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Hunting for Improvement: A CIPP-Based Evaluation of the English Tourist Interaction Program at Vocational High School

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Abstract

The "Hunting Tourist" program in several high schools is designed to improve students' English communication skills in the context of local tourism. Thus, this study aims to evaluate the program using the CIPP (*Context, Input, Process, Product*) evaluation model at Vocational High School. Data collection methods include in-depth interviews and documentation, involving six tenth-grade students from three different study programs and one English teacher as participants. The evaluation results show that contextually, the program is relevant to students' needs and supports vocational competence. However, some aspects still need to be improved, especially related to transportation facilities, limited budget allocation, and further training for teachers. These findings provide implications for the development of similar programs, especially in resource planning and school policy support. Additionally, this study also recommends continuous evaluation of the implementation of project-based programs as part of contextual learning strategies in schools, especially in vocational high schools.
Keywords: *CIPP Model Evaluation; English Program; Education.*

Introduction

One of the goals of vocational education is to prioritize mastery of vital skills to meet the need for skilled workers in Indonesia (Ratnaya et al., 2022). This form of effort to improve students' skills is not only in core learning in class but also in programs that have been prepared by the school, and according to Undang-Undang Republik Indonesia No. 20 Tahun 2003, Pasal 4, Ayat (4) education is organized to build the abilities and develop the creativity of students in the learning process.

This shows that schools as an education system can organize the learning process to develop their creativity; in this case, the program is one way to improve their skills. However, it is essential to know the extent to which the implemented program meets its objectives (Basaran et al., 2021). In this context, evaluation is

important to implement to measure success in a particular program. Lynch (1996) explains that evaluation is a systematic form used to obtain information, to make judgments or decisions.

Basaran et al. (2021) added that evaluation can be used as a form of review of models, programs, input, or design stages, as well as evaluation updates obtained in line with these results. In this case, evaluation can be defined as a form of decision-making regarding the effectiveness of a program (Ertürk, 2013). When program evaluation is linked to an educational context, it is a crucial part of that context. Through program evaluation, various information is obtained, especially the success of the program, which is the criterion for success to be achieved.

Royse et al. (2010) added that evaluation programs are used if there is an intervention being tried or the program needs to be developed. The importance of evaluation is explained by Brown (1989), who states that without evaluation, other elements become meaningless. Additionally, evaluation is very important to carry out to review whether a program is running effectively or not (Tyler, 2013). In evaluation models and assessment models, CIPP is present as a systematic model for transmitting a program (Stufflebeam, 1971).

This model focuses on aspects of presenting information to improve the quality of the choices made by the maker (Fitzpatrick et al., 2012). This CIPP model is a widely used model that consists of four situations to achieve a meaningful assessment, and the available data will be correlated in each case framework (Basaran et al., 2021). Stufflebeam (2000) explains that the CIPP model has 4 different dimensions based on each context. Context evaluation is related to assessing needs, problems, and opportunities.

Input Evaluation describes the strategy, work plan, or budget in a program. The evaluation process is used to assess, observe, or review activities during the program process. Thus, product evaluation produces the results of the program regarding aspects that are desirable or not. In addition, the CIPP model can be used to review the context, input, processes, and products of a context in education to determine the quality of the thing that is to be evaluated (Zainudin et al., 2023).

Several studies implementing CIPP show that this model is suitable for reviewing the success or launching a program. In the research entitled "Application of Input Process Context and Product Models in Curriculum Evaluation: Call Center Case Study" by Kavgaoglu & Alci (2016) by applying the CIPP model research, it was found that there were significant differences based on several aspects, such as gender or level of education.

Research by Tsayang et al. (2020) on the Impact of Interactive Smart Boards on Student learning in secondary schools in Botswana using the CIPP model also helped to find that through the process of context, input, process, and product evaluation, it showed that the students perceived the use of the SMART board as having a positive impact on their learning program. Through these studies, it appears that the CIPP model can provide a systematic evaluation of all aspects of a program.

CIPP facilitates better decision-making by providing relevant and detailed data so that it can provide decisions in making policies to make accurate recommendations, as well as improve programs in the future. The tourist hunting program is a program created to improve students' ability to communicate in English (Kobis, 2019; Wulantari, 2024). The implementation of the program in schools also helps students understand English contextually because they are directly dealing with native speakers.

