SYSTEMATIC LITERATURE REVIEW
IMPLEMENTATION OF CIPP (CONTEXT, INPUT, PROCESS, PRODUCT) EVALUATION ON THE BARISTA TRAINING PROGRAM

Annisa Nurbaeti

Department of Non-Formal Education, Faculty of Teacher Training and Education
Sultan Ageng Tirtaysa University, Banten-Indonesia
Email: 2221210022@untirta.ac.id

ABSTRACT

The application of the CIPP Evaluation Model as input in helping to manage decisions, to determine existing resources, alternatives and plans and strategies to achieve goals, in procedures through human resources, supporting facilities and equipment, funds or budgets, and various procedures and rules required in a program. The purpose of this research is to better determine the effectiveness of a program. This training also increases the skills and income of trainees or not. The focus of the research is: 1) context evaluation: program suitability with program needs and objectives, 2) input evaluation: learning citizens, tutors, funding, facilities and infrastructure, 3) process evaluation: activities of learning citizens, tutor activities, methods, learning materials and participation of learning citizens, 4) product evaluation: achievement of goals and evaluation process. The method used in this research is systematic literature review. The results of the SLR that overall have achieved the components and in accordance with the objectives set. There were shortcomings in the input evaluation, which were found in the instructors/trainers and in the infrastructure.
Keywords: Program evaluation; CIPP; Training

INTRODUCTION

Program evaluation is a series of activities carried out deliberately and carefully to determine the level of implementation or success of a program as a basis for making decisions and taking policies to develop further programs. In evaluating a program, there are many models that can be used to evaluate a program. Although one is different from the other, they have the same purpose, which is to collect data or information related to the object being evaluated, which aims to provide material for decision makers in determining the follow-up of a program. The purpose of program evaluation is to determine the achievement of program objectives by knowing the implementation of program activities, because program evaluators want to know which parts of the program components and sub-components have not been implemented and why (Arikunto and Jabar, 2014: 18).

A training program is generally prepared based on the need for increased competence that is expected to be met or fulfill the performance gap between employees. The training program is certainly prepared in accordance with what is needed so that the training program that will be held runs well and smoothly. The implementation of a good and smooth training program is not necessarily optimal, because there may still be many problems that occur. To measure the level of success of the training program, whether the training program is in accordance with the predetermined objectives, evaluation activities need to be carried out.

As a part of training management. Training program evaluation is a holistic evaluation, which is used to assess the effectiveness and efficiency of a training program. The training program evaluation process cannot stand alone because the training program evaluation process is a continuous process starting from training planning (curriculum preparation), training preparation - determining

participants, scheduling facilities or tutors (widyaiswara), as well as other learning aids, during the implementation and implementation of training, to the training evaluation activities themselves (Widoyoko, 2010 in the journal R aulia 2021).

There are several program evaluation experts who are known as the inventors of program evaluation models. These evaluation models are widely known and applied by evaluators. The concept of the CIPP (Context, Input, Process and Product) evaluation model was first introduced by Stufflebeam (1985: 153) in 1965 as a result of his efforts to evaluate ESEA (the Elementary and Secondary Education Act). According to Madaus, Scriven, Stufflebeam (1993: 118), the important purpose of this evaluation model is to PHPSHUEDLNL GLNDWDNDQ 3the CIPP approach is based on the view that the most important purpose of evaluation is not to prove but to improve". Stufflebeam's evaluation model consists of four dimensions, namely: context, input, process, and product, so the evaluation model is named CIPP. The four words mentioned in the abbreviation CIPP are the targets of evaluation, namely the components and processes of an activity program.

The CIPP (Context, Input, Process, Product) evaluation model is a comprehensive evaluation framework that can be used to analyze and improve the effectiveness of training programs. This model considers various aspects, such as the context of the program, the resources used, the implementation process, and the results achieved by the participants.

According to Law No. 20/2003 on the National Education System, there are several paragraphs that regulate courses, especially in Article 26 paragraph (4) and paragraph (5). Courses and training are organized for people who need provision of knowledge, skills, life skills, and attitudes to develop themselves, develop a profession, work, independent businesses, and/or continue higher education. Courses and training can be organized by non-formal education units, namely: Courses and Training Institutions (LKP), PKBM, Learning Activity Centers (Sanggar Kegiatan Belajar/SKB), Village Government Institutions, and other similar institutions. The provision of skills offered by various institutions is expected to increase and strengthen community competencies, so that they can prepare themselves to enter the world of work.

