

EVALUATING THE EFFECTIVENESS OF THE ALFACLASS PROGRAM IN VOCATIONAL EDUCATION: A CIPP MODEL APPROACH

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ABSTRACT

*The Alfaiclass program is an industry-based vocational education partnership designed to strengthen the alignment between vocational schools and the labor market by enhancing students' competencies and work readiness. However, the effectiveness of the program has not been comprehensively evaluated. This study aimed to evaluate the effectiveness of the Alfaiclass program at SMKN 1 Lemahabang, Cirebon Regency, using the Context, Input, Process, Product (CIPP) evaluation model. A mixed-methods approach with a convergent parallel design was employed. Quantitative data were collected through questionnaires administered to teachers and students, while qualitative data were obtained through interviews, observations, and document analysis involving school leaders, productive teachers, students, alumni, and representatives of PT Sumber Alfaria Trijaya Tbk. The quantitative instrument was validated using Aiken's V and Percentage of Agreement, whereas qualitative data credibility was ensured through triangulation based on the trustworthiness criteria of Lincoln and Guba. Quantitative data were analyzed using descriptive statistics, T-score transformation, and the Glickman Quadrant Prototype, while qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings revealed that the Context component was categorized as positive, whereas the Input, Process, and Product components were categorized as negative. The overall evaluation produced a (+---) pattern, indicating that the Alfaiclass program was **less effective**. Although the program was relevant to industry needs and vocational education objectives, its effectiveness was constrained by limitations in resource readiness, implementation consistency, and graduate employability. The study concludes that improving institutional support, strengthening school–industry collaboration, enhancing learning facilities, and establishing a more transparent recruitment mechanism for Alfaiclass graduates are essential to improve the effectiveness of industry-based vocational education programs.*

Keywords: Alfaiclass program, CIPP evaluation model, vocational education, industry partnership, program effectiveness.

A. INTRODUCTION

Vocational education plays a strategic role in developing human resources equipped with the knowledge, practical skills, and professional attitudes required by the labor market. As part of Technical and Vocational Education

and Training (TVET), vocational high schools are expected to bridge the gap between education and employment by producing graduates whose competencies align with industry needs (Wheelahan, Leesa and Moodie, 2016; Tripney et al., 2013). TVET has been recognized globally as a fundamental

instrument for improving youth employability, particularly in developing countries where skills mismatches between education systems and labor market demands remain a persistent challenge (Marope, P. T. M., Chakroun, B., & Holmes, 2015; Tikly, 2013). In the context of social justice, TVET is also increasingly viewed not merely as a pathway to employment but as a means of expanding individual capabilities and empowering marginalized groups to participate meaningfully in economic life (Tikly, 2013; Wheelahan & Moodie, 2016).

In Indonesia, strengthening the link and match between vocational education and industry has become a national priority to improve graduate employability and support economic development (Direktorat Jenderal Pendidikan Vokasi, 2023). Revitalization efforts include curriculum synchronization, competency certification, industrial internships, teacher upskilling, and the development of school–industry partnership programs (Noor et al., 2019; Cholik et al., 2020). Despite these strategic efforts, data from Statistics Indonesia indicate that graduates of vocational high schools consistently contribute one of the highest unemployment rates among all educational levels, reaching 9.01% in 2024 (Badan Pusat Statistik, 2025). This persistent reality suggests that systemic challenges in aligning vocational education with industry demands have not been fully resolved, and that program quality assurance remains a critical issue requiring attention.

To realize the link and match objective, Indonesian vocational schools are increasingly encouraged to establish strategic partnerships with businesses

and industries through industry-based learning programs, including curriculum synchronization, industrial internships, competency certification, and industrial classes (Wibhawa et al, 2020; Yulian & Diantoro, 2023). Industry partnership programs are considered essential for providing students with authentic workplace experiences, developing their professional attitudes, and improving their employability before graduation (Estriyanto, 2021; Nthako & Khumalo, 2025). In this context, corporate social responsibility (CSR) has also emerged as a significant mechanism through which companies actively contribute to vocational education by providing facilities, training, curriculum development, and employment pathways for vocational graduates (Ramadhani & Rahayu, 2021; Lismaiyar et al., 2025).

One such industry partnership program is the Alfamart Class (Alfaclass) program, developed through collaboration between vocational schools and PT Sumber Alfaria Trijaya Tbk. The program integrates school learning with industrial standards through curriculum alignment, industrial practice, teacher training, competency development, and retail laboratory facilities, with the objective of preparing graduates who are competent, work-ready, and aligned with the demands of the modern retail sector (PT Sumber Alfaria Trijaya Tbk., 2020; Lukitasari et al., 2019). However, preliminary observations at SMKN 1 Lemahabang revealed that although many students participated in the Alfaclass program, not all graduates pursued or obtained employment at PT Sumber Alfaria Trijaya Tbk. after graduation. This phenomenon raises important questions regarding the extent to which the program has achieved its intended objectives.