Although the English Tourist Interaction program has been implemented in vocational high schools to improve students' English language skills in the context of tourism, there has been no comprehensive evaluation that regularly examines the effectiveness of this program. Most previous studies have focused more on general English learning outcomes, without considering the suitability between program design, implementation, and results achieved in the field. In addition to this, the results of Kobis' (2019) explain that the tourist hunting program can improve English communication skills, but it has not focused on how the suitability of the program is achieved.

Thus, this shows a gap in the literature related to the evaluation of project-based learning programs in vocational high schools, especially with the CIPP evaluation model approach. Therefore, this evaluation is important to identify the strengths and weaknesses of the program, as well as providing data-based recommendations for future improvements and as a reference for other schools developing similar programs.

Vocational High School is one of the private schools established in Yogyakarta, with three areas of expertise (culinary, visual communication design, and beauty), and one of the schools that has a tourist hunting program, as a program implemented by the school. This Program at SMK Berbudi is designed to improve students' English communication skills in the context of local tourism. It is important because it allows students to interact directly with foreign tourists, so they can apply their English skills in real situations.

This is in line with the needs of the industrial world, which requires vocational graduates to have good communication skills in English (Wulaningrum & Hadi, 2019). In addition to this, the hunting tourist program is described as where the students will carry out an interaction process with Native English Speakers to practice their communication skills to improve their English language skills (Kobis, 2019). English is a skill that needs to be improved for students. Considering that currently, English is known as a language for interacting with other people who do not use the same first language (Firth, 1996; Jenkins, 2002).

However, speaking skills are one of the skills that are quite difficult for students, and are also a challenge for beginners who are learning them (Pratiwi & Zulfitri, 2024). Through the hunting tourist program, the general description provided is as a provision for their speaking skills, which requires them to speak and interact, and will train them in this aspect. Like other programs in the world of

education, it is important to evaluate the hunting tourist program to assess the process, the suitability of the context, or the results of the continuity of the program.

Evaluation is critical to carry out in every learning program so that it can be used as a basis for policy-making related to the program. Based on this background, researchers tried to study in more depth the evaluation of the hunting tourist program at Vocational High School. This research aims to find out the results of evaluating context, input, process, and product according to their respective indicators. The evaluation of the English Tourist Interaction program using the CIPP (Context, Input, Process, Product) model provides a comprehensive insight into the effectiveness of the program in the context of vocational education.

By identifying the strengths and weaknesses of the program, this study contributes to the development of a more adaptive project-based learning strategy in vocational high schools. In addition, the findings of this study emphasize the importance of integrating English language skills into the vocational curriculum to address the challenges of globalization and the demands of the industrial world, as well as being a reference for policymakers and practitioners in designing more relevant and applicable learning programs.

Method

Research Design

A qualitative research method was implemented in this research, using the CIPP model developed by Stufflebeam (2014). Thus, the purpose of applying the qualitative method is to reveal opportunities for investigating an event, problem, or issue (Maxwell, 2012; Williams & Katz, 2001). The use of the CIPP model aims to evaluate context aspects (program description, program objectives), input aspects (quality of teachers in the program, program supporting facilities, and budget requirements), process aspects (suitability of the program based on plan, suitability of the duties and role of teachers), as well as product (fulfillment of program objectives, impact of the program).

Qualitative methods can enable researchers to dig deeper and more comprehensively into the indicators to be evaluated. In addition, this implementation method in research related to CIPP provides a more detailed and relevant picture of how a program succeeds or fails so that stakeholders can implement policies.

Research Participants

This research involved 6 tenth-grade students with 3 different majors (e.g., Culinary, Visual Communication Design, and Beauty Class), as well as one English teacher who was also in charge of program events at Yogyakarta Berbudi Vocational School. A random sampling technique was implemented in this research. It aimed to explore all existing information without using existing criteria so that data could be obtained contextually. The implementation of the use of random sampling

techniques was chosen to provide equal opportunities to all tenth-grade students of three different skill programs to be involved in the study.

This approach was taken to avoid selection bias and provide a more representative picture of students' experiences in participating in the English Tourist Interaction program. Random selection among students who met the criteria also allowed for the identification of diverse perspectives without prejudice from the researcher (Stratton, 2024).

Research Instruments

Three types of instruments were used in this research, namely interviews, observations, and questionnaires. In the interview process with teachers who function as English teachers, people in charge, and companions in the event procession, the program to be researched aims to dig in-depth information related to the evaluation context, evaluation input, evaluation process, and product evaluation. Observations focused on videos during the event to measure various aspects, such as program implementation.