Human resources are the main key and have an important role in the development of every nation and state. The great potential of human resources must be transformed into an asset that is beneficial to development. Qualified and competent human resources are needed to support activities and productivity so that institutional goals can be achieved properly.

Utilization of regional potential encourages local economic growth while fostering community awareness to increase economic-oriented activities for residents. The utilization of natural resources around the community based on local wisdom also supports the government program, namely the management of natural resources in a good and sustainable manner.

Barista training programs aim to train participants to have the necessary skills and knowledge in the coffee industry. However, the success of a training program is not only determined by the materials taught, but also by effective program planning, implementation, and evaluation.
The use of the CIPP evaluation model in this study is because this model has several advantages, namely that it can be carried out when the program has not yet started and during the program, this evaluation model is also intended to serve the needs of people who plan and implement a program and the decision in the CIPP model is an assessment of whether the needs and objectives of the program have or have not been met.

RESEARCH METHODOLOGY

This research was conducted using the Systematic Literature Review (SLR) method. The SLR method refers to a specific research methodology and development to collect and evaluate research related to the focus of a particular topic (Lusiana and Suryani, 2018). The benefit of research with the

SLR method is that it is able to identify, review, evaluate, and interpret all available research with a topic focus on certain phenomena of interest (Traiandini et al., 2019).

SLR is a research method to synthesize research results, so that more comprehensive and balanced facts can be presented to policy makers (Siswanto, 2010). The SLR method broadly consists of 3 (three) steps, namely the planning stage, conducting stage, and reporting stage (Wahono, 2015).

The purpose of this SLR or Systematic Literature Review research is to find strategies that will help overcome the problems faced and identify different perspectives related to the problem being studied and reveal theories that are relevant to the case in this study which examines more deeply the implementation of CIPP evaluation in training programs.

RESULTS AND DISCUSSION

In HR management there are several main functions, and the evaluation function is one of them, in addition to planning, organizing and implementing. Training programs as one of the HR development strategies require an evaluation function to determine the effectiveness of the program concerned.

In general, people assume that the evaluation of training programs is conducted at the end of the training. Such an assumption is incorrect, because evaluation is one of the links in the training system which, in terms of time, can be carried out at the beginning of the planning process, in the middle of the implementation process and at the end of training and post-training activities. The assessment carried out in the planning process is called a needs assessment, which seeks to gather information about the abilities, skills and expertise to be developed in the training, the characteristics of the trainees, the quality of the training materials in terms of relevance and novelty, the competence of the trainers/instructors/teachers, the training venue and the facilities and infrastructure needed, accommodation and consumption as well as the schedule of training activities.

Existing research that refers to Stufflebeam's thoughts to describe or become reference components in compiling research features that can be used as guidelines for evaluating or analyzing a program.

Context evaluation

A context evaluation is conducted to map the needs, problems, assets and opportunities in the intended evaluation environment (Stufflebeam, 2003; Stufflebeam & Coryn, 2014). A context evaluation can be conducted before, during or after a project, program or other intervention. Evaluations before a project or program are conducted to help set goals or priorities. In the case of during or after a program, institutions conduct and report context evaluations in combination with input, process, and product evaluations (Stufflebeam, 2003; Stufflebeam & Coryn, 2014).

Context is the environment in which the program is implemented. Context includes factors such as program objectives, related policies, and the social, economic, and political conditions under which the program is run. Context evaluation aims to understand these factors and how they affect program implementation. This assessment includes planning, program requirements, and program objectives to assess problems, needs, resources, and opportunities related to Target conditions (programming environment), (Lagantondo et al., 2023).

Input evaluation

Input evaluation is to help determine the program approach or action to make the desired change. Evaluators examine potential approaches, including approaches or actions already in use (Stufflebeam, 2003; Stufflebeam & Coryn, 2014).

According to Widyaiswara (2021) input evaluation is an evaluation that evaluates how the use of available resources in achieving program objectives. Input evaluation includes analysis of the use of available resources, the use of alternative strategies to achieve a program, system capabilities, design of procedures for implementation strategies, financing and scheduling.

