprehensively through context, input, process, and product aspects.

2) Input Component

The input component focused on the readiness of supervising teachers, industrial instructors, facilities, funding, and program relevance to students' needs.

Table 2.
Respondents' Achievement Level on Input Component

No	Indicator	Mean Score	Percentage	Category	Analysis
1	Supervising Teachers	4.44	88.83%	Good	Supervising teachers were able to guide students during PKL activities.
2	Industrial Instructors	4.32	86.42%	Good	Industrial instructors provided technical guidance effectively.
3	Facilities and Infrastructure	4.33	86.60%	Good	Facilities were sufficient to support PKL implementation.
4	Funding	4.26	85.19%	Good	Funding management was considered adequate despite limitations.
5	Program Relevance	4.42	88.44%	Good	The PKL program was relevant to students' vocational competencies.
Average		4.35	87.09%	Good	The input component was categorized as good overall.

The findings revealed that the input component achieved a good category with an average percentage of 87.09%. Nevertheless, qualitative findings showed that some supervising teachers were not from productive vocational backgrounds, causing technical guidance to be less effective.

In addition, limited school facilities affected students' readiness before entering industrial workplaces. This finding is consistent with (Ardianti et al., 2025), who explained that vocational internship programs require adequate facilities, infrastructure, and funding support to achieve maximum effectiveness.

3) Process Component

The process component evaluated PKL implementation, monitoring activities, and obstacles encountered during industrial practice.

Table 3.
Respondents' Achievement Level on Process Component

No	Indicator	Mean Score	Percentage	Category	Analysis
1	PKL Implementation	4.31	86.50%	Good	PKL implementation generally followed the planned schedule.
2	PKL Monitoring	4.29	84.83%	Good	Monitoring activities were conducted regularly.
3	Obstacles During PKL	4.21	84.23%	Good	Several obstacles still occurred during implementation.
Average		4.27	85.21%	Good	The process component achieved a good category.

The process component obtained an average achievement level of 85.21%, categorized as good. However, interviews revealed that some students lacked discipline and motivation during PKL implementation. Furthermore, some supervising teachers did not visit industrial locations according to the monitoring schedule.

These findings are in line with (Budianto et al., 2024) who stated that the common obstacles in vocational internship programs include students' lack of readiness and ineffective supervision during industrial practice.

Similarly, (Fadhilah et al., 2024) explained that monitoring activities and curriculum synchronization remain major challenges in vocational internship implementation.

4) Product Component

The product component evaluated students' competency achievements and learning outcomes after participating in PKL activities.

Table 4.
Respondents' Achievement Level on Product Component

No	Indicator	Mean Score	Percentage	Category	Analysis
1	Students' Learning Assessment	4.37	88.02%	Good	Students' competencies and work readiness improved after PKL participation.
Average		4.37	88.02%	Good	The product component was categorized as good.

The findings indicate that students experienced improvements in technical competencies, work ethics, and industrial experience after participating in PKL activities. Industrial instructors also gave positive assessments regarding students' performance during workplace practice.

This result supports the study conducted by (Jaya et al., 2022) which stated that the product component in vocational internship programs generally shows positive impacts on students' competencies and work readiness.

c. Qualitative Results

Qualitative data were obtained through interviews, observations, and documentation studies involving the principal, PKL committee, supervising teachers, industrial instructors, and students.

The interview results showed that the PKL program had generally been implemented well. Students stated that PKL activities were beneficial in improving industrial experience and technical knowledge before entering the workforce. The school also conducted briefing activities and socialization programs for students and parents before PKL implementation.

However, several weaknesses were identified during the research process, including:

- 1) Some supervising teachers were not vocationally specialized teachers.
- 2) Several industrial competencies had not been fully taught at school before PKL implementation.
- 3) Monitoring activities were sometimes inconsistent because some teachers did not visit industrial locations according to schedule.
- 4) Some students lacked discipline and motivation during industrial practice.
- 5) School facilities and infrastructure still required improvement to support vocational competency development.

Overall, the qualitative findings strengthened the quantitative results that the PKL program at SMKS Al Hasanah Sibuhuan had been implemented well but still required improvements in several aspects.