The distribution of open questionnaires to students was carried out as an instrument to explore data related to CIPP, as well as to enrich the data. Researchers also analyzed the proposal documents for this tourism hunting program. By involving three types of data through these instruments, it will provide a saturated data picture, thus forming data triangulation as a form of data validation assurance in this study.

Data triangulation is carried out by combining three data collection techniques, namely interviews, observations, and documentation. The results of the interviews are compared with findings from direct observations in the field and documentation data that include program reports and learning plans. This approach is used to increase the credibility and validity of the data, as well as ensure consistency between sources of information (Meydan & Akkaş, 2024).

Data Analysis Technique

The data analysis technique used in this research is based on Miles & Huberman (2014), with three main stages. Data reduction is the first stage identified as the process of transcribing data that fulfills the concept of each indicator of the CIPP, identifying data in the form of speech through interviews that suits the needs and is relevant to the aspects of the CIPP. At the data presentation stage, researchers interpret the data by analyzing each utterance through indicators and aspects of the CIPP evaluation model concept.

In the final stage, namely the conclusion, the researcher concludes the results regarding the context of success and indicators that need to be improved in program evaluation through the CIPP model. Figure 1 below explains how data requirements according to the 4 evaluation aspects in CIPP are analyzed.
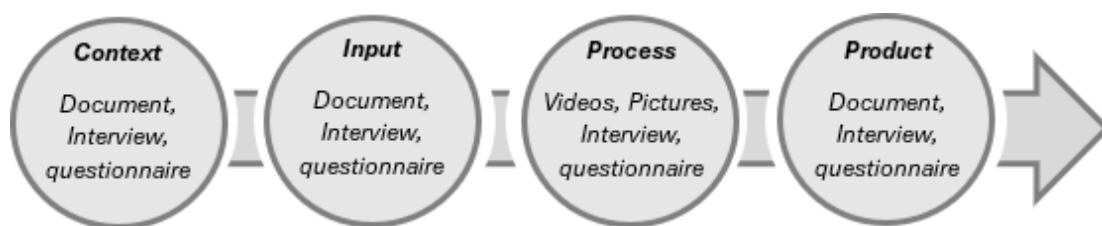
Figure 1. The data requirements in the CIPP Model

Results and Discussion

Context Evaluation

In the context of evaluation, Turmuzi et al. (2022) provide an illustration that this evaluation is related to an aspect that precedes a project's success or failure, and several aspects of discussion will be dissected in it (e.g., infrastructure, teacher explanations, human resources, etc.). The context of this evaluation is also an effort to describe the environment, needs, population, or even the objectives of a program (Faizin, 2021). This indicates that in the CIPP model, it is important to define it at the beginning regarding the specific program description, target, and objectives.

In this research, there are 3 main indicators of this evaluation context, as stated by Faizi (2021): the program definition, targets, and objectives of the tourist hunting program. Based on the results of the analysis, these three indicators have good results, this is shown through program descriptions, targets, and appropriate objectives, and in line with the school's vision, even improvement is still needed. In research conducted by Juri et al. (2021). The evaluation context looks at several contexts, such as program objectives and preparation.

Based on the results obtained, the evaluation context is under the program provisions. Below are the results of a detailed analysis of each indicator of the context evaluation:

Program Description and Target

The Hunting Tourist Program at Vocational High School is one of the programs carried out annually by the school to hone their skills. Based on the hunting tourist report proposal explains that the program is a communication program with foreigners for students. Thus, this program at Vocational High School is a strategic and visionary initiative that not only prepares students to face the world of work but also enriches their learning experience through real interaction with the world of tourism.

The importance of implementing the Hunting Tourist Program was discussed by (Kobis, 2019) who found that the program could improve students' English Communication Skills. Based on the proposal data obtained, the target of this activity is all tenth-grade students, with the objectives: 1. Improving students'

foreign language skills, 2. Developing communication and interpersonal skills, 3. Increasing cross-border cultural understanding, 4. Providing practical experience in the tourism industry, 5. Building Self-Confidence, 6. Expanding Social Networks and Relationships, 7. Applying Theory to Practice, and 8. Encouraging Creativity and Innovation.

Based on the results of the analysis of the definition and objectives of the program through the proposal document, it can be concluded that these two aspects concern the school's vision, "*Cerdas, Berbudi Luhur*". The results of interviews and questionnaire data show the relevance of the program under the school's vision.