Previous studies have reported that industrial class programs generally contribute positively to curriculum implementation, competency development, and school–industry collaboration (Yulian & Diantoro, 2023; Fadholi et al., 2025; Maryanti & Apriana, 2019). Research on program evaluation using the Context, Input, Process, Product (CIPP) model also demonstrates that CIPP provides a comprehensive framework for assessing educational program implementation and supporting continuous improvement decisions (Stufflebeam, D. L., & Coryn, 2014; Fitzpatrick, J. L., Sanders, J. R., & Worthen, 2011; Chen, 2015). More recent studies have applied the CIPP model to evaluate specific vocational education programs, including industrial class programs in automotive engineering (Priti, 2025) and teaching factory programs (Iqbal et al., 2025; Cahyani & Miyono, 2024), reporting generally positive outcomes. Similarly, Kiram et al. (2025) applied the CIPP model to evaluate industrial work practices and found that program context and processes demonstrated adequate effectiveness. However, these studies have largely focused on program description or individual components without integrating quantitative evaluation techniques to determine overall program effectiveness.

Importantly, the effectiveness of the Alfaclass retail industry program, which differs substantially in its sectoral characteristics from automotive or manufacturing-based industrial classes, remains understudied. Sriwadi et al. (2026) found a paradox of implementation in motorcycle engineering industrial classes where high CIPP scores did not translate into high graduate absorption rates, a

finding that closely mirrors the challenges identified in the present study. This gap underscores the need for a comprehensive evaluation that moves beyond component-level analysis to assess the overall effectiveness of CSR-based industry partnership programs in vocational education.

Therefore, this study aims to evaluate the effectiveness of the Alfaclass program at SMKN 1 Lemahabang, Cirebon Regency, using the Context, Input, Process, Product (CIPP) evaluation model integrated with T-score analysis and the Glickman Quadrant Prototype to determine overall program effectiveness. The findings are expected to contribute to the development of vocational education program evaluation, provide evidence-based recommendations for strengthening school–industry partnerships, and support efforts to improve the employability of vocational high school graduates in the modern retail sector.

B. METHODS

This study employed a mixed-methods approach by integrating qualitative and quantitative data to provide a comprehensive evaluation of the Alfamart Class (Alfaclass) program at SMKN 1 Lemahabang, Cirebon Regency, West Java, Indonesia. The mixed-methods design was selected because it enables researchers to triangulate findings from multiple data sources, thereby producing a more complete and nuanced understanding of program effectiveness than either approach alone could achieve (Creswell, J. W., & Poth, 2018; Sugiyono, 2020). The qualitative component adopted a case study design to explore the implementation of

the program in depth across multiple stakeholder perspectives, while the quantitative component was used to strengthen evaluation findings through descriptive statistical analysis (Creswell & Poth, 2018).

The evaluation framework was based on the Context, Input, Process, Product (CIPP) model developed by Stufflebeam, which enables systematic assessment of program planning, resource readiness, implementation processes, and program outcomes (Stufflebeam & Coryn, 2014; Fitzpatrick et al., 2011). The CIPP model was selected because of its capacity to support decision-making at every stage of a program's lifecycle — from needs assessment and resource planning through to outcome evaluation — making it particularly suitable for evaluating complex school–industry partnership programs (Chen, 2015; Stufflebeam & Coryn, 2014). Previous studies have successfully applied this model to evaluate vocational education programs, including industrial class programs and teaching factory programs in Indonesian vocational schools (Priti & Herminarto Sofyan, 2025; Sriwadi et al., 2026; Iqbal et al., 2025; Cahyani & Miyono, 2024), providing a strong methodological precedent for its application in the present study.

The research site was selected purposively because SMKN 1 Lemahabang represents one of the longest-running implementations of the Alfaclass program in West Java, making it a contextually rich and relevant site for evaluating the effectiveness of CSR-based industry partnership programs in vocational education (Sugiyono, 2020). The study involved two categories of participants. Informants consisted of the school

principal, the head of the Marketing Competency Program, productive marketing teachers, and representatives of PT Sumber Alfaria Trijaya Tbk., selected using purposive sampling based on their direct involvement and expertise in managing the Alfaclass program (Sugiyono, 2020; Miles, M. B., Huberman, A. M., & Saldaña, 2014). Respondents included school leaders, productive teachers, industry instructors, and students participating in the Alfaclass program (n = 39), whose questionnaire responses provided quantitative evidence to complement qualitative findings (Shagira, 2021; Arikunto, S., & Jabar, 2014).

Data were collected through four methods: semi-structured interviews, questionnaires, classroom and field observations, and document analysis. Semi-structured interviews were conducted with informants to obtain in-depth qualitative information regarding the implementation of each CIPP component (Creswell & Poth, 2018; Miles et al., 2014). Questionnaires were developed using a four-point rating scale — without a neutral midpoint — and distributed to respondents to measure perceptions of program effectiveness across all CIPP components (Arikunto & Jabar, 2014; Shagira, 2021). Classroom and field observations were carried out to verify actual implementation conditions against reported practices, while document analysis included curriculum documents, memoranda of understanding (MoUs), internship reports, competency assessment records, and other official documents related to the Alfaclass program (Sugiyono, 2020).