Evaluation of inputs involves assessing the relevant approaches that can be used. Through input evaluation, it is possible to determine the system support in each program for the chosen strategy. Input evaluation aims to identify and examine system capabilities, alternative program strategies, and the design of procedures through which strategies will be implemented. In program implementation, the evaluation of inputs can include the number of human resources, support facilities, and infrastructure.

In evaluating the characteristics of the learners, they include the high quality of knowledge, hard work and desire to participate in training, and the age factor of the trainees. In evaluating the instructor's characteristics, the evaluated work experience, teaching experience, education history and certification that has been carried out so that it greatly affects the training results to be achieved.

Process evaluation

Process evaluation is (1) providing feedback to staff and managers on the extent to which they are carrying out planned activities on time, as planned, and efficiently. (2) Guiding staff to change and improve planned procedures and budgets appropriately. Usually staff cannot determine all aspects of a plan when a program begins. Staff should modify plans if some initial decisions are not appropriate. (3) Assessing the extent to which participants accept and are able to perform their tasks (Stufflebeam, 2003; Stufflebeam & Coryn 2014).

Process evaluation is an evaluation that is oriented towards how far the program activities are carried out in accordance with the plan. Process evaluation involves aspects of what the activities are, who is responsible for the program, and when the activities are completed. The implementation of this process evaluation can be through pre-test post-test, observation, behavior improvement self-report, self-study, case study, sociometry measurement, attendance and discipline data, and obstacles encountered. Product evaluation is an evaluation that aims to measure, interpret, and assess program outcomes. In addition, it assesses outcomes and relates them objectively to context, inputs, and processes (Muyana 2017).

The first learning activity will talk about how residents participate in the learning process, and learning activities. The second will talk about the interactions that occur between students and learning presenters. The last learning activity will discuss the interaction between the learners and other learners. Topics regarding community learning activities are described below and are based on research that researchers conducted through interviews and observations.

Product evaluation

Product evaluation is the last stage of evaluation in the CIPP model. This evaluation is conducted to measure, interpret, and assess the results of a program. Outcome evaluation is conducted to answer the question "Was this program successful?" (Stufflebeam, 2003; Stufflebeam & Coryn, 2014).

According to Darodjat and Wahyudhiana (2015: 8), product evaluation is an assessment carried out to measure success in achieving predetermined goals. The resulting data will determine whether the program is continued, modified or discontinued. The CIPP model was refined with one component O, which stands for outcome, thus becoming the CIPPO model. While the CIPP model stops at measuring outputs, CIPPO extends to the implementation of outputs.

According to Marhaeni in the book Dewa Gede Hendra (2018), evaluation of results is an evaluation that aims to help recycle in making a decision? This evaluation is more focused on what results are obtained? To what extent can the needs be reduced? What should be done further? Evaluation of these things is useful to determine the success rate of achieving a program.

Here it is important to remember that process evaluation primarily aims to ascertain the process. Deviations from the original plan are explained. The main function of process evaluation is to provide feedback that can help organizational staff run the program according to plan, or perhaps modify a plan that turned out badly. In turn, process evaluations are a vital source of information for interpreting the results of product evaluations (Bhakti, et al 2022).

Table 1
The result of research on CIPP evaluation of a program

No.	Tittle, research, and year of research	Research result
1.	Arief Bramantyo conducted in 2016 with the title "Evaluation of the School Library Book Angkringan Program at Madrasah Aliyah Negeri (Man) 1 Yogyakarta Academic Year 2015.	The results explained that the study used the CIPP evaluation model (Context, Input, Process, and Product). The research discusses each supporting component and what factors are obstacles to the sustainability of the angkringan buku program. From this research, there was input regarding the availability of book collections of less diverse types, the need for procurement of supporting facilities such as chairs, reading tables, angkringan carts, information boards and trash cans because many were damaged, and also the addition of management staff because it was known that the angkringan cart management staff was still inadequate in number. The final results of the evaluation of the angkringan buku program have achieved the objectives set, but there are several aspects that still need to be improved.
2.	Oktaviani, L. Evaluation of the results of the urban community empowerment program (PPMK) bridal makeup skills training (Case study in Cibubur Village, East Jakarta) 2017.	The researcher examined the CIPP evaluation of cosmetology training. In the context evaluation, which includes aspects of program objectives, it is said to be appropriate or relevant to each other. Where the purpose of this bridal makeup training PPMK program is to empower people who are less skilled, this is already relevant to the context of the training program, namely bridal makeup, where the training is based on suggestions or ideas from people who have an interest in makeup but do not have a place to develop their skills. In the input evaluation which includes participants, resource persons, implementing staff, facilities and infrastructure as well as budget funds and other supporting facilities. This is already available quite well and accordingly, but there are still some shortcomings or obstacles faced. As for the implementing staff, there should be special assistance in empowerment through this bridal makeup training. In the process evaluation,