> "Kalau ditinjau dengan seksama, jelas telah sesuai Mister. Visi kita kan cerdas berbudi luhur, berarti program ini juga mencerminkan bagaimana mencerdaskan peserta didik" – **Teacher 1 on Question 1**

From the results of the interview with Teacher 1, through the results of the analysis, it was discovered that there is a relationship between the goals of the program and the school's vision. In the statement *"visi seolah kita kan cerdas berbudi luhur, berarti program ini juga mencerminkan bagaimana mencerdaskan peserta didik"* (Our school's vision is intelligent, virtuous, meaning this program also reflects how to make students intelligent), indicates that this tourist hunting program indirectly educates students at the school in aspects of communication or self-confidence.

The Program's Objectives

The analysis of the results of the questionnaire data that was distributed to 6 students who participated in the program showed that all respondents agreed that they knew the objectives of the program. Table 1 below shows the results of the questionnaire data with the five students:

Table 1. The result of the program's objective

Code	Questions	Transcription Answers
Q501	Apakah anda mengetahui tujuan dari pelaksanaan program hunting tourist ini?	Ya. Melatih berbicara bahasa inggris dengan turis *(Yes. Practice speaking English with tourists)* - Student 1
		Mengetahui *(I know)* – Student 2
		Tau, mencerdaskan siswa disekolah ini *(I know, to make the students at this school smarter)* – Student 3
	(Do you know the purpose of implementing this tourist hunting program?)	Iya, mengasah bahasa inggris dan kepercayaan diri *(Yes, improving English Language and self-confidence)* – Student 4
		Meningkatkan kemampuan bahasa inggris *(Improve English language skills)* – Student 5

The results of the questionnaire analysis on the item test Q501 show that all respondents knew the purpose of holding the program. The objectives of the program were specifically described by the four students, such as how the program could make students smarter (Student 3), how to practice English skills with tourists (Student 1), or hone their self-confidence (Student 4). However, two of the participants knew the purpose of the tourist hunting program, even though there was no specific description of this.

Goals are targets to which activities are directed to be obtained (Istiyani & Utsman, 2020). Through the results of the previous analysis, it can be concluded that the objectives set in the hunting tourist program at Vocational High School are under the school's vision and student needs. Which later the implementation of the program can later achieve the goals set by the school.

Input Evaluation

One evaluation of all aspects that support the implementation of a program is part of the input evaluation (Barnawi & Arifin, 2015). Input evaluation is also closely related to how to see the condition of facilities and infrastructure related to quality and quantity to support the success of a program (Faizin, 2021; Istiyani & Utsman, 2020). Istiyani & Utsman (2020) in their research entitled "Implementation of the Early Childhood Healthy Feeding Program: Evaluation Study of the CIPP Program", in the input section, it is explained how the infrastructure provided by the government supports the program's success and how the implementation of the program involves quality human resources. and have a background that is in line with the event program, such as health cadres who provide supporting facilities, such as appropriate guidebooks.

In this research, there are 3 main indicators in evaluating the input components for the hunting tourist program: 1. What is the quality of teacher resources and materials provided as program supplies, 2. Facilities supporting the program, and 3. Fulfilment of the budget, and 4. The level of students' speaking skills. The results of the analysis show that the quality of the teachers and the materials provided as facilities have met good criteria. This is due to the suitability of the material and the teacher's background, which is under the program background.

Despite obtaining good criteria and meeting standards, the results of the analysis related to facilities and budget still really need to be improved and paid attention to in the future. Through interviews with teachers, the students' English level was still categorized as quite low. (Diharja et al., 2023) added in his research that in input evaluation, it is important to measure the completeness of program implementation and teacher professionalism, and performance in presenting material. Based on the research results obtained, teachers have met the indicators of professionalism in providing materials. Below are the results of a detailed analysis of each indicator of the input evaluation:

Teacher's Quality

The quality of teachers in preparing and equipping students can be said to be very good. This was shown through the results of the questionnaire to respondents that before sending students, the provision related to English language material was given first to prepare them for the interaction and communication process. A teacher's educational background that is in line with the suitability of providing material provision can be said to be following this hunting tourist program.

The results of the interviews indicated that all of the briefing presenters were English teachers who provided specific material related to how an effective interaction process is carried out.