The quality of research instruments was established through different

procedures according to data type. The questionnaire instrument underwent content validity evaluation through expert judgment, quantified using Aiken's V coefficient, with items achieving a minimum index of $V \geq 0.60$ retained for use (Arikunto & Jabar, 2014). Instrument reliability was assessed using the Percent of Agreement (PoA) method, with a minimum threshold of 70% required to establish inter-rater consistency (Shagira, 2021). The trustworthiness of qualitative data was ensured through source triangulation — comparing information across informants from different stakeholder groups — technique triangulation — cross-checking interview data with observation records and documentary evidence — and member checking to confirm that interpretations accurately reflected informants' intended meanings (Creswell & Poth, 2018; Miles et al., 2014; Sugiyono, 2020).

Qualitative data were analyzed using the interactive analysis model comprising three concurrent activities: data reduction, data display, and conclusion drawing and verification (Miles et al., 2014; Sugiyono, 2020). Data reduction involved the systematic selection and condensation of relevant information from interview transcripts, field notes, and documents in relation to each CIPP component. Reduced data were then displayed in structured narrative form to enable pattern identification and comparative analysis across stakeholder perspectives. Conclusions were drawn inductively and continuously verified against the raw data to ensure analytical rigor (Miles et al., 2014).

Quantitative questionnaire data were analyzed descriptively by converting raw scores into standard T-scores

using the formula $T = 50 + 10z$, where $z = (X_i - \bar{X}) / SD$, X_i represents the individual respondent's mean score, $\bar{X}$ represents the grand mean across all components, and SD represents the standard deviation (Shagira, 2021; Arikunto & Jabar, 2014). T-scores were subsequently interpreted using the Glickman Quadrant Prototype, in which components with T-scores ≥ 50 were categorized as positive (+) and components with T-scores < 50 were categorized as negative (-). The resulting four-component combination was then mapped to one of four effectiveness categories: Quadrant I (+ + + +) = Very Effective; Quadrant II (+ + + -) or (+ + - +) = Sufficiently Effective; Quadrant III (+ + - -) or (+ - - -) = Less Effective; and Quadrant IV (- - - -) = Ineffective (Arikunto & Jabar, 2014; Shagira, 2021). The integration of qualitative interpretation with T-score analysis and the Glickman Quadrant Prototype enabled a comprehensive and triangulated assessment of the overall effectiveness of the AlfaClass program, consistent with the mixed-methods evaluation approach recommended by Fitzpatrick et al. (2011) and Chen (2015).

RESULTS

Overall Program Effectiveness

The evaluation of the AlfaClass program at SMKN 1 Lemahabang using the CIPP model produced the quantitative results presented in Table 1. The grand mean across all four components was 3.021 on a four-point scale, which served as the reference point for determining the positive or negative categorization of each component through T-score analysis.

Table 1. Summary of T-Score Analysis and CIPP Component Categorization

Component	Raw Mean	Grand Mean	Z-Score	T-Score	Category
Context	3.094	3.021	+1.3774	63.77	+(Positive)
Input	2.967	3.021	-1.0189	39.81	-(Negative)
Process	3.012	3.021	-0.1698	48.30	-(Negative)
Product	3.011	3.021	-0.1887	48.11	-(Negative)

The T-score analysis revealed that only the Context component achieved a positive categorization ($T = 63.77 \geq 50$), while the Input ($T = 39.81$), Process ($T = 48.30$), and Product ($T = 48.11$) components were all categorized as negative. The resulting four-component combination of (+ - - -) was mapped to the Glickman Quadrant Prototype, placing the Alfaclass program in **Quadrant III**, classified as **Less Effective**. The following subsections present the detailed qualitative and quantitative findings for each CIPP component.

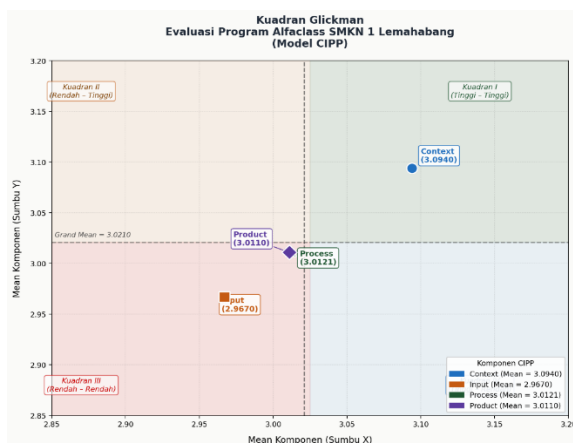


Figure 1 presents the positional mapping of each CIPP component based on the Glickman Quadrant Prototype, with the grand mean value of

3.021 serving as the horizontal and vertical reference lines that divide the quadrant space. The Context component (raw mean = 3.094; $T = 63.77$) is positioned in the upper-right area, clearly above the grand mean, confirming its positive categorization. In contrast, the Input component (raw mean = 2.967; $T = 39.81$) is positioned notably below and to the left of the grand mean, reflecting the most substantial deviation among all components and confirming its negative categorization. The Process (raw mean = 3.012; $T = 48.30$) and Product (raw mean = 3.011; $T = 48.11$) components are positioned in close proximity to the grand mean reference line, both marginally below it, indicating that while these two components approached adequacy, they did not reach the threshold required for a positive categorization.