		including the planning, implementation, monitoring and evaluation stages, the recruitment and selection process should be more selective so that this training is right on target, and for future training, the recruitment of participants should be for advanced participants only, not recruiting new participants because for advanced participants, they are more familiar and independent. In the evaluation of results, there are aspects of changes in participant behavior and business or program sustainability. Although there are changes in the behavior of participants socially and economically, namely being able to increase self-confidence with the skills they have as long as participants often practice what they have learned during training, and economically in increasing family income enough additional income
3.	Saputro, S. A., Santoso, S., & Hasbullah, H. (2023). Evaluation of Level II Medical Radiation Protection Officer Education and Training Program with Context, Input, Process, Product (CIPP) Model (Study at South Jakarta Health Polytechnic.	• Evaluation of context. Program activities are very good, because the basic regulations for implementation are appropriate, program needs analysis is fulfilled, program background is fulfilled, curriculum relevance and program objectives are appropriate. • Evaluation of input (input). In this activity, it is very good, this is the fulfillment of indicators of implementation that play a role according to indicator standards, the suitability of instructor competence and can master the material, the suitability of appropriate participant criteria, the achievement of indicators of optimizing the use of learning methods and media, the achievement of indicators of infrastructure support, and the suitability of education and training budget management. • The process evaluation in this activity is good, this is evidenced by the alignment of the activity schedule, the optimization of relevant instructors and organizers, and the holistic evaluation of both participants, instructors and organizers. • Product evaluation. In this activity, it is very good, achieving indicators of participants who understand learning well and fulfilling indicators of program achievement, with a graduation rate of 100% and the percentage of obtaining a radiation protection officer work permit of

		94.12%, with details of 32.
4.	Aulia, R. (2021). Evaluation of Public Service Technical Training at the Jakarta Religious Education and Training Center with the CIPP Model.	Learning in the Public Service Technical Training program implemented by BDK Jakarta through the implementation of training in working areas (PDWK) as a whole can be said to be good based on the evaluation carried out using the CIPP model approach (Context, Input, Process, Product). In the Context evaluation, the training organized has been based on the needs of the learning community and the training objectives have been achieved. In the Input evaluation, the recruitment of participants also has certain requirements that must be met but are not burdensome for participants. Training participants are employees within the Ministry of Religious Affairs and are assigned by their respective work units to take part in the training. Widyaiswara as a tutor is an expert in the subject matter of the training, mastering adult learning techniques and methods and has attended the required TOT / TOF. Funding in this training has been fully funded by DIPA BDK Jakarta. The facilities and infrastructure used are good. Process evaluation, learning in this Public Service Technical Training is carried out for 54 lesson hours and takes place over 5 working days. In the implementation process, participants' responses were very good. Communication between learners and tutors was also very good. The methods used in this learning are lecture, question and answer, discussion and practice. Finally, Product Evaluation. The learning carried out is in accordance with the learning objectives and expected competencies, learning outcomes and learning outcome indicators contained in each training subject. however, the evaluation is still lacking because the evaluation process carried out by the organizers at the end of the learning process and it is only in the form of a questionnaire about the participants' responses to the training conducted. The program evaluation carried out is only in the form of a report made by the organizer and reported to the Jakarta BDK leadership.
5.	Mukhlisin, L., Martiana, D. S., Armandio, M. D., & Herwina, W. (2023). Application of the CIPP (Context, Input, Process, Product) Evaluation Model to the Training Program of the Community Work Training Center (BLKK) Amanah Tasikmalaya City.	Based on the results of research and discussion of research on the application of the CIPP evaluation model to the training program of the community work training center (BLKK) Amanah Tasikmalaya City, it can be concluded that this CIPP evaluation model uses 10 DIKMAS benchmarks. Which in this context evaluation includes 1) Learning citizens in the application of the CIPP evaluation model from a group of sewing