> "Ada Mister, jadi sebelum diterjunkan satu jam atau 45 menit ya kemarin, anak-anak diberikan materi seperti pelatihan gimana ngomong Bahasa Inggris sama Guru Bahasa Inggrisnya" – **Teacher 1 on Question 4**

The results of transcription analysis through interview Teacher 1 show that before students are involved in this activity, namely communicating and interacting with foreigners, students will be given a 45-minute presentation session by their English teacher. The material provided by the teacher is delivered directly by the English teacher, which is in line with the core objectives and description of this program, namely, how students are required to use English in the process of communicating with foreigners they meet.

Table 2. The result of the program's objective

Code	Questions	Transcription Answers
Q101	Bagaimana menurut anda terkait dengan guru pendamping dalam program hunting tourist ini? Apakah mereka sudah berkompeten dalam kaitannya dengan program tersebut? *(What do you think about the teachers in this hunting tourist program? Are they competent in relation to the program?)*	Sangat berkompeten sekali, karena guru pendampingnya memberikan arahan dan intruksi yang bagus untuk kami muridnya *(Very competent, because the teacher gave good direction and instructions to us students)* – Student 1
		Sudah berkompeten *(Already competent)* – Student 2
		Sudah berkompeten (*Already Competent*) – Student 3
		Sudah *(Already)* – Student 4
		Berkompetent *(Competent)* – Student 5
		Guru sudah berkompeten di bidangnya (*Teachers are*

This shows that the quality of the teachers is under their English background. Thus, Table 2 below shows the results of the questionnaire related to students' satisfaction with the quality of the teacher providing the material. The teacher is described as someone competent in their field, and under a hunting tourist

program. The results of the questionnaire above show that the six respondents agreed that the teacher had provided direction and was very competent concerning this program. This concludes that teacher competence in terms of quality has met the first indicator, teachers' quality.

Facilities

Based on the data obtained and through further analysis results, it can be concluded that the results regarding the facility aspect are less than optimal. Through the results of the Teacher 1 interview related to the facilities, the teacher admitted that this program only provided limited facilities, such as provisions for students, as well as material in PDF form for them. The lack of facilities in the form of transportation makes students a little disappointed and overwhelmed when getting to tourist locations. The results of the questionnaire also show similarities in the form of the absence of transportation facilities for them, making the program less than optimal.

> "Ada Mister, meskipun saya akui tidak banyak. Memang tidak ada transportasi, dari segi fasilitas siswa hanya diberikan snack dan materi presentasi saja dalam bentuk PDF, untuk bantu mereka kalau lupa materi" – **Teacher 1 on Question 5**

The only forms of facilities received by students are PDF material files and snacks, based on Teacher 1. This data indicates that there are no facilities for students, such as transportation to the location. Students use their private vehicles to get to the place where the program is implemented. The absence of facilities in the form of transportation makes this program run a little less than optimally. Furthermore, the results of the questionnaire also indicate that there is a relationship with the interview data, and that there are no transportation facilities for students to support this program. Students explained in their answers that most

Table 3. The results of the facilities and infrastructures evaluation

Code	Questions	Transcription Answers
Q503	Bagaimana sarana dan prasaranan dalam program acara tersebut? Apakah sekolah memberikan fasilitas yang memadai? *What are the facilities and infrastructure in the event program? Does the school provide adequate facilities?)*	Belum ada sarana untuk kelokasi wisata *There are no facilities for tourist locations yet) –* Student 1
		Memberikan fasilitas namum kurang maksimal, karena menggunakan kendaraan pribadi *(Providing facilities but not optimal, because using private vehicles) –* Student 2
		Kurang, dikarenakan tidak ada transport *(Not yet, because there is no transport) –* Student 3
		Kurang difasilitasi karena pake motor sendiri[2] *(Lack of facilities because we use our own motorbike) –* Student 4
		Kurang difasilitasi, naik motor sendiri *(Lack of facilities, ride our own motorbike) –* Student 5
		Lebih bagus jika diberikan fasilitas transport (*It would*

of them used private vehicles to get to the event program location.

In question item Q503, student 6 gave his input or opinion that the program would be better if the organizers provided facilities in the form of transportation for them. The materials provided to students as facilities provided by the school, have met the criteria for this tourist hunting program. Based on the results of the analysis, the material provided in the file is related to how to request and provide information in English. There are several forms that students can use through this facility. This can help students when carrying out the interview process with foreigners. Additionally, students can learn independently before carrying out the interaction process, even though they have previously been provided with this by the teacher.