The spatial distribution of the four components across the quadrant map produces a (+---) combination, which according to the Glickman Quadrant Prototype places the overall effectiveness of the Alfaclass program in **Quadrant III**, categorized as **Less Effective**. This visual representation reinforces the quantitative finding that the program's strength is concentrated exclusively in its contextual foundation, while resource readiness, implementation quality, and graduate outcomes remain areas requiring systematic improvement. Notably, the narrow distance between the Process and Product data points and the grand mean reference line indicates that these two components are borderline — any meaningful improvement in facility readiness and implementation consistency could potentially shift both components into positive territory, which would alter the program's overall effectiveness classification.

DISCUSSION

The evaluation of the Alfaclass program at SMKN 1 Lemahabang using the CIPP model and Glickman Quadrant Prototype produced a (+---) combination, placing the program in Quadrant III — Less Effective. This overall finding warrants deeper analytical discussion that goes beyond component-level description to examine the systemic relationships between components, the structural factors driving the implementation paradox, and the broader implications for industry partnership program design in Indonesian vocational education.

The Causal Chain: How Context Strength Fails to Cascade

The most theoretically significant finding of this study is the disconnect between a strongly positive Context component and three consecutively negative downstream components. This pattern contradicts the assumption — often implicit in program design — that a well-founded policy context will naturally translate into effective implementation and positive outcomes. Stufflebeam and Coryn (2014) argue that context evaluation identifies whether a program is designed to address real needs and aligns with stakeholder expectations, which the Alfaclass program demonstrably achieves. However, Fitzpatrick et al. (2011) caution that contextual strength is a necessary but insufficient condition for program effectiveness — it must be supported by adequate inputs and consistent process management to produce measurable outcomes. The present study provides empirical evidence for this theoretical position: the Alfaclass program's strong policy foundation, formalized MoU, and curriculum synchronization represent

genuine contextual strengths, yet these did not compensate for structural deficiencies in facility provision and recruitment pipeline management.

This finding aligns with Chen's (2015) integrated evaluation perspective, which emphasizes that program components operate as an interdependent system rather than isolated variables. In this study, the absence of industry-standard POS systems in the school laboratory created a skill transfer barrier in the Process component that directly constrained the depth of competency formation achievable before external PKL placements. This instrumental input failure subsequently manifested in the Product component as a gap between students' cognitive competency and their psychomotor readiness for immediate deployment in Alfamart stores — contributing to the low graduate absorption rate alongside the structural recruitment barriers identified in the HRA system. The causal chain from Input weakness through Process constraint to Product gap constitutes what this study terms a domino effect of instrumental failure — a sequential pattern in which unresolved resource deficiencies at the input stage propagate through the implementation process and ultimately compromise program outcomes.

Comparing Across Industrial Class Programs: Sector Matters

The findings of this study gain additional analytical depth through comparison with two recent CIPP evaluations of industrial class programs in different vocational sectors. Sriwadi et al. (2026) evaluated industrial class programs for Motorcycle Engineering at three SMK in Madiun Regency and found that input (86%), process (85%),

and product (86%) dimensions all achieved very good to good categorizations under conventional percentage scoring. Priti and Herminarto Sofyan (2025) similarly reported effective outcomes across context, process, and product dimensions in the automotive industrial class at SMK Negeri 2 Yogyakarta, with graduate absorption reaching 78%. The substantially more positive quantitative outcomes in both comparative studies — relative to the present study's (+ – – –) pattern — invite the question of what structural factors differentiate these programs.

A critical differentiating variable appears to be the nature of industry involvement in facility provision. In both automotive and motorcycle engineering industrial class programs, the industry partner — PT Astra Honda Motor, Komatsu, and Mitsubishi MMKSI — directly provided, maintained, and certified laboratory equipment that constituted the core of students' practical competency development (Sriwadi et al., 2026; Priti & Herminarto Sofyan, 2025). This direct hardware investment by industry partners created conditions where the input and process components could function as designed. In contrast, the Alfaclass program relied primarily on curriculum and training support from PT Sumber Alfaria Trijaya Tbk., with physical facility provision largely dependent on school resources that were insufficient to meet modern retail industry standards. This sector-specific difference in partnership model reflects a structural characteristic of the retail industry that differs fundamentally from manufacturing and automotive sectors in their approach to school partnership investment (Nthako & Khumalo, 2025; Estriyanto, 2021).