International Conference on Learning Community (ICLC)

2114

ICLC 2024
INTERNATIONAL CONFERENCE
ON LEARNING COMMUNITY
UNTIRTA·INDONESIA

SUPPORT BY :

		trainees at BLKK Amanah. In the input evaluation includes 2) Learning resources in sewing training activities are from instructors. 3) Pamong belajar for this sewing training is the instructor. In the process evaluation includes 4) The training place or place of implementation of activities takes place at the Community Work Training Center at Pesantren Amanah Tasikmalaya City. 5) Complete sewing facilities and infrastructure. 6) Training funds are funded by the Indonesian Ministry of Manpower. 7) Learning yeast is obtained from direct motivation from the Instructor providing rewards at the end of the training. 8) The learning group of this training is the trainees. 9) The learning program in this sewing training is introducing some sewing equipment, making patterns etc. In product evaluation includes 10) Learning outcomes from sewing training activities, namely an increase in skills, creativity and increased sewing skills as a benchmark for working in garment companies. For sustainability after sewing training at BLKK Amanah, every trainee who has graduated will be recommended to work in several partners or garment factories in the Tasikmalaya City area with several stages before being accepted.
6.	Dianingtyas, I., Masyhud, S., & Ariefianto, L. (2021). Evaluation of the Graphic Design Training Program in Achieving the Success of Trainees at the Banyuwangi Job Training Center.	The evaluation of this graphic design training program is fairly good, it can be seen from the evaluation conducted by researchers that the 4 components of the CIPP model evaluation, namely Context, Input, Process, and Product are carried out in accordance with standardization. Thus, by conducting CIPP model evaluation research, it can carry out an effective and efficient evaluation so that this becomes a reference for the future so that what is an obstacle and shortcoming can be input and improvements are made immediately. The evaluation carried out can be seen from the success of the trainees, namely the increase and addition of knowledge, skills and attitude changes that occur in the trainees. The form of training results is the certificate of training participants and competency test certificates for participants who pass the competency test issued by the Professional Certification Agency (LSP) so that the certificate can be used as support when participants want to apply for a job. Suggestions for the Job Training Center are that it needs to be more selective in accepting prospective trainees so that graduates, namely accepting prospective participants at a productive age so that

		they have high motivation to change and become competent graduates. As well as, adding facilities, especially in the graphic design training program, namely a flashdrive.
7.	Istiyani, N. M., & Utsman, U. (2020). Evaluation of the CIPP Model Program on Sewing Training at LKP Kartika Bawen.	Based on the results of research and discussion of program evaluation with the CIPP model in LKP Kartika Bawen, it can be concluded as follows: 1. Context evaluation, which consists of two aspects, namely the suitability of the program to the needs of the learning community and program objectives. All of these aspects have been achieved and in accordance with the needs of the learning community and the institution. 2. Evaluation of input, which consists of seven aspects, namely learning citizens, instructors, curriculum, training materials, training methods, funding, facilities and infrastructure. In the input component, only six aspects are achieved, one aspect that has not been achieved is the instructor aspect, in LKP Kartika there is only one instructor who trains learning citizens, so the instructor must handle the training process alone. 3. Process evaluation, which consists of four aspects, namely the activities of learning citizens, instructor activities, learning strategies and participation of learning citizens. The process component in LKP Kartika has achieved everything in accordance with the aspects of the CIPP model program evaluation. 4. Product evaluation, which consists of three aspects including the achievement of program objectives, learning outcomes and program impact. The sewing training program at LKP Kartika has been able to achieve all of these components. LKP Kartika has been able to equip learning citizens with sewing skills, which later these skills can be used for their lives.

Context Evaluation

- The suitability of the program to the needs of the participants
  The results of the research from the seven journals show that all of them have matched the program with the needs of the participants.
- Program objectives
  The program objectives are basically expectations, which is what is expected of the learners, and from the seven journals, all of them meet the expectations of the learners.

