

EVALUATION OF VILLAGE TOURISM TRAINING HELD BY BBPPMD JAKARTA USING THE CIPP MODEL: A CASE STUDY IN 5 VILLAGES, PANDEGLANG DISTRICT, BANTEN, INDONESIA

Herri Santoso, Dwi Sunu Kanto

Author Details

Herri Santoso is currently pursuing master degree program in government and regional development management in Trilogi University, Indonesia, PH-62-852-8084-2880. E-mail: herrisantoso28@gmail.com

Dwi Sunu Kanto is currently a senior lecturer in Trilogi University, specializing in Finance and General Business Management, Indonesia, PH-62-818-496-917. E-mail: dwisunukanto@trilogi.ac.id

KeyWords

CIPP Model, Performance Evaluation, Tourism, Training.

ABSTRACT

In accordance with the Ministerial Regulation of the Republic of Indonesia No. 22 of 2020 concerning the Organization and Working Procedures of Technical Implementation Units within the Ministry of Village Development of Disadvantaged Areas and Transmigration, the Balai Besar Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal dan Transmigrasi Jakarta oversees 5 (five) working areas, namely Special District Jakarta, West Java, Banten, Lampung, and West Borneo. One of the working programs of the Balai Besar Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal dan Transmigrasi Jakarta is the implementation of Village Training, Development of Disadvantaged Areas, and Transmigration. In November 2022, the Balai Besar Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal dan Transmigrasi Jakarta conducted a Tourism Village Training in Pandeglang Regency, Banten Province. The training was initially carried out in Pandeglang Regency, Banten Province, targeting 5 Pilot Tourism Villages. To assess the achievement of the training in terms of context, input, process, and training outcomes, as well as the implementation of follow-up action plans by participants after the training in the community, research evaluation needs to be conducted. The CIPP evaluation model is known for its advantages in comprehensive evaluation. This paper is a proposed conceptual model to evaluate training and how much it affects performance.

INTRODUCTION

Since its establishment, the Ministry of Village, Disadvantaged Regions, and Transmigration of the Republic of Indonesia has gone through three phases. The first phase was during the Gotong Royong Cabinet under the administration of President Megawati Soekarnoputri when it was named the Ministry of State for Accelerated Development of Eastern Indonesia. The second phase occurred during the presidency of Susilo Bambang Yudhoyono, where it was renamed the Ministry of State for Accelerated Development of Disadvantaged Regions and later became the Ministry of State for Development of Disadvantaged Regions. The current phase is the third one, under the administration of President Joko Widodo in the Working Cabinet, where it was once again renamed as the Ministry of Village, Disadvantaged Regions, and Transmigration. The official nomenclature for this ministry is the Ministry of Village, Disadvantaged Regions, and Transmigration. Common abbreviations used are MVDRT.

The Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration (TERCDR Jakarta) is one of the Technical Implementation Units (TIU) within the Ministry of Village, Disadvantaged Regions, and Transmigration at the level of Eselon II. In accordance with the Regulation of the Minister of Village, Disadvantaged Regions, and Transmigration of the Republic of Indonesia Number 22 of 2020 concerning the Organization and Work Procedures of Technical Implementation Units within the Ministry of Village, Disadvantaged Regions, and Transmigration, the Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration is a technical implementation unit under the Ministry and is under the

authority and responsibility of the Head of the Human Resources Development and Empowerment Agency for Village Communities, Disadvantaged Regions, and Transmigration. Its main task is to conduct human resources training and community empowerment in rural areas, disadvantaged regions, and transmigration areas.

In carrying out its duties, the Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration facilitates and conducts training programs for human resources development. It also provides assistance and support for community empowerment, as well as implements mentoring and empowerment models for rural areas, disadvantaged regions, and transmigration areas. One of the working programs of the Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration is the Implementation of Training for Village Development, Disadvantaged Regions, and Transmigration. The training conducted by the center includes Candidate Transmigration Training, Village-Owned Enterprises (VOE) Training, and Village Tourism Training.

Pandeglang Regency in Banten Province is within the jurisdiction of the Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration, and it has not previously received Village Tourism Training. The villages in Pandeglang Regency have tourism potentials that can contribute to the economic growth of the local communities and be sustained over time. According to the Pandeglang Regent Regulation Number 12 of 2021 concerning Village Tourism, efforts are required to diversify tourism attractions with a focus on improving the welfare of the community, preserving arts and culture, and promoting environmental friendliness in order to achieve sustainable tourism development.

As a step towards supporting the enhancement of the capacity of human resources in managing village tourism and to realize competent village tourism managers capable of optimizing tourism activities for continuous and sustainable tourism development in Pandeglang Regency, Banten Province, the Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration conducted a Village Tourism Training in November 2022 in Pandeglang Regency, Banten Province. The Village Tourism Training aimed to enhance the knowledge, skills, attitudes, and behaviors required by village tourism managers, including village officials, tourism awareness groups, Village-Owned Enterprises (VOE) management, and village cadres, in their efforts towards rural tourism development. The Jakarta Center for Training and Empowerment of Rural Communities, Disadvantaged Regions, and Transmigration continues its efforts to create quality village empowerment cadres who can facilitate the prosperity of rural communities.

In terms of classification, the five villages that participated in the Village Tourism Training in Pandeglang Regency can be categorized as follows: three villages fall under the classification of emerging tourism villages, meaning they still have potential that can be developed into tourist destinations, but the development of infrastructure and facilities is limited, there are few or no tourists visiting, and the community's awareness of tourism potential is still developing. These villages are Jiput Village, Sukacai Village, and Sindanglaut Village. The other two villages, Banyuresmi Village and Sukajadi Village, fall under the category of developing tourism villages, as they are already known and visited by the local community.