However, an important convergence across all three studies — including the present one — is the persistence of the implementation paradox at the product level: program evaluations that report positive process outcomes do not necessarily translate into high graduate absorption rates. Sriwadi et al. (2026) explicitly identified this paradox, reporting that despite strong CIPP scores, graduate absorption into PT AHM and AHASS networks remained below 10% — a figure remarkably consistent with the present study's finding that only 4 of 32 recorded "joint" alumni were actively employed. This cross-study convergence suggests that the paradox of implementation is not specific to the Alfaclass retail program but represents a broader structural challenge in Indonesian vocational education, where employment outcomes remain decoupled from competency achievement due to recruitment system inefficiencies, regulatory age constraints, and the absence of formalized post-graduation placement mechanisms (Pambudi & Harjanto, 2020; Badan Pusat Statistik, 2025).

The Role of CSR in Shaping Program Limitations

An analytical dimension that distinguishes the Alfaclass program from automotive industrial class programs is its origin as a Corporate Social Responsibility (CSR) initiative. Ramadhani and Rahayu (2021) note that CSR-based vocational education programs in Indonesia are increasingly common but vary substantially in their depth of industry commitment — ranging from superficial facility donations to deeply integrated partnership programs. Lismaiyar et al. (2025) similarly observe that the sustainability and quality of CSR-based

education programs depend critically on whether industry partners view the collaboration as a strategic long-term investment or as a philanthropic obligation. The evidence from the present study suggests that while Alfamart's commitment to the Alfaclass program is genuine at the curriculum and training level, the absence of direct facility investment and a structured recruitment pipeline indicates that the partnership has not yet reached the level of strategic integration required for maximum program effectiveness. This finding carries implications beyond the specific case of Alfaclass, suggesting that CSR-based industry partnership programs in vocational education require formalized accountability mechanisms — including facility provision commitments, recruitment quotas, and placement timelines — embedded in the MoU framework to prevent the gap between contextual promises and operational realities (Lukitasari et al., 2019; Yulian & Diantoro, 2023).

Implications for Program Improvement

The findings of this study carry three principal implications for the improvement of the Alfaclass program and industry partnership programs more broadly. First, at the infrastructural level, the school must prioritize the acquisition of POS systems compatible with Alfamart's operational software, and must restructure Business Center governance to grant the Marketing Competency Program operational authority over cashier access for students — with appropriate financial supervision mechanisms. Without resolving this instrumental input failure, the skill transfer barrier in the Process component will persist regardless of

curriculum quality (Fadholi et al., 2025; Iqbal et al., 2025). Second, at the partnership management level, the MoU between SMKN 1 Lemahabang and PT Sumber Alfaria Trijaya Tbk. requires revision to include specific, time-bound commitments regarding placement quotas, recruitment timelines, and a dedicated recruitment pathway that operationally distinguishes Alfaclass graduates from general applicants. The evidence from Priti and Herminarto Sofyan (2025) demonstrates that dual certification systems and partner-specific recruitment channels can significantly increase graduate absorption rates, providing a practical model that the Alfaclass program could adapt. Third, at the stakeholder engagement level, the consistent absence of parent socialization programs represents an unresolved contextual weakness that undermines the social support system necessary for graduate retention in the retail workforce. Establishing regular parent communication forums that address the realities of retail employment — including the NBH compensation system, regional placement policies, and career progression pathways — is essential to reduce the attrition rate among placed graduates (Maryanti & Apriana, 2019; Cahyani & Miyono, 2024).

Theoretical Contribution

This study makes two principal theoretical contributions to the evaluation literature on vocational education programs. First, it demonstrates that the Glickman Quadrant Prototype, when integrated with CIPP evaluation, provides a more discriminating measure of overall program effectiveness than component-level percentage scoring alone — a methodological contribution

supported by the comparison with Sriwadi et al. (2026) and Priti and Herminarto Sofyan (2025), both of which reported high component scores without identifying the systemic pattern of failure captured by the (+---) quadrant classification. Second, it provides empirical evidence for the concept of the implementation paradox in CSR-based vocational education programs — demonstrating that high contextual relevance and even adequate competency development outcomes do not guarantee employment absorption when structural failures in recruitment infrastructure, regulatory constraints, and stakeholder alignment remain unaddressed. These contributions extend the theoretical understanding of CIPP evaluation as applied to school–industry partnership programs and suggest that future evaluations in this domain should routinely incorporate post-graduation employment tracking data as a core product evaluation indicator (Kiram et al., 2025; Fitzpatrick et al., 2011).

D. CONCLUSION

This study evaluated the effectiveness of the Alfamart Class (Alfaclass) program at SMKN 1 Lemahabang, Cirebon Regency, using the Context, Input, Process, Product (CIPP) evaluation model integrated with T-score analysis and the Glickman Quadrant Prototype. The evaluation produced a (+---) combination across the four CIPP components, placing the program in Quadrant III and classifying it as **Less Effective**. This finding indicates that while the Alfaclass program has been established on a strong and relevant policy foundation — reflected in the positive Context evaluation — significant structural deficiencies in resource readiness, implementation quality, and graduate

employment outcomes constrain its overall effectiveness.