Budget

In this section of the evaluation, some data is not specifically listed due to the confidentiality of the document, which cannot be published. Based on the results of the interview with Teacher 1, the budget used in this program was still said to be insufficient to accommodate all activities and aspects of this program. This can also be seen from the results of the previous questionnaire (*see Table 3*), which indicated that almost all students used their private vehicles, without any supporting facilities such as transportation to the location. This data explains that the budget used in this program is limited.

> "Hahaha, kalau ini sih bisa dikatakan kurang ya. Bisa dilihat sendiri kalau dari segi fasilitas yang diberikan terbatas, memang ada penyesuaiannya dengan anggaran yang diberikan. Kita sebagai panitia lebih mengoptimalkan ke snack agar siswa mendapatkan bekal" - **Teacher 1 on Question 6**

According to Teacher 1, the budget provided by the school can be said to be limited. The budget received by the organizers, namely the committee, optimizes these funds for consumption so that students are guaranteed the food they receive. This explains that transportation facilities are not provided, considering that the funds provided are limited. Regarding the budget indicator, it can be concluded based on questionnaires and interviews that the existing budget is in the insufficient category. Therefore, improvements are needed in this indicator.

Students' speaking skills

The results of the analysis of teacher interviews showed that students' speaking skills still need to be improved. Through interviews, Teacher 1 indicated that the students' speaking skills were still in the not-good category. Additionally, students also need practice to improve their speaking skills. It is hoped that this program can become a bridge for their specialist skills training.

Process Evaluation

In the process evaluation aspect, this refers to what activities are carried out in a program (Arikunto & Jabar, 2008). The evaluation process explains further about the activities carried out in the program, or who is involved in these activities, while they are taking place as the person responsible for the program. Thus, in the evaluation section, this aspect can be seen to what extent the activities carried out in the program are in line with the plan. In this hunting tourist program, there are 2 main indicators, namely: 1. Conformity of the program to the plan, and 2. Suitability of the duties and role of the accompanying teacher, and 3. Description of program implementation.

The evaluation results based on indicators in the evaluation process show that the program has run under the agreements and plans that have been previously determined. Additionally, teachers have fulfilled their roles and duties in being companions throughout the program process. (Hidayati, 2010) added in his research that process evaluation looks at some aspects such as program implementation, activity time, or facility readiness. Through this, it was found that these aspects supported the implementation program. Below are the results of a detailed analysis of each indicator of the process evaluation:

Conformity of the program based on the plan

In this section, it was found based on research results through interviews, questionnaires, and video observations that the program activities were following the series of events that had been carried out previously even though there was a slight delay. Program activities begin with an opening, followed by a student training procession. Then students continue with the interview and interaction process, where as proof that they have carried out these activities, students are required to take photos and videos as a form of publication.

After going through these activities, students present their results and discuss together what they feel. In general, it can be concluded that the tourist hunting program went according to what had been planned at the beginning, although there was a slight delay due to the students' negligence in managing their time. As a result of observations of the video program, students started the interaction process by giving greetings and asking the points they wanted to ask foreigners, as explained by the teacher in the previous material.

In the questionnaire results, all participants explained how they actively participated in the procession. This is supported by the results of the interview with teacher 1, who stated that the students' involvement looked very active and enthusiastic. Even though the overall results of the program went according to the initial plan, there was one evaluation point, although not significant. In the questionnaire question item Q203 below, student 4, who stood as the respondent, stated that overall, the event program was appropriate, even though there were delays.

Table 4. The results of the program's process

Code	Questions	Transcription Answers
Q203	Apakah proses kegiatan program tersebut telah sesuai dengan susunan acara diawal? (*Is the program activity process in accordance with the initial program schedule?*)	Iya sesuai (*Indeed*) – Student 1
		Sesuai dengan rencana (*Already in line with the plan*) – Student 2
		Sesuai dengan rencana (*Already in line with the plan*)– Student 3
		Sudah sesuai, meski sedikit telat *(Already good, but little bit late)* – Student 4
		Ya, sesuai *(Yes, it is)* – Student 5

After the researcher digs deeper into this point, based on the interview results with Teacher 1, the delay in the event was caused by a lack of discipline in some students, resulting in the program being slightly delayed. In conclusion, to answer this indicator through the results of interviews, observations, and previously distributed questionnaires, the tourist hunting program event process is running properly, even though there are points that need to be corrected, such as participant delays, which result in slight changes in the previously determined time.