To assess the achievement of the Village Tourism training program's outcomes in Pandeglang Regency, Banten Province, and to examine the implementation of the Community-Based Tourism Development Plan (TDP) in the community, an evaluation model is needed to provide information and assess the implementation of the TDP in the community. This evaluation model will serve as a basis for further recommendations.

Evaluation is a systematic investigation of program value, effort, resources, or other relevant items. One popular evaluation model that can effectively assess the implementation and application of training outcomes is the Context, Input, Process, and Product (CIPP) evaluation model. The CIPP evaluation model was initially developed by [1] from Ohio University, United States, and it is widely known and applied by evaluators to comprehensively evaluate program outcomes [2].

LITERATURE REVIEW

CIPP Training Evaluation Model

Context Evaluation

Context evaluation aims to assess the overall status of the object, identify strengths, weaknesses, diagnose problems, and provide solutions, testing whether the objectives and priorities align with the needs to be addressed [1]. Context evaluation primarily focuses on identifying the strengths and weaknesses of an organization and providing input for improvement. The main purpose of context evaluation is to assess the overall condition of the organization, identify its weaknesses, inventory its strengths that can be utilized to overcome those weaknesses, diagnose the problems faced by the organization, and find solutions. Context evaluation also aims to assess whether the established objectives and priorities meet the needs of the parties targeted by the organization [3].

Context evaluation includes analyzing the problems related to the program's environment or the objective conditions to be implemented. It involves analyzing the strengths and weaknesses of a specific object, the relevance and connections to the program. Context evaluation is the most fundamental stage that has the mission of providing a rationale or foundation for goal setting.

Input Evaluation

Input evaluation is intended to help determine the program's necessary changes. It seeks to identify barriers and potential available resources. Its main objective is to assist clients in assessing alternatives related to organizational needs and goals. In other words,

input evaluation functions to help clients avoid futile innovations that are likely to fail or, at the very least, waste resources [3].

Input evaluation involves analyzing personnel-related aspects of how available resources are used, considering alternative strategies to achieve a program. It entails identifying and assessing the system's capabilities, alternative program strategies, designing procedures for strategy implementation, financing, and scheduling.

Process Evaluation

Process evaluation essentially examines the implementation of the established plan. Its objective is to provide feedback to managers and staff regarding the alignment between plan execution and the previously set schedule, as well as the efficient utilization of available resources. If the plan needs modification or further development, process evaluation provides guidance. There are other important objectives to consider as well, such as periodically assessing the participants' acceptance of the program and their success in fulfilling their roles, as well as providing a comprehensive record of plan implementation and comparing it with the initial objectives [3].

Product Evaluation

Product evaluation is an assessment that measures the success in achieving the objectives. This evaluation serves as a record of the achieved outcomes and the decisions made for improvement and actualization. The activities of product evaluation involve measuring and interpreting the attained results. The measurements are carefully and precisely developed and administered. Accurate analysis serves as the basis for drawing conclusions and providing recommendations according to established standards of feasibility. Product evaluation serves as the final stage that assists program stakeholders in making decisions by analyzing the necessary outcomes and comparing them with the established objectives [3].

Strengths and Weaknesses of the CIPP Evaluation Model

The CIPP model has significant advantages, including its comprehensive nature in obtaining information. It goes beyond just focusing on outcomes and encompasses the evaluation of context, input, process, and outcomes. The comprehensive information generated by the CIPP model is expected to provide valuable insights for decision-making, policy development, and future programs. CIPP adopts a holistic approach to evaluation, aiming to provide detailed and extensive insights into a project, from its context to the implementation process. It serves as a comprehensive framework for conducting formative and summative evaluations of programs, projects, personnel, products, institutions, and systems. The CIPP model is complete and more comprehensive, and the evaluation of context, input, process, and outcomes can be practiced to support decision-making (formative role) and provide information on accountability or summative role [4].

However, the CIPP model also has its limitations. Some of these limitations include evaluators' lack of responsiveness to relevant issues or concerns, as they may focus solely on the information required by decision-makers and top management. As a result, the model is considered uneven and undemocratic in its distribution of evaluation outcomes. Additionally, the CIPP model is perceived as complex and requiring substantial funding, time, and other resources [5].

CONCEPTUAL MODEL

This study is the type of qualitative study. This study uses data in the form of qualitative data, for example, data in the form of words, sentences, schematics, and images. By using this descriptive research and qualitative approach, the researcher aims to make systematic, factual, accurate descriptions of the facts and phenomena that exist. The focus of qualitative research is not intended to make generalizations from the results of prior research. Research subjects become informants who will provide various informants who will provide various information needed during the research process.

Research Design

This research is a descriptive study, primarily focused on the description of interview results and documentary studies. The research is conducted at the Balai Besar Pelatihan dan Pemberdayaan Masyarakat Desa Daerah Tertinggal dan Transmigrasi Jakarta, under the Ministry of Village Development of Disadvantaged Areas and Transmigration. The collected data will be analyzed qualitatively and presented in a descriptive form. The data analysis technique employed in this study follows the steps proposed by [6], which include data collection, data reduction, data presentation, and drawing conclusions. To ensure the validity of the data, triangulation with multiple sources was conducted. This involved comparing the interview results with relevant document content and cross-referencing the interview findings with those of other interviews. The research utilized the ATLAS.ti software as a tool for processing qualitative data.

Conclusion

This paper is a proposed conceptual model to evaluate training and how much it affects performance.

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