The Context component emerged as the program's primary strength, demonstrating clear alignment between program objectives, institutional commitments, and the demands of the modern retail industry. However, the negative evaluations of the Input, Process, and Product components reveal a domino effect of instrumental failure in which the absence of industry-standard POS facilities created a skill transfer barrier that limited authentic practical learning, ultimately contributing to a graduate absorption rate that fell substantially below the program's foundational promise of employment privilege. The implementation paradox — in which demonstrably competent graduates fail to achieve expected employment outcomes — was identified as a cross-cutting structural challenge influenced by HRA recruitment system inefficiencies, national labor law age constraints, miscommunication in the placement pipeline, and insufficient stakeholder alignment between the school, industry partner, and students' families.

Comparative analysis with Priti and Herminarto Sofyan (2025) and Sriwadi et al. (2026) further revealed that the sector-specific characteristics of CSR-based retail industry partnerships differ substantially from automotive and manufacturing industrial class programs in terms of direct facility investment and structured recruitment pathways — differences that have significant consequences for program effectiveness and graduate absorption. These cross-study findings suggest that the implementation paradox is not isolated to the Alfaclass program but represents a broader structural

challenge in Indonesian vocational education that warrants systematic policy attention (Pambudi & Harjanto, 2020; Nthako & Khumalo, 2025).

Based on these findings, three principal recommendations are proposed. For school management, immediate priorities include acquiring POS systems compatible with Alfamart's operational standards and restructuring Business Center governance to grant supervised cashier access to students, thereby eliminating the skill transfer barrier that has persisted throughout the program's implementation (Fadholi et al., 2025; Iqbal et al., 2025). For industry partners, the MoU framework requires revision to incorporate specific, time-bound placement quotas, a dedicated recruitment pathway for Alfaclass graduates distinguishable from general applicant pools, and a transparent waiting list management system with clearly defined placement timelines (Yulian & Diantoro, 2023; Lukitasari et al., 2019). For educational policymakers, the findings underscore the importance of mandating post-graduation employment tracking systems as a standard component of industry partnership program evaluation, ensuring that program effectiveness assessments extend beyond competency achievement to encompass verifiable and time-bound employment outcomes (Fitzpatrick et al., 2011; Kiram et al., 2025).

This study contributes to the evaluation literature by demonstrating that integrating the CIPP model with T-score analysis and the Glickman Quadrant Prototype provides a more comprehensive and discriminating measure of program effectiveness than component-level scoring alone. Future research is recommended to examine the effectiveness of CSR-based

industry partnership programs across multiple vocational schools and retail industry partners using longitudinal designs that capture post-graduation employment trajectories over two to three years, thereby generating broader and more robust evidence for the development of effective school–industry partnership policies in Indonesian vocational education (Sriwadi et al., 2026; Stufflebeam & Coryn, 2014).

Context Evaluation

The Context component obtained the highest raw mean of 3.094 and a T-score of 63.77, representing the strongest component in the evaluation and the only one categorized as positive. Quantitative findings across 12 items indicated that respondents consistently rated the program's alignment with school vision and mission, relevance of program objectives to industrial competency standards, and the commitment of both institutional partners as strong. The item with the highest mean within this component was the alignment between the Alfaclass program objectives and the vocational education policy framework, reflecting broad stakeholder agreement that the program had been established on a sound and relevant policy foundation.

Qualitative findings reinforced these quantitative results. The school principal confirmed that the Alfaclass program had been developed as a direct institutional response to the persistently high unemployment rate among vocational graduates, positioning it as a strategic solution rather than an incidental initiative. The partnership with PT Sumber Alfaria Trijaya Tbk. was formalized through a Memorandum of Understanding (MoU)

established since 2015 and coordinated at the macro level between Alfamart management and the Provincial Education Office before being operationalized at the school level. The head of the Marketing Competency Program further emphasized that curriculum synchronization with retail industry standards had been systematically implemented, supported by digital learning platforms including Alfa Learning and the Wadhvani Foundation.

Industry representatives similarly acknowledged the mutual benefit of the partnership. From the industry perspective, the Alfaclass program was viewed as a long-term investment in prospective employees whose competencies had been developed according to company standards from an early stage. This shared institutional commitment between the school and the industry partner emerged as one of the principal strengths of the program's contextual foundation.

These findings are consistent with Stuffebeam and Coryn (2014), who argue that a program is more likely to achieve its intended objectives when it is designed to address real organizational needs and aligns with stakeholder expectations. The positive Context evaluation in this study confirms that the Alfaclass program was established on an appropriate and relevant foundation. This finding also aligns with Priti and Herminarto Sofyan (2025), who reported that the context of the industrial class program at SMK Negeri 2 Yogyakarta was categorized as effective, supported by strong alignment between program objectives, industry competency expectations, and institutional commitments from both school and industry partners. Similarly,

Sriwadi et al. (2026) found that the context component of industrial class programs for Motorcycle Engineering at SMK Kabupaten Madiun demonstrated strong relevance to vocational education policy, characterized by systematic curriculum coordination with PT Astra Honda Motor and continuous student involvement from enrollment through graduation. A key distinction, however, is that while both comparative studies found context implementation to be smooth and unimpeded, the present study identified a notable gap between the strength of the policy foundation and its operational realization — particularly in the absence of parent socialization programs and the disconnect between institutional recruitment promises and actual HRA recruitment mechanisms.