As someone responsible for the event process, the teacher or committee can coordinate with each other and frequently remind participants to arrive on time. This can minimize the occurrence of delays caused by students. The teacher or committee who is responsible for the event program process has the authority to start the event without having to wait for students, this is a form of consequence that students receive due to their lack of discipline.

The role of teachers

In this indicator which explains the role of the companion, namely the teacher, in the process of running the event, the teacher has fulfilled the role as an excellent companion. During the tourist hunting program process, the teacher stands as a companion who directs, assists, and supervises students when carrying out the interview interaction process. The results of the interview data also show a correlation between the role of the teacher and the process of carrying out the event.

> "Jelas Mister, seluruh peserta didik aktif dalam berpartisipasi, mereka juga didampingi oleh guru Mister." – **Teacher 1 on Question 7**

Through the results of observations and interviews, teachers have fulfilled their roles and suitability following their obligations. The teachers involved in this program are teachers who have good English skills, and 2 of the 3 accompanying teachers are English teachers at the school. Thus, as a conclusion in this indicator, teachers have fulfilled the criteria and their role in implementing the program. Through the results obtained, such as teachers being tasked with accompanying students and directing and supervising them during the procession, teachers have fulfilled their obligations as companions.

Description of program implementation

The implementation of the tourist hunting program at Berbudi Vocational School has been running properly, although several notes can be used as evaluation material in this indicator. Through the results of the proposal document, the technical implementation is in sufficient accordance with the activity schedule. Implementation activities started at 09.25, there was a 10-minute delay due to delays by students. Students continued the process of providing material by the teacher from 09.25 to 10.00, the process of delivering the material was carried out well, even though it only took 35 minutes.

Students continue the core procession of activities for one hour and present the results they get for 15 minutes. No delays or inconsistencies were found. Until the end of the event session, participants closed the activity with a group prayer for 15 minutes. Based on the results of interviews with teachers, one form of obstacle in the event procession was how to discipline students regarding time. This indicated that at the start of the event, students experienced indiscipline, resulting in a slight delay in the event procession. As one of the roles that teachers have, teachers can discipline students by warning them about time management as a form of coping strategy.

Product Evaluation

The form of evaluation carried out on the results or outcomes, which are the objectives of the program, is part of product evaluation (Turmuzi et al., 2022). This explains that this evaluation is directed at things that show changes that occur in a program (Istiyani & Utsman, 2020). This evaluation section has two indicators, these are 1. Achievement of program objectives and 2. Impacts, and 3. Teacher perceptions of program suitability. The results obtained show that the program has achieved the objectives that were set at the beginning, as well as providing positive impacts for students after carrying out the program events.

(Derisman et al., 2018) in their research, define product evaluation measures and evaluate the extent to which a program produces results for the audience. The results of their research show that several indicators produce a sufficient increase in results and a fairly good increase in potential. These are the results of a detailed analysis of each indicator of the product evaluation:

Table 5. The results of the students' experience

Code	Questions	Transcription Answers
Q103	Bagaimana Anda menggambarkan interaksi Anda dengan turis selama program berlangsung? (*How would you describe your interactions with tourists during the program?*)	Excited – Student 1
		Lancar salam berinteraksi dengan orang luar (*Smoothly interact with outsiders*) – Student 2
		Bisa ngomong walaupun salah^2 (*Can speak even if it's wrong*)– Student 3
		Bagus meskipun deg^{2}an *(Good even though nervous)* – Student 4
		Luar biasa *(Amazing)* – Student 5

The achievement of the program's objective

The hunting tourist program organized by Vocational High School has succeeded in producing students who dare to carry out the communication process by interviewing foreigners they meet. This can be seen through the results of video observations, which show that the pattern of questions asked by them is in line with the discussion at the beginning. Students also get outcomes or results in the form of knowledge in carrying out the interaction process with native speakers, which they do not encounter in the classroom.

The increase in their knowledge or abilities in the field of speaking means that the results obtained are in line with the objectives of this program. The results of the questionnaire below show how students describe their experiences when carrying out the program. Through the results of the questionnaire above, students illustrate that through this program, they can carry out interaction processes bravely. Although the results obtained were not significant, it was because some of them were still nervous when talking to native speakers or foreigners.

What needs to be underlined in this indicator is how students gain experience and the skills they have acquired as a result of the success of this program's objective form.