Input Evaluation

- learning citizens (Participants)

  As a result of the seven journals' research, each program has its own criteria for participants in the program.

- Instructor

  A training instructor is someone who has knowledge and skills in a particular field, who is responsible for teaching and guiding trainees to understand and master the training material.
  Of the seven journals, only five journals state the suitability of the instructors in the training program. The second journal states that they lack implementing staff, namely there is no special assistant. And in the seventh journal it is the same that in LKP Kartika there is only one instructor who trains learning citizens, so the instructor must handle the training process alone.

- Funding

  Funding is one of the factors supporting the running of a program. The source of costs used in training must be clear, whether it comes from the institution, funders, or participants. The results of the research from the seven journals show that funding is well organized.

- Infrastructure

  Infrastructure refers to the facilities, equipment, and infrastructure needed to support a particular activity or process. This can include buildings, equipment, transportation, technology, and all elements that facilitate the smooth operation of an organization or activity. The results of the research of the seven journals are 6 journals are in accordance with the infrastructure and facilities with the program being implemented, but there are those that are not yet appropriate, namely in the first journal that the availability of book collections lacks a variety of types, it is necessary to procure supporting facilities such as chairs, reading tables, angkringan carts, information boards and trash cans because many are damaged.

Process evaluation

- Activities of learning citizens

  The activity of learning citizens in training refers to the various activities carried out by trainees to achieve learning objectives and develop the required competencies. The results of the research of the seven journals are that the activities of the learners are very good and achieved, the communication of the learners with the instructors is active.

- Instructor activities

  Trainer activity in the training or learning process refers to the various roles and responsibilities performed by a trainer or instructor to facilitate and support trainees in achieving learning objectives. The results of the research of the seven journals are that the instructor's activities are very good and achieved, the communication between the learners and the instructor is active.

- Methods

  The training methods used in the training program based on the research results are lecture and practice methods. By using these methods, participants can receive the material well and conducive. Thus it can be said that the methods used in this leadership training program are good and supportive for the implementation of leadership training programs.
  The results of the research of the seven journals are in accordance with the methods used, some of which use the lecture method, discussion method and practice/simulation method.

- Learning/training materials

The training materials in this training program are created by the training instructors who refer to the Specific Instructional Objectives designed by the training program organizers. However, there is no control in the training materials with the Specific Instructional Objectives. We can see that the delivery of training materials is known by the training organizers when the training instructors deliver the training materials to the learners. The results of the research of the seven journals show that the material taught is in accordance with the needs of the program being implemented.

- Training program participation
  Citizens' participation in learning varies. Some are enthusiastic and able to complete the course program to completion, and some stop and do not continue the program. So far, learners who take part in the course program can complete the program to completion, and some even continue to the next level of the course. For learning citizens who do not complete the program, they usually have obstacles such as other activities that cannot be left behind. From the results of the above research that in participation in the 7 programs that participation is very active and meets the target.

Product evaluation
- Achievement of program objectives
  The results of the seven journals show that the achievement of the program is in accordance with the program objectives, namely increasing skills, creativity and increasing skills.
- Evaluation of implementation
  In the evaluation of implementation from the research results of the seven journals, the evaluation is carried out at the end of the activity and at the time of reporting.

From the results of the journal research above, barista training can apply CIPP evaluation as follows:
- Context evaluation, in barista training can identify the needs and problems behind the barista training program, whether this barista training has become a necessity to be held for the surrounding environment. As well as having program objectives that are in accordance with the needs of the labor market and the coffee industry.
- Input evaluation, in this barista training, can assess the qualifications and competencies of instructors/trainers, as well as evaluate the resources needed such as facilities, tools and materials needed. This input evaluation should also assess the selection and recruitment process of trainees. And create training materials that suit the needs of the participants.
- Process evaluation observes whether the training program is implemented in accordance with the plan, and whether the training methods and techniques used are appropriate for the participants. During the training, the trainer can analyze the participants' involvement and participation during the training.
- Product evaluation assesses the achievement of the training program's objectives, such as increasing participants' knowledge, skills and attitudes. It also measures the level of participant satisfaction with the training program. Assess the sustainability of the training program and prospects for future development.