Input Evaluation

The Input component obtained a raw mean of 2.967 — the lowest among all four components — and a T-score of 39.81, categorizing it as negative. Analysis across 14 questionnaire items revealed a clear structural disparity: items related to human resource readiness, including teacher competency and curriculum synchronization, were rated relatively higher, while items related to physical facilities and technological infrastructure received consistently lower scores. The item recording the lowest mean across the entire 57-item instrument was the availability and functionality of Point of Sale (POS) cashier systems in the school's retail laboratory, which obtained a mean of only 2.77 — indicating that respondents perceived this aspect as inadequate.

Qualitative findings provided critical explanations for this quantitative pattern. Teachers reported that while

the curriculum had been synchronized with Alfamart's operational standards, practical simulation in the school environment relied on an offline retail software application (IPOS 4) that differed substantially from the actual POS system used in Alfamart stores. The system lacked integration with EDC card readers and QRIS digital payment, and stock opname activities were conducted using a free mobile application rather than industry-standard software. One productive teacher stated: *"The curriculum has been synchronized with the industry, but several facilities and supporting equipment still need improvement so that students can practice according to actual workplace standards."* Industry representatives confirmed that Alfamart was technically prepared to provide official software to school partners, but that unstable school internet connectivity and hardware specifications that did not meet minimum system requirements had prevented this from being realized.

A further structural constraint identified through qualitative data was the governance of the school's Business Center (BC). Although the BC was intended to function as the primary retail laboratory for Alfaclass students, its operational management was not under the authority of the Marketing Competency Program. As a result, students' access to authentic retail practice within the school environment was severely limited, and the BC's potential as an instrumental learning resource remained unrealized. This finding represents a form of instrumental input failure — the school had fulfilled administrative and documentary input requirements but had not resolved the substantive technological and governance barriers

that determine the quality of practical learning.

The negative Input finding in this study diverges from those reported by Sriwadi et al. (2026), who found that the input dimension of industrial class programs for motorcycle engineering at SMK Kabupaten Madiun achieved 86% — categorized as very good — supported by workshop facilities that fully met PT Astra Honda Motor standards, systematic equipment maintenance through a Maintenance Routine Check (MRC) protocol, and adequate teacher competency. Priti and Herminarto Sofyan (2025) similarly reported that the facilities of the industrial class program at SMK Negeri 2 Yogyakarta met the standards of multiple industry partners, including Komatsu (approximately 80% compliant) and Mitsubishi MMKSI (100% compliant). The contrast between these findings and those of the present study suggests that the degree of industry involvement in facility provision is a critical differentiating factor. Automotive industry partners have an established tradition of directly providing and maintaining laboratory equipment in partner schools, whereas the retail sector — including Alfamart — tends to operate through curriculum and training support rather than direct hardware provision, creating a structural facility gap that the school alone cannot easily bridge.

Process Evaluation

The Process component obtained a raw mean of 3.012 and a T-score of 48.30 — placing it just below the grand mean of 3.021 and categorizing it as negative. Although the margin was narrow, the qualitative findings provided substantial explanations for why the process, despite appearing

adequate on the surface, contained critical structural barriers that constrained its effectiveness. Analysis across 17 questionnaire items revealed that the highest-rated item was students' participation in six-month industrial internships at external Alfamart stores (mean = 3.21), while the lowest-rated item was school-side monitoring and supervision of students during internship placements (mean = 2.95).

Qualitative data revealed two parallel realities in the Process component. On the instructional dimension, classroom collaboration between productive teachers and Alfamart industry instructors was described by both parties as harmonious and effective. Industry instructors visited the school approximately four times per year to deliver practical training sessions, and teachers confirmed that lesson delivery was guided by synchronized lesson plans aligned with Alfamart's operational standards. Students consistently demonstrated active participation during theoretical learning sessions, and the six-month PKL placements at external Alfamart branches were identified by all stakeholder groups as the most meaningful and transformative phase of the entire program.