2. Discussions

a. Discussion of Context Component

The context component showed that the PKL program objectives were aligned with vocational education goals and industrial needs. Students gained opportunities to improve their competencies and workplace experiences. This finding is in line with (Juri et al., 2021) who stated that the implementation of the CIPP model is effective in evaluating vocational internship programs comprehensively through the aspects of context, input, process, and product.

However, the school still needs to improve the preparation process by involving industrial representatives directly during pre-PKL briefings. Stronger collaboration between schools and industries may increase students' understanding of workplace culture and industrial expectations.

b. Discussion of Input Component

The input component was generally categorized as good, although several weaknesses were identified. The involvement of non-productive teachers as supervisors reduced the effectiveness of technical guidance provided to students during PKL activities.

Limited facilities and infrastructure also affected students' readiness before entering industrial placements. Furthermore, PKL funding depended heavily on BOS funds, causing financial limitations in program implementation. These findings are supported by (Ardianti et al., 2025) who emphasized the importance of adequate facilities, infrastructure, and funding in supporting vocational internship programs.

c. Discussion of Process Component

The process component indicated that PKL implementation and monitoring activities were relatively good. Nevertheless, interviews revealed that some supervising teachers did not consistently conduct monitoring visits according to schedule. In addition, several students demonstrated low discipline and motivation during industrial practice.

These findings are consistent with (Budianto et al., 2024) who explained that vocational internship programs often face challenges related to students' readiness and supervision effectiveness.

Furthermore, some industrial tasks were difficult for students because several competencies had not been fully taught at school. Therefore, curriculum synchronization between schools and industries should be strengthened. Similar findings were also reported by (Fadhilah et al., 2024) who stated that monitoring and curriculum synchronization remain important challenges in PKL implementation.

d. Discussion of Product Component

The product component achieved the highest achievement level among all components. Students experienced improvements in technical competencies, work attitudes, and readiness for employment after participating in PKL activities. Industrial instructors also provided positive evaluations regarding students' performance during industrial placements.

However, the product outcomes could become more optimal if weaknesses in the input and process components were addressed effectively. Improvements in teacher competency, monitoring systems, industrial collaboration, and school facilities are necessary to maximize the effectiveness of the PKL program in the future.

This finding is supported by (Jayadi, 2020) who stated that effective implementation and supervision of vocational internship programs contribute significantly to improving students' competencies and work readiness.

Conclusion

Based on the results of the research, it can be concluded that the implementation of the Field Work Practice Program (Praktik Kerja Lapangan/PKL) at SMKS Al Hasanah Sibuhuan using the CIPP (Context, Input, Process, Product) evaluation model generally achieved a good category. The research was conducted through a mixed methods approach involving quantitative data obtained from questionnaires distributed to 53 Motorcycle Engineering students and qualitative data obtained through interviews, observations, and documentation studies.

The context component showed that the objectives, preparation, and industrial environment of the PKL program were generally appropriate and relevant to vocational education goals and industrial needs. The input component demonstrated that supervising teachers, industrial instructors, facilities, funding, and program relevance had supported the implementation of PKL activities, although several weaknesses were still identified, particularly regarding the involvement of non-productive teachers and limited school facilities.

The process component revealed that PKL implementation and monitoring activities had been conducted relatively well. However, several obstacles were identified, including inconsistent monitoring by supervising teachers, students' lack of discipline, and the mismatch between school materials and industrial competencies. Meanwhile, the product component indicated that the PKL program positively contributed to improving students' technical competencies, work attitudes, industrial experience, and work readiness.

Overall, the research findings indicate that the PKL program at SMKS Al Hasanah Sibuhuan has been implemented effectively, although improvements are still needed in terms of teacher competency, industrial collaboration, monitoring systems, curriculum synchronization, and vocational facilities. Strengthening cooperation between schools and industries is expected to improve the quality of PKL implementation in the future.

Future researchers are encouraged to conduct broader studies involving different vocational schools and industrial sectors to obtain more comprehensive findings regarding the effectiveness of the CIPP evaluation model in vocational internship programs.

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