After conducting a CIPP evaluation, there are benefits that can be taken, namely:
- A comprehensive understanding that can provide an overview of the program's strengths, weaknesses, opportunities and challenges. As well as gaining an in-depth understanding of the context, inputs, processes and outcomes of the program.

- Better understanding of decisions helps program makers to determine the direction of program improvement and development.
- Improving program quality, the CIPP evaluation can identify areas that need to be improved or enhanced in a program, and produce recommendations for program improvement and quality enhancement.
- Accountability and transparency, this CIPP evaluation provides accountable evidence of program implementation and outcomes. It also increases transparency and trust in the program makers of the program.
- Being continuous learning and improvement, the results of a CIPP evaluation can be used as learning for future program development, as well as encouraging a culture of continuous evaluation and improvement within the institution/organization.
- Justifying resource allocation, CIPP evaluations provide information to justify the allocation of resources (budget, manpower, and time) needed by the program, and assist in setting priorities and making decisions regarding resources.

CONCLUSIONS

From the above review it can be concluded: 1) context evaluation: program suitability with the needs and objectives of the program, in the seven journals it is in accordance with the components, 2) input evaluation: learning citizens, tutors, funding, facilities and infrastructure, in the seven journals there are some that are not appropriate, namely in terms of infrastructure and tutors / instructors 3) process evaluation: activities of learning citizens, tutor activities, methods, learning materials and participation of learning citizens, in the process evaluation all have been appropriate and achieved 4) product evaluation: achievement of goals and the evaluation process is appropriate.

LITERATURE

Amam, A., & Rusdiana, S. (2022). The role of livestock institutions, an existence not just a dream: A review with Systematic Literature Review (SLR) method. Journal of Animal Husbandry, 19(1), 9-21.

Arikunto, S. & Jabar, C.S.A. (2014). Education Program Evaluation. Jakarta: Bumi Aksara.

Aulia, R. (2021). Evaluation of Public Service Technical Training at the Jakarta Religious Education and Training Center with the CIPP Model. Insight: Journal of the Jakarta Religious Education and Training Center, 2(2), 158-173.

Dianingtyas, I., Masyhud, S., & Ariefianto, L. (2021). Evaluation of the Graphic Design Training Program in Achieving the Success of Trainees at the Banyuwangi Job Training Center. Learning Community: Journal of Out-of-School Education, 5(2), 62-67.

Istiyani, N. M., & Utsman, U. (2020). Evaluation of the CIPP Model Program on Sewing Training at LKP Kartika Bawen. Learning Community: Journal of Out-of-School Education, 3(2), 6-13.

Lusiana & M. Suryani. 2018. SLR method to identify issues in software engineering. Satin: Science and Information Technology. 3 (1): 1-11.

Mukhlisin, L., Martiana, D. S., Armandio, M. D., & Herwina, W. (2023). Application of the CIPP (Context, Input, Process, Product) Evaluation Model to the Training Program of the Community Work Training Center (BLKK) Amanah Tasikmalaya City. Cermin: Journal of Research, 7(1), 11-21.

Muyana, S. (2017). Context Input Process Product (CIPP): An Information Service Evaluation Model. In Proceedings of Guidance and Counseling Seminar (Vol. 1, No. 1, pp. 342-347).

Saputro, S. A., Santoso, S., & Hasbullah, H. (2023). Evaluation of Level II Medical Radiation Protection Officer Education and Training Program with Context, Input, Process, Product (CIPP) Model (Study at South Jakarta Health Polytechnic). EduBiologia: Biological Science and Education Journal, 3(1), 8-16.

Siswanto. 2010. Systematic review as a research method to synthesize research results (an introduction). Health System Research Bulletin. 13 (4): 326-333.

Triandini, E., S. Jayanatha, A. Indrawan, G. W. Putra & B. Iswara. 2019. Systematic literature review method for identifying information system development platforms and methods in Indonesia. Indonesian Journal of Information System. 1 (2): 63-77.

Wahono, R. S. 2015. A systematic literature review of software defect prediction: research trends, datasets, methods and frameworks. Journal of Software Enggineering. 1 (1): 1-16.