> "Menurut saya adalah gimana mereka bisa berkomunikasi dalam Bahasa Inggris, sama keberanian mereka saat menghadapi bule-bule tersebut Sir. Meski beberapa ada yang takut sama malu awal-awal kan latihan." – **Teacher 1 on Question 9**

The results of interviews with teachers via the transcript above validate the results of the questionnaire and observations that they can carry out the interaction and communication process, even though some of them still look afraid, nervous, or

even shy. However, they have succeeded in carrying out this process well.

Impacts

The impact of the tourist hunting program organized by this school is that participants or students become more confident and more confident in their abilities. Apart from that, students also gain new experiences that can be used as provisions for the future. Even though 2 out of 6 respondents admitted they were still nervous when talking to natives. Thus, they also agreed that through this program, the impact they felt was being able to interact with natives, honing their English language skills, as well as teaching them how to be braver.

Teacher perceptions of program suitability

Teachers show positive perceptions regarding the suitability of the program, its impact, and there is an increase in student abilities. The teacher explained that through this program, students are expected to be able to practice their speaking skills. Additionally, after the program was implemented, students showed that they were active in interacting and communicating with natives (see Teacher 1 on question 7), and there was development in speaking skills and self-confidence, although not significantly.

This is also supported by the results of video analysis of their interaction process, which shows the students' activeness in carrying out the interview process using English. Teachers also perceive that the program is under the objectives set at the beginning, and has had a contributing impact on students (*see Teacher 1 on question 9*).

The Overall Evaluation based on the CIPP Model

The findings in this study strengthen the relevance of the CIPP model developed by Stufflebeam (2000), where program effectiveness is seen from the suitability of the context, completeness of input, smoothness of the process, and the results (products) achieved. For example, obstacles in the input aspect, such as limited budget and transportation facilities, reflect similar findings from Diharja et al. (2023), who found that logistical support greatly determines the success of a foreign language community-based program.

In terms of the process, active student participation that is not balanced with optimal mentoring from teachers follows the findings of Turmuzi et al. (2022), which underlines the importance of consistent involvement of educators in implementing the curriculum to maximize learning outcomes. In addition, the product aspect in the form of increasing student self-confidence and communication skills is in line with the results of the study by Istiyani and Utsman (2020), which shows that vocational training based on real practice has a positive impact on student competence.

Overall, this evaluation confirms that the CIPP approach can identify critical points in the implementation of vocational programs, as also shown in the study by Derisman et al. (2018), who evaluated the automotive engineering curriculum in vocational schools. This confirms that CIPP-based systematic evaluation can be an important foundation in the development of sustainable and adaptive educational programs to industry needs.

Conclusion

Based on the results of the previous analysis, the context evaluation shows that the tourist hunting program is in line with the school's vision and mission, and has specific and clear plans and goals. In the Input evaluation, the program has met the need for good-quality teachers by preparing competent assistants and presenters according to their fields. The material provided as a facility for students meets the aspects that will be used, making this material a provision for them when implementing the program.

However, the results of the analysis show that the facilities and budget involved require improvement and further evaluation by the school. Part of the process evaluation is also under the initial planning, although there are things that need to be considered, such as student discipline in time management. The indicator that the role of the teacher has been achieved optimally is how the teacher carries out his duties as a companion and supervises students. Product evaluation produces good impacts and benefits, such as honing their language skills and learning how to be brave when interacting with foreigners, in this case, native speakers.

Considering the overall findings of the four CIPP components, it can be concluded that the success of the program does not only rely on one particular aspect, but is the result of the relationship between visionary planning, readiness of human and material resources, structured implementation, and outputs that have a real impact on student competency. To improve the effectiveness of the program in the future, optimization of supporting facilities and more transparent and planned budget management are needed.

This evaluation is important as a basis for decision making for schools and stakeholders in developing project-based learning programs that are more adaptive to industry demands and global developments. In the context of an evaluation using the CIPP model, the tourist hunting program carried out by Vocational High School followed the stipulated procedures that had been previously planned and obtained good indicators in several aspects. As a form of advice in this research, the school continues to pay attention to several points, such as facilities to facilitate student access and avoid indiscipline, pay attention to the budget to support program facilities and infrastructure, and conduct a review of student discipline to avoid delays in events.

Furthermore, future research could consider involving various types of documents in the CIPP model to enrich data as material for analysis and review.

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