However, a critical structural barrier was identified in the operational dimension of the Business Center. Students assigned to BC duty shifts were permitted only to perform floor operations — product display, stocking, and customer service — while cashier operations and all financial transactions were exclusively managed by designated school staff. Students had no access to cashier terminals or financial management during their BC shifts. As a result, although students

developed cognitive understanding of retail transaction procedures through classroom simulation, they were unable to build the psychomotor muscle memory required for real-world cashier operation. One productive teacher described this as follows: *"Students understand the theory of how POS systems work, but they have never actually operated a real cashier transaction from start to finish inside the school environment."* An industry representative confirmed: *"The program has been implemented according to the agreed plan, but continuous monitoring and evaluation between the school and the company still need to be strengthened to ensure that all activities are carried out consistently."*

This phenomenon represents what this study terms a skill transfer barrier — a condition in which cognitively acquired competencies cannot be fully internalized through psychomotor practice due to institutional policy constraints. The concept of *learning by doing* (Dewey, 1938, as cited in Sriwadi et al., 2026) underscores that direct experience in authentic work environments is fundamental to competency formation in vocational education. The BC governance policy effectively prevented this principle from being realized within the school setting, making the six-month external PKL placement the only environment in which students could acquire genuine transactional experience.

Comparative analysis with previous studies reveals an important distinction. Sriwadi et al. (2026) reported that the process dimension of industrial class programs for motorcycle engineering achieved 85% — categorized as good — with students demonstrating active engagement in hands-on practical

activities using workshop equipment that met PT AHM standards. Priti and Herminarto Sofyan (2025) similarly found that the process evaluation of the automotive industrial class at SMK Negeri 2 Yogyakarta was categorized as effective, with learning activities achieving 90% and assessment procedures reaching 95%, all centered around direct equipment use in industry-standard workshops. The fundamental difference between these programs and the Alfaclass program lies in the nature of facility access: in automotive and engineering industrial classes, students have direct and supervised access to the actual tools and equipment that constitute their professional competencies, whereas Alfaclass students are structurally excluded from the most critical competency — cashier and financial transaction management — within the school environment.

Product Evaluation

The Product component obtained a raw mean of 3.011 and a T-score of 48.11 — marginally below the grand mean and categorized as negative. This finding encapsulates the central paradox of the Alfaclass program: a program that has demonstrably succeeded in developing student competencies has simultaneously failed to translate those competencies into measurable graduate employment outcomes. Analysis across 14 questionnaire items indicated that items related to practical retail competencies — product display skills (mean = 3.10), work discipline and professional ethics (mean = 3.05), and student confidence in entering the retail workforce (mean = 3.08) — were rated relatively positively by respondents. However, items related to direct employment absorption within Alfamart and the certainty of

post-graduation placement received the lowest ratings in this component.

Documentary and qualitative data provided the most striking evidence of the implementation paradox. Of 32 students from the 2024/2025 cohort officially recorded as "joint" — implying employment placement — in administrative graduation documents, only 4 students were confirmed to be actively employed at Alfamart stores at the time of data collection. A further 33.3% of alumni were confirmed to be unemployed. Alumni interviews identified four interconnected barriers: (1) the HRA recruitment queue system did not prioritize Alfaclass graduates over general applicants, meaning the promised employment privilege was not operationally realized; (2) national labor law regulations requiring a minimum employment age of 18 years created a structural waiting gap, as most students graduated at age 17; (3) miscommunication between the HRA central division and store branch managers resulted in placement call-ups that did not correspond to actual store vacancies; and (4) a proportion of alumni who had been placed subsequently resigned due to inability to cope with the NBH (missing goods compensation) system and the demanding SOP environment of modern retail.

One industry representative stated: *"Graduates of the Alfaclass program still have to follow the same recruitment procedures as other applicants. Participation in the program does not automatically guarantee employment because all candidates must meet the company's recruitment standards."* This statement directly contradicts the program's foundational promise of automatic employment privilege and represents a critical misalignment

between contextual commitments and product-level realization.

The implementation paradox identified in this study closely mirrors the findings of Sriwadi et al. (2026), who explicitly described a paradox of implementation in their evaluation of motorcycle engineering industrial classes, where input, process, and product dimensions all scored above 85% — yet graduate absorption into PT AHM and AHASS networks remained below 10%. These authors attributed the paradox to recruitment quota limitations, skills mismatches in non-technical competencies, and external labor market factors — all of which were similarly present in the AlfaClass program. In contrast, Priti and Herminarto Sofyan (2025) reported substantially higher product outcomes at SMK Negeri 2 Yogyakarta, with student learning outcomes at 90% and overall graduate absorption reaching 78%, including Komatsu Class at 80% and Mitsubishi MMKSI at 100%. The key differentiating factor between these more successful outcomes and those of the present study appears to be the existence of structured, partner-specific recruitment mechanisms — including dual report cards issued jointly by the school and the industry partner and industry-specific competency certification — that created a formal, traceable employment pathway absent in the AlfaClass program.

These findings extend previous research by demonstrating that competency development alone is insufficient to produce measurable employment outcomes in industry partnership programs. The gap between competency achievement and graduate absorption is not primarily caused by student ability deficits but by structural failures in the recruitment

pipeline, regulatory constraints, and the absence of transparent post-graduation placement mechanisms. This distinction has significant implications for how vocational program effectiveness is conceptualized and evaluated, and underscores the need for product evaluation in CIPP assessments to extend beyond learning outcomes to encompass verifiable employment